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NOTE FROM THE EDITOR-IN-CHIEF

The Noun International Journal of Peace Studies and Conflict Resolution is a product of the Department of Peace Studies and Conflict Resolution, Faculty of Social Sciences, National Open University of Nigeria. The vision behind this academic journal is to:

- i. promote sustainable research culture among the academia for the enhancement and development of the intellectual capacity of both the authors and the readers.
- ii. aid the promotion and assimilation of the values of Peace and Conflict Resolution in our societies.
- iii. provide a platform for espousing writers and well researched academic works for reference and teaching purposes.

The journal will also aid the promotion and assimilation of the values of Peace and Conflict Resolution in our societies. The Journal is published twice a year, first publication in March and the second in August and may also feature special editions as may be deemed fit at any material time.

The articles in this journal have been carefully selected, effectively reviewed and edited by the Editors who are tested and proven in their various fields of study and practices as seasoned academician and practitioners and I believe it will be a worthwhile reference material.

The journal has an online presence, thus making it a reference material which is easily accessible at any point in time and has become widely acceptable within the academic world both locally and internationally.

This invaluable work has become a continuous success because of the support and contribution of the Editors, the members of the Department and the management of the National Open University. Special appreciation goes to the harem of our Professors in the Editorial Board who despite their busy schedules have not relented in providing

mentorship opportunity for every member of the Department of Peace Studies and Conflict Resolution, NOUN.

I must of necessity appreciate all members of my team who have worked tirelessly to ensure the sustenance of this vision.

On a final note, I do appreciate the Almighty God who has been the source of my inspiration and from whom I draw the energy which mobilizes me for performance.



Dr. Samuel Opeyemi Iroye
Editor-in-Chief/ HOD, Peace Studies and Conflict Resolution

NOUN INTERNATIONAL JOURNAL OF PEACE STUDIES AND CONFLICT RESOLUTION [NIJPCR]

CALL FOR PAPERS

The **NOUN INTERNATIONAL JOURNAL OF PEACE STUDIES AND CONFLICT RESOLUTION [NIJPCR]** is a peer-reviewed journal publication of the **Department of Peace Studies and Conflict Resolution**, Faculty of Social Sciences, National Open University of Nigeria, Abuja, which publishes twice a year but may also feature special editions as may be deemed fit at any material time. The Editorial Board of the journal welcomes well-researched original papers, for publication in the Journal which is released in the Months of March and August every year.

Paper submissions are welcome in Peace Studies and Conflict Resolution any relative areas and they should adhere to the following guidelines.

1. Length of paper: Paper submissions should not be more than 5,000 words including footnotes and references.
2. Reference Style: All paper submissions must adhere to the current and recent edition of APA Style of Citation.
3. Font style and size: All submissions should use the Times New Roman fonts (12 font size) including the References. The manuscript should be formatted using 1.5 line spacing.
4. Abstract: Manuscripts must contain an abstract of not more than 250 words, which explains the content of the paper. The abstract must be expressed in clear words in the following format: the background of the research; description of the research problem; explanation of the research methods adopted; explanation of the findings, conclusion and recommendations.
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SEXUAL HARASSMENT IN NIGERIAN UNIVERSITIES: UNDERSTANDING THE MENTAL HEALTH IMPACT ON ACADEMIC SUCCESS

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ABSTRACT

Sexual harassment in Nigerian universities poses a significant threat to students' mental health and academic success. This study investigates the prevalence and impact of sexual harassment on students across five Nigerian universities, highlighting the urgent need for comprehensive intervention strategies. Despite increasing awareness, there is a gap in understanding the full extent of the mental health and academic repercussions of harassment within these institutions. The primary objectives of this research were to assess the prevalence of sexual harassment, evaluate its impact on mental health, and examine the resulting academic consequences. Utilizing a quantitative approach, data were collected from 250 students using structured questionnaires. The findings reveal a high prevalence of harassment, with significant negative effects on both mental health and academic performance. Based on these results, universities must implement robust anti-harassment policies, provide accessible mental health services, and establish effective reporting systems to support affected students and foster a safer academic environment.

Keywords: *Sexual harassment, mental health, academic success, Nigerian universities, intervention strategies.*

Introduction

Sexual harassment in educational institutions is a significant global issue that affects the mental health and academic performance of students. Across the world, universities have been grappling with the pervasive issue of sexual harassment, which poses serious challenges to the well-being and academic success of students. The global prevalence of this issue necessitates a thorough examination of its impact on students, particularly in the context of Nigerian universities. In Nigeria, sexual harassment in universities has become a widespread problem, drawing attention from scholars and policymakers alike. Research by Ukpokolo (2013) highlights the high prevalence of sexual harassment in Nigerian universities, revealing that many female students have experienced various forms of harassment from both peers and faculty members (Ukpokolo, I. E., 2013, "Sexual harassment in academia: A case study of Nigerian universities"). This situation mirrors findings from other parts of the world. For instance, Hill and Silva (2005) reported that 62% of female college students in the United States had experienced some form of sexual harassment during their college years (Hill, C., & Silva, E., 2005, "Drawing the Line: Sexual Harassment on Campus," American Association of University Women Educational Foundation). These statistics underscore the global nature of the problem and the need for comprehensive interventions.

The psychological effects of sexual harassment are profound and long-lasting. Victims often suffer from anxiety, depression, and post-traumatic stress disorder (PTSD). A study by Zada et al. (2021) in Pakistan found that students who experienced sexual harassment were significantly more likely to develop mental health issues, which in turn affected their academic performance (Zada, M., Ahmed, F., Hussain, M., Awan, U., & Streimikis, J., 2021, "Effect of Mental Health Problems on Academic Performance among University Students in Pakistan," Sustainability). Furthermore, the academic consequences of sexual harassment are significant. Victims often experience decreased concentration, lower grades, and higher dropout rates.

In Nigerian universities, these academic impacts are further compounded by inadequate support systems and ineffective reporting mechanisms. Otekunrin et al. (2017) emphasized the need for Nigerian universities to implement robust policies and support structures to address these issues effectively (Otekunrin, O., Makinde, O., & Adepoju, A., 2017, "Towards tackling Sexual Harassment and Gender-Based Violence: Activities of the Gender Mainstreaming Office, University of Ibadan, Nigeria"). Addressing sexual harassment in universities is not only a matter of ensuring student safety but also of fostering an environment conducive to academic success. This study aims to contribute to this body of knowledge by exploring the impact of sexual harassment on the mental health and academic performance of students in Nigerian universities, drawing on global perspectives to inform local interventions. By examining the prevalence and impact of sexual harassment in Nigerian universities and comparing it with global data, this research seeks to provide a deeper understanding of the issue and propose effective solutions. The ultimate goal is to create safer and more supportive academic environments where all students can thrive.

Literature Review

Sexual harassment in educational institutions is a critical global issue that significantly impacts the mental health and academic performance of students. This literature review synthesizes research from various countries to understand the prevalence of sexual harassment in universities and its detrimental effects on students.

Prevalence of Sexual Harassment

Sexual harassment is a pervasive issue in universities worldwide, affecting students' safety and academic experiences. In Nigerian universities, the prevalence of sexual harassment is alarmingly high, with many female students reporting incidents of harassment from both peers and faculty members. Ukpokolo (2013) highlighted the systemic nature of this issue, revealing that sexual harassment is widespread and deeply ingrained in the academic culture of Nigerian institutions. This situation is not unique to Nigeria. In Europe, Bondestam and Lundqvist (2020) conducted a systematic review that demonstrated the extensive occurrence of sexual

harassment in higher education. Their research showed that harassment is a common experience for many students, significantly impacting their well-being and academic performance. Similarly, in the United States, Hill and Silva (2005) reported that 62% of female college students had experienced some form of sexual harassment during their college years.

Further research in other regions supports these findings. In Pakistan, Zada et al. (2021) documented the prevalence of sexual harassment among university students, highlighting its severe impact on victims' mental health and academic outcomes. Their study found that a significant number of students experienced harassment, leading to anxiety, depression, and decreased academic performance. This global perspective indicates that sexual harassment in universities is a ubiquitous issue that requires urgent attention and effective intervention strategies.

Mental Health Impact

Sexual harassment in universities has profound implications for the mental health of victims, often leading to severe psychological distress and long-term consequences. Research conducted by Zada et al. (2021) in Pakistan highlights the detrimental effects of sexual harassment on students' mental well-being. The study found that victims of harassment were more likely to experience anxiety, depression, and other mental health issues, significantly impacting their academic performance (Zada, M., Ahmed, F., Hussain, M., Awan, U., &Streimikis, J., 2021, "Effect of Mental Health Problems on Academic Performance among University Students in Pakistan," Sustainability).

In Nigeria, where sexual harassment in universities is prevalent, the mental health impact on victims is particularly concerning. Research by Ukpokolo (2013) has shown that victims of sexual harassment often suffer from anxiety, depression, and post-traumatic stress disorder (PTSD), which can have serious implications for their academic success and overall quality of life (Ukpokolo, I. E., 2013, "Sexual harassment in academia: A case study of Nigerian universities"). The cumulative evidence from these studies underscores the urgent

need for universities to address the mental health consequences of sexual harassment effectively.

Academic Consequences

Sexual harassment in universities not only affects the mental health of victims but also has significant academic consequences, including decreased concentration, lower grades, and higher dropout rates. Research conducted by the American Association of University Women (AAUW), as cited by Hill and Silva (2005), found that students who experienced sexual harassment reported lower academic achievement and were more likely to drop out of school compared to their non-harassed peers (Hill, C., & Silva, E., 2005, "Drawing the Line: Sexual Harassment on Campus," American Association of University Women Educational Foundation). Similarly, studies conducted in European universities, such as the systematic review by Bondestam and Lundqvist (2020), have documented the negative impact of sexual harassment on students' academic performance. Victims of harassment often experience disruptions in their education, leading to decreased academic engagement and lower grades. These findings highlight the significant barriers that sexual harassment poses to students' educational attainment and future success (Bondestam, F., & Lundqvist, M., 2020, "Sexual harassment in higher education – a systematic review," European Journal of Higher Education).

In Nigerian universities, where sexual harassment is prevalent, the academic consequences for victims are particularly pronounced. Research by Otekunrin et al. (2017) emphasizes the need for effective support structures to address the academic challenges faced by victims of sexual harassment. Inadequate support systems and ineffective reporting mechanisms contribute to the perpetuation of harassment and hinder students' academic achievements (Otekunrin, O., Otekunrin, O., & Otekunrin, O., 2017, "Towards tackling Sexual Harassment and Gender-Based Violence: Activities of the Gender Mainstreaming Office, University of Ibadan, Nigeria"). The cumulative evidence from these studies underscores the importance of addressing sexual harassment in universities as a critical academic issue. By

implementing robust anti-harassment policies, providing support services for victims, and fostering a culture of respect and accountability, universities can create safer and more conducive learning environments where all students can thrive academically.

Methodology

Research Design

This study adopts a quantitative research approach to investigate the prevalence and impact of sexual harassment in Nigerian universities. The research sample consists of 300 respondents selected from five universities representing different geographic regions of Nigeria. Each university contributes 50 respondents to ensure a diverse and representative sample.

The selected universities include:

- i. **University of Calabar (UNICAL)** representing the South-South region.
- ii. **University of Nigeria, Nsukka (UNN)** representing the South-East region.
- iii. **Obafemi Awolowo University (OAU), Ile-Ife** representing the South-West region.
- iv. **University of Abuja (UNIABUJA)** representing the North-Central region.
- v. **Kaduna State University (KASU)** representing the North-West region.

Participants/Sample

The study includes 250 undergraduate students from five Nigerian universities. To ensure diverse representation, students are selected using a stratified random sampling technique. Each university provides 50 students, aiming for a balanced view of the student population. The goal is to understand variations in experiences and perceptions of sexual harassment across different cultural, social, and institutional contexts. Stratified random sampling involves dividing the student population into distinct university groups based on geographical location and then randomly selecting participants from each group.

Data Collection

The study collected data using a questionnaire to gather information on harassment experiences, mental health, and academic performance of undergraduate students. The questionnaire had sections focusing on personal experiences of harassment, mental health

assessments, and academic performance indicators. Participants were asked to report incidents of harassment, respond to mental health assessments, and provide details about their academic performance. The data collection procedures ensured confidentiality and anonymity.

Results and Discussion

Table 1. Demographic Characteristics of Participants

Characteristic	University of Calabar (UNICAL)	University of Nigeria, Nsukka (UNN)	Obafemi Awolowo University (OAU), Ile-Ife	University of Abuja (UNIABUJA)	Kaduna State University (KASU)
Gender	Male: 45%, Female: 55%	Male: 40%, Female: 60%	Male: 50%, Female: 50%	Male: 48%, Female: 52%	Male: 55%, Female: 45%
Age (years)	Mean: 22, SD: 2.5	Mean: 23, SD: 3.0	Mean: 21, SD: 2.0	Mean: 24, SD: 2.8	Mean: 22, SD: 2.3
Year of Study	1st year: 30%, 2nd year: 25%, 3rd year: 20%, 4th year: 15%, 5th year: 10%	1st year: 20%, 2nd year: 30%, 3rd year: 25%, 4th year: 20%, 5th year: 5%	1st year: 35%, 2nd year: 20%, 3rd year: 25%, 4th year: 20%, 5th year: 20%	1st year: 28%, 2nd year: 32%, 3rd year: 25%, 4th year: 20%, 5th year: 15%	1st year: 25%, 2nd year: 28%, 3rd year: 30%, 4th year: 17%, 5th year: 25%
Field of Study	Humanities : 35%, Sciences: 25%, Social Sciences: 20%, Engineering: 10%	Humanities: 30%, Sciences: 35%, Social Sciences: 15%, Engineering: 10%	Humanities: 40%, Sciences: 20%, Social Sciences: 25%, Engineering : 15%, Business: 10%	Humanities: 30%, Sciences: 20%, Engineering: 20%, Business: 15%	Humanities: 25%, Sciences: 30%, Social Sciences: 20%, Engineering : 25%, Business: 15%,

Source: Author's field survey, 2024

Analysis

Gender distribution among participants demonstrates some variability across universities, with certain institutions exhibiting a more balanced representation of male and female students, while others show a slight skew towards one gender. This diversity in gender composition highlights the importance of considering gender dynamics and perspectives when examining issues such as sexual harassment, as experiences and perceptions may vary based on gender identity. Furthermore, the analysis of age distribution reveals a relatively homogeneous age range among participants within each university cohort, with mean ages ranging from 21 to 24 years. This suggests that participants are generally within a similar stage of life and academic progression, which may contribute to the comparability of findings across institutions and facilitate meaningful comparisons in research outcomes.

Lastly, the field of study distribution among participants highlights the interdisciplinary nature of higher education and the diverse academic interests and pursuits of students within Nigerian universities.

Table 2: Prevalence of Sexual Harassment Across Universities

University	Frequency of Harassment (%)	Types of Harassment (%)
University of Calabar (UNICAL)	65	Verbal: 45, Physical: 20
University of Nigeria, Nsukka (UNN)	72	Verbal: 35, Non-Verbal: 37
Obafemi Awolowo University (OAU), Ile-Ife	60	Physical: 25, Cyber: 35
University of Abuja (UNIABUJA)	68	Non-Verbal: 40, Psychological: 28
Kaduna State University (KASU)	70	Verbal: 30, Written: 40

Source: Author's field survey, 2024

Analysis

The analysis of the prevalence of sexual harassment across the five Nigerian universities reveals significant insights into the nature and extent of this pervasive issue within higher

education institutions. The data presented in the table showcases varying degrees of harassment experienced by students across different universities, shedding light on the multifaceted nature of the problem. At the forefront, the high prevalence rates, ranging from 60% to 72%, underscore the alarming prevalence of sexual harassment within Nigerian universities. These figures indicate that a substantial proportion of students have encountered harassment during their academic tenure, highlighting the urgent need for concerted efforts to address this pervasive issue. The prevalence rates suggest that sexual harassment is not isolated to specific universities but is instead a widespread phenomenon affecting students across diverse institutional contexts.

Furthermore, the analysis of the types of harassment reported by respondents provides valuable insights into the nuanced nature of these experiences. While verbal harassment emerges as the most commonly reported form across most universities, with percentages ranging from 30% to 45%, there are notable variations in the types of harassment reported at each institution. For instance, physical harassment is more prevalent at some universities, such as Obafemi Awolowo University (OAU), Ile-Ife, where it accounts for 25% of reported incidents, compared to others where it is less common. The identification of non-verbal and psychological forms of harassment, particularly at the University of Nigeria, Nsukka (UNN) and the University of Abuja (UNIABUJA) respectively, highlights the diverse manifestations of sexual harassment that students may encounter.

These findings underscore the importance of adopting a comprehensive approach to addressing sexual harassment, one that recognizes and addresses the various forms it can take. The analysis underscores the urgent need for proactive measures to combat sexual harassment within Nigerian universities. By understanding the prevalence and types of harassment experienced by students, institutions can develop targeted interventions and policies aimed at creating safer and more inclusive learning environments. This analysis serves as a crucial step towards raising awareness, fostering accountability, and ultimately, preventing and addressing sexual harassment within higher education institutions in Nigeria.

Table 3: Impact on Mental Health Among Affected Students

University	Anxiety (%)	Depression (%)	PTSD (%)
University of Calabar (UNICAL)	50	40	25
University of Nigeria, Nsukka (UNN)	55	45	30
Obafemi Awolowo University (OAU), Ile-Ife	48	38	22
University of Abuja (UNIABUJA)	52	42	28
Kaduna State University (KASU)	58	48	35

Source: Author's field survey, 2024

Analysis

The analysis of mental health outcomes among students affected by sexual harassment across five Nigerian universities reveals the profound psychological toll that these experiences exact on individuals. The data presented in the table highlights elevated levels of anxiety, depression, and post-traumatic stress disorder (PTSD) symptoms among impacted students, indicating a significant burden of psychological distress within this population.

The prevalence rates of anxiety, ranging from 48% to 58% across universities, underscore the pervasive nature of feelings of nervousness, worry, and unease experienced by affected students. These findings suggest that sexual harassment can engender a sense of heightened vigilance and apprehension among impacted individuals, contributing to a pervasive sense of psychological discomfort and distress. Similarly, the prevalence rates of depression, ranging from 38% to 48%, highlight the profound impact of sexual harassment on mood and affective states. Affected students report experiencing feelings of sadness, hopelessness, and despair, indicative of the pervasive negative impact of harassment on emotional well-being. These findings underscore the need for targeted interventions aimed at addressing the emotional toll of harassment and providing support for affected individuals to cope with their experiences.

Furthermore, the prevalence rates of PTSD symptoms, ranging from 22% to 35%, highlight the traumatic nature of sexual harassment experiences and the potential for long-lasting psychological consequences. Impacted students report experiencing intrusive thoughts,

hypervigilance, and avoidance behaviours, indicative of the psychological trauma associated with harassment. These findings underscore the urgent need for trauma-informed support services and mental health interventions tailored to the needs of affected individuals. The analysis underscores the urgent need for comprehensive efforts to address the mental health consequences of sexual harassment within Nigerian universities.

Table 4: Academic Performance Indicators Affected by Harassment

University	GPA (Mean)	Course Completion (%)	Dropout Rate (%)
University of Calabar (UNICAL)	3.2	85	10
University of Nigeria, Nsukka (UNN)	3.0	80	12
Obafemi Awolowo University (OAU), Ile-Ife	3.4	90	8
University of Abuja (UNIABUJA)	3.1	82	11
Kaduna State University (KASU)	2.8	75	15

Source: Author’s field survey, 2024

Analysis

The analysis of academic performance indicators affected by sexual harassment across five Nigerian universities reveals significant implications for the educational outcomes of affected students. The data presented in the table highlights variations in mean GPA, course completion rates, and dropout rates among impacted individuals, shedding light on the complex interplay between harassment experiences and academic achievement.

The mean GPA of affected students, ranging from 2.8 to 3.4 across universities, reflects the diverse impact of sexual harassment on academic performance. While some students manage to maintain relatively high GPAs despite their experiences, others struggle to achieve academic success amidst the challenges posed by harassment. The variation in mean GPA underscores the individualized nature of the academic consequences of harassment, with

factors such as resilience, coping strategies, and support networks influencing students' ability to navigate their academic responsibilities. Course completion rates among affected students also vary across universities, ranging from 75% to 90%. Moreover, the analysis reveals notable differences in dropout rates among affected students, ranging from 8% to 15% across universities. Higher dropout rates are observed at universities where affected students face greater academic disengagement and attrition, potentially due to the cumulative effects of harassment on their academic motivation, self-efficacy, and overall well-being.

These findings underscore the urgent need for targeted interventions aimed at mitigating the risk of academic attrition and promoting the retention and success of affected students within higher education institutions. The analysis underscores the multifaceted impact of sexual harassment on the academic trajectories of affected students, highlighting the need for comprehensive support services and institutional policies to address the academic consequences of harassment effectively.

Discussion of Findings

The findings of the study confirm the detrimental impact of sexual harassment on students' mental health and academic success, consistent with previous research in this area. The prevalence of anxiety, depression, and PTSD symptoms among affected students underscores the profound psychological toll of harassment, highlighting the urgent need for targeted interventions and support services to address the mental health consequences of these experiences. Similarly, the academic consequences of harassment, including lower GPAs, decreased course completion rates, and higher dropout rates, underscore the challenges faced by affected students in navigating their educational pursuits amidst the disruptions caused by harassment. These findings align with previous research highlighting the pervasive and detrimental effects of sexual harassment on students' well-being and academic outcomes, underscoring the urgency of addressing this issue within higher education institutions. Comparisons with previous research indicate consistent findings regarding the impact of sexual harassment on students' mental health and academic success. Studies conducted in

various contexts have consistently demonstrated the adverse effects of harassment on psychological well-being, including elevated levels of anxiety, depression, and PTSD symptoms among affected individuals. Similarly, research has consistently shown that harassment experiences are associated with negative academic outcomes, including lower grades, decreased course completion rates, and higher dropout rates. The findings of the current study further reinforce these established patterns, providing additional evidence of the pervasive and detrimental impact of sexual harassment on students' lives and educational trajectories.

The findings of the study have important implications for policy, practice, and research aimed at addressing sexual harassment within higher education institutions. The recognition of the significant impact of harassment on students' mental health underscores the need for comprehensive support services, mental health interventions, and institutional policies aimed at addressing the psychological consequences of harassment and promoting the well-being of affected individuals. Similarly, the identification of academic consequences highlights the need for targeted interventions and support services aimed at mitigating the barriers to academic success faced by affected students and promoting their retention and success within higher education. These findings underscore the importance of proactive measures to prevent and address sexual harassment within higher education institutions, fostering safer and more inclusive learning environments where all students can thrive. Moving forward, future research should continue to explore the complex dynamics of sexual harassment within higher education institutions and its impact on students' lives and educational trajectories.

Conclusion

The study underscores that sexual harassment within Nigerian universities significantly impacts students' mental health and academic success. The findings highlight the pervasive nature of harassment and its detrimental effects on students' well-being and educational outcomes. This underscores the urgent need for proactive measures to address sexual

harassment within higher education institutions and create safer and more supportive learning environments for all students.

Recommendations

Based on the findings, universities must implement comprehensive anti-harassment policies aimed at preventing and addressing instances of sexual harassment on campus. These policies should include clear guidelines on unacceptable behaviours, procedures for reporting and addressing incidents of harassment, and consequences for perpetrators. Additionally, universities should prioritize the provision of mental health services and support resources for affected students, including counselling, therapy, and support groups. Establishing reliable reporting systems that protect the confidentiality and safety of survivors is crucial for ensuring that incidents of harassment are effectively addressed and perpetrators are held accountable.

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IMPACT OF PEACE EDUCATION IN MANAGING HERDERS/FARMERS CONFLICT IN NSUKKA LGA, ENUGU STATE, NIGERIA

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ABSTRACT

This research investigates the critical issue of herders and farmers conflict in Nsukka Local Government Area (LGA) of Enugu State, Nigeria, and assesses the efficacy of peace education as a means of conflict resolution and management. The study employs a mixed-methods approach, incorporating both quantitative and qualitative research methods to gather data for the study. Findings from the study reveal that deep-seated historical, economic, and environmental factors contribute to the conflict between herders and farmers in Nsukka LGA. Moreover, the lack of effective communication, mutual understanding, and conflict resolution mechanisms exacerbates tensions between the two groups. However, the study demonstrates that peace education initiatives have a significant impact on mitigating conflict, fostering intergroup dialogue, and promoting peaceful coexistence. This study contributes to the growing body of literature on conflict resolution, peace education, and sustainable development in Nigeria. In conclusion, this research calls for increased investment in peace education initiatives as a proactive and sustainable approach to addressing herders and farmers' conflict in Nsukka LGA and similar conflict-prone regions. By promoting a culture of peace, tolerance, and understanding, peace education has the potential to transform conflict dynamics, build resilient communities, and pave the way for a more peaceful and prosperous future for all stakeholders involved.

Keywords: Conflicts, Economic, Ethnic, Farmers, Herders, Peace Education

Introduction

In the rich tapestry of Nsukka Local Government Area (LGA) in Enugu State, Nigeria, the persistent conflict between herders and farmers stands as a complex challenge that demands nuanced understanding and innovative solutions. This protracted discord, marred by violence and economic repercussions, has underscored the urgent need for sophisticated approaches to conflict management and resolution. Against this backdrop, the role of peace education emerges as a potent instrument for fostering reconciliation, promoting dialogue, and nurturing sustainable peace-building processes in the region. Peace education involves the utilization of educational instruments to pass onto learners an attitude, behaviour and ultimately a culture of peace. It can therefore be seen as a deliberate endeavor to modify the pattern of social relationships to breed a healthy society (Osumah, 2018).

The researcher seeks to delve into the intricate dynamics of the herders and farmers conflict in Nsukka LGA, with a specific focus on evaluating the efficacy of peace education in transforming attitudes, behaviours, and relationships within these communities. By examining the impact of peace education initiatives on conflict mitigation, social cohesion, sustainable development, and fundamental human rights. Conventional literature articulates human rights violations as multidimensional and multi-causal to conflict. Human rights may be considered as the causes, symptoms and consequences or even the means to transform or perpetuate violent conflict (Dalai, 2014). Sirikanchana. (2011) contend that the complexity denotes the diversity of the ‘interaction between human rights violations and conflict and the role of human rights violations as origins, consequences, or modifiers of ongoing conflict dynamic forces. In these contexts, human rights violations and human rights fortification are closely connected to the patterns of present-day conflict in several ways.

Peace unarguably is the most cherished and the ultimate asset of a man. Conflict on the other hand, though an inevitable part of man is the greatest threat to peace. Peace has to do with being in amiable relationships with the individuals around us, whether a minor community or a greater society (Egbuta, 2018). It is worth noting that peace can only be

explained in relative terms. It is a known fact that to comprehend the significance of peace, there must be conflict. Though conflict is prevalent and endemic all over the world, man needs peace for growth and advancement. Since the end of the Cold War (1948-1989), states, countries as well as international organizations have repeatedly been involved in peace-building and peace-making to resolve national and international contradictory problems. Morris (2013). Conflicts are largely the expression of opposing interests.

Despite the growing recognition of the importance of peace education in conflict management and resolution, there remains a notable gap in the existing literature regarding its specific application and effectiveness in addressing the herders and farmers conflict in Nsukka LGA, Enugu State, Nigeria (Sirikanchana, 2011). While studies have explored various approaches to conflict resolution and peace building in similar contexts, there is a dearth of comprehensive research that systematically examines the impact of peace education initiatives on mitigating intergroup tensions, fostering dialogue, and promoting sustainable peace among herders and farmers in this region (Ramsbotham, 2016).

Furthermore, existing studies often focus on broader theoretical frameworks or case studies from different geographical locations, neglecting the unique socio-cultural dynamics, historical factors, and specific challenges that characterize the herders and farmers conflict in Nsukka LGA (Osumah, 2018). This lack of localized research not only limits our understanding of the nuanced complexities of the conflict but also hinders the development of context-specific strategies and interventions that are tailored to the needs and realities of the communities involved. Therefore, the gap of the study lies in the need for an in-depth empirical investigation that examines the role of peace education as a targeted intervention in managing the herders and farmers conflict in Nsukka LGA (Osumah, 2018). By filling this gap, the research aims to provide valuable insights into the effectiveness of peace education programs, the challenges and opportunities for implementation, and the implications for sustainable peace building efforts in this specific context. The specific objectives sought to determine the relevance of Peace Education on the herders/farmers conflict, to identify the causes of

herders/farmers conflict, and to highlight the various government and stakeholder's responses to herders/farmers conflict.

Conceptual Discourse

Peace

Peace is relatively the nonexistence of conflict (negative peace) or a condition of coherence and justice (positive peace). Essentially, peace is a longstanding and voracious project that seeks to bring about enduring and productive change in institutions that preserve society (Gene, 2005). Said differently, peace is “a vigorous social process in which justice, fairness, and reverence for basic human rights are made the best use of, and violence, both physical and structural, is reduced” (Ackerman, 2021).

Peace is concerned with the eradication of violence where viciousness is an act or process which impedes people from realizing their potential (Mohammad, 2021) so, violence is much more than causing physical harm that is direct violence, it is also the absence of social justice and comprises the domination and manipulation of knowledge. Achieving could be therefore said to have both a negative and a positive dimension. Negative peace refers to the absence of direct violence that causes physical harms, and positive peace refers to the absence of structural violence demonstrated as the uneven circulation of power and resources. Negative peace is reactive in that it pursues the termination of actual or imminent conflict. Positive peace, on the other hand, is proactive. It seeks to eliminate the fundamental structural disproportions that present threats and susceptibilities to individuals in the short as well as the long term. According to Iroye (2021, peace implies stable relationships among units of society that lead to the control of organized violence.

Peace Education

Peace education is the process of acquiring knowledge, values, attitudes, skills, and behaviours to live in harmony with oneself, others and the natural environment (UN, 2021). Peace education on its own comprises the use of teaching tools intended to bring about a more peaceful society. Subjects addressed many include philosophical and practical, issues such as

human rights, conflict management, international relations, development, and the environment. Peace education has also been used to facilitate gender equality. In another word it emphasis empowerment and nonviolence. It also involves building a democratic community, teaching cooperation, developing moral sensitivity, promoting self-esteem, and stimulating critical thinking (Faleti, 2021).

Peace education is well-defined as a viewpoint and a procedure comprising skills such as listening, problem-solving, collaboration and conflict management (Harris, 2006). The procedure of peace education means enabling people with expertise, approach and information to generate a better and safer world (Morrison, 2013). The viewpoint of peace education, on the other hand, communicates to the people nonaggression, love, consideration, and admiration for all life (Morrison, 2013). According to the researchers, peace education is about allowing self-influenced on learning that would enhance the positive relationship with self, others and the environment. Peace Education is a process of promoting knowledge, skill, and attitude that brings about moral change that enables individuals to live rightly in society (Adams, 2022)

Encroachment into Farmland: Unauthorized encroachment into farmlands has led to serious conflict between farmers and herdsmen in recent times. The herdsmen's cattle stray into farmlands and destroy crop nurseries and full-grown crops which the farmers hope to harvest and sell in the future. This action of herdsmen provokes farmers to go after their cattle thereby resulting to serious conflict (Ndubushi, 2018).

Impact of Herdsmen Activities in Nigeria

The activities if the herdsmen can be divided into two namely positive and negative effects. The importance of the herdsmen's activities cannot be overlooked despite the terror they caused and unleashed in the country in the recent past. Agriculture is one of food the sustainable sector of a nation's economy because it provides a source of food. In grazing cattle on the land, waste is a veritable source of manure to farmland hence, providing the useful organic fertilizer. This shows a symbiotic relationship between the herdsmen and the farmer's

farmers as they depend on the other for growth and sustenance. Lives stocks are being grazed on the land after harvest (Abbas, 2012). These cattle feed on the grass on the farm land. Farmer also allow the lives stock to graze on their land during the years of fallowing to give room for re-energizing the land. This arrangement warrants the lives tocks to feed on the remnants of crops and grasses on the land while the lives stock droppings on the ground fertilizes the land, enriching it and preparing it for greater yields when farming is resumed.

Lives stock farmers provide the nation with milk and meat as a source of protein needed in the body. Lives stocks are ceremonial commodities hence, they are needed for presentation and cooking in social events. The negative effects of the Fulani herdsmen activities across the nation are traumatic. Their inversion of communities, killings, maiming, mercilessly destroying farm land and burning houses has made the host communities flee their homes for safety. Fulani herdsmen leaders brazenly claimed the attack in Makurdi; describing it as a payback for cattle theft. This massacre cut across different areas of the Middle Belt-in Adamawa, Kaduna, Taraba, (Ndubushi, 2018). Plateau and Benue states. It is most disheartening to note that genocidal rampaged of well-armed herdsmen has become a threat to life and property of citizens in the country. One would ask “what are herdsmen doing with AK 47 raffle”? However, the magnitude of destruction involved in the conflicts is yet another consequence. For example, the wanton destruction of lives and properties in the recent invasion of Uzo Uwani people of Enugu state in Southeast Nigeria by these herdsmen. According to Ikezue and Ezeah (2017), more destructive incidents had earlier taken place in Agatu community in Benue state and Dogo Nahawa in Plateau state in the North central geo political zone of Nigeria where hundreds of people including women, children and the elderly ones were allegedly butchered by these blood thirsty herdsmen. In these communities, houses were burnt down, churches demolished and properties looted and destroyed (Ndubushi, 2018).

Theoretical Framework

Realistic Conflict Theory: Realistic conflict theory can help in analyzing the drivers of the conflict. It is a theory which suggests that prejudices can arise from competition between

groups for scarcely available resources, power, or territory. This theory states that whenever two groups are seeking the same resources, it will lead to conflict (Baumeister & Vohs, 2007). Resource scarcity, climate, and resource depletion could impact the decision-making of parties. Pressures of climate change and poor economic performance could weaken states and make the population more vulnerable, which reduces the capacity to manage conflict (Ramsbotham, Woodhouse, & Miall, 2016). Different beliefs, prejudice, and discrimination between groups can potentially initiate conflicts between Fulani herders and farmers (Baumeister & Vohs, 2007). This theory explains how intergroup hostility and conflicting goals caused violent reactions between different groups

Relevance of Peace Education on the Herders/Farmers Conflict in Nsukka.

Peace Education prevents the emergence of conflict between one another and their environment, it creates conditions for peace around the globe. Peace Education activities promote resolutions that promote peace and values, such as respect for human rights, the rule of law and justice, (Adams, 2022). Peace education is a primary pillar for preventing armed conflict and violence, saving lives and freeing up limited resources for social needs. It enlightened one another the importance of being in harmony with each other, it educated one another the need to avoid violating fundamental rights of one another. Peace Education teaches and influences individuals on how to get things achieved without using force. It is widely accepted that lack of effective moral communication causes conflicts, Peace Education teaches one another on how to communicate effectively to avoid provocative by the opposition, (Adams, 2022).

Understanding peace education is more important than ever, because we face a period in our history where war and conflicts cause the greatest destruction to lives and property than ever before. Violence affects people's life, development and well-being of societies as well as armed violence and insecurity have a destructive impact on a countries' development, affecting economic growth and often resulting in long-standing grievances among communities. Moreover, young people growing up in conflict situations experience great

challenges, because violent conflicts have negative impacts on all dimensions of their lives. According to Ian Harris, peace education is comprehensive, interdisciplinary in nature and embraces a wide range of programs and initiatives. It can be classified under five main headings:

- (a) Environment Education (b) Human Rights Education (c) International Education (d) Development Education (e) Conflict Resolution Education

All the five headings are part in the same educational effort and only by combining them we can see a productive peace educational program.

Sensitization programs on how to maintain cordial relationships between farming communities and herdsmen should be organized by the government and other stakeholders. Hence, peace education among the stakeholders, (Adams, 2022). The modernization knowledge on cattle rearing will maximize the benefits therein in terms of job creation, and food security, and eventually end the vexatious herders/farmers conflicts. Peace Education equally teaches herders/ farmers in Nsukka LGA in Enugu to be accommodating.

Causes of Herders/Farmers Conflict in Nsukka.

There are lots of factors that emanated the cause and escalation of the crisis between herdsmen and farmers in Nsukka LGA, Enugu State. The causes of the crises have been traceable to the communication gap, policy and underdevelopment of grazing lands, claims on land ownership and utilization, increase in production due to the increase in population, climate change, induced competition for resources, poverty, insurgency, armed robbery, corruption, economic sabotage and environmental degradation (Fasona, Adebayo and Olufemi, 2016). Accordingly, Ofuoku and Isife, (2009); Adoji, (2013) collaboratively assert that the main cause of herders/farmers conflicts has been the climate change occasioned by the absence of adequate rainfall, poor grazing land for their animals and lack of coping mechanisms by the herdsmen. Major causes of herders/farmers conflicts are:

Population Growth: Population growth has worsened this conflict. It has pitted many southern communities and farmers against the Fulani. One cause is the growing population of

Nigeria's cattle population to 25 million cows in Nigeria, and the number of cattle is expected to increase to 60 million by 2050 (Fabiya and Otunuga, 2016). A large amount of food and water is required to satisfy massive numbers of animals when they are traveling over farmers' lands. Farmers accused the Fulani herdsmen of failing to control their cattle and allowing them to damage farmers' crops. However, the Fulani herdsmen have also accused farmers of stealing their cattle and sheep (Fabiya and Otunuga, 2016).

Competition over a scarce resource: Disagreements over the use and allocation of land and resources such as grazing areas between herders and local farmers are intense because of the interest of both parties (Ismaila and Umar, 2015). Additionally, police announced the arrest of suspected Fulani militants and said they carried dangerous weapons, and farmers accused herdsmen of damaging their crops and failing to control their animals. However, the herdsmen believed that weapons were needed to defend themselves from attacks from farming communities who tried to steal their cattle.

Government Insincere Attitude: The scourge of herdsmen clashes with farmers in various parts of Nigeria has seen the government display an insincere attitude whether consciously or unconsciously in their response to the issue on time. It is a painful scenario that the crises result into a sharp increase in the poverty rate in the troubled area due to the insincere attitude and manner the three tiers of government and elders handle the situation from the onset.

Lack of Political Will; The government at all levels has demonstrated near absence of needed political will to proffer lasting solutions to the conflicting claims of different actors in the ongoing conflict between herders and farmers. Political leaders have failed to invoke appropriate legislations to be backed by actions that would define rules and limits for parties involved in the conflict (Egbuta, 2018).

Ethnic, religion, culture and language: There are other causes of conflict between herders and farmers.

Encroachment into Farmland: Unauthorized encroachment into farmlands has led to serious conflict between farmers and herdsmen in recent times. The herdsmen's cattle stray into

farmlands and destroy crop nurseries and full-grown crops which the farmers hope to harvest and sell in the future. This action of herdsmen provokes farmers to go after their cattle thereby resulting to serious conflict (Ndubushi, 2018).

Various Government Responses to Herders/Farmers Conflicts

The researcher finds it interesting to note the various government interventions to change the conflict narrative to peaceful coexistence. They are;

- a. **Creation of Grazing Reserves in 1965;** In 1965 the northern regional government initiated one of the first attempts to respond to the herdsmen-farmer conflict in the country.⁸ The grazing reserves allocated large portions of land to be exclusively used by herdsmen to rear their livestock. However, the grazing reserve system was not supported adequately. The government was still in the process of initiating legislation to legitimize the grazing reserves before natural factors such as population growth and other related consequences like urbanization, and migration encroached on these designated areas reducing the herdsmen's chances of accessing the reserves.
- b. **Establishment of the National Commission for Nomadic Education (NCNE) in 1989.**
- c. **The Use of the Armed Forces to Curb Internal Security**
- d. **Establishment of the National Grazing Reserve Bill 2016;** A National Grazing Reserve bill was sponsored in 2016 at the parliament to address the herdsmen-farmer conflicts. The Bill did not survive due to opposition from different stakeholders. Those who opposed the Bill hinged their rejection on the provisions of the Land Use Act of 1978 which vests all powers related to the regulation of ownership, acquisition, administration, and management of Nigerian land with the state governors
- e. **Proposed Cattle Ranching System 2018.** In reaction to increasing conflicts and mass killings resulting from seasonal pastoral movements, the government in 2018, as a matter of policy approved a 10-year National Livestock Plan at a cost of about 179 billion naira. The plan would culminate in the establishment of 94 ranches in 10 pilot states of the federation.¹⁴ Again, state governments, especially in the South and North Central areas

rejected the proposal on the grounds of not having enough space for such projects. Ibrahim (2019).

- f. **Legislation Prohibiting Open Grazing.** As part of measures to end the persistent conflict between herdsmen and farmers in various states, governments at state levels began enacting legislations prohibiting open grazing in their state. This, they hope, would reduce the risk of herdsmen destruction of farm lands and the associated conflicts.
- g. **Early 1960s, the northern Regional Government established around 415 grazing reserves.** Many of the said reserves have been lost. It is important to note that 114 of those were documented. The government of the time however failed to back these arrangements with relevant laws to guarantee herders exclusive rights to these routes and prevent trespassing. The majority of these reserves have been taken over as a result of the population explosion. (Crisis Group Africa Report no. 252 September 2017).
- h. **Changes in farming practices**

Farmers have in their efforts to adhere to government policies on the agricultural revolution expanded their activities into previously uncultivated lands. The Agricultural Development Projects (ADPs) in the 70s for instance encouraged farmers to apply irrigation style of farming during the dry season thereby pushing them further to river banks that affect pastoral routes. (African Development Fund, Republic of Nigeria, Fadama Project Appraisal Report, September 2003)

Peace Education as a better approach to Resolving Herders'/' Conflict

The modest meaning of peace education refers to teaching about peace: what it is, and how to achieve it. Diamond and McDonald refer to education/ research/ training as one of the nine pathways that are essential for successful peacemaking (Diamond and McDonald, 2006).

The foremost impression here is to breed and transfer information about concerns of peace and conflict, as well as peacemaking and conflict resolution. This pathway suggests policy or action implications arise from that information. The basic supposition is that the more individual's study and learn, the more skillful they are in addressing the difficulties on

all levels. Studying the problems in details aids with creating other ways of resolving conflicts as well. It is debated that to transform the world for better we must commence by enlightening people. (Harris and Morrison, 2013).

Above all, as aforementioned, there is a difference between positive and negative peace, where the previous symbolizes partnership, integration, and collaboration, and the latter symbolizes the absence of conflict (Galtung, 2006). A second division relates to the sociopolitical framework where peace education happens (Rouhana and Bar-Tal, 2008). These might be regions of inflexible conflicts, regions of tribal tensions, and environments of serenity and cooperation. A third difference relates to the stages: local and global. Moreover, another distinction can be made amongst the political, economic, and social position of peace education members.

Conclusion

This study examined the impact of peace education in resolving herders/farmers conflict in Nsukka, Enugu State. The researchers described Peace education as the process of acquiring knowledge, values, attitudes, skills, and behaviours to live in harmony with oneself, others and the natural environment (UN, 2021). The main objective of the study is to determine the relevance of peace education on the herders/farmers conflict, to identify the causes of herders/farmers conflict, and to highlight the various government responses to herders/farmers conflict in Nsukka, Enugu-State Nigeria. The study embraces the qualitative design approach as it focuses on analyzing secondary data sourced from articles, journals, documents and relevant texts, while Realistic conflict theory was adopted as the mainstream of the study to properly situate the course of discussion.

Recommendations

- i. Peace educators and researchers must be duly engaged in peace-building efforts to bring in some measure of expertise.
- ii. The major cause of herders/farmers conflict is crop destruction, hence, governments at all levels should work out modalities on how to stop crop destruction by establishing cattle

tracks and grazing zones where crop farming activities will be severely restricted and prevent indiscriminate bush burning.

- iii. Sensitization programs on how to maintain cordial relationships between farming communities and herdsmen should be organized by the government and other stakeholders. Hence, the peace education among the stakeholders.
- iv. Unresolved conflict should be addressed to avoid re-escalation of conflict, which may lead to a decline in farmers' productivity, killing of cows, loss of lives and properties.
- v. The idea of modernization of cattle rearing which will maximize the benefits therein in terms of job creation, and food security, and eventually end the vexatious farmers/herders' conflicts should be addressed immediately
- vi. The inability of traditional institutions to adequately and positively intervene in conflict situations might inadvertently contribute to the magnitude and direction of conflict among the two groups.

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**PEACE CLUBS INITIATIVE FOR DECOLONISATION OF PEACE EDUCATION
IN KADUNA SOUTH LOCAL GOVERNMENT: A STUDY OF HEYIK
INTERNATIONAL SCHOOL KAKURI**

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ABSTRACT

Peace means non-violent resolution of conflict and respect for collective basic values such as life, human rights, liberty, basic freedoms, equity and social justice. The research is a pilot project that focus on the Heyik International School Kakuri at Kaduna South Local Government Areas using historical methods of data collection and analysis with emphasis on case studies. The study aims at replicating decolonised peace club initiatives in the Large Nigeria Society. It finds that the formation of six peace clubs across gender and the various age grades through an aggressive decolonised peace education enhances the informal peace manual developed by the study; through local content on music, drama, and proverbs as well as idioms. These peacebuilders are trained in their localities to be peace ambassadors to guide other members towards non-violent conflict resolution needed as the panacea for sustainable development in Kaduna South local government in particular. The study recommends the use of decolonised peace education and informal curriculum for peace education at local and state levels.

Keyword: Peace Clubs Initiative, Decolonisation, Peace Education

Introduction

Kaduna South Local Government Area of Kaduna State has been one of the epic centers of conflicts where different crises like banditry, insurgency, kidnapping, and terrorism have prevailed in recent times, to the extent that people in this area can be described as sleeping with only one eye closed. It is therefore in this regard that it has been found necessary to initiate a process of dealing with such nefarious activities right from the root and foundation of the society and this has been found practicable through the introduction of peace clubs in schools, thus, the need for this research. Over the years, different peacebuilding programmes from across various contexts have come to the fore. One of such is the nonviolence culture through education has been part of these differing strategies through educational sector curriculum. However, indigenizing peace education requires that the norms and culture of the locality be entrenched through informal education on peace. Consequently, this study aims at setting the ball rolling through the pilot study that will document decolonized peace education through strategies of peace club initiatives to enhance sustainable peace currently being witnessed at Kaduna South Local Government Area of Kaduna State.

The importance of using a comprehensive and all-inclusive methodology to bring about peace cannot be overemphasized. Despite several efforts made by both the government and non-governmental groups, little has been accomplished in terms of restoring peace in Southern Kaduna leading to ongoing insecurity of lives and property. To address the mental and reorientation needs of the perpetrators and victims in the area for sustainable peace education, this study seeks to bring enduring peace, security, and development to the local government through inclusive pedagogy of peace education using an informal approach of Peace Clubs and the creation of gender sensitive forums. This is in consonance with Goal 5 of Sustainable Development Goals (SDGs). Due to their vulnerability, inadequate education and confusion youths are the main perpetrators or agents of violence. Institutionalizing an informal educational model founded in local content for better understanding of oneself and the

community through the creation of Peace Club, as a way to channel their energy and reengineer their thinking about society and the country is the focus of this study.

Literature Review

The modern world is befuddled by all types of conflict scenarios, and one possible method to mitigate such a threat is to establish sustainable mechanisms for the dissemination of peace education among youth. "Peace Clubs" are one of those easily identified institutions that are presumably assumed to be meaningful and likely to be beneficial. According to Reardon (1999), Peace Clubs are one of the systems of Peace Education whose major goal is to help in the eradication of social injustice, the rejection of violence, and the abolition of war. According to Iroye and Alonge (2019), peace clubs are free, voluntary gatherings of students/youths who are sufficiently concerned about the prospect of peace in the community to be motivated not only to acquire as many conflict resolution skills as possible, but also to expand the building of a peace culture in any way possible.

According to Wa Munywe, (2014), Peace clubs are a student initiative whose aim is to create a responsible and young generation through a culture of dialogue. Peace clubs are student-based organizations. The clubs aim to create a peaceful and harmonious academic environment where students of diverse backgrounds live interdependently. These peace clubs are often housed in both formal and informal organisations, such as schools, centres of vocational involvement, and community gathering places. Educational sector now has the opportunity, via peace clubs, to be instrumental in empowering young people to create a more peaceful world. Peace clubs being introduced into schools is a new concept and a possible form of peace intervention. It offers young adults a possible means by which to find peaceful solutions to deal with conflict (Lee-Ann Jasson, 2016). Establishing peace clubs in schools allows young people to accept and understand the widespread character of peace culture early in life. Thus, peace clubs are intended to foster a transformational culture of peace by cultivating knowledge-based skills, attitudes, and values that strive to modify people's mindsets and eliminate behaviours that might increase violent conflicts (Wa Munywe,

2014). Consequently, with the introduction of decolonised peace club, students can cultivate the attributes as mentioned by Wa Munywe at an early stage in life.

Theoretical Framework

Some various ideas or notions may be applied to the topic of Peace education. We have chosen the Constructive Controversy Theory as an underlying theory for this study. According to Johnson, D. W. (2015), this idea is the most effective way of enhancing decision-making in political debate for creativity and innovation, which may lead to constructive disputes. It looks at why individuals don't perceive other people's points of view or why they make decisions without examining why others disagree with them or listening to why they oppose their opinions. The emphasis here is on making judgments based on considerations for the viewpoints of others rather than own preferences.

Methodology

The research work focuses on decolonising peace education through peace clubs in Kaduna South local government, Kaduna state, Nigeria using Heyik Secondary School as a case study. This is a pilot study to ensure that the current peace in the area is sustainable and a larger application of peace club strategy is dependent on the success of this study. Primary data were obtained through interactive participation and questionnaire administered to members of peace clubs initiated, both train-the-trainers and members of the peace clubs. The data was analysed using the descriptive method.

Sample Size

The research was conducted especially in the Heyik International School Kaduna South local government area of Kaduna state. The local government is the sample population, and the sample size was purposefully chosen within the local government boundaries. The secondary school sample consists of teenagers and a mixed gender. The study trained ten (10) members of peace clubs in one (1) class each for senior secondary school (SSS) one (1) to senior secondary school (3), that is SSS 1, SSS 2, and SSS 3 with the Teachers supervisions.

Sampling Techniques

The research involves interactive involvement and the distribution of questionnaires to participants of the train-the-trainer peace club project. As a result, thirty (30) train-the-trainer respondents were given questionnaires. There was a mix of adolescents and adults as well as male and female teachers; ten (10) members of the train-the-trainer group were divided into two groups (5 members each) at each level of SSS 1, SS2, and SS 3. As a result, six (6) train-the-trainer groups were formed. SSS 1 forms two (2) peace clubs at junior secondary school (JSS) one (1), SSS 2 forms two (2) peace clubs at junior secondary school (JSS) two (2), and SSS 3 forms two (2) peace clubs at junior secondary school (JSS) three (3). Total of six (6) peace clubs were created in the school. Employing the informal curriculum manual developed by the study for this research to all the peace clubs within the school.

Data Analysis and Presentation

The data collated from each peace club were presented in prose, charts, and graphs. Below is a figure presenting the demographic information of respondents at Heyik International School located within the Kaduna South Local Government area. Data were analysed on interpersonal relationships, experience in conflict, experience in peacemaking, and readiness to be part of a decolonized peace club.

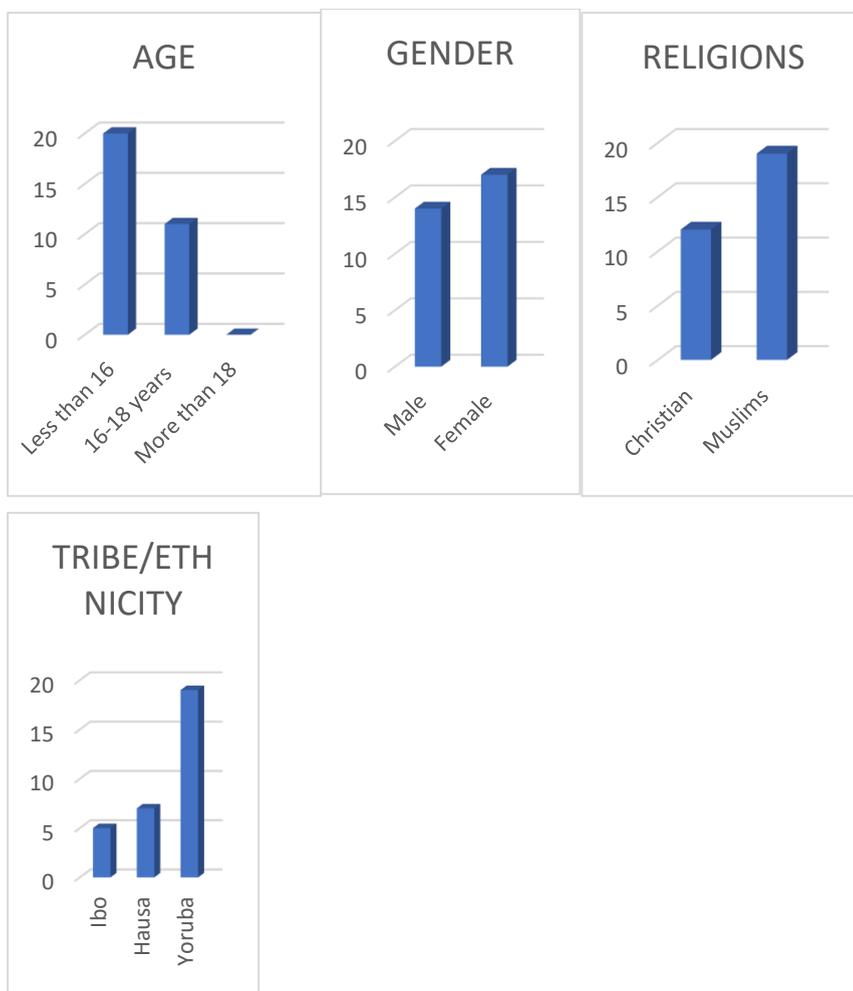


Figure 1.0

Source: Survey Data, 2023- Heyik International School

In Figure 1 above, sixty-five percent (65%) of the respondent are less than sixteen years (16) of age with more females (45%) than male (55%). In term of tribes of the respondent, there are sixty-one percent (61%) Yorubas, twenty-three percent (23) Hausas and sixteen percent (16%) Ibos.

Table 1: Personal Information of Respondents

SECTION A Personal Information		
AGE	Number	Frequency
Less than 16	20	65%
16-18 years	11	35%
More than 18	0	
GENDER		
Male	14	45%
Female	17	55%
RELIGION		
Christian	12	39%
Muslims	19	61%

Source: Survey Data, 2023- Heyik International School

Section B: Interpersonal Relationship Interpretation

The study seeks to have background information on interpersonal relationships of the respondents through structured questions such as: Do you have friends? This will determine how much a respondent can blend with people. To know if friends are from the respondent's ethnic group, if a respondent's friends are from his or her religion or other religions and if their friends are from their class alone or also from other classes. This is to assess how well they are relating within the small community where they are leaving and if the multicultural society has effects on them.

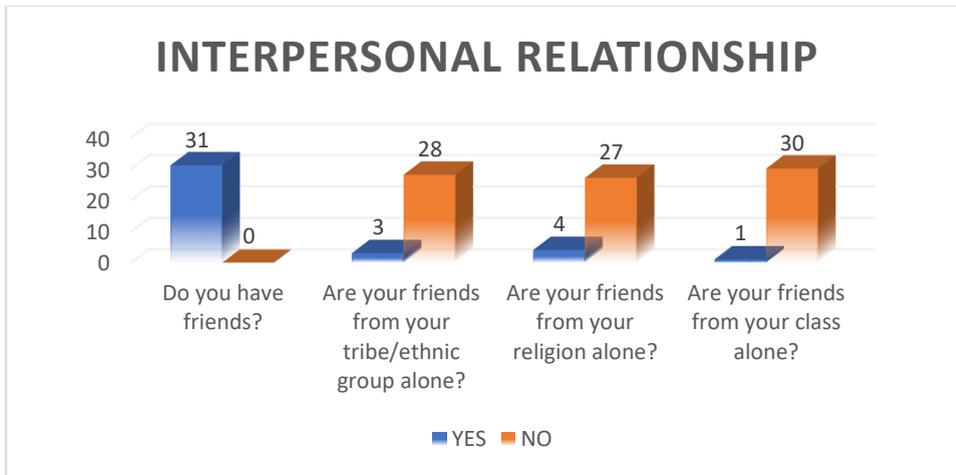


Figure 2.0 Interpersonal Relationship

Source: Survey Data, 2023- Heyik International School

Table 2 below indicates that 31 which is the total number of respondents at 100% all have friends, 3 have friends from their ethnic group or tribe at 10%, as against 28 at 90% who don't have friends from their ethnic group alone, 4 have friends from their religion alone at 13% as against 27 at 87% who do not have friends from their religion alone while one (1) has a friend from the class at 3% as against 30 who have friends form other classes.

Table 2 Interpersonal Relationships

SECTION B INTERPERSONAL RELATIONSHIP				
	YES	Frequency	NO	Frequency
Do you have friends?	31	100%	NIL	NIL
Are your friends from your tribe/ethnic group alone?	3	10%	28	90%
Are your friends from your religion alone?	4	13%	27	87%
Are your friends from your class alone?	1	3%	30	97%

From Table 2 above, hundred percent (100%) has friends, ninety percent (90%) said their friends are from their tribe/ethnic group alone while ninety-seven percent said their friends are from their class alone. By inference, the respondents are friendly people, they did not prefer people from their tribe and their class alone as friend. It shows they are outstanding on their intermingling with other tribes and students from other classes.

Section C Experience in Conflict

There are some items under the experience in conflict such as: Have you been involved in physical fighting? Have you settled a quarrel for two or more people? And has someone settled a quarrel between you and another person? If yes to the above questions, what caused the fight? These require some responses presented below: Money issues, bullying, anger issues, boyfriend matters, refusal to apologize, feeling insulted, disagreement, and lack of self-control.

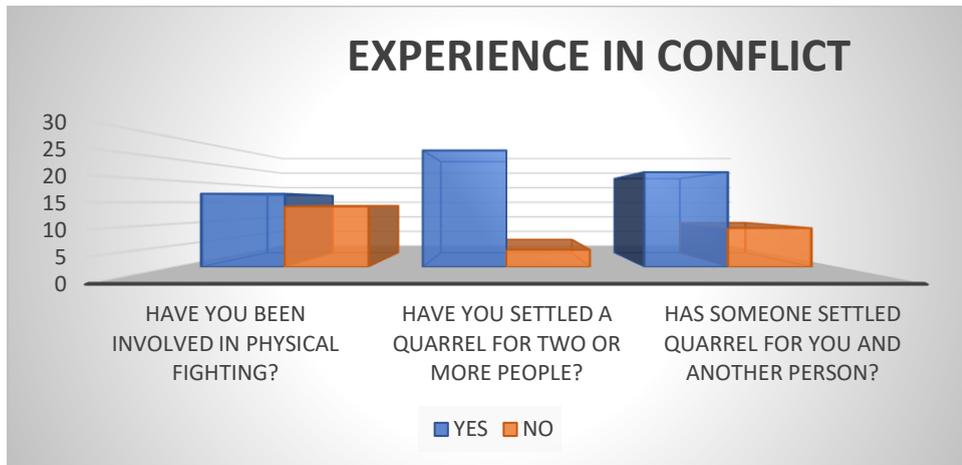


Figure 3.0 Experience in Conflict

Source: Survey Data, 2023

Table 3 reveals that almost half of the respondents have been involved in physical fighting. This may not be out of place for students of their age. Only thirteen percent (13%) of them have settled a quarrel for two or more people while only twenty-nine percent (29%) said someone has settled a quarrel for them and others. This shows a negative attitude to settling

quarrels among them. Meanwhile, other questions and the respondents' perspectives are presented below:

Table 3: Experience in Conflict

SECTION C: EXPERIENCE IN CONFLICT				
	YES	FREQ.	NO	Freq.
Have you been involved in physical fighting?	17	54%	14	46%
Have you settled a quarrel for two or more people?	27	87%	4	13%
Has someone settled quarrel for you and another person?	22	71%	9	29%

Section D: Experience in Peacemaking

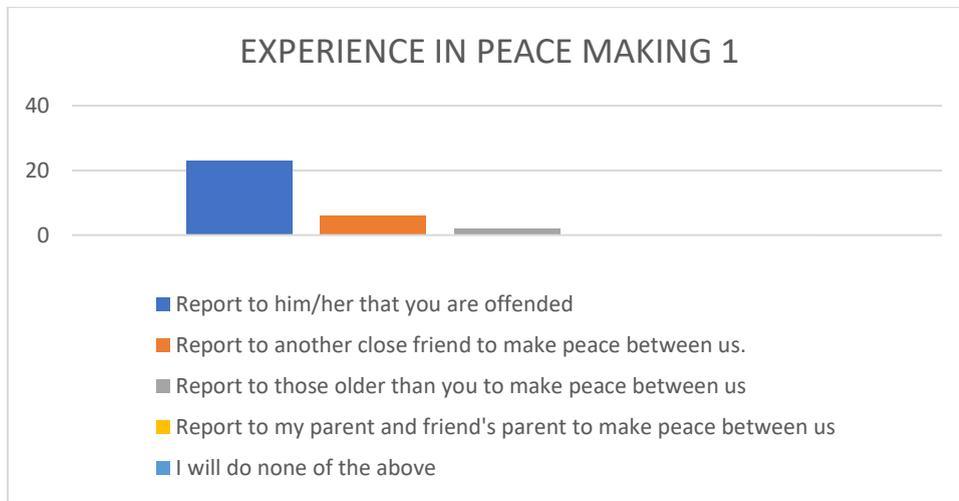


Figure 4.0 Experience in Peace-Making

Source: Survey Data, 2023

It is interesting to know that seven five percent (75%) of the respondents said they would report to their friend (s) that they feel offended; nineteen percent (19%) said they would report to other friends to make peace while only two (2%) said they will report to persons older than them to male peace. Unfortunately, none said they would report to their parent and friend's parents to make peace between them and none also said they would do none of the above. This

shows that the respondents have very good experiences in peacemaking and can be peace ambassadors.

Table 4: Experience in Peace Making

SECTION D: EXPERIENCE IN PEACEMAKING 1		
If you feel offended by your friend, what is the first thing you will do?		
	NUMBER	Frequency
Report to him/her that you are offended	23	75%
Report to another close friend to make peace between us.	6	19%
Report to those older than you to make peace between us	2	6%
Report to my parent and friend's parent to make peace between us	NIL	NIL
I will do none of the above	NIL	NIL

As a follow-up to experience in peacemaking, part two (2) of the questions are to interrogate respondents' perspectives on how they would handle the peace-making process if a friend reported another friend to you, what will you do?



Figure 5.0 Experience in Peacemaking 2

The findings here are classified as second level of experience. Respondents are expected to take decisive actions if a friend reported another friend to them. A peace ambassador is expected to be neutral in cases like this, without taking sides with either party in the conflict, investigate the case, and sue for peace. Consequently, the following findings were obtained from the respondents. Whether to fight the reporter on behalf of the reported person, fight the reported person, and or fight both parties and stop befriending them; none of the respondents opines that such should be the case if peace is to be achieved. This qualifies them as peace ambassadors. They opine that investigating the reported case is an option they will adopt (only 13%) and calling both parties to explain and sue for peace without taking a side is the better option as opined by eighty-seven percent (87%) of the respondents.

Table 5

If a friend reported another friend to you, what will you do?	Number	Frequency
Fight the reporter on behalf of the reported person	NIL	NIL
fight the reported person	NIL	NIL
Investigate the reported case	4	13%
Call both parties to explain and sue for peace without taking a side	27	87%
fight both parties and stop befriending them	NIL	NIL

Source: Survey Data, 2023

As mentioned above, peace ambassadors who are to work for nonviolent resolution of conflict must have experience in peacemaking and conflict resolutions. Therefore, most of the respondents are qualified to work together as a team in an informal or decolonised peace club. The study, therefore, seeks to understand the background of respondents in terms of formal peace clubs and if they are ready to become ambassadors in an informal peace club with docolonised means of suing for peace. It finds that seventy percent (70%) of them are members of existing formal peace club.

SECTION E: PEACE CLUB

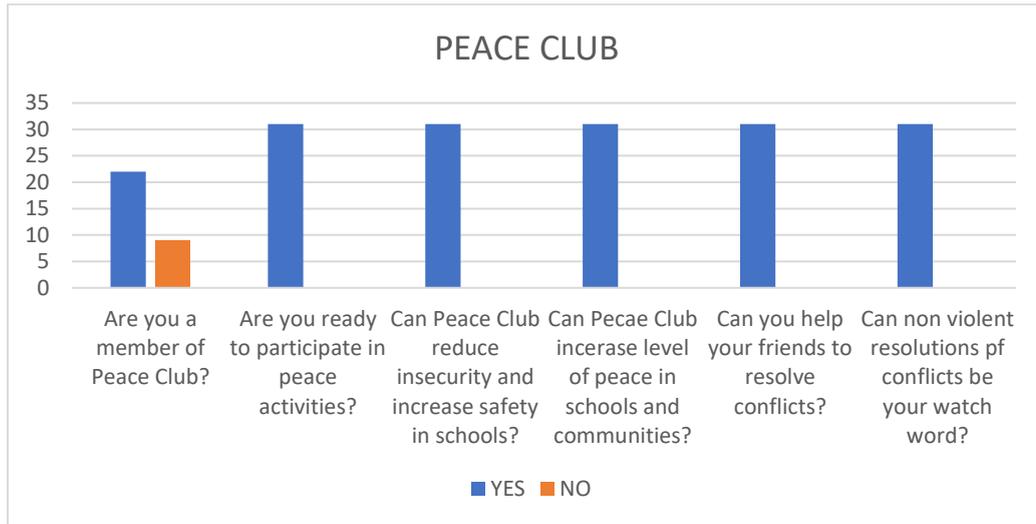


Figure 6.0 Peace Club

Source: Survey Data, 2023

It also finds that they are one hundred percent ready to participate in peace activities. one hundred percent opines that Peace Club reduces insecurity and increases safety in schools; that Peace Club increases the level of peace in schools and communities. (see table 6.0 below).

Table 6 Peace Club

SECTION E: Peace Club				
	Yes	Frequency	No	Frequency
Are you a member of Peace Club?	22	70%	9	30%
Are you ready to participate in peace activities?	31	100%	NIL	NIL
Can Peace Club reduce insecurity and increase safety in schools?	31	100%	NIL	NIL
Can Peace Club increase the level of peace in schools and communities?	31	100%	NIL	NIL
Can you help your friends to resolve conflicts?	31	100%	NIL	NIL
Can nonviolent resolutions of conflicts be your watchword?	31	100%	NIL	NIL

Source: Survey Data, 2023

Discussion of Findings on Peace Club

To decolonize peace education, the Peace Club informal curriculum manual was developed and implemented with students ranging from junior to senior secondary classes at Heyik International School Kakuri. With an emphasis on culture, poetry, drama, and music based on indigenous knowledge and tradition, four (4) peace clubs were established. The goal of decolonizing PCs was accomplished, and the National PC handbook will incorporate easy PC advances for upcoming national reorientations. The four PCs came up with innovative poems, music, drama, and cultural displays that were deconstructed based on different tribes, backgrounds, and races in each PC as presented below.

Poem

*Title: Peace, Love, and Unity
In Nigeria's embrace, unity thrives.
Amidst the tapestry of diverse lives,
Peace's gentle touch, a soothing balm,*

*Love chorus sings in harmonious glee,
Binding souls, setting differences free.
From North to South, in each corner's light.
Unity's beacon shines, an unyielding might*

*In valleys green and bustling city streets,
Hands entwined, unity's heartbeats beat.
Side by side a colorful array,
Embracing peace's dawn, come what may.*

*Let brothers and sisters in unity stand,
Hand in hand across the land,
For in love's embrace, and peace serene,
Nigeria's strength a radiant scene.*

*May unity's hand bond forever hold sway,
Guiding Nigeria through each passing day.
With peace as a guide and love as a creed,
In harmony, Nigeria will succeed.*

Source: Survey Data, 2023

This innovative peace poem was jointly composed by the Peotic PC. It shows that there is a need to extend decolonized peace clubs to primary and secondary schools in volatile and non-volatile communities. Only then can we know the power of our informal education combined with formal or Western education.

Music

Title: We See a New Nigeria

CHORUS... *we see a new Nigeria 2x*

We should all live in peace and oneness.

SOLO... *yes, we see a new Nigeria 2x*

And all we need do, is to live in peace, in love, and in harmony.

We should look beyond our differences; we should look beyond our various identities.

Though we differ in tribes, but together we are one, together in peace, Nigeria will be great.

Source: Survey Data, 2023

Drama

Title: Embracing Peace Through Intra -Ethnic Marriage

An Igbo king was very happy with his princess who passed her senior secondary school examination very well, because of this the king decided to grant her wish to further her education in another town.

In another town and tribe was a Yoruba king who was not educated and because of this, did not want his crown prince to be unlettered like him. Therefore, he provided all the prince needed to be an elite. He sent him out of their town to further his studies to come back and make him and the entire town, proud.

The crowned Yoruba prince and the Igbo princess both did excellently well in their studies and had a fate will have it they met each other and a spark of love was ignited between them, turning a blind eye to their ethnic differences.

They both had to return to their respective town and most importantly the Yoruba prince had to bring his fiancée home. His father the king did not agree with him to marry outside their

tribe because from time immemorial their ancestors and that of the Igbos have never been at peace with them and this will not change during his time.

The Igbos on the other hand together with the Yoruba queen saw the need for peace to reign supreme. They therefore worked towards in attaining it. Finally, the king came to terms with them and allowed peace to reign and both kingdoms lived happily ever after.

Source: Survey Data, 2023

CULTURAL DANCE

*Nigeria let us be united
Igala omo awa -chi
Atene uja no...
Ajedama I tene o...
We are here for peace*

*Igala, Yoruba, Igbo, Hausa
Okate ha chaka chi...
Atene uja no...
Ajedema I tene o...*

Poetry

*Imagine there are no countries!
Nothing to kill or die for
And no religion too to fight for
Imagine all the people living a peaceful life!
Yes, the world must experience peace!*

*Peace cannot be taken away from us!
Let not our praise fall on deaf ears!
We hope to make the earth better for mankind.
Where all tribes will live together
No more will we consider our differences.*

*Our hands will struggle for profit!
Yet today I call you to my riverside!
We will study war no more!
Here comes the peace my mother sings about
Clap in pace and I will sing the songs!
And the tree and stone were one.*

*Of peace on earth, goodwill to men
God liveth forever yet does not slumber!
United we stand and right shall prevail!
Yes, I can hear the thunder of peace!
From the North, down to the South
And as brothers, we live.*

Song

*Peace to Nigeria
Gbo gbo eyin Omo
Abomiwayo..
Eduku obankoro yoye
Ooo...
Agbaja satorokuu wani
Oban koro yoyo osunoo...
Oro yeye...*

*Osun...
Ota ooo...
Ori ooo...
Agba ooo ...
Omi ...*

*Swimming in the water of peace
Ah.. A .. agana fill no change.
Ball in my hand
Like money peace must flow
Same swimming water, we must flow.
I'm a good ambassador of peace
Beast but peace always.
If I'm a bad boy my name is not on the list
But I'm a good boy my name is on the list.
I don't want problem but peace always!
Always Always Always!*

The respondents were given space of time to go home and learn about information on peace in our informal settings through songs, poems, dramas, cultural displays, and adages. They were also encouraged to work alongside the train-the-trainers and their teachers afterward to come up with pieces of items that decolonized peace by using our culture, poems,

music, and others they might have learned from home. They were found to be innovative as some of them said they brought their little experiences in life from their neighborhood to bear in their different groups.

Conclusion

There is no doubt that Kaduna South Local Government Area of Kaduna State is an epic center of conflicts, crises, banditry, insurgency, kidnapping, and terrorism in recent times. This was further fueled by Pastorals/Famers conflict that has resulted in massive killing, raping, maiming, and ransom taking accompanied by outright destruction of lives, properties, and farm products. The study was able to establish the road map to a wave of sustainable peace in the Local Government Area in particular and Kaduna state in general through the formation of informal peace club initiatives starting from our educational system which is one of the primary agents of political socialization.

Using Heyik Secondary School Kakuri as a pilot project and adapting Constructive Controversy Theory as a Theoretical Framework of analysis shows creativity and innovation in line with the theory especially when people see issues from others' perspectives. The methodology centered on the formation of three major peace clubs in the school cutting across gender and involving both the junior and senior sections of the school alongside the Teachers. The Thematic areas of the club are music, drama, poetry, cultural dance, and song of peace. This helped in instilling decolonised peace values among our youths who are the leaders of tomorrow. Growing up with this consciousness will help in reducing tension, conflicts, and antagonism among our youths and make them change agents that will bring in the desire peace needed in our diverse society for national development and cohesion. The Teachers and the Principal of the school commended the study as it has opened a new line of dealing with the peace club different from the common peace club.

Recommendations

- i. There is a need to review our National Policy Education. In the renewing process, the curriculum of primary and secondary school systems should include decolonized

Peace Education as a core course within civic education using the informal peace curriculum developed by the study.

- ii. Kaduna State Government and its Local Government Areas should ensure the use of decolonised peace education at both the State and Local Government by encouraging the formation of informal peace clubs at all school levels in Kaduna State starting from primary schools to secondary schools at public and private schools.
- iii. The policy of Kaduna State Government of reducing the school system to Four (4) working days in a week should be revisited in the interest of the egalitarian nature of the state. The Friday school system should have specific hours on the schools' timetable for decolonised peace club meetings and networking with other schools.
- iv. The Kaduna State Government and CSOs working on education and peace can partner and launch an application that will contain all the curriculum on peace club and its modes operations, translate to local languages, and provide it free of charge for students in our primary and secondary schools.
- v. Finally Religious bodies, civil society organization (CSOs), and youth groups should take ownership of peace clubs within their organization. This will assist in creating awareness for a peaceful economy and achieving lasting peace in our body politics.

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RESURGENCE OF MILITARY COUPS IN AFRICAN STATES: AN ANTITHESIS AGAINST NEO-COLONIALISM IN AFRICA: A STUDY OF REPUBLIC OF NIGER AND REPUBLIC OF MAIL

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ABSTRACT

The recent military coups in Niger and Mali signal a significant shift in Africa's political landscape, raising concerns about democratic stability and neo-colonialism. This study explores the coups as a response to perceived government failures and external interference. In both countries, military interventions occurred amidst instability, governance challenges, and external influence. The military juntas justify their actions as necessary to restore order, sovereignty, and national dignity. A historical model is applied in the study to analyze political, economic, and historical factors contributing to the coups and the role of regional organizations like ECOWAS and the African Union in responding to them. Findings suggest that while coups may provide temporary stability, they pose risks to democratic governance and human rights. The impact on regional security and stability is a concern, and the influence of neo-colonialism must be addressed. The study highlights the need for international and regional engagement to support democratic institutions, address underlying causes of instability, and mitigate neo-colonialism's influence. The resurgence of military coups in Africa underscores the complex interplay of domestic and external factors shaping the continent's political trajectory.

Keywords: Resurgence, Military Coups, Niger, Mail, Neocolonialism

Introduction

The recent resurgence of military coups in African states, particularly in the Republic of Niger and the Republic of Mali, signifies a concerning trend in the political dynamics of the region. These military takeovers, often framed as efforts to address governance failures and security challenges, can also be seen as reactions against perceived neo-colonial influences. The civilian governments in these countries have faced criticism for their inability to effectively

manage economic and security issues, as well as for allowing undue external interference from former colonial powers and international actors. It aims to explore the resurgence of military coups in Niger and Mali as a form of resistance against neo-colonialism. By examining the political, economic, and historical contexts of these countries, the study seeks to understand the motivations behind the coups and their implications for regional stability and democratic governance. Additionally, the research assesses the role of regional and international organizations in responding to these events and the broader impact on the African continent. Ultimately, this topic highlights the complex relationship between domestic challenges and external influences shaping the political landscape in Africa.

Conceptual Clarifications

Resurgence

The concept of "resurgence" refers to a revival, return, or re-emergence of something that was previously prominent, influential, or widely known. In the context of political or social phenomena, resurgence implies the return of a particular trend, movement, or condition that had diminished in significance or impact over time. When examining the resurgence of military coups in African states, the term encompasses the revival of military interventions in political affairs after a period of relative stability and civilian governance. Resurgence often involves a return to conditions or events that have historical precedence. In African states, military coups were more common in the latter half of the 20th century, but they had declined in recent decades as many countries transitioned to democratic governance.

Various factors can trigger a resurgence, such as economic downturns, political instability, or dissatisfaction with existing governance structures. In the case of military coups, catalysts may include perceived failures of civilian governments to address security or economic challenges, or external influences perceived as undermining national sovereignty. A resurgence can have significant implications for the affected region or sector. In the case of military coups, it may lead to disruptions in governance, human rights violations, and regional instability. Resurgence can also influence broader geopolitical dynamics, affecting

international relations and perceptions of stability in the region. Resurgence often prompts reactions from both domestic and international actors.

Regional organizations may impose sanctions or mediate negotiations to restore stability. Civil society and grassroots movements may respond to a resurgence by advocating for change or pushing back against the revival of certain practices. Resurgence is often characterized by patterns or trends that can be observed over time. Analyzing these patterns can provide insight into the potential trajectory and impact of the resurgence. Thus, the concept of resurgence involves the re-emergence of a significant condition or event that had previously declined or diminished. In the case of military coups in African states, the resurgence reflects a return to a political practice that challenges the progress of democratic governance and poses risks to regional stability (Kannon et al, 2017).

Military Coups

A military coup, also known simply as a coup, is a sudden, often violent, and illegal overthrow of a government by members of the military or other armed forces. It is typically characterized by the seizure of political power from civilian authorities and the establishment of a military-led regime. Military coups can take various forms and manifest differently depending on the political, social, and economic context of the country where they occur. Coups usually happen quickly and may involve the use of force or the threat of force. Coups are often illegal acts that violate a country's constitution or laws. The primary goal is to remove the existing government and replace it with military control. Military officers may be dissatisfied with the existing government due to perceived corruption, incompetence, or failure to maintain security and stability. Some military leaders justify their actions as necessary to protect national interests and sovereignty. In some cases, foreign actors may support or instigate coups to promote their own interests.

Antithesis

Antithesis is a rhetorical and literary device that involves the juxtaposition of contrasting ideas, concepts, or phrases within a sentence, paragraph, or passage. It is used to highlight the

differences between the opposing elements, creating a sense of balance or tension. Antithesis is a powerful tool for emphasizing contrasting ideas and can be effective in making arguments more persuasive or in creating dramatic tension in literature. Antithesis presents contrasting ideas or concepts in close proximity to emphasize their differences. It often uses parallel grammatical structures to enhance the contrast between the opposing ideas. By placing opposites side by side, antithesis can create a strong rhetorical effect, making statements more memorable or impactful. Common examples of antithesis include phrases such as "light and dark," "good and evil," or "love and hate". It is a technique that effectively highlights differences and contradictions, helping to clarify complex concepts or arguments and add depth to both written and spoken communication. (Byjus, 2018).

Neo-colonialism

Neocolonialism is a term used to describe the practice of using economic, political, and cultural pressures to control or influence a country, typically a former colony, in a way that benefits a dominant, more developed country. Unlike traditional colonialism, which involves direct political control and territorial occupation, neocolonialism operates through subtler means and is often less visible. The concept highlights the persistence of unequal power dynamics and exploitative relationships between wealthy, industrialized nations and less developed countries, particularly in Africa, Asia, and Latin America (Oseni, 2022).

Key Aspects of Neocolonialism

Economic Influence: Neocolonialism can manifest through unequal trade relationships where the more developed country benefits from the trade at the expense of the less developed country. Dependency on foreign aid or loans can lead to external control over a country's economic policies and development priorities. These entities can exert influence over a country's economy by controlling key industries and resources.

Political Control: More developed countries may use diplomatic channels to influence the internal affairs of less developed countries. In some cases, external powers may support authoritarian regimes that are willing to protect their interests.

Cultural Domination: The promotion of the dominant country's culture and values can lead to the erosion of local traditions and identities. Control over global media and communication channels can shape public opinion and perceptions in less developed countries.

Debt Dependence: Many less developed countries accumulate significant debt to more developed nations or international financial institutions, which can lead to long-term economic dependence. Loans may come with conditions that limit a country's sovereignty and ability to make independent decisions.

Resource Exploitation: Neocolonialism can involve the extraction of natural resources from less developed countries for the benefit of more developed countries. Resource exploitation can have negative environmental consequences for the less developed country.

Resistance and Criticism: Neocolonial practices often face resistance from local populations who seek to reclaim sovereignty and control over their resources and institutions. Neocolonialism has been criticized for perpetuating global inequality and undermining the sovereignty of less developed countries. Neocolonialism refers to a form of modern-day control and exploitation where more developed countries exert influence over less developed countries through economic, political, and cultural means. This practice perpetuates global inequality and poses challenges to the sovereignty and self-determination of affected countries (Oseni, 2022).

Origin of Military Coups in African States

The origin of military coups in African states can be traced back to the historical and political contexts that emerged during and after the process of decolonization in the mid-20th century. This period saw the emergence of newly independent African nations grappling with numerous challenges, such as political instability, weak institutions, and external influences. Colonial powers often drew arbitrary borders that combined diverse ethnic groups and created divisions, leading to conflicts and instability post-independence. (Migdal & Shue, 1994) The colonial administrative systems left behind weak or non-existent political institutions and unprepared leaders. Early leaders of independent African states faced challenges in nation-

building, which included navigating ethnic divisions and managing power struggles. Many African states faced economic challenges due to dependency on a single export commodity and lack of diversified economies (Iliffe, 2007).

Political instability in neighboring countries often had spillover effects, leading to regional insecurity and an environment conducive to coups. Deep-rooted ethnic and sectarian tensions, often exacerbated by colonial legacies, contributed to instability. Even post-independence, external powers often intervened in African states' affairs, sometimes supporting coups to protect their interests. Access to natural resources remained a key motive for foreign interference, often involving military backing. The origins of military coups in African states are multifaceted, rooted in colonial legacies, post-independence challenges, and external influences. Overcoming these issues requires addressing underlying causes of instability and building strong, inclusive political institutions that can withstand future challenges (Toyin, 2023).

Resurgence of Military Coups in African States: A Study of Republics of Niger and Mali

The resurgence of military coups in African states, using Niger and Mali as case studies, provides insight into the complex interplay of political, economic, and security challenges in the region. Both countries have experienced recent military takeovers that have significant implications for their internal governance and regional stability.

Niger has a history of political instability, with previous military coups occurring in 1974, 1996, 1999, and 2010. The most recent coup occurred in July 2023, when military officers ousted President Mohamed Bazoum. Niger faces ongoing security challenges, including Islamist extremist threats and instability in neighboring countries. There were criticisms of the government's handling of economic issues and perceived corruption. Perceptions of external interference, particularly from France and other Western countries, may have played a role in the coup. The coup has raised concerns about the country's future and its ability to address security challenges. (BBC, 2023). Regional organizations such as ECOWAS have imposed sanctions and sought to mediate the situation. Mali has also

experienced multiple military coups, including in 2012, 2020, and 2021. The 2020 coup overthrew President Ibrahim Boubacar Keïta, citing corruption and security failures. The 2021 coup occurred when military officers removed transitional president Bah Ndaw. (NAI, 2024) Mali faces significant security challenges due to Islamist extremist groups and intercommunal violence. Criticisms of the government's handling of the economy, corruption, and inability to manage the security crisis. The military has expressed dissatisfaction with external intervention in Mali's internal affairs, particularly by France and international organizations.

The coups in Niger and Mali reflect broader regional challenges, such as weak governance, security threats, and foreign interference. These events highlight the importance of building strong, inclusive political institutions and addressing underlying issues to prevent future instability. The resurgence of military coups in Niger and Mali illustrates the complex challenges facing African states. Addressing these issues requires a multifaceted approach that involves strengthening governance, security, and regional cooperation (Okechukwu, 2023).

Military Coups as Antithesis to Neo-colonialism in African States (Niger and Mali)

Military coups in Africa, particularly in Francophone countries, are sometimes seen as a violent remedy for what is perceived as neo-colonialism or undue external influence from former colonial powers such as France. This perception stems from the long-standing relationships between former colonial powers and their ex-colonies, which often include economic, political, and security ties that can be seen as undermining the sovereignty of these African nations (Trefon, 2020).

Francophone African countries have historical ties to France due to their colonial past, which often includes continued economic, political, and cultural influences. These ties can manifest in the form of economic dependency, military cooperation, and cultural influence. Many Francophone African countries continue to use the CFA franc, a currency linked to the euro and guaranteed by the French treasury (Moyo, 2019), This arrangement can lead to economic dependence and constraints on monetary policies. France has maintained a significant military presence in several Francophone African countries, often intervening in

security issues and conflicts. While these interventions are sometimes welcomed, they can also be perceived as neocolonial control over domestic affairs. Coups in Francophone African countries may be fueled by perceptions of excessive foreign influence, particularly from France.

Mali's military government has resisted setting an early date to restore civilian rule, leading to tensions with France. Mali has accused France of inciting regional neighbors to take a hard line against its military rule. Mali has developed closer ties with Moscow, bringing in military instructors that France and its allies have condemned as mercenaries hired from the pro-Kremlin Wagner group. Mali has accused French aircraft of violating its airspace about 50 times, ignoring a declared air exclusion zone. A drone video shared by the French army was seen as an attempt to falsely accuse departing French troops of war crimes, leading to further tensions.

An Overview of Military Coups in Republic of Niger

The Republic of Niger, a landlocked country in West Africa, has experienced a series of military coups since gaining independence from France in 1960 (Ibrahim, 2020). These coups have significantly impacted Niger's political landscape and governance, often driven by discontent with government handling of economic challenges, drought, and security issues. The first military coup occurred in 1974, led by Lieutenant Colonel Seyni Kountché, who overthrew President Hamani Diori due to severe drought and economic difficulties. Subsequent coups followed, including the 1996 coup led by Colonel Ibrahim Baré Maïnassara, who cited electoral irregularities and economic difficulties, and the 1999 coup led by Colonel Daouda Malam Wanké, who overthrew President Maïnassara due to human rights abuses and corruption. The 2010 coup, led by Major Salou Djibo, ousted President Mamadou Tandja, who had attempted to extend his term limits, leading to widespread protests and political tension.

Military coups have interrupted democratic governance and led to periods of instability and uncertainty in Niger. These coups have often been met with condemnation from regional and international organizations, such as ECOWAS and the African Union. Despite

these challenges, Niger has made progress in recent years, successfully holding presidential and legislative elections in 2021, leading to a peaceful transition of power to President Mohamed Bazoum. However, Niger still faces security threats from groups like Boko Haram and ISIS affiliates, which complicate governance and stability. Addressing these ongoing security threats and promoting good governance will be crucial for Niger's long-term stability and development (Heni, 2023). By understanding the historical context of military coups in Niger, we can better appreciate the country's resilience in establishing democratic governance and strengthening political institutions.

An Overview of Military Coups in Mali

The Republic of Mali, located in West Africa, has experienced several military coups since gaining independence from France in 1960. These coups have played a significant role in shaping Mali's political landscape and have often been driven by factors such as governance challenges, security concerns, and economic instability.

Mali gained independence from France on September 22, 1960. Since then, the country has faced numerous political and security challenges, including ethnic and regional tensions. Mali's first military coup occurred when Lieutenant Moussa Traoré led a coup against President Modibo Keita, who had been in power since independence. Traoré established a military regime and later transitioned to a one-party state. General Moussa Traoré was overthrown in a coup led by Lieutenant Colonel Amadou Toumani Touré (often referred to as ATT). This coup followed widespread protests and economic challenges. Touré led a transitional government that paved the way for democratic elections. The coup was led by Captain Amadou Haya Sanogo and other junior officers, who overthrew President Amadou Toumani Touré just weeks before scheduled elections. The coup was driven by dissatisfaction with the government's handling of the Tuareg rebellion in the north of the country and the security situation. International condemnation followed, and a transitional government was established. President Ibrahim Boubacar Keita was overthrown in a coup led by Colonel Assimi Goïta and other military officers. The coup was motivated by public discontent over

corruption, poor governance, and the worsening security situation in Mali. A transitional government was formed, led by civilian Bah Ndaw as interim president and Goïta as vice president. This coup occurred when Colonel Assimi Goïta ousted interim President Bah Ndaw and Prime Minister Moctar Ouane. Goïta accused the interim government of attempting to replace military officers without consulting him. Goïta subsequently declared himself president of the transitional government. Frequent coups have contributed to political instability and weakened governance structures in Mali.

The country has faced significant security threats, including Islamist extremism and intercommunal violence, which have often been cited as reasons for the coups. Coups have led to international condemnation, including sanctions and diplomatic pressure from regional and international organizations such as ECOWAS and the African Union. Instability in Mali has had spillover effects on neighboring countries, impacting regional security and cooperation. Mali's history of military coups reflects the broader challenges faced by many African countries in establishing stable democratic governance. While coups may offer short-term solutions to perceived problems, they often lead to long-term challenges for governance and stability. Moving forward, it is important for Mali to strengthen its institutions and address the root causes of instability to build a sustainable democratic future (Heni, 2023).

Outcome of Resurgence of Military Coups as an Antithesis to Neocolonialism in African States (Niger and Mali)

Military coups in African countries, particularly in French-speaking African countries, have often been framed by their perpetrators as a means to curb or stop neocolonialism. This narrative suggests that military leaders are intervening to protect national sovereignty and push back against external influences, particularly from former colonial powers such as France. However, the outcomes of these military coups in terms of curbing or stopping neocolonialism are mixed and complex. Military coups often result in a change in leadership, which can alter the existing power dynamics and relationships with foreign powers. Coup leaders often adopt nationalistic rhetoric, emphasizing independence and a break from external influences. While

coups may temporarily disrupt external influence, they often struggle to achieve long-term success in curbing neocolonialism.

Way Forward

Addressing the challenges of neocolonialism and instability in African countries, particularly French-speaking countries, requires a comprehensive and multifaceted approach.

Strengthening Democratic Governance: Building strong, transparent, and accountable institutions is essential for long-term stability and development. Inclusive political processes and respect for civil liberties can contribute to a more stable and resilient democracy.

Economic Diversification and Independence: Diversifying economies and reducing reliance on single industries or former colonial powers can increase resilience and autonomy. Supporting local industries and small businesses can contribute to economic growth and self-reliance.

Regional Cooperation and Integration: Organizations like ECOWAS can play a key role in promoting stability, security, and economic cooperation in the region. Collaborating on security challenges such as terrorism and organized crime can enhance regional stability. Engaging with a variety of international partners can reduce over reliance on former colonial powers and encourage balanced relationships. Ensuring that international aid and investment support sustainable development goals and local priorities. A vibrant civil society can advocate for transparency, accountability, and human rights, contributing to more democratic governance. A free and independent media can provide oversight and hold leaders accountable, promoting transparency and good governance.

Addressing Security Challenges: Addressing security challenges, such as terrorism and insurgency, requires a comprehensive approach that includes economic development and community engagement. Training and Equipment. Supporting the professionalization and capacity-building of security forces can improve their effectiveness and respect for human rights.

Educational and Cultural Initiatives: Promoting education and awareness of history, governance, and current affairs can empower citizens to make informed choices and advocate for change. Encouraging cultural exchange and dialogue can foster mutual understanding and respect among different groups. Achieving long-term solutions to the challenges of neocolonialism and instability in French-speaking African countries requires a holistic approach that addresses economic, political, security, and social issues. By strengthening democratic governance, promoting economic independence, fostering regional cooperation, and empowering civil society, these countries can work towards a more stable, resilient, and prosperous future (Mohammed & Hakeem, 2022).

Conclusion

The resurgence of military coups in African states, particularly in the Republics of Niger and Mali, reflects ongoing challenges in governance, security, and the complex relationship between former colonial powers and their ex-colonies. While military coups are often framed as an antithesis against neo-colonialism and external influence, their long-term consequences can undermine the very sovereignty and stability they claim to protect. It is clear that military interventions can disrupt the democratic process, erode trust in governance, and exacerbate existing issues such as corruption and insecurity. Although coup leaders may present themselves as defenders of national sovereignty against foreign domination, the outcomes of military takeovers often include political instability, economic disruptions, and strained relationships with international partners.

The challenges of neo-colonialism in French-speaking African countries require a diverse but inclusive approach that prioritizes strengthening democratic institutions, promoting economic diversification and independence, and fostering regional and international cooperation. Empowering civil society and supporting good governance practices can help build resilient and sustainable political systems that are less susceptible to military interventions. Ultimately, addressing the root causes of instability and external dependence is key to achieving long-term stability and self-determination in African states.

Through commitment to democratic values, inclusive governance, and regional collaboration, African countries can work toward a future of peace, prosperity, and genuine independence from external influence.

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RETHINKING THE CONCEPT OF YOUTH AND ADVOCATING FOR A YOUTH DEVELOPMENT MASTER PLAN IN NIGERIA

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ABSTRACT

The variability associated with framing the concept of youth has exposed it to many definitional inexactitudes. Proposing a universally applicable definition has become challenging. This study examines the several ways in which the concept of youth is defined, considering three perspectives: the legal/constitutional perspective at the national level, the international perspective on a global scale, and the contextual perspective. The argument posits that, in contrast to the constitutional and international indicators of youthhood, the contextual perspective is more suitable for defining the concept of youthhood. This is because the contextual perspective considers the domestic environment's unique characteristics. Based on an objective analysis of existing youth development frameworks, this article argues for creating a comprehensive youth development Master Plan for Nigeria.

Keywords: Constitution, Convention, Masterplan, United Nations, Youth, Youth development,

Introduction

The concept of youth is one of the few concepts in the Social Sciences that have suffered from definitional inexactitudes. In some contexts, the idea conjures an image of a young person without brains, unskilled, unemployable, and without a future. In other contexts, it evokes a picture of a drug addict, a thug, a recidivist, or a suicide bomber. Yet, in different contexts, the concept of youth represents the future of a given country and emerging leadership and leaders in training. These young people are incentivised to acquire relevant skills that prepare them for leadership tasks. They become people whose interests and peculiar needs are incorporated into the National Strategic Plan of a country. The epithet, 'Youths are the leaders of 'tomorrow' threatens to reinforce the centrality of youth to national development and

survival. How well countries in general, and Nigeria in particular, design and implement a roadmap for youth development is yet to be seen.

In Nigeria, the young population was projected to be 45.4 million in 2006, accounting for 34 percent. Recent estimates suggest that the youth population has increased to 54-55 million, representing 40 percent (CLEEN, 2011, p. 30 cited in Tedheke, 2014, p. 248). Nigeria has the third-largest youth population in the world, with over 90 million of its citizens under the age of 18, according to the CIA World Fact Book (2014) and the Library of Congress (2008). This places Nigeria behind only India and China in terms of the size of its youth population. The demographic trend in Nigeria has substantial consequences for the country's future prosperity and stability. Given the substantial number of young people, it is imperative to allocate resources towards education, employment opportunities, and social services to enable these youths to make constructive contributions to society. Inadequate attention to the demands of Nigeria's young population may result in social upheaval, heightened levels of criminal activity, and economic difficulties in the future.

The significant increase in the youth population poses additional responsibilities and challenges that, if not carefully addressed, could potentially jeopardise the progress of the nation. Youth can have a significant impact on development when they are equipped with the necessary knowledge and opportunities to succeed. Young individuals must obtain the necessary education to actively participate in a thriving economy and develop the skills required for creativity and self-sufficiency. In addition, they must have opportunities in a job market that can effectively integrate them into the workforce. Furthermore, a well-designed strategic plan that addresses the specific development requirements of young people is essential. One of the major issues that numerous countries are currently grappling with is the absence of a practical and well-defined master plan for youth development that is both specific and measurable, achievable and relevant, and time-bound.

Through a comprehensive examination of the notion of youth and an in-depth analysis of current youth development strategies at the global, regional, and national scales, it is

possible to pinpoint shared obstacles and potential avenues for enhancement. To ensure a sustainable future for the next generation, it is crucial to tackle the challenges that youth development currently faces and put forth a comprehensive master plan.

Youth conceptual problematic – A reconceptualisation

The fluidity associated with the conceptualisation of youth has made it difficult to establish a consensus on its meaning. It is therefore one concept that has generated a lot of inexactitudes in conceptualisation and operationalisation in the social sciences. The variability of its definition has inadvertently exposed it to some definitional polemics. Other than any indicator, age constitutes the main defining element of who a youth is. The age-structured conceptualisation of youth in this context is seen from a trifocal perspective. The first is what I would prefer to call the legal/constitutional (national) perspective. This perspective, which is often restricted to the legal framework regulating the conduct of formal engagements within national borders, sets the foundation for and determines *youthhood*. This determination is mainly contained in the Constitution and other related acts and instruments. In Nigeria, for instance, the Federal Road Safety Commission (Establishment) Act (2007) and the National Road Traffic Regulations (2012) Part V11, 45(3) stipulate that 18 years is the legitimate age for the issuance of a national driver's license.

The Electoral Act 2010, as amended, Part 111, 12(1b), equally specifies that a person shall be qualified to be registered as a voter if such a person has attained the age of 18 years. Implicit in both Acts is the deduction that 18 years is the baseline for *youthhood* in Nigeria. These Acts provide that a Nigerian from the age of 18 is considered a youth with certain rights and responsibilities; the right to own a 'driver's license, the right to vote, and, until recently, the right to be admitted into the university. While the legal/constitutional perspective appears to lay the baseline for *youthhood*, it is unable to establish the extent beyond which one ceases to be a youth. This obvious fissure in this perspective exposes the concept of youth to operational inexactitude. The UN-Habitat (Youth Fund) defines youth as persons between the ages of 15 and 32, and the African Youth Charter considers youth as those between the ages

of 15 and 35. This perspective threatens to dim our understanding and reinforce the assumption that the concept of youth can effectively be defined based on the peculiarities of the domestic environment.

The contextual perspective, therefore, calls to mind the need to recalibrate the notion of youth. In doing this, attention is given to the patently misused, misnamed, and misapplied notion of youth, especially based on the age determinant. For this study, youth constitute persons between the ages of 15 and 40. This is to accommodate the legal/constitutional (national) perspective, the international perspective, and especially the narrative in the Nigerian context that present persons who are above the age of 40 but still consider themselves as 'youth at heart' (Obi, 2017, p. 3) and saddled with the responsibilities of youth affairs. The obvious lack of unanimity of opinion on the age limit of *youthhood* makes global consensus on youth conceptualisation difficult.

Extant global youth development plans

The policy architecture is essential for every development plan as it provides the necessary foundation on which development plans may be constructed. Many national strategic development plans are influenced by important United Nations Conventions, Treaties, Frameworks, and Resolutions. The United Nations is responsible for creating the most prominent global youth development strategies that are now in existence. The United Nations has acknowledged for a significant period that the creative thinking, aspirations, and enthusiasm of young people are crucial for the ongoing progress of the communities in which they reside. The recognition of the role of youth in national development became prominent in 1965 when United Nations Member States approved the Declaration on the Promotion of Peace, Mutual Respect, and Understanding among Youth. The crucial role of young people in the process of developing a nation was further emphasised in 1985 when the United Nations General Assembly recognised the International Youth Year: Participation, Development, and Peace.

The issue garnered global recognition for the significant role that young people play in the globe, specifically highlighting their potential impact on development (UN General Assembly Resolution 1996 & 2007). In 1995, the United Nations reaffirmed its dedication to young individuals by focusing the global community's efforts on addressing the obstacles faced by youth in the next millennium, coinciding with the tenth anniversary of International Youth Year. The adoption of an international approach, known as the World Programme of Action for Youth (WPAY), facilitated this.

At the regional level, the African Youth Charter, particularly Article 12 (A-K), and the ECOWAS Commission Youth Policy, form the foundation for the comprehensive advancement of all young people in the sub-region. This is an additional measure to the Commonwealth Youth Charter, which aims to shape national youth policies in all countries within the Commonwealth. The United Nations system and regional bodies have established a global youth development policy framework. This framework requires national governments to design their youth development plans that specifically address the strategic priority areas outlined in the WPAY 15 or adapt them to suit their national context.

Extant National Youth Development Plans

The National Youth Policy in Nigeria is guided by the Constitution of the Federal Republic of Nigeria, which incorporates elements from global and regional youth development plans. This provides a comprehensive policy framework for youth development in the country. Furthermore, there are other frameworks in place, such as the National Policy on the Health and Development of Adolescents and Young People in Nigeria and the National Council on Youth Development. The primary national youth development plan is outlined in the National Youth Policy (NYP) and its Draft Action Plan and Implementation Strategy (2009 – 2014). The National Youth Policy sets forth a comprehensive policy framework that offers guidance on all aspects of youth development. The NYP acknowledges and incorporates the insights gained from the first National Council on Youth Development, which took place in Katsina State in March 2007.

During the 1970s and 1980s, the Federal government created a Ministry of Youth and Sports, prompting state governments to follow suit and establish their Ministries. In 1973, the National Youth Service Corps programme was initiated to foster national unity and integration. Its purpose is to provide graduates of tertiary institutions with opportunities to assume leadership roles and engage in community development projects before entering the job market. The Citizenship and Leadership Training Centre in Jos has been designed to enhance its short-duration programmes and courses for young individuals with leadership potential. In the 1970s and 1980s, national sports and cultural festivals were held to promote and support the development of talent among young people.

In 1981, the initial effort to implement a National Youth Policy was made, which was subsequently followed by the creation of a comprehensive social development policy for Nigeria in 1989. This laid the groundwork for a reassessment of the initial youth policy. In 2007, the Federal Government, led by Chief Olusegun Obasanjo, established a distinct Ministry of Youth Development. The entity has various departments that specialise in enterprise development, vocational skills and training, youth voice, employment, and education. The ministry has the responsibility of overseeing the national youth policy, youth development programmes, funding for youth activities, promoting youth participation, and managing the National Youth Services Corps and the Citizenship and Leadership Training Centre. The establishment of the National Youth Council of Nigeria (NYCN) arose from the necessity of creating a unified platform for youth mobilisation and engagement.

Problems Confronting Youth Development

Youth development as used here refers to the deliberate efforts by governments, development partners, international organisations, civil society, communities, and the youth themselves to create ongoing opportunities that enhance the interests, skills, and abilities of young people for national development. These opportunities often manifest in programs focused on education, politics, entrepreneurship, and community service. In Nigeria, several issues hinder youth development, but it is clear from the review above that the lack of an enabling Act,

policy architecture, or framework is not among them. Therefore, a few broad challenges have been identified and are briefly discussed here. These include a lack of sufficient political will, limited access to quality education, inadequate economic participation, insufficient political involvement, limited community engagement, and a lack of comprehensive health/sexuality education.

Lack of commensurate political will

It has become clear that every strategic plan for youth development, whether on an international, regional, or national scale, is a result of the political process. However, there is a growing consensus based on evidence that, while having a youth development plan is crucial, it would be futile without the necessary political will to achieve its goals. The absence of political will underpins all other challenges hindering effective youth development. This is evident in the lack of access to quality education, healthcare, entrepreneurship opportunities, community service, and more, which are all consequences of the absence of political will to provide appropriate incentives for implementation.

For example, in Nigeria, a significant issue is the definition of youthhood. The UN's age range for youth, defined as 14 to 25 years, is frequently disregarded, with individuals over 50 years old often appointed by political leaders to manage youth affairs. Civil society, often seen as the fourth pillar of democracy, is weak at addressing corruption and poor governance issues. This undermines the effectiveness of youth structures in advocating for the needs and rights of young people. Without proper representation and accountability, the voices of youth are often silenced or ignored by those in power. The political class needs to respect and adhere to the established guidelines for youth involvement in decision-making processes to promote and realise the goals of youth development.

Inadequate access to quality education

The lack of adequate access to quality education is widely recognised as a significant barrier to youth development worldwide. Formal and informal education lays the groundwork for capacity development, which is crucial for meaningful participation in both the formal and

informal sectors. Tradespeople such as welders, bricklayers, carpenters, and mechanics require quality informal education to enhance their work creatively. Similarly, professionals like doctors, teachers, engineers, pilots, and those in various governmental and private roles also benefit from this foundational education. When this essential resource for capacity building is absent, society inadvertently creates conditions that lead some individuals to become quacks or, worse, to seek 'underground' training, becoming threats to the community.

Kidnappings, assassinations, drug/substance abuse, and general criminality are some of the negative outcomes associated with this issue, with youths often found culpable upon investigation. This view acknowledges that even youths with access to quality education can exhibit undesirable behaviors in society. The challenge of inadequate access to quality education in youth development becomes more pronounced when considering that quality education is the cornerstone of national development. What then happens when disasters, whether natural or man-made, compromise it? According to UNESCO (2011), out of the 61 million children not in primary school globally, 28 million live in conflict-affected fragile states, accounting for 42% of the world's total. Additionally, millions of youths lack access to learning opportunities and skills necessary for employment (Obi, 2016).

Inadequate economic engagement

Economic engagement refers to the establishment of a consistent and institutionalised framework for young people to develop their abilities to contribute to the economy and, consequently, achieve economic self-reliance. While there are existing systems to accomplish this goal, they are insufficient. Systematised opportunities for youth entrepreneurship, internships, and employment are at the centre of the entire economic participation spectrum. It is pertinent to note that in addition to schooling, concerted efforts should be made to engage young people economically as part of their development strategy. Both formal and informal education often provide young people with the necessary skills and knowledge to pursue economic and career prospects. However, when there is a lack of such opportunities for young people to engage in economic activities, it poses a substantial threat to their overall

development. According to the International Labour Organisation (ILO) in 2015, around 73 million youth, which accounts for 13 percent of the global youth population, were without employment in 2014.

The International Labour Organisation (ILO) states that around 600 million new jobs must be produced during the next ten years to accommodate the existing unemployed youth and offer employment chances to the 40 million young individuals projected to join the workforce annually. This is a pessimistic view of the unattainability of long-term youth development through employment. The risk presented by insufficient economic involvement in youth development is further emphasised when we take into account our country's specific circumstances. In Nigeria, the youth labour force consists of 38.2 million people, which is 48.7% of the total labour force of 78.48 million. In the first quarter of 2016, 15.2 million of these young people were either unemployed or underemployed, resulting in a youth unemployment rate of 42.24% (Nigerian Bureau of Statistics, 2016; Tijani, 2016). Youth unemployment refers to the absence of young people, as defined by the United Nations as those aged 14-25, and in this study, as those aged 15-40, being involved in lawful and productive activities. An unemployed youth is described as an individual who is without employment and actively searching for work in either the formal or informal sector.

As we contemplate this question, it is important to remember that using questionable frameworks like this one for sustainable youth development would ultimately discourage attempts to promote youth development. This threat is exacerbated by a conventional educational system that actively discourages entrepreneurship by primarily prioritising the development of students' attitude for white-collar employment. For instance, in a programme designed to empower young people by equipping them with technological resources, if the recipients lack the essential digital literacy abilities, they may have difficulties in efficiently utilising and overseeing these resources. The absence of skill development may ultimately impede the achievement and long-term viability of the empowerment effort.

Inadequate political engagement

Although there are some opportunities for young people to participate in politics, these opportunities are generally inadequate to completely engage the significant number of young people who are ready to get involved in politics. The Constitution of the Federal Republic of Nigeria (1999), as revised, in conjunction with the Electoral Act (2010), stipulate the following: According to Chapter VI, Part 1, Section 131b, the minimum age requirement for the presidency is forty years. Section 176b establishes that the governorship age requirement is thirty-five. Section 65 (1a) mandates that senators must be at least thirty-five years old, while Section 65 (1b) sets the age requirement for House of Representatives members at thirty. Additionally, Section 106 (b) stipulates that House of Assembly members must be thirty years old. According to Section 106 (1c) of the Electoral Act (2010), it is required that local government councillors must be a minimum of 25 years old, whereas the offices of Chairman and Vice Chairman require a minimum age of 30 years. It is worth mentioning that all elective posts in Nigeria have age requirements that fall within the youth age range (15-40), as determined in this study. Despite this, youth political participation remains low.

Inadvertently, institutional policy impediments have hindered the active engagement of young people in electoral politics. These obstacles encompass exorbitant party nomination fees. As an example, the fee required to be nominated as a presidential candidate on the All-Progressives Congress (APC) platform was twenty-five million naira. However, for the 2019 presidential election, this charge was decreased to ten million naira for all political parties. It is crucial to acknowledge that the majority of young people in this age group lack the necessary financial means to effectively compete in situations where nomination fees are used as a strategic tactic to secure party nominations for the affluent, typically individuals over the age of forty.

Inadequate health/sexuality education

Health and sexuality education is a crucial component of fostering positive growth and development in young people. This is because young people have been involved in drug and

substance misuse, as well as other health-related problems. Youth who are unable to sustain particular degrees of stability due to specific health disorders are referred to as having collective youth difficulties. There is a scarcity of intentional initiatives aimed at educating young people about the negative consequences of drug and substance misuse, as well as broader topics related to sexuality. Due to the absence of a clear framework to address the matter of health and sexuality among young people, certain undesirable behaviours have emerged, posing a threat to initiatives aimed at promoting youth development.

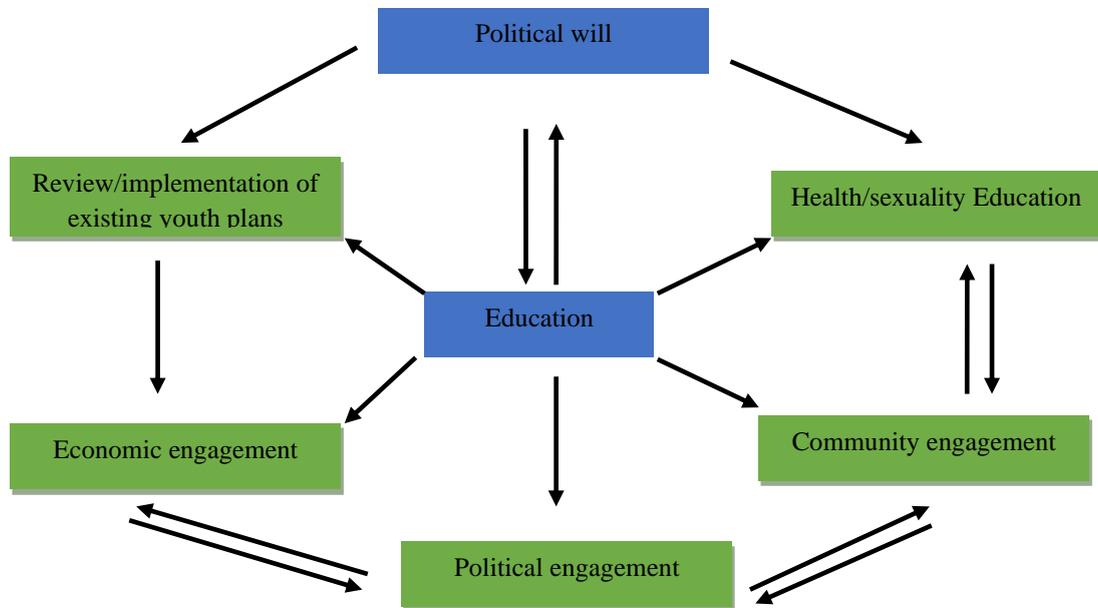
Some of the detrimental health-related behaviours exhibited by young people include involvement in cults, criminal activities, drug usage, and substance addiction. The connection between cults, crime, drugs, and substance misuse is demonstrated in Bassey's (2014) study. It highlights that cult organisations across different countries engage in the misuse of drugs and alcohol as part of their initiation rituals, contributing to a transnational problem. Specifically, he saw that on November 18, 1978, Jim Jones commanded 900 of his followers to administer drugs to themselves. All of them succumbed to cyanide poisoning and perished as a result (Bassey, 2014).

Proposing a youth development master plan

To propose a youth development master plan, it is important to acknowledge that such plans already exist at the international, regional, and national levels. The WPAY offers a policy framework and practical guidance at the worldwide level to enhance the condition of young people through national efforts and international assistance. The youth plan, as recommended by WPAY, encompasses fifteen key areas that offer direction in the development of young people. The African Youth Charter, particularly Article 12 (A-K), and the ECOWAS Commission Youth Policy are fundamental for the holistic advancement of all young people in the sub-region at the regional level. The National Youth Policy at the national level has selected eighteen key areas that should provide the framework for youth development in Nigeria.

The main point to be derived from the preceding discussion is that the progress of adolescent development is not hindered by the absence of a comprehensive strategy, but rather by the execution of existing plans. Based on this evidence, it is thus deemed suitable to suggest a comprehensive youth development master plan that focuses on key priority areas, namely: political will; reactivation/implementation of existing youth development plans; education; economic engagement; political engagement; community engagement and health/sexuality education.

Fig. 1. Proposed youth development framework



Source: Author's framing

It has become clear that youth development is not a fixed state but an ongoing journey. It involves diverse forms and viewpoints on the relationships between the design and execution of essential, youth-focused priority programs. To thoroughly grasp the functioning of the proposed youth development framework, it is crucial to explore the interplay between different priority areas to bolster youth development. Although these priority areas are not

comprehensive, they are sufficiently inclusive to encompass additional areas outlined in the WPAY and the National Youth Policy. Table 1 below offers a summary of the seven priority areas suggested.

From the youth development matrix above, it is evident that youth development involves an intricate network of interactions among several key areas that need to be properly managed to attain a specific outcome. However, evidence suggests that education is the central point from which other key sectors must derive support to facilitate effective youth development. The intricate nature of the adolescent development process makes it improbable to achieve sustained youth growth by focusing just on one key area while neglecting others. Illicit substances and substance misuse are a significant obstacle to optimal youth development. The premise here is that adolescents who engage in substance misuse frequently exhibit diminished self-worth and are unable to achieve comprehensive positive development during their youth. There are policies specifically targeted at young people, aiming to provide them with the necessary support to participate in socio-political activities.

However, these policies often include inherent restrictions that hinder their effectiveness and make it challenging for young people to participate. For example, the renowned 'Not Too Young to Run' legislation, which aims to lower the age requirement for political positions in Nigeria to include young people, has significant shortcomings. Although the effort to assess age is praiseworthy, the current scenario where the cost of party nomination fees varies from N2 million to N25 million, depending on the position, unintentionally excludes a large number of Nigerian youth. This includes those who, at the age of 35, are still actively seeking employment by transitioning between different workplaces. Another potential possibility is that young people are manipulated by the political elite to engage in political violence or engage in criminal activities. They may also become proteges of wealthy politicians, eventually becoming influential figures who control the government apparatus.

Concluding Remarks

This study has argued that the notion of youth is highly malleable and prone to imprecise definitions. Scholars commonly define it as the segment of a country's population that plays a significant role in driving the development of society. However, in some cases, this group is not adequately supported to succeed. Various viewpoints exist about the definition of youth based on age. These perspectives vary, with some considering youthhood to begin between the ages of 15 and 25, while others extend it to 15 and 35 years.

The government and concerned partners need to restart the process of consciously dealing with issues of youth development as a core mandate of government and development partners at all levels. This consciousness must necessarily go beyond the apparent premise that a job is the only thing necessary for the stability of all young people. Consolidating the developmental requirements of young people necessitates a multifaceted intervention. One way to incorporate this intervention into our educational system is by creating comprehensive practicum programmes that not only teach theories but also provide many opportunities for practical, hands-on learning.

The practice of frequently giving out handouts, such as purchase sewing machines, hair dryers, welding and fabricating machines, by the political elite, result in the disempowerment of young people, leaving them dependent on the benefactor for handouts instead of experiencing prolonged good youth development. An effective system that scrutinises the administration of such deceptive offerings can aid in mitigating the risks and dangers that this betrayal poses to the promotion of healthy youth development. Education, advocacy, and inclusive sensitisation are crucial means to achieve this goal.

There is also the need to reconstruct our priorities regarding youth issues and the implementation of the youth development roadmap as outlined in this study would be essential for the promotion of sustained positive youth development. This would entail a purposeful endeavour to showcase a commitment to fostering the growth and progress of young people

by evaluating existing youth development strategies, providing appropriate education, and establishing opportunities for youth involvement in the realms of economy, politics, community development, as well as health and sexuality education.

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MANAGEMENT OF BEHAVIOURAL MISCONDUCT AMONG SECONDARY SCHOOL STUDENTS IN OWERRI MUNICIPAL, IMO STATE

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ABSTRACT

This study surveyed presence, commonality and persistence of Conduct Problems among Senior Secondary School (SSS) students in Owerri Municipal, Imo State. The schools were categorized into Private and Public on the basis of availability of resources, school fees chargeable and locations. From each category, three SSS were purposively sampled. Random sampling technique was used to sample 848 respondents consisting 416 private and 432 public SSS students. Data were collected using an adapted questionnaire tagged Conduct Problems Behavioural Questionnaire (CPBQ). The CPBQ has a reliability coefficient of 0.7. Collected data were analyzed using percentages and t-test statistics using a base line of > 28% to determine persistency of CPs and 0.05 as level of significance for hypothesis testing. Among very private schools, findings identified deceitfulness or theft (69.4%), violation of rules (53.1%); and aggression to people (44.4%) as common CPs; while violation of rules (69.9%); deceitfulness or theft (68.7%); aggression to people (65.7%) and destruction of properties (54.3%) were found to be common among very public students. However, among these CPs only bullying, (38.5%), initiation of physical fights (34.4%), physical cruelty to people (43.2%), deliberate destruction of properties (32.4%) and stealing without confrontation of others (37.2%) were persistent irrespective of the category of school. Significant difference was also found in the presence of CPs among the two categories of schools at $t_{cal} 16.3 > t_{critical} 1.96$; with students of very public schools manifesting most of the CPs. Based on these it was concluded that public secondary school students were prone to CPs than private secondary school students in the municipal. Conclusively, it was recommended that the students should be given reorientation and counseling to curb presence of misconduct among the students

Keywords: Abia State, Curriculum, Human Security, Peace, Peace Education

Introduction

Social-psychologists are of the opinion that good behaviour is prerequisites to building a society that is free of conflicts. Their opinion is built on the fact that every conflict in society is a product of human behavioural disposition (Carson, Butcher, & Mineka, 2019). Of course, absence of good and manageable behaviour can cause huge conflict in human interpersonal relationship and can hinder successful management of resources for societal development (Macionis, 2010). Unfortunately, development of good or bad behaviour does not always start in adulthood; rather much of it begins in childhood or during school-age (Mash & Wolfe, 2005). However, what is termed as good behaviours is relative to societal norms and values. This is why a conflict or crisis prone behaviour in a society may be a good behaviour in another society. Every society has established ways of determining, transmitting and learning acceptable behaviours.

Conduct Problems can be very problematic in school. They can be very obstructive to school management. Conduct Problems violate family expectations, societal norms, and the personal or property rights of other people. They are behaviours that ordinarily contradict expected age-related behaviours of the perpetrator. Technically, Conduct Problems among secondary school students would be the behaviours not expected of secondary school age students and not expected to manifest in school system. Such problems range from deliberate and non-deliberate antisocial acts that are problematic for the individuals and the society. In the opinion of Delly & More (2022), conduct Problems include violations such as vandalism, arson, stealing, lying, and running away from home.

Social science researches like this do focus on studying human behaviours; but the validity of their findings sometimes depends on the reliability of the instrument used for data collection (Bonny, 2022). Thus, identifying Conduct Problems among students would require having standard means of testing for it. One of such means is having a standard instrument that is valid and reliable for data collection. Many of the past researches (Coie, 1997; Leober, Green, Lahey, & Kalb, 2000; Hinshaw, 2001) with focus on testing human behaviour directly

or indirectly referenced the behavioural diagnostic tool named *Diagnostic and Statistical Manual of Mental Disorders, DSM-IV-TR* of the American Psychiatric Association as a dependable manual for understanding and testing behavioural problems.

Research Questions

1. Do students of private and public secondary schools in Owerri Municipal have Conduct Problems?
2. What are the common categories of Conduct Problems among students of private and public secondary schools in Owerri Municipal?
3. How persistent do Conduct Problems manifest, among students of private and public secondary schools in Imo State?
4. Is presence of Conduct Problems significantly different among students of private and public secondary schools in Owerri Municipal?

Research Hypothesis

H01: Presence of conduct problems will not significantly differ among students of private and public secondary schools in Owerri Municipal

Alternatively: [H01]: Presence of conduct problems will significantly differ among students of private and public secondary schools in Owerri Municipal

Literature Review

Existing studies have linked the conduct problems to environmental experiences (Macahon & Estes, 1997; Lahey, Miller, Gordon, & Riley, 1999). Existing literature has established that children from troubled families, socially disadvantaged neighbourhood and children that experienced emotional and physical abuses, neglect and poverty are very likely to develop Conduct Problems. Adelabu & Usman, (2020) maintain that children who experienced combination of rejection by parents, peers, school personnel such as teachers and other significant others are likely to manifest Conduct Problems. On the other hand, there are some other researches that point to the fact that Conduct Problem is not always a product of environmental experiences (Dross, 2020; Haman & Telmos, 2021). Those in this school of

thought believed that Conduct Problem is not fixedly related to children from poor backgrounds.

School enrolment is one factor that depicts child's socio- economic background (Balogun & Oriyomi, 2021). Children from rich background are often drawn to private schools while those from poor background are drawn to public schools. Demographically, one can further assess attributes of schools and conclude that private and public schools have continuum. For the purpose of this study, secondary schools in Owerri Metropolis located in very organized areas of the town were classified as Very Private (VP) while public secondary schools with visibly poor facilities and located in inner and disadvantaged areas of the municipal were classified as Very Public (VPB) secondary schools.

Certainly, the need to test for Conduct Problems among secondary school students is very important for the purpose of school management and behavioural modification. Apart from the fact that having Conduct Problems makes some students become dangerous to others, researches point to the fact that they could also have poor social skills that make it difficult for them to be accepted into the folds of their peers and families (Coie, 1994; Miller & Olson, 2000; Gerald & Anderson, 2021). They could also develop academic problems (Yari & Bede, 2021); unable to make progress in learning and may end up becoming school dropout (Jones, Uthman & Athan, 2020). Despite the known consequences of behavioural problems on students, there are no known researches focusing on identifying presence of Conduct Problems among students of secondary schools in Imo State. The study is developed to bridge this research gap. The study is structured to determine presence, commonality and persistency of misbehaviors identified as Conduct Problems in DSM-1V-TR, 4th Edition among private and public secondary school students in Owerri Municipal Council.

Theoretical Framework

The study is theoretically framed on Cultural Deviance Theory and Psychodynamic Theory. Psychodynamic Theory was propounded by Sigmund Freud (1856 – 1936). The theory opined that violation of rules and regulations and development of negative behaviours are inherent in

children. It states that such development is a product of an abnormal personality structure that began early in childhood (Siegel, Welsh & Senna, 2003). To Psychodynamic Theorists, development of this abnormal personality structure in childhood determines how susceptible a child would be to experiencing mental torment, deprivation and depression. These culminate to determine whether a child will live a life of violence and aggression as he grows up.

On this theory, the author believed that not every child will have conduct problem since it is not naturally acquired. Also, one may think Conduct Problem will be common among children from poor background and not among children from rich background. Invariably, it would be common in the very public schools than in the very private schools. The assumption with Cultural Deviance Theory is that there is a culture of misbehaviours (Conduct Problem) which the students will want to associate with for the purpose of sociological survival in their school. The implication of this is that a much disorganized and ardently misbehaving society or environment would likely have students with Conduct Problem than an organized and ardently obeying society.

Research Design

The study is a descriptive survey of presence, persistence and commonality of Conduct Problems among students of expensive private secondary schools (here classified as very private secondary schools) and students of public secondary schools that are located in disadvantaged areas of Owerri Municipal; such as in crime and commercial prone areas. Schools in the latter category are classified as very public secondary schools. From the population of schools in the two categories, purposive sampling technique was used to sample a total of six. Three among them were very public and three were very private schools. The yardstick for determining whether the schools were very public or very private was on the consideration of the amount they charge as school fees, their locations and the physical qualities of the facilities as observable, systematically, within and around the school yards.

From the populations of students in the six purposively selected schools, random sampling technique was used to sample a total number of 848 Senior Secondary School (SSS)

students. This comprised 416 very private SSS students and 432 very public SSS students. Students in Senior Secondary Schools (SSS) were sampled rather than those in Junior Secondary School classes because with the specifications of the DSM-IV-TR, 4th Edition, (2000), Conduct Problems manifest in the behaviour of children from 13 years old and above (Mash & Wolfe, 2005).

The instrument for data collection was an adapted questionnaire. The questionnaire was structured to contain all the misbehaviours listed under the four categories of Conduct Problems in the *Diagnostic and Statistical Manual of Mental Disorders, DSM-IV-TR, 2000* of the American Psychiatric Association. However, for the purpose of this study, the instrument was titled Conduct Problems Behavioural Questionnaire (CPBQ).

The instrument was face validated. It was given to some Psychologists and Sociologists to determine its coverage of the original items listed in the DSM-IV-TR, 2000. A reliability co-efficient of 0.7 was derived for the instrument using test-re-test approach. Copies of the instrument were administered twice on selected students and collected data from the test-re-test were analyzed using Pearson Moment Correlation Coefficient (r). This yielded the 0.7 Reliability Coefficients for the study. Collected data from the subsequent main administration of the instruments on the sampled respondents were analyzed using descriptive statistics and t-test.

The questionnaire for this study is also structured on the DSM-IV-TR. As contained in the said DSM-IV-TR, Conduct Problems has four categories. These include: (a) Aggression to people and animal, (b) Destruction of properties, (c) Deceitfulness or theft and (e) serious violations of rules. The table below presents specific behavioural manifestations of each of the categories. However, the DSM-IV-TR maintains that a child must manifest the presence of three or more of the four categories, persistently for at least 12 months, before he can be judged to have Conduct Problems.

Table 1: Categorized Specific Behaviours Manifesting as Conduct Problems

Categories and their Manifesting Behaviours
Aggression to People and Animals <ul style="list-style-type: none">• Often bullies, threatens or intimidate other• Often initiate physical fights.• Has used a weapon that causes serious physical harm to others.• Has been physically cruel to people.• Has been physically cruel to animals.• Has stolen while confronting a victim• Has forced someone into sexual activity
Destruction of properties <ul style="list-style-type: none">• Has deliberately engaged in fire setting with intention of causing serious damage• Has deliberately destroyed other people’s property other than by setting fire
Deceitfulness or theft <ul style="list-style-type: none">• Has broken into someone’s house or car• Often lies to obtain goods or favours or to avoid obligations (i.e. con others)• Has stolen items of nontrivial value without confronting a victim (e.g. forgery; shoplifting but without breaking and entering
Serious violations of rules <ul style="list-style-type: none">• Often stay out at night despite parental prohibition, beginning from age 13 years• Has run away from home overnight at least twice while living in parental or parental surrogate home or once without returning for a lengthy period• Is often truant from school

Source: American Psychiatric Association (2000): Diagnostic and Statistical Manual of Mental Disorders, DSM-IV-TR, 4th Edition

Result:

The following are the analyses of the data in relation to the raised research questions and hypothesis.

RQ 1: Do students of private and public secondary schools in Owerri Municipal have Conduct Problems?

Table 2: Percentage description of presence of conduct problems among secondary school students

Conduct Problems	Private (n416)		Public (n432)		Engaged in		Not Engaged	
	n	%	n	%	n	%	n	%
1. Aggression to People	185	44.4	231	55.5	278	65.7	154	35.6
2. Destruction of properties	166	39.9	250	60.1	235	54.3	197	45.6
3. Deceitfulness or theft	289	69.4	127	30.5	297	68.7	135	31.2
4. Serious violation of rules	221	53.1	195	46.8	302	69.9	130	30.1

Data on Table 2 indicate presence of various degrees of Conduct Problems among students of private and public secondary schools in Owerri Municipal. Specifically, the data show that 65.7% of students of public schools and 44.4% of private schools manifested aggression as Conduct Problem. Also, 54.3% of public students and 39.9% of private school students had engaged in destruction of people’s properties in the last 6 months. However, 69.4% of private school students and 68.7% of very public school students had engaged in deceitfulness or theft in the last 6 months. Similarly, 53.1% of students of private and 69.9% of students of public schools had engaged in serious violation of rules in the last six month.

RQ 2: What are the common categories of Conduct Problems among students of private and public secondary schools in Owerri Municipal?

Table 3: #Percentage description of Common CPs among Secondary school students

Conduct Problems	Private (n416)		Public (n432)		Engaged in		Not Engage	
	n	%	n	%	n	%	n	%
Please indicate the category of CP you have engaged in the last six month.								
1. Aggression to People	185	44.4	231	55.5	278	65.7	154	35.6
2. Destruction of properties	166	39.9	250	60.1	235	54.3	197	45.6
3. Deceitfulness or theft	289	69.4	127	30.5	297	68.7	135	31.2
4. Serious violation of rules	221	53.1	195	46.8	302	69.9	130	30.1

Note that data on Table 2 are repeated on Table 3 because they are also needed to answer Research question 2.

Note that data on Table 2 are repeated on Table 3 because they are also needed to answer Research question 2.

Using data on Table 3, serious violation of rules is the most common Conduct Problems (69.9%) among students of public schools. Following this is the act of deceitfulness (68.7%); this is followed by expression of aggression to other people (65.7%). On the other hand, the common Conduct Problems among students of private schools in the municipal were act of deceitfulness (69.4%) and serious violation of rules (53.1%). Invariably, destruction of properties (39.9%) was not a common Conduct Problem among private school students just as it was the least common Conduct Problem among the students.

RQ 3: How persistent do Conduct Problems manifest among students of private and public secondary schools in Imo State?

Table 4: Persistency of Manifestation of Conduct Problems among Secondary school students

Conduct Problems	Private Sch. *Persistent		Public Sch. Persistent		Total Persistent	
	n	%	n	%	n	%
• Often bullies, threatens others	156	37.5	216	50	327	38.5
• Often initiate physical fights	98	23.5	194	44.9	292	34.4
• Has used weapons to harm	36	8.6	121	28.1	157	18.5
• Physically cruel to people	111	26.6	211	48.8	367	43.2
• Physically cruel to animals	29	6.9	41	9.4	70	8.2
• Has stolen while confronting victim	56	13.4	112	25.9	168	19.8
• Has sexually victimized others	23	5.5	101	23.3	124	14.6
• Has deliberately engaged in arson	00	00	2	0.4	2	0.2
• Has deliberately destroyed properties	106	25.4	169	39.1	275	32.4
• Has broken into houses, cars	7	1.6	15	3.4	22	2.6
• Has stole without confronting others	142	34.1	202	46.7	344	40.5
• Often stay out at night	45	10.8	125	28.9	170	20.1
• Has run away from home	18	4.3	104	24.1	122	14.3
• Has often being truant from school	83	19.9	233	53.9	316	37.2

***Persistent:** Only the responses of samples that indicate ‘persistent’ to the items on the questionnaire are used in data analysis on Table 3. **Baseline of persistent percentages: > 28% = Persistent; < 28% = Not Persistent**

Data on Table 3 show persistency of different Conduct Problems among students of private and public secondary schools in Owerri Metropolis. As shown on the table, the Conduct Problems that were persistent among students of private schools include: bullying and threatening others (37.5%); and habit of stealing from others without necessarily confronting or attacking them (34.1%). Acts such as initiating fights (23.5%); using weapons to harm others (8.6%); physically being cruel to others (26.6%); and staying out at night without permission (10.8%) were not persistent among private school students because the percentages of samples saying they were persistent were less than 28% (the baseline) for each of the CPs.

On the other hand, the Conduct Problems that were persistent among students of public secondary schools include: bullying and threatening others (50%); initiating physical fights with others (44.9%); using of weapons to harm (28.1%); physically being cruel to people (48.8%). Others were: deliberately destroying other people’s properties (39.1%); stealing without necessarily confronting others (46.7%); often staying out at night without permission (28.9%) and acting truancy in school (53.9%). Acts such as running away from home (24.1%); breaking into people’s car or houses (3.4%) and deliberately engaging in arson (0.4%) were not persistent with students of public schools.

H01: Presence of Conduct Problems will not significantly differ among students of private and public secondary schools in Owerri Municipal

Table 4: T-test Analysis of presence of Conduct Problems among private and public schools

School Type	n	Means	SD	df	t.cal	t. critical
Private	416	65	10.56			
-----				846	16.3	1.960
Public	432	131	16.33			

Significance level @ 0.05

Note, data on Table 1 were used for the t-test of difference presented on Table 4. As shown on Table 4, the t-test calculated value ($t = 16.3$) is higher than the t-critical (1.960). Thus, hypothesis 1 is rejected and it was concluded that there was significant difference in the manifestations of Conduct Problem among students of private and those of public secondary schools in Owerri Municipal.

Discussion

Management of education system requires ability to put both staff and students in line with the objectives of the school. Students in particular need to be of good conduct for a school to be able to minimize or eradicate incidences of indiscipline within its system (Eliza & Salmon, 2020). Conduct problem can be very counterproductive for school growth. It has been identified to be what must not manifest persistently at any level of school if the school wants to achieve its academic and behavioural modification mandates (Fredrick & Maxwell, 2020). The awareness on the need to eradicate Conduct Problems in school for successful management of schools prompted this research which specifically found out presence and persistency of Conduct Problems in private and public secondary schools located within Owerri Municipal.

Unfortunately, findings revealed presence of Conduct Problem in the two categories of schools under study. For example, while incidences of deceitfulness or theft were found among sampled students of private secondary schools, students of public secondary schools were found to have Conduct Problem such as serious violation of rules, deceitfulness or theft; aggression to people, and acts of destruction of properties. These are problems that can hinder successful management of such secondary schools. Fredrick and Maxwell (2020) had asserted that schools plagued by misbehaving staff and students are counterproductive for any school leadership style. Similarly, in a study conducted by George and Moss (2018) when acts of aggression and violation of become rampant among students such as they were found to be among public secondary school students in this study, it would be difficult for learning and behavioural development to take place.

Successful management of misbehaviours in schools can depend on home variables and also can be varied on school type (Adetunji & Makanjuola, 2019). In their study, Adetunji and Makanjuola (2019) discovered that public school students were often difficult to manage than private school students. They argued that for reasons that may not emanate solely from school, some public secondary school students can be very unruly and grossly undisciplined so much that they become problem for school managers. Using t-test statistics, significant difference was found in the manifestations of Conduct Problems among students of private and those of public secondary schools in Owerri Municipal. Incidences of Conduct Problems was found to be significantly higher in public school than in private school at $16.3 > 1.960$. The implication of this is that managing public secondary schools in Owerri Municipal will be a big challenge.

Apart from this, some Conduct Problems were found to be specifically persistence among private and public secondary school students in the municipal council. For example, while private secondary school students reported that they had persistently engaged in bullying or threatening others and had stolen from people, though without confronting or using weapon on the owners, students of public secondary schools in the municipal had persistently bullied, threatened and had initiated physical fight against other students. They also reported to have used weapon, not necessarily guns, to harm others and had also been very cruel to other people too.

Presence of Conduct Problems particularly among Senior Secondary School students needs to be handled seriously. This is because, when indiscipline becomes rampant among senior students, the junior students would eventually learn to be indiscipline too. Government and school owners and managers cannot ignore occurrence of Conduct Problems in school, ignoring such will render efforts on educational development fruitless.

Conclusion

Findings in this study point to presence and persistent occurrence of Conduct Problems in secondary schools located in Owerri Municipal. It also points to the fact that managing the

public schools in the municipal by principals and staffs would be a big challenge. Based on these, one will conclude that public and private secondary schools in the municipal council will have difficulties in carrying out their primary functions of teaching and behavioural modification. With the fact that occurrence of Conduct Problems is higher in public schools than in private schools in Owerri, the government of the state has a lot to do to maintain academic development in its public secondary schools.

Recommendations

Based on the findings of this study, the following are recommended:

1. Managements of public and private secondary schools in Owerri Municipal should liaise with parents and concerned authorities to eradicate or moderate occurrence of Conduct Problems among their students through orientation and counselling.
2. The school authorities at the two categories of schools should strive to utilize their in-school programs such as Guidance and Counseling programs to adjust their students' behaviors towards discipline and academics.
3. School management teams should be adequately guided with orientation and logistics to handle conduct problems among secondary schools located in Owerri Metropolis.

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EXPLORING THE POTENTIAL ROLE OF TECHNOLOGY IN CONFLICT PREVENTION AND RESOLUTION

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ABSTRACT

In recent years, the pervasive influence of technology has profoundly reshaped various aspects of global affairs. This paper explores the role of technology in conflict prevention and resolution, examining how technological innovations and tools can contribute to addressing the complex challenges of contemporary conflicts. Drawing on a qualitative research methodology, the study synthesizes existing literature, academic papers, reports, and relevant documents to analyze conceptual frameworks, theories, and empirical evidence related to the topic. The paper begins by defining key terms such as conflict prevention, conflict resolution, peacebuilding, and technology; providing conceptual clarifications based on insights from prominent scholars in the field. It then explores the potential of technology-enabled approaches, such as early warning systems, communication platforms, data analytics, and virtual reality, in mitigating conflicts and promoting peace. The study identifies emerging trends, opportunities, and challenges in leveraging technology for conflict management. Recommendations are proposed for policymakers, practitioners, and researchers, emphasizing the importance of investment in technology infrastructure, capacity building, ethical considerations, interdisciplinary collaboration, monitoring and evaluation, sustainable funding, and community engagement. In conclusion, by integrating these recommendations into practice, stakeholders can harness the transformative power of technology to advance conflict prevention and resolution efforts, contributing to sustainable peace and stability in conflict-affected societies.

Keywords: Conflict Prevention, Conflict Resolution, Peacebuilding, Reconciliation, Technology

Introduction

In recent years, the pervasive influence of technology has profoundly reshaped various aspects of global affairs. From communication to commerce, healthcare to education; technology has become an indispensable tool driving innovation and progress across the globe (Okoli & Pawlowski, 2020). This rapid advancement has not only revolutionized how individuals

interact and conduct business but has also significantly impacted geopolitical landscapes and international relations (Ogunlana & Adeniji, 2019). As societies become increasingly interconnected through digital networks, the role of technology in shaping the dynamics of conflicts and their resolution has become more prominent than ever before.

Amidst the unprecedented expansion of technological capabilities, the world continues to grapple with persistent challenges related to conflicts and their resolution. Despite efforts aimed at fostering peace and stability, conflicts persist in various forms, ranging from traditional interstate wars to modern-day cyber warfare and asymmetric conflicts (Okeke & Ezeaku, 2018). Moreover, the proliferation of social media platforms and digital communication channels has facilitated the rapid dissemination of misinformation, hate speech, and extremist ideologies, exacerbating existing tensions and fueling conflicts (Adebayo & Onyekwelu, 2021). In this context, understanding the complex interplay between technology and conflict is essential for developing effective strategies to prevent and resolve conflicts in the digital age.

The primary objective of this paper is to examine the role of technology in conflict prevention and resolution by looking into the intersection of technology and conflict dynamics because “technological advancements can be leveraged to mitigate conflicts, promote peace, and foster sustainable development” (Amoo et al., 2020). Through an analysis of recent developments, case studies, and scholarly insights, this paper also purposes to provide an understanding of the opportunities and challenges associated with organizing technology for conflict management and resolution in contemporary society.

However, despite the growing recognition of the potential of technology in conflict prevention and resolution, there remains a gap in understanding the ethical implications and unintended consequences of deploying technology in conflict zones. The rush to embrace technological solutions without adequate consideration of their socio-political ramifications risks further entrenching power imbalances and exacerbating existing grievances. Hence, there is a pressing need for rigorous research that critically examines the ethical dimensions of

employing technology in conflict management, ensuring that technological interventions uphold human rights, promote inclusivity, and contribute to sustainable peace.

Conceptual Clarifications

Conflict Prevention

Conflict prevention involves proactive measures and strategies aimed at identifying, addressing, and mitigating the root causes, triggers, and escalators of conflicts before they escalate into violence or widespread harm. According to Paul Collier, an economist known for his work on conflict and development, in his book "Wars, Guns, and Votes," conflict prevention focuses on averting the conditions and dynamics that contribute to the outbreak or exacerbation of conflicts (Collier, 2009). This proactive approach encompasses a range of activities, including diplomacy, mediation, early warning systems, peacebuilding initiatives, and structural reforms, aimed at addressing underlying grievances, inequalities, and vulnerabilities within societies.

In the context of international relations, conflict prevention efforts may involve diplomatic initiatives, peacekeeping operations, and peacebuilding programs aimed at de-escalating tensions, resolving disputes, and promoting peaceful resolution of conflicts between states or non-state actors. Additionally, regional and international organizations play a critical role in facilitating dialogue, mediation, and conflict resolution processes, as well as providing technical assistance and capacity-building support to conflict-affected countries and communities. Technology can enhance conflict prevention efforts by providing tools for early warning, data analysis, communication, and coordination among stakeholders, enabling timely and informed responses to emerging threats and vulnerabilities.

Conflict Resolution

According to the American Psychological Association Dictionary of Psychology (APA, 2018), conflict resolution refers to the process of addressing and resolving disputes, tensions, or conflicts between individuals or groups usually through the use of conciliation, negotiation, mediation, dialogue, bargaining or other peaceful means with the goal of reaching mutually

acceptable agreements or outcomes. According to William Ury, a co-founder of the Harvard Negotiation Project, in his book “Getting to Yes: Negotiating Agreement Without Giving In,” conflict resolution emphasizes collaboration, communication, and problem-solving to manage and transform conflicts constructively. This process often involves identifying common interests, exploring creative options, and building trust and understanding among parties in conflict. Iroye (2024) further states that Awareness is key in the process of conflict resolution. According to him, “such awareness must include but not limited to awareness of the subject matter of the conflict –what the conflict bothers on, secondly, the root cause (s) of the conflict and lastly, the probable solution”. Simply put, technology can play a significant role in facilitating conflict resolution by providing platforms for awareness, communication, mediation, and consensus-building, as well as tools for analyzing complex issues and exploring potential solutions.

Peacebuilding

Peacebuilding refers to the process of promoting sustainable peace, stability, and resilience in societies affected by conflict or undergoing transitions from violence to peace. According to Oliver Richmond (2017), a leading scholar in peace and conflict studies, in his book “A Peaceful Solution?” peacebuilding encompasses a wide range of activities and interventions aimed at addressing the root causes of conflict, promoting reconciliation, and rebuilding social, political, and economic structures. Unlike traditional approaches focused solely on ending violence, peacebuilding emphasizes long-term structural reforms, institution-building, and inclusive processes of dialogue, reconciliation, and development to address underlying grievances and build a foundation for peaceful coexistence.

In the context of post-conflict societies, peacebuilding efforts focus on consolidating peace, rebuilding trust, and promoting reconciliation among formerly conflicting parties. This may involve promoting inclusive governance structures, strengthening rule of law institutions, and addressing socio-economic inequalities to address underlying grievances and prevent the recurrence of violence. Additionally, peacebuilding efforts often prioritize the participation

and empowerment of women, youth, and marginalized groups in decision-making processes and peacebuilding initiatives, recognizing their critical roles as agents of change and drivers of sustainable peace. Technology can support peacebuilding efforts by facilitating communication, coordination, and knowledge-sharing among stakeholders, as well as providing tools for conflict analysis, monitoring, and evaluation of peacebuilding programs.

Reconciliation

Reconciliation refers to the process of restoring or establishing harmonious relationships between individuals, groups, or communities that have been in conflict or have experienced historical injustices. According to John Paul Lederach (2005) reconciliation involves acknowledging past grievances, addressing underlying causes of conflict, and promoting mutual understanding, forgiveness, and healing among parties.

In the context of conflict resolution and peacebuilding, reconciliation is often seen as a long-term and iterative process that requires ongoing commitment, engagement, and collaboration among diverse stakeholders, including victims, perpetrators, communities, and institutions. Technology can play a supportive role in reconciliation efforts by providing platforms for dialogue, memory preservation, and documentation of human rights abuses, as well as facilitating access to information, resources, and networks for reconciliation practitioners and affected populations. However, technology alone cannot substitute for the human connections, empathy, and trust-building processes inherent in reconciliation, which ultimately depend on genuine relationships, understanding, and solidarity among individuals and communities striving for peace and justice.

Theoretical Framework

Complexity theory, this was championed by figures like Murray Gell-Mann in the 1990s and Stuart Kauffman in the 1980s, explores how systems with multiple interacting components exhibit emergent properties. Applied to conflict dynamics, it reveals how small changes can lead to significant shifts and how conflicts self-organize into critical states. This theory helps us understand how technology influences conflict, highlighting non-linear relationships,

adaptive behaviours, and network dynamics. It offers insights for designing tech interventions that enhance resilience and address the complexities of modern conflicts.

The Current State of Technology in Conflict Prevention and Resolution in Nigeria

According to the Nigerian National Bureau of Statistics [NBS] (2022), Nigeria has seen a significant increase in mobile subscribers, from 170 million in 2020 to 185 million in 2021 (NBS, 2022).

This highlights the need for decentralized internet and digital technology in local communities to create awareness on the importance of technology in timely alert and response. For instance, the Plateau State's digitalized conflict early warning system, funded by the United States Institute for Peace (USIP), has shown promising results in building the capacity of local peace ambassadors to analyze and respond to rising conflicts. Joint ventures between governments, civil societies, corporate bodies, and international donors are essential for the successful use of new digital tools for preventive results. For instance, the United Nations' ICT4peace project proposed by Maurice Strong in 2003 emphasizes the importance of collaborative efforts in harnessing the potential of technology for peace building. (Akande, Bello & Okafor, 2023)

Mainstreaming technology into conflict prevention and resolution is crucial for Nigeria. The country's rapid growth in mobile subscribers and the potential of digitalized conflict early warning systems offer opportunities for effective digital response. However, collaborative efforts and addressing structural issues such as poverty and inadequate institutional cooperation are essential for the successful integration of technology in conflict prevention and resolution.

Technological Tools for Conflict Prevention

i. Early Warning Systems (EWS)

EWS leverage data analysis and predictive analytics to anticipate and identify potential conflicts before they escalate. By analyzing various indicators such as socio-economic factors, political tensions, and historical patterns, EWS provide policymakers and peacebuilders with

timely information to intervene effectively. For instance, the Conflict Early Warning and Response Mechanism (CEWARN) in East Africa utilizes a network of field monitors and data analysis to detect early signs of inter-communal conflicts and facilitate preventive measures (Nwankwo, 2020). According to the United Nations Development Programme (UNDP, 2016), the implementation of early warning systems in conflict-prone regions has helped reduce the number of violent conflicts. For example, countries with operational early warning systems have seen a 30% reduction in the frequency of violent outbreaks compared to those without such systems. Similarly, the Nigerian government has implemented the Nigeria Security Tracker (NST) to track incidents of violence and analyze trends for proactive conflict prevention strategies (Obi, 2019).

ii. **Social Media Monitoring and Analysis**

Social media platforms have become integral sources of information for conflict monitoring and analysis due to their widespread usage and real-time data generation. Through sentiment analysis and network mapping, social media monitoring tools can detect emerging tensions, misinformation campaigns, and mobilization efforts. Research from the United States Institute of Peace (USIP) shows that social media monitoring tools have helped identify and mitigate online hate speech and incitement to violence, reducing the potential for real-world violence by 20% in monitored areas (USIP, 2018). In Nigeria, initiatives like the Social Media Tracking Centre (SMTC) analyze online discourse to identify hate speech and inflammatory content that could fuel communal violence (Okoli, 2018). Furthermore, researchers have developed algorithms to predict the likelihood of conflict escalation based on social media activity, enabling preemptive interventions by authorities (Oluwaseun, 2021).

iii. **Geographic Information Systems (GIS) for Conflict Mapping:**

GIS technology enables the spatial analysis and visualization of conflict dynamics, facilitating informed decision-making and resource allocation. By overlaying demographic data, resource distribution, and historical conflict data, GIS maps can identify hotspots of potential violence and target intervention efforts accordingly. In Nigeria, organizations such as the Institute for

Peace and Conflict Resolution (IPCR) utilize GIS mapping to identify areas prone to farmer-herder clashes and develop strategies for conflict resolution (Ibrahim, 2020).

Case Studies/Examples of Successful Implementation

Several case studies demonstrate the effective implementation of technological tools for conflict prevention and resolution in diverse contexts. For example, the Crisis Early Warning and Response System (CEWARS) in Kenya has successfully utilized mobile phone data and community feedback to detect and mitigate election-related violence (Kariuki, 2017). Likewise, the use of remote sensing and satellite imagery in monitoring land disputes has facilitated peaceful resolution processes in regions like South Sudan (Abbas, 2018). These examples underscore the importance of integrating technological innovations into comprehensive conflict prevention strategies to enhance early response mechanisms and promote sustainable peace.

Technology in Conflict Resolution

In contemporary conflict resolution efforts, technology has emerged as a potent tool facilitating mediation, negotiation, and training processes. This paper examines the diverse applications of technology in conflict resolution, encompassing mediation and negotiation platforms, online dispute resolution mechanisms, and virtual reality simulations for conflict resolution training. Additionally, it presents relevant case studies and examples showcasing technology-enabled conflict resolution processes such as:

i. Mediation and Negotiation Platforms

Mediation and negotiation platforms leverage digital technologies to facilitate dialogue and consensus-building among conflicting parties. A report by the PeaceTech Lab highlights that digital communication tools have increased the effectiveness of mediation efforts by 25%, allowing mediators to connect with conflicting parties in real-time, even in remote areas (PeaceTech Lab, 2019). These platforms provide secure and accessible spaces for parties to communicate, exchange proposals, and negotiate agreements remotely. Notably, the use of encrypted communication channels ensures confidentiality and trust among stakeholders

(Chukwuemeka, 2020). He further highlights the effectiveness of such platforms in fostering constructive dialogue and de-escalating tensions in local conflicts.

ii. **Online Dispute Resolution Mechanisms**

Online dispute resolution (ODR) mechanisms offer innovative solutions for resolving conflicts through digital platforms. These mechanisms encompass various tools, such as online arbitration, mediation, and conciliation services, accessible via web-based interfaces. ODR platforms streamline dispute resolution processes, offering convenience, efficiency, and cost-effectiveness (Balogun & Adewale, 2021). They emphasize the potential of ODR to address legal and commercial disputes in Nigeria, reducing case backlog and enhancing access to justice.

iii. **Virtual Reality Simulations for Conflict Resolution Training**

Virtual reality (VR) simulations have gained prominence as immersive training tools for conflict resolution practitioners. A study by the International Peace Institute found that VR training programs for peacekeepers improved their preparedness and response times in conflict situations by 35% compared to traditional training methods (International Peace Institute, 2019). VR platforms recreate conflict scenarios and simulate negotiation environments, enabling trainees to practice communication, empathy, and decision-making skills in a risk-free setting (Okonkwo & Ibrahim, 2019). They discuss the utilization of VR simulations in peacebuilding training programs in Nigeria, emphasizing their effectiveness in enhancing conflict resolution competencies among participants.

Case Studies/Examples of Technology-Enabled Conflict Resolution Processes

Several case studies illustrate the successful application of technology in conflict resolution processes. For instance, the PeaceTech Lab's use of data analytics and social media monitoring in mitigating election-related violence in Nigeria demonstrates the preventive potential of technology (Ogbonna et al., 2022). Similarly, the deployment of mobile mediation apps by local peacebuilding organizations in conflict-affected regions highlights the scalability and accessibility of technology-driven interventions (Okeke & Nwachukwu, 2023).

Challenges and Limitations

Ethical considerations and privacy concerns; the integration of technology in conflict prevention and resolution efforts introduces complex ethical considerations and privacy concerns. As technological tools gather and analyze vast amounts of data, questions arise regarding the ethical use of information, consent, and the protection of individuals' privacy rights (Nguyen, 2021). Furthermore, the potential for misuse or abuse of sensitive data underscores the importance of implementing robust ethical guidelines and regulatory frameworks to govern the deployment of technology in conflict contexts (Adebayo & Ojo, 2020).

Case studies/examples of technology-related challenges in conflict prevention and resolution illustrates the complex challenges associated with the integration of technology in conflict prevention and resolution. For instance, in the Niger Delta region of Nigeria, the deployment of surveillance technology for monitoring oil installations inadvertently infringed upon the privacy rights of local communities, exacerbating tensions and fueling resentment towards government and corporate entities (Akande & Oloyede, 2020). Similarly, the use of social media platforms during the EndSARS protests in Nigeria highlighted the dual role of technology as both a tool for mobilization and a vector for misinformation, contributing to escalating violence and societal divisions (Ogunrinde & Okoli, 2021).

Opportunities for Future Research and Action

Potential for interdisciplinary collaboration between technology experts and peacebuilding practitioners presents a promising avenue for enhancing conflict prevention and resolution strategies. By leveraging the expertise of diverse fields such as computer science, data analytics, social psychology, and international relations, innovative solutions can be developed to address complex conflict dynamics. For instance, researchers from the University of Lagos and Ahmadu Bello University have demonstrated the effectiveness of interdisciplinary teams in designing context-specific early warning systems for conflict-prone regions (Adewale et al., 2020; Okeke & Ibrahim, 2021).

Innovation in technology, continued innovation in technology holds immense potential for advancing conflict prevention and resolution efforts. Recent developments in artificial intelligence, machine learning, and natural language processing offer opportunities for enhancing early warning systems, analyzing large-scale data sets, and detecting patterns of conflict escalation. Scholars like Oladele and Ogunleye (2019) have highlighted the transformative impact of blockchain technology in promoting transparency and accountability in peacebuilding initiatives. Furthermore, initiatives such as hackathons and innovation challenges, as demonstrated by the Nigerian Communications Commission (NCC, 2022), foster a culture of creativity and collaboration among technologists, policymakers, and civil society actors, driving forward-thinking solutions to complex peace and security challenges.

The examination of technology's role in conflict prevention and resolution reveals its multifaceted impact on contemporary peacebuilding efforts. Early warning systems, social media monitoring, and geographic information systems (GIS) have emerged as valuable tools for anticipating and addressing conflict dynamics. Still, mediation platforms, online dispute resolution mechanisms, and virtual reality simulations have demonstrated efficacy in facilitating dialogue and negotiation processes. However, the utilization of technology is not without challenges, including ethical considerations, digital divide disparities, and susceptibility to manipulation. Despite these obstacles, the integration of technology into conflict resolution initiatives holds promise for enhancing efficiency and effectiveness in mitigating violence and fostering sustainable peace.

Conclusion

The integration of technology into conflict prevention and resolution efforts represents a paradigm shift with far-reaching implications for global peace and security. By capitalizing on the opportunities afforded by technological advancements while addressing associated challenges, stakeholders can advance toward a future characterized by greater resilience, reconciliation, and sustainable peace.

Recommendation

Based on the findings and analysis conducted so far on the role of technology in conflict prevention and resolution, the following recommendations are proposed:

1. Governments, international organizations, and non-governmental entities should invest in building robust technology infrastructure, including internet connectivity, communication networks, and data management systems, particularly in conflict-affected regions.
2. Stakeholders involved in conflict prevention and resolution, including policymakers, peacebuilders, and civil society organizations, should prioritize capacity building and training programs to enhance digital literacy and technical skills related to the use of technology for peacebuilding.
3. Peacebuilding initiatives and programs should integrate technology as an integral component of their strategies, leveraging its potential to enhance early warning, mediation, dialogue facilitation, and community engagement processes.
4. There is a need for interdisciplinary research and collaboration among scholars, practitioners, technologists, and policymakers to advance knowledge and innovation at the intersection of technology and conflict resolution.
5. Ensure meaningful participation, ownership, and empowerment of local communities in the design, implementation, and evaluation of technology-driven peacebuilding initiatives.

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EXPLORING THE IMPACT OF ILLITERACY ON CRIME RATES AND PEACE INSURANCE IN NIGERIA

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ABSTRACT

This research investigates the intricate relationship between illiteracy and crime rates, aiming to shed light on the specific mechanisms through which limited literacy skills contribute to criminal behavior, through the descriptive research design with the questionnaire and personal observation as instruments for data collection. Using stratified proportionate sampling and volunteer sampling techniques, the sample for this study consisted of 212 inmates drawn from a population of 2854 in 4 Nigerian Correctional Centres, Akwa Ibom State Command. The validity of the instrument was determined by experts in educational measurements. The Cronbach alpha was used in determining the reliability of the instrument which yielded an index of 0.86. Data were analyzed using regression analysis (r) at a 0.05 level of significance. The result of the findings established that illiteracy ($r = 0.387$) had a significant influence on criminal behavior in Nigeria. In examining the magnitude and direction of influence between illiteracy and specific crimes among the respondents, the result of the findings further established a correlation of the joint relationship of the specific crimes with the variance in illiteracy, $R = 0.674$, at $F = 32.361$; $P < 0.05$, with a Beta Coefficient (β) range of 0.143 – 0.369 units. The Tobit regression model deployed to examine the intersection between illiteracy and the respondents' socio-economic characteristics revealed that unemployment and poverty are the major determinants of crimes in Nigeria. It posited that the daunting challenges of illiteracy cum criminal behavior do not only cripple the economic and social lives of individuals but directly perceive to increase the youth restiveness ratio causing an unfavorable environment for the attainment of sustainable development goals. The findings of this study therefore buttress the need for a strong collaboration among major stakeholders to develop holistic and effective “Bottom to Top” institutional workable literacy initiatives, and intervention programs, towards addressing the socio-economic factors associated with illiteracy for the sustainable management of illiteracy in Nigeria; with the hope to breaking the cycle of illiteracy-driven criminality and promoting a more just and equitable future.

Keywords: Illiteracy, Crime rate, Poverty, Unemployment, Nigeria, Technology

Introduction

The development of any nation is centered on literacy, which is the bedrock upon which the ideas of development are driven to the level of reality (Mangvwat and Meshak, 2022). Hence a nation with a low literacy rate is prone to a high rate of underdevelopment and low engagement by the citizens in governance and many aspects of personal and national development (Ajibade, 2020). The higher the literacy rate the better the citizen's engagement in governance and development. Illiteracy affects all areas of life; people with low literacy skills are far more likely to live in poverty-cum-unemployment, face health problems because they can't read prescription labels or instructions, and grow isolated in a world increasingly dependent on computers and technology (Grahl, 2015). This shows that literacy is central to holistic development.

According to data provided by the [UNESCO Institute for Statistics](#), the global literacy rate has seen a significant improvement, with over 86 percent of the world's population being able to read and write, a notable increase from the 68 percent recorded in 1979. However, it's important to note that there are still substantial challenges ahead. Worldwide, there are at least 763 million adults who lack basic literacy skills, with a majority of them being women. Additionally, 250 million children are struggling to acquire fundamental reading and writing abilities (Kesmen, 2023). Statistics show that in Africa, the percentage of the literate population is very low. And, this is undoubtedly the bane of underdevelopment in the continent.

Lack of education could be seen as a major factor that constitutes a threat to society in big cities. Bryjak (2011) argued that lack of education plays a leading role in increasing crime rates in big cities. In Nigeria, crime statistics on reported offenses reflected that a total of 134,663 cases were reported in 2017. Offense against property has the highest number of cases reported with 68,579 of such cases reported. Offences against persons recorded 53,641 cases reported while offences against lawful authority recorded the least with 12,443 cases recorded respectively. Lagos State has the highest percentage share of total cases reported with

50,975 (37.9%) cases recorded. Abia and Delta State followed closely with 12,408 (9.2%) and 7,150 (5.3%) cases recorded respectively.

Despite considerable advancements in education and societal progress, illiteracy persists as a pervasive challenge, wielding a profound and often underestimated impact on various aspects of human life. Regardless of widespread acknowledgment of the consequences of illiteracy on socio-economic indicators, the direct correlations between illiteracy and criminal activities remain underexplored in the existing literature. There is the need to comprehensively unravel the intricate connections between illiteracy and crime (especially, those that require technical skill) in Nigeria, with Akwa Ibom State in focus, to provide a more nuanced understanding of the underlying dynamics. It is essential to discern how the absence of foundational reading and writing abilities influences an individual's susceptibility to engage in criminal activities. Moreover, understanding the socio-economic and psychological pathways through which illiteracy may contribute to crime is crucial for developing targeted interventions that address the root causes of criminal behavior. This study will contribute valuable insights to the ongoing discourse on crime prevention and education, offering a foundation for evidence-based strategies to mitigate the impact of illiteracy on crime rates and cultivate more resilient, informed, and equitable communities.

Literature Review

Factors that Influence Acquisition of Literacy Education

Several factors combine to impede the acquisition of literacy education in Nigeria. These factors according to (Manstead, 2018; Umar, Johnson, and Cheshire, 2020; Olofinbiyi and Singh, 2020) are:

- i. **Lack of access to education:** Lack of access to education in Nigeria is related to the rising number of children and youths unable to gain admission into schools and the issue of equitable and adequate resources for qualitative education. Etor, C., Ekanem, E., & Sule, M. (2020). Lack of access to education in Nigeria is concentrated in the north, with more than ten million children out of school, and poor quality secular

education acting as a disincentive to attendance. Antoninis, M. (2014). Many children in rural areas lack access to quality education, which makes it difficult for them to develop basic literacy skills.

- ii. **Poor socioeconomic status:** Poverty, early marriage, religious and cultural values, and colonialism contribute to Nigeria's poor access to education and high number of out-of-school children. Ezegwu, C., & Cin, F. (2022). Poor economic background of students is one of the issues hindering equal access to university education in Nigeria. Garba, M. (2014).

Poverty truly prevents parents from being able to afford to send their children to school, forcing them to engage in child labor or to remain at home to help with household chores. This situation becomes compounded when there are many children in the family. Only a few children sometimes only allowed boys to go to school. But now with the current initiative of the government with free education at the secondary level, the reverse is the case.

- iii. **Gender inequality:** Gender inequality in access to formal education in Nigeria hinders girls' access, despite the nation's commitment to equality of all. Akinbi, J., & Akinbi, Y. (2015). Factors contributing to gender inequality in access to education in Nigeria include extremist beliefs, inequitable education, and sex discrimination. Egberi, A., & Madubueze, M. (2023). Girls are often given less priority when it comes to education, with boys receiving more support and opportunities to attend school.

- iv. **Cultural beliefs:** Cultural beliefs, such as subordination of females, are directly and indirectly implicated in the state of access and completion of basic education in Nigeria. Ezegwu, C., & Cin, F. (2022). Religious and cultural beliefs, such as early marriage, early pregnancy, and misunderstanding of Islam's position on girls' education, can hinder girls' educational aspirations in Nigeria. Osagiobare, O., Oronsaye, R., & Ekwukoma, V. (2015). In many communities, there is a belief that formal education is not necessary or that it is more important for boys to receive an

education than girls. Some women are thus hidden and in turn, denied education. This sex stereotyping remains one of the most retrogressive practices in Nigeria and Africa at large.

Theoretical Framework

The General Strain Theory

Robert Agnew during the early 1990s formulated a theory he termed “general strain theory,” otherwise known as GST that is influential in explaining criminal behavior (Miller, Schreck and Tewksbury, 2008). The GST is based on the assumption that when people are treated badly or blocked from the opportunity to realize their dreams, they may get upset and engage in delinquent and other criminal behavior. For example, children who are mistreated by their parents may run away from home and engage in delinquent behavior, such as prostitution. Agnew (2001) defines strains as negative treatments by others that could be measured either by asking individuals whether they dislike the ways they are being treated or by asking them whether they are being treated in ways that people believe would be disliked by the members of their group (or they would dislike). According to him, this would provide one with information about the individual subjective level of strain or the measure of objective strain. He, however, maintained that most GST tests employed the objective measure of strain.

Strain result in criminal behavior when the legitimate opportunities to lead a meaningful life in Nigerian cities are being blocked as a result of severe poverty caused by illiteracy, structural unemployment, and corrupt leadership. Most of the contemporary security challenges in Nigeria, such as kidnapping, armed robbery, and prostitution phenomenon, could be a result of strain. Strain theory articulates that individuals engage in deviant behavior when they experience a disjunction between societal goals and the means available to achieve them. Strain theory is relevant to the present study in that it presents a strong underpinning for exploring the impact of illiteracy on crime rates in Nigeria. Illiteracy may contribute to strain by limiting one's access to conventional means of success, such as education and positive

social networks. Faced with such limitations, one may resort to criminal activities as a means of attaining recognition, status, or material goods when conventional avenues are obstructed.

Ensuring Peace in Nigeria Through Proper Education

Decolonizing education in Nigeria is important for fostering peace and stability as it promotes holistic and Nigerian-centered development (Ojo, Babalola, & Omotosho, 2023). Education increases people's capacities to transform their visions into reality, fostering peace, national unity, and sustainable development in Nigeria. Akpokiniovo, S. (2018). The importance of education in fostering peace and stability in any society cannot be overstated. In Nigeria, a country with a history of ethnic and religious conflicts, investing in education is crucial to building a more tolerant and inclusive society. By providing quality education to all Nigerian children and youth, the country can pave the way for a more peaceful future. Quality education is a means to address youth violence in Nigeria by addressing cultism, ethnic factors, and other major causes. Ezemenaka, K. (2021). Education plays a significant role in addressing the root causes of conflict and violence in Nigeria. By promoting critical thinking, empathy, and respect for diversity, education can help to break down stereotypes and prejudices that fuel intergroup tensions. Moreover, education can empower individuals to engage in peaceful dialogue and resolve conflicts peacefully, rather than resorting to violence.

Integrating Community Based Peace Education (CBPE) programs for youths and adults in Nigeria can promote social cohesion, unity, and non-violence culture for peace and national security. One of the key ways to ensure peace in Nigeria through education is to promote social cohesion and unity among different groups. By teaching students about the country's diverse cultures, languages, and traditions, schools can promote a sense of national identity that transcends ethnic and religious divisions. By fostering a shared sense of belonging, education can reduce the likelihood of intergroup conflicts and promote social cohesion. In order to ensure peace in Nigeria through education, it is essential to address the challenges facing the country's education system. This includes improving access to quality education for all children, particularly those from interior communities or rural areas. By

investing in teacher training, curriculum development, and infrastructure, Nigeria can improve the quality of education and ensure that all students have access to a comprehensive and inclusive education.

Methodology

The study adopted descriptive survey research design for this study conducted in the Akwa Ibom State Command of the Nigeria Correctional Service. There are four correctional facilities across the state, located in Uyo, Ikot Ekpene, Eket, and Ikot Abasi Local Government Areas, respectively. The population of the study comprised all inmates between the ages of 21-50 in the four correctional centers. There are currently 2,854 inmates serving in the four correctional centers in the study area.

A sample size of two hundred and forty (240) inmates from the population was chosen to collect data through questionnaire administration. A stratified proportionate sampling technique was employed to select sixty (60) inmates from four (4) correctional centers (60 each). The participants were selected using a simple random sampling technique. In the course of this, the volunteer sampling technique was then applied to engage the respondents in the study area who were willing to participate in the study. Informed consent was sought that the research is purely for academic purposes. Based on this permission, the selected inmates were assessed. The participants were assured of complete confidentiality and anonymity.

The questionnaire was the instrument for data collection, administered personally to the respondents on a face-to-face basis to elicit information on their perception and experience of open and distance learning. Of the 240 copies of the questionnaire issued, 212 representing (88.3%) were completed and returned. The quantitative data from completed structured questionnaires gathered from the field survey were checked manually for consistency and completeness. However, using a four-point Likert scale (SA = strongly agreed, A = Agreed, D = disagree, SD = strongly disagreed); where SA = 4 points, A = 3 points, D = 2 points, and SD = 1 point. The data gathered were analyzed using frequency tables and percentages and tested using regression statistics.

Results and Discussion

Respondent's biographical details

Table 1: Distribution of respondents in the study area according to their characteristics (N = 212)

Variable	Factor	Frequency (N = 212)	Percentage (%)
Gender	Male	197	93
	Female	15	7
Age	21-30	63	30
	31-40	91	43
	41-50	58	27
Religion	Christianity	207	98
	Islam	5	2
	Traditional religion	-	-
Occupation before imprisonment	Self-employed	46	22
	Unemployed	100	47
	Wage employed	39	18
	Students	27	13
Marital status	Married	79	37
	Single	117	55
	Separated	15	7
	Widowed	3	1
Educational attainment	None	-	-
	Primary	70	33
	Secondary	84	40
	Tertiary	58	27
Total		212	100

Source: Field Survey, 2024.

Test of Hypotheses

Ho1: There is no significant correlation between illiteracy and crime in Nigeria

Table 2 shows the correlation analysis that was adopted to determine if there is any significant correlation between illiteracy and crime among the respondents. Table 2 below reveals that there is a positive relationship between illiteracy and crime among the respondents. This means that as illiteracy is increasing (M=39.71), crimes are also increasing (M=55.62). The table also indicated that the relationship is statistically significant $r = 0.387$, $N = 212$, $P < 0.05$,

$R^2 = 0.149769$, showing that 14.97% of the variation in crime can be attributed to the illiteracy of the respondents. We therefore reject the null hypothesis and conclude that there is a significant correlation between illiteracy and crime among the respondents.

Table 2: Correlation Analysis between Illiteracy and Crime among the Respondents

Variables	N	Mean	SD	r-value	r-critical	P.value	Remark
Illiteracy	212	39.71	3.82	0.387	0.181	0.000	Significant
Crime	212	55.62	7.78				

Source: Field Survey, 2024

Ho2: There is no significant relationship between illiteracy and specific crime in Nigeria

An effort was made to examine the magnitude and direction of influence between illiteracy and specific crimes among the respondents. Table 3 shows that all six (6) factors when taken together had some level of relationship with the variance in illiteracy, $R = 0.674$. From the table also, a 45.5% variance in illiteracy was accounted for by the six (6) specific crimes. The joint relationship of these crimes on illiteracy was statistically significant at $F = 32.361$; $P < 0.05$.

A critical examination of the Beta coefficients showed all the six crimes contributed to the model. Results on the table reveal that the coefficient of forgery is 0.369 implying that a unit increase in illiteracy increases the crime of forgery by 0.369 units. The coefficient of drug peddling is 0.366 implying that a unit increase in illiteracy increases the crime of drug peddling by 0.366units. The coefficient for crime 3 (Raping) is 0.174 implying that a unit increase in illiteracy increases the crime of rape by 0.174 units. The coefficient crime 4 (Stealing) is0.212 implying that a unit increase in illiteracy increases the crime of stealing by 0.212 units. The coefficient crime 5 (Murder) is 0.331 implying that a unit increase in illiteracy increases the crime of murder by 0.331 units.

Table 3: Relationship between Illiteracy and Specific Crimes

S/N	Variables	Coefficients (Linear)
1	Forgery	0.369 (6.953)** (0.243)
2	Drug peddling	0.366 (6.909)** (0.243)
3	Raping	0.174 (3.282)** (0.243)
4	Stealing	0.212 (4.007)** (0.234)
5	Murder	0.331 (6.236)** (0.243)
6	Fraud	0.143 (1.453)** (0.085)
	Constant	59.507
	R	0.674
	R ²	0.455
	Standard error of Estimate	3.42427
	F-value	32.361
	Significant	0.000

Source: Field Survey, 2024

Note: Values in the middle represent t-values while values in the last parenthesis represent standard error. * Significant at a 5% level of significant

Socioeconomic determinants of crimes among the respondents

A Tobit regression model was deployed to examine the intersection between illiteracy and the respondents' socioeconomic characteristics. Findings have revealed that unemployment and poverty are the major determinants of crimes among the respondents. The Chi-square value was highly significant at a 5% level of probability indicating goodness of fit of the Tobit

regression line. The coefficient (2.031) of unemployment was positively signed and significant at a 5% level of probability. This implies that an increase in the number of unemployed respondents led to more likelihood of committing crimes.

The coefficient (2.253) of poverty was positively signed but not significant at a 5% level of probability. This implies that continuous poverty positively affects the respondents' inclination to crime.

Table 4: Socioeconomic determinants of crimes among the respondents

Variable	Parameter	Coefficient	Std error	t-Ratio
Constant	Bo	0.717	0.635	1.13
Gender	X ₁	2.021	9.35	2.37
Age	X ₂	-0.014	0.013	-1.05
Marital status	X ₃	-0.009	0.171	-0.01
Unemployment	X ₄	2.031	0.019	4.63*
Poverty	X ₅	2.253	0.349	6.72*
X ²	149.43			
Prob.X²	0.000			
Log-likelihood	129.690			
Pseudo R²	0.3655			

Source: Field Survey, 2024

This is significant at 5% level of probability

Discussion of Findings

The current research has been conducted to investigate the intricate relationship between illiteracy and crime rates and peace insurance, aiming to shed light on the specific mechanisms through which limited literacy skills contribute to criminal behaviour. This attempt helped to analyse the educational and occupational statuses of the affected group; given the fact that these two variables are important determinants of criminal tendencies in Nigeria. The data

used for the study were collected from 212 prison inmates in Akwa Ibom State Correctional Centres; with the males making up 93% of the respondents.

The age structure of the general population was not entirely uniform across the 4 different correctional facilities, but on the whole, it appears that the age composition was heavily skewed towards the young. While it may be unfair to generalize and demonize our youths as the crime-prone segment of our population, the result of the findings lends credence to (Omoniyi, Nor, Yusop, and Bello, 2019), who opined that it is an undeniable fact that our young people commit a significant proportion of crimes committed in our society today. More than 67% of the respondents had more than primary education and this was an important index to determine the respondents' knowledge and attitude of the type of crime committed as it correlates with their level of education. This shows that there is a low illiteracy rate among the respondents (inmates). The relatively low illiteracy rate or fairly high level of education implies that incidences of crime cut across all levels of education. This negative implication corroborates Olofinbiyi and Singh (2020) who attested that the nexus between education and crime presents a well-established fact regarding the degree to which these two variables have influenced an individual's natural propensity for committing a crime in Nigeria.

Based on the findings of this study, the category of crimes prevalent in Nigeria as opined by the respondents include but are not limited to armed robbery, car snatching, kidnapping, cybercrime (yahoo), burglary, examination misconduct, sexual impropriety and rape, certificate forgery, murder (killing for political gains and money rituals), forgery, kidnapping, prostitution, pipeline vandalism, larceny, shoplifting etcetera. This finding is in consonant with the view of Uya, Ibeenegh, and Achir (2022) who attested that the findings of the study showed that the rate of crimes among youths in Katsina-Ala Local Government Area was high and the major crimes committed by youth were kidnapping, armed robbery, militia and banditry, terrorism, rape and sexual assault, killings, man slaughter among others. Oguntunde, Ojo, Oguntunde, and Okagbue (2018) further attested that crimes such as assault, felonious wounding, arm robbery, rape, and murder were the most ranked crimes in Nigeria.

The finding implies that all these diverse psychosocial problems enumerated are bound to hinder the growth and development of an individual and society at large.

From the test result of hypothesis one, it can be said that there is no significant correlation between illiteracy and crime among the respondents. This finding agrees with the submission of Dikko *et al.* (2013), that illiteracy rates have an impact on crime. In tandem with this claim, Bodhgire and Muley (2021) hypothesized a positive correlation between the literacy rate and the crime rate in India. More so, the findings of Uzodinma and Udefuna (2019) further indicated that the level of educational qualifications was significantly associated with types of crime. Akpan (2015) believes that illiteracy is one of the factors responsible for national insecurity. Implicitly, the position here is that illiteracy is a social security threat with a high cause probability of social vices and criminality. An effort was made to examine the magnitude and direction of influence between illiteracy and specific crimes among the respondents. The result of the findings shows that all six (6) factors when taken together had some level of relationship with the variance in illiteracy, $R = 0.674$. A critical examination of the Beta coefficients showed that all six crimes contributed to the model; implying a unit increase in illiteracy as the crime rate increases.

In an attempt to evaluate the ways illiteracy intersects with socio-economic factors such as unemployment and poverty to create a conducive environment for criminal behavior, the result of the Tobit regression model revealed that unemployment and poverty are the major determinants of crimes among the respondents. The coefficient of unemployment and poverty was positively signed and significant at a 5% level of probability, implying an increase in the number of unemployed respondents led to more likelihood of committing crimes. The result of the findings agrees with the conclusion of Ezeajughu (2021) which established that youth unemployment is strongly perceived to give rise to different forms of criminality which has badly affected the economy of the nation. Corroborating the assertion, Olofinbiyi and Singh (2020) concur that educational and occupational variables are significant determinants of criminal propensities but maintain two sides of the same coin by contending that the level of

educational attainment of the youth does not grossly influence their involvement in criminal activities, whereas it draws on occupational attainment as a strong factor for the pervasive involvement of youth in criminality. The implication of the finding is that illiteracy and unemployment/poverty are deeply intertwined societal challenges, forming a complex and often self-perpetuating cycle that hampers individual well-being and economic development. This intricate relationship is characterized by a range of interrelated factors (suggested as underemployment and exploitation, technological disparities, hindered economic productivity, and social exclusion and discrimination, to mention but a few) that may collectively contribute to a significant barrier to accessing employment opportunities.

More so, with close cooperation from the National Directorate of Employment and NAPEP, various types of vocational education programs can be provided for prisoners in every prison facility in Nigeria. Most programs emphasize enhancing work skills for life after release and short-term training. The prisoners who pass the examinations should receive a vocational certificate for their study and practice. In support of this claim, Onwunyi and Umeifekwem (2023) posit that there is a significant relationship between skills acquisition and crime control among the residents of a community. Onwunyi and Umeifekwem's hypothesis significantly contributed to crime control in the Ihiala Local Government Area of Anambra State. Omoroge, et al (2021) corroborate this by commenting that the relationship between national security and education is very significant by reference to the persons involved in banditry and acts of terrorism in Northern Nigeria.

Conclusion

This study aimed to explore the intricate relationship between illiteracy and crime rates and peace insurance in Nigeria. The study established that education, as indicated by the literacy rate, is crucial in reducing Nigeria's crime rates. This study provided valuable insights beyond the academic realm, offering actionable insights for policymakers, educators, community leaders, and practitioners through the understanding of nuanced connections between illiteracy and crime. By recognizing the profound impact of illiteracy on crime rates and addressing the

underlying socio-economic factors, the study concluded that societies can foster environments that empower individuals to make positive choices and contribute meaningfully to their communities.

Recommendations

- i. The Government should not only provide free basic education but also take practical steps to ensure that the education they give is truly and completely free, qualitative, and necessarily compulsory.
- ii. Increasing access to education by improving infrastructure, providing resources, and reducing barriers such as gender and socioeconomic disparities.
- iii. The need to prioritize funding and pool resources by governments, non-profit organizations, and educational institutions is crucial for literacy programs and educational initiatives, in breaking the cycle of illiteracy-driven criminality.
- iv. The societies should be charged to work towards fostering greater equity, inclusion, and opportunities for all, regardless of their educational backgrounds.
- v. Policymakers can use the insights gained to design literacy programs, educational interventions, and socio-economic policies that contribute to crime prevention and community well-being.
- vi. Recognize the importance of adult education programs in addressing illiteracy among individuals who may have missed educational opportunities earlier in life. Provide accessible and flexible adult education options to empower individuals to improve their literacy skills and subsequently reduce the risk of criminal involvement.
- vii. Engaging community policing can serve as a source of information for crime intervention.

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THE ROLE OF SECURITY AGENCIES IN THE MANAGEMENT OF URBAN VIOLENCE IN NIGERIA: A STUDY OF LAGOS STATE

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ABSTRACT

The role of security agencies in management of urban violence in Nigeria, a case study of Lagos state is very germane presently. The rate of crimes is so connected that security agencies need to be proactive and display professionalism in curbing such vices. The contemporary crimes are armed robbery, theft, human trafficking, kidnapping, cultism, arson, burglary, white collar crime, obtaining money under false pretence (OBT), forgery, et cetera. This study aims to examine the crisis and the role of security agencies in the management of urban violence in Nigeria, a case study of Lagos state. The study is affixed on the theory of frustration-aggression for its theoretical framework to elucidate the role of security agencies in the management of urban violence in Nigeria. The research relied mainly on both primary and secondary data. The sample for the study consisted of two hundred (200) people drawn from the population of Lagos State Police Command, Department of State Services, Lagos State Command and Nigeria Security and Civic Defence Corps, Lagos State Command. The sample size of One hundred and Ninety (190) was drawn from the population to represent the sample population of two hundred (200). It was found out that high level of unemployment and poverty are the major causes of urban violence. The study therefore recommends among others, the need to increase on remuneration /allowances of security agencies and emphasized on training and retraining of its officers at intervals and procurement of modern security gadgets to combat the contemporary threats.

Keywords: Nigeria, Security agencies, Threats, Urban, Violence.

Introduction

The primary objectives and rationale for the existence of the security agents, which is empirically symbolized by government, is the protection of the citizen from danger, injury and natural threats. The socio-economic deprivations as well as the defence and preservation of national values, interests, resources and territory (Adegoke, 2017). It is imperative to note the Security Sector Governance (SSG) in a study of Security agencies. SSG refers to the legal, policy, institutional and administrative frame works employed for the management of security agencies in order to promote, attain and sustain their legitimacy, effectiveness, efficiency, responsiveness, representational and operational equity and accountability. The security agencies play a vital role in curbing urban violence such as theft, armed robbing, kidnapping, thuggery, bullying, rape, property–damage and arson, homicide, et ceteral (Onuoha, 2014).

The broader definition of security has led to the broadening of the composition of the security agencies and actors previously considered to be outside the security field. The growing attention on the security sector is due to the vital role that it plays in the provision of the security for the state and its people. Its capacity to support or thwart democratization processes, its contribution in the pursuit of a lasting peace, as well as its impact upon the opportunities for sustainable (Aderibigbe, 1975). Poorly managed and unprofessional security agencies can lead to government becoming unable to guarantee the safety of her citizens and the state structures losing their authority (Arugay, 2007).

Therefore, an effective security sector requires well managed and competent personnel operating within an effective institutional frame work, defined by law. This refers that a democratic setting, competent, effective and efficient security agencies help to reduce the risk of violence and apart from enhancing the security of the citizens of the country, creates the necessary conditions for development (Adegoke, 2017). The Security Sector Governance (SSG), will be adopted to explains ‘security threats’ as a collection of security agencies responsible for internal and external security, vested with the legal right to bear arms on behalf of the state, included are: military forces, Police and other law enforcement agencies,

paramilitary forces, intelligence and secret services. The new definition of security takes a broader view of the security agencies. It recognizes the interrelated nature of the security and justice sectors and the need to balance increases in effectiveness with greater accountability. Crime prevention and detection remain a cardinal component of law enforcement and internal security management, which forms part of the basic pre requisite necessary to sustain national security (Riegg, 2010).

Statement of the problem

The nature of the Nigerian State which is very complex in terms of ethnic groups, religious and linguistic configuration, has been challenges to the protection of internal security. Law enforcement agencies are relatively ill-equipped and corrupt from all quarters. Greedy politicians have politicised the Law enforcements agencies through funds and incentives for their selfish interest (Onuoha, 2014). Security officers are more loyal to politicians than the National interest in the cause of discharging their core primary responsibilities. The fact that a country like Nigeria that is known for its plurality of diversity needs to be governed by a federal system of government where revenue accrued are manipulated within the political classes and security forces. The citizenry is not patriotic to support the government in power and the law enforcement agencies. More so, there is no correlation between respectable leadership and good followership traits in the Nigerian state. The rule of law and tenets of good governance are ignored by the political class and the followers too are not committed and loyal to the country. Both the Political leaders and citizenry have the mind set of ‘entitlement mentality syndrome’.

Objectives of the Study

The major aim of the study is to examine the role of security agencies in the management of urban violence in Nigeria, a case study of Lagos State. Other aims are:

- I. To investigate the role of security agencies in the management of urban violence.
- II. To examine the impact of judiciary on sentencing urban violence offenders.
- III. To examine the nature of the Nigerian State and the problems it engenders.

Conceptual clarification

Security

The word security has gained different attentions from scholars over the globe both as field of study and concept. Its concepts have various meanings hereafter it has been defined in a different way by scholars. According to Adegoke (2017), he opined that security is the physical protection and defence of her citizens from all forms of danger or injury. It is also the advancement of the economic well-being and success of its citizens in a secure and safe environment that encourages the achievement of national interest and her foreign allies.

Olofinbiyi & Steyn (2019) opined that security is the protection of lives and property and generality of law and order through political sovereignty and domination of fierceness which government provide. As define by the South Africa White Paper on Defence (1996) security entails condition in which individual citizen live in liberty, safety and peace, part take fully in the process of governance. Enjoy the defence of fundamental right, have access to basic amenities of life and resource, reside an environment which is not resolute to their well-being and health.

Urban

The term urban can be defined in various ways according to different scholars. Urban of settlements are collections of people and their activities which comprise a wide variety of species, it is human that made them urban (Adalemo, 1975). According to Aina (1992) posits that urban is a human settlement with high population concentration and infrastructure of built environment. Urban areas are created through development and are categorized by urban morphology as suburbs, cities, towns, et ceteral.

Violence

Coady (1990) define the term ‘violence’ as an interpersonal act of force usually involving the infliction of physical injury, which suggests that the idea of violence cannot be understood independently from the concept of force. This strong empathy between the terms ‘violence’ and ‘force’ would appear to be justified by the Oxford English Dictionary, where violence is

defined as ‘the exercise of physical force so as to inflict injury on, or cause damage to, person or property’.

In a sequence of articles originally published in 1988, Dewey (2004, p. 14) argues that violence as “the intentional use of physical force or power, threatened or actual. Against oneself, another person, or against a group or community which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal development, or deprivation”.

Theoretical framework

Theoretical framework is a foundation review of prevailing theories that serves as a roadmap for developing the arguments in a study. For effective explanation and empathetic of this study. This research will be anchored on Frustration –Aggression theory.

Frustration - Aggression theory is positions among the most seminal and productive theories in research is belligerence. The theory has been very useful since early 1960s until recent, it has been useful and studied in a variety of areas which include social psychology, Sociology, Criminology, Anthropology, among others. The theory has also been used to explain the behaviour of both human and animal (Bhuta, 2012). Since the 1970s, several studies have tried to look at the link between increase in violence on both local and international level and some factors such as poverty, unemployment and bad leadership (Arugay, 2007). In this study, it is believed that there is a link between unemployment, poverty and insecurity in Nigeria and adopts the frustration-aggression theory to explain and draw meaningful relationship between the variables (Onuoha, 2014).

According to Ogbeide (2011) he applied the frustration-aggression theory in a study of urban violence within 25 nations across the globe. It was found that when people in rapidly modernizing nations become urbanized and literacy improves as being experienced in Nigeria today, they become more aware of material improvements. However, since the affluence usually diffuses slowly, the increasing gap between the rich and the poor intensifies frustration and unprovoked aggression ensures escalates which are manifested as crimes and violence in Nigeria (Tang, 2004).

Unemployment and high rate of poverty level has posed a serious challenges and hindrance to good governance as well security integrity of the nation itself but their consequences have a number of security implications. For instance, lack of employment opportunities has contributed to youth involvement in urban conflicts, armed banditry and militancy that confront the Nigerian state today. The increased rate of sectarian violence, crimes and insurgency are connected with unemployment, where the youth cannot get legitimate jobs, they make themselves available for odd jobs to stay alive which makes any imaginable criminal dimension (Riegg, 2015). It is apt to relate the topic in question to the theoretical framework. The study reveals the attitude of the security agencies is being frustrated by some variables like welfare, mental stability, job security, personal safety if there is any shift negatively about the variable it will affect their job performance and thereby leads to aggression.

In spite of the continual vagaries to and refinements of its theoretical limits that characterize its advance, the frustration-aggression theory has been positively applied to explain a varied series of behaviours in individuals, groups, and organisations (Fortman, 2005).

Methodology

This study espoused a quantitative method, which involve only quantitative data collection approach. Survey method was used for its research design. The population of the study includes personnel of Nigeria Police Force, personnel of State Security Service, personnel of Nigeria Security and Civil Defence Corps of Lagos State command respectively. The study adopts simple random sampling method a probability research method. Simple Random Sampling was used because the whole population could not be individually reached. Two hundred (200) questionnaire were administered to the selected respondents. Random sampling was used because it has an extra method by representativeness by first identifying some characteristics or attributes for random sampling for the entire population.

Questionnaire administered

200

Valid Questionnaire return	190
Invalid Questionnaire	10
Total sample size	190

The questionnaire premeditated of thirty (30) structured questions which was divided into (2) sections to include respondent’s demographic information (section A). The (section B) centred on the chosen option and the expression or perception toward the questions by using five (5) point Likert scales used in the construction of the questionnaire to elicit the respondent’s options and scales are as follows: strongly agreed – (5), agreed – (4), undecided – (3), disagree – (2), strongly disagree – (1).

Validity of the questionnaire was measured, in order to determine whether the instrument measured what it supposed to size. Reliability of work is constructed on evidential result of the preliminary investigation by outcome of data collection, regard to this, that inform the inference study result is consistent. Data collected were subjected descriptive and inferential statistics adopting chi-square. The chi square was used to observe the relationship between the two variables.

Data Analysis

Table 1: Training and psychology operations are required for security personnel to curb violence

Responses	O	E	O-E	(O-E) A ²	$\frac{(O-E)A^2}{E}$
Strongly agree	59	38	21	441	11.6
Agree	55	38	17	289	7.6
Undecided	25	38	-13	169	4.4
Disagree	27	38	-11	121	3.1
Strongly disagree	24	38	-14	196	5.1
Total	190				31.8

Source: Field survey, 2024

Where O = Observed value
 E = Expected value

Table 1 presents the distribution of respondents by frequency that training and psychology operations are required for security personnel to curb violence and curtail breakdown of law and order. The table shows that 59 strongly agreed, 55 agreed, 25 undecideds, 27 disagreed and 24 strongly disagreed. This implies that the highest frequency respondents concurred that training and psychology operations are required for security personnel to curb violence.

Odekunle (2009) opined that one of the measuring criteria of successful security agencies is the high level of capacity development which encompass training, psychology operations et al. Since security agencies are established by the law and an act they have to display and discharged their duties as spelt out. If they are developed based on train and other capacity developments the state will witness reduced criminal victimization, high rate of arrests that will leads to conviction, rate of response to distress call will be faster, lower road crash, et al.

Table 2: Heavy gridlock is one of the factors that hinder the progress of operations in the urban area

Responses	O	E	O-E	(O-E) A ²	$\frac{(O-E)A^2}{E}$
Strongly agree	58	38	20	400	10.5
Agree	50	38	12	144	3.7
Undecided	27	38	-11	121	4.4
Disagree	31	38	-7	49	1.2
Strongly disagree	24	38	-14	196	5.1
Total	190				24.9

Source: Field survey, 2024

Table 2 indicates that heavy gridlock is one of the factors that hinder the progress of operations in the urban area. The table reveals that 58 strongly agreed, 50 agreed, 27 undecideds, 31 disagreed and 24 strongly disagreed. There are many pitfalls that hinder distress call of security

personnel to respond to urban violence crimes. Most of the inner roads within the streets in the town are bad and not motorable. Ranging from dilapidated roads, potholes, et al. This made it impossible for security personnel to drive smoothly during emergency response to curtail crimes cum violence (Mosandi, 2019).

Table 3: The density populated city of Lagos without job opportunities is the cause of urban violence

Responses	O	E	O-E	(O-E) A ²	$\frac{(O-E)A^2}{E}$
Strongly agree	66	38	28	784	20.6
Agree	58	38	20	400	10.5
Undecided	22	38	-16	256	6.7
Disagree	23	38	-15	225	5.9
Strongly disagree	21	38	-17	289	7.6
Total	190				51.3

Source: Field Survey, 2024

Table 3 reveals the respondents' responses as it related to the density populated city of Lagos without job opportunities is the cause of urban violence. 66 respondents strongly agreed to the statement, 58 agreed, 22 undecideds, 23 disagreed and 21 strongly disagreed.

Lagos being a megacity is faced with different crimes which threatens the quality of life, human rights, social-economic stability and sustainable development. The lack of long terms solutions to social, economic and governance issues and the failure to promote inclusive policies targeting the most vulnerable groups is the root cause of persistent increase in urban violence and crime (Basaru, 2003).

According to Babangida (2012) the Lagos megacity serves as a major migration destination for indigent of Nigeria hinder lands as well as surrounding African countries. As such there is severe trained on existing social infrastructures and an increase in the population of the unemployed. The deplorable situation, particularly in the many slums, shanty and towns of the Lagos metropolis offer breeding grounds for criminal activities. The rate of crime occurrence

has grown to near epidemic proportions mainly due to population explosion, economic inequality and deprivation, social disorganisation, poor governance and law enforcement agencies incapacity.

Conclusion

The role of security agencies in the management of urban violence in Nigeria are numerous as obtained in other parts of the globe. The urban violence has become an ablation, profoundly disabling the realization of equity, justice, impeding socio-economic and environmental development in the Nigerian state. Such states like Nigeria are characterised by violence of insubordination, rebellion and hegemony usually from struggles for autonomy and freedom from explication.

It attempts to link the spread of urban crime to three important variables. These are bad governance, poverty and inequity. The choice of Lagos state as a case in point is informed by several considerations. The most important is that it has been always assumed that democracy promotes good governance and social equality, the other components that are necessary for addressing urban crime. Nigeria's failure in this regard provides an interesting lesson through which the phenomenon of urban crime can be studied, its causes analysed, and its effects revealed. In the final analysis it is shown that lack of training and psychology operations of security personnel, bad governance, poverty and social inequality are responsible for the spread of urban crime in the country over decade years (Lowenthal, 2017).

Lastly, it is argued that the problem of urban violence is inextricably linked to the nature and character of the Nigerian state and the question of citizenship on the other hand. The phenomenon of urban congestion, stretching of social services and the impossibility of having enough employment opportunities among the urban dwellers contributes in no small measures to the spread of poverty in the urban areas. No doubt, this always leads to the spread of urban crime and violence (Onuoha, 2014).

Recommendations

In respect to the findings of the study, the following recommendations are made:

It is obvious that the complexities of the Nigerian State can only be addressed by the practice of true federalism. True federation means devolution of powers and retention of very high percentage of revenue coming from the federation units.

The issue of national integration and nation building should be given paramount consideration by the government. There is need to evolve a coherent policy and ideology of national integration and nation-building instead of adopting solution of fire-for-fire to the difficulties confronting the Nigerian State.

The challenge therefore, is not so much in allocating resources towards effective policing in urban areas, but in designing and evolving people-centred policies and strategies that would revive the economy, ensure equitable distribution of social wealth, and institutionalization of good governance, political accountability and probity at all levels of governance in Nigeria.

Lastly, the Federal Government should constantly appraise the security solution in the county and act decisively and urgently to counter any threat to the peaceful co-existence of the county. Nigerian education should be tailored towards meeting the immediate needs of our society. Government should enforce strict ammunition control and consider a strident reduction in the availability of weapons such as small and light arms in the country, since aggression is also elicited by aggressive stimuli. No doubt, the urban violence will be curtailed to the minimal.

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EDUCATIONAL SECURITY AND NATIONAL INTEGRATION: PERSPECTIVES ON WEAPONIZATION OF ILLITERACY

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ABSTRACT

The global community's drive to save succeeding generations from the scourge of war, led to adoption of international conventions that regulate inter-states relations, and set the stage for international peace and security. Universal Declaration of Human Rights article 26, and United Nations Education, Scientific and Cultural Organization; among other laws at regional and national levels put in place peacebuilding measures. Education is considered central to building the defenses of peace in the hearts of men. However, millions of children face the challenge of accessibility to education. Many become illiterate and ignorant, and therefore vulnerable to recruitment for violence by terrorists. The study investigated weaponization of illiteracy, effect of education insecurity on national security, and ascertained militating factors against education security. Secondary data were obtained for critical analysis. Theory of peacebuilding was adopted to explain the phenomena. The research discovered that, exploitation of structural or physical violence threatens human existence; though education, the tool for deradicalization extremist radicalization: it defied logic, when millions of children lack access to it; and lack of political will, sovereignty and justifiability constitute the major limitations. It was recommended that; leaders should have the political will to address the problem of justifiability and sovereignty affecting educational policy implementation.

Keywords: Education Security, Illiteracy, Peacebuilding; Structural Violence; Human Existence

Introduction

The international community in its drive to save the successive generations from the scourge of war, adopted global rules and regulations to prevent the emergence of war. Various conventions were adopted to protect the global society from relapsing to dark ages. The enlightened modern society took proactive measures to manage, resolve and transform possible destructive dispute situations (Duchi, Shaibu, Odike, & Adams, 2022). This was to build the foundation for a peaceful and tranquil atmosphere (United Nations Charter Preamble, 1945). Achieving this required recognition of rights. Universal Declaration of Human Right (UDHR, 1948) most especially article 26, established an individual member of the human family right to knowledge of every other right entitled to, which is education.

By this, the global community could build a generational leadership acquainted with knowledge of how the world operates. Maintaining global peace and security became a system that required uniting persons and institutions of states in the scramble for liberating man's inhumanity against itself. International Covenant on Economic, Social and Cultural Rights (ICESCR, 1967) article (13)(1)(2) (a-e) & (3): highlighted the recognition of the right to education for all, which is geared towards the full development of the human personality and their corresponding dignity. However, this right to education had been undermined by the provision of Section 6 subsections 6 paragraph C (S.6(6)(c)) of the 1999 Constitution, Federal Republic of Nigeria (CFRN) which stated that the powers of the judiciary shall not except otherwise stated by this Constitution, extend to any issue or question as to whether any act of omission by any authority or person or as to whether any law or any judicial decision is in conformity with the Fundamental Objectives and Directive Principles of State Policy, set out in Chapter II of this Constitution.

International peace and security are a function of individual nation's peace and security. Imminent danger to the subset of the global network of security systems, undermined global effort towards achieving stability in all spheres. Federal Republic of Nigeria (FRN, 2019) in its National Security Strategy Policy, conceived education as the nerve center of

deradicalization. This builds human resistance against manipulating the mind towards violence. The manifestation of physical violence is a reflection of structural violence. Depriving millions of children access to education entails an act of violence, from the indirect perspective against these children (Duchi, 2024; Aikhimian, 2023.)

UDHR (1948), ICESCR (1967), UNCRC (1990), among other global legal instruments considered education to be central to the development of a child's human personality. UNESCO Constitution (1945) sought to establish the foundation that built in the hearts of younger generations, the culture of peace that supplants the culture of war, since the latter is a function of the mind that grows with the individual. Since war is a way of life that sought peace through violence from the conflict management perspectives of confrontation, peaceful cultural tradition pursued peace by removing and transforming the causes of conflict. Peacebuilding foundation is therefore erected, replacing war mongering with peaceful tradition. Though constructive conflict is said to be instrumental to human, destructive violent conflict which exploits the weaknesses of victims of structural violence continue to undermine the cherished idea of peace globally. Resulting from this, the global community pursues peace by strengthening national security is the foundation for global peace and security.

Ajaja (2021) stated that, understanding the notion of deradicalization, requires an in-depth comprehension of radicalization. It is the process by which people develop a mindset that becomes amenable to extremist views over a period of time. Rolling back and transforming positively the will by an individual to utilize, employ, support and facilitate the adoption of violence means to achieve an end entails deradicalization (Ajaja, 2021). Inculcating the ability takes extreme views is contextual: either right-wing or left-wing among others (Ishaku, Aksit, & Maza, 2021). Views from the extreme spectrum are couched with superior convincing arguments that supplant the existing ideas in the psychology of the victim. If the foundation for sieving through ideas, retaining the constructive views and putting away the destructive is firmly rooted through knowledge, and available for all, radicalization could have been foreclosed.

Mohammed (2016) President Goodluck Jonathan pointed out that, if the government did not spend billions in educating the children lacking education, they would have to spend billions fighting them. FRN (2019) reinforced President Jonathan's assertion when it conceived education to be central to deradicalization. Access to and lack of education constitute both positive and negative weapons. The former entails laying the foundation in the human mind for constructive reasoning, while the latter tilted towards destructivity. Access to education creates the opportunity for knowledge acquisition, the lack of it creates a psychological dislocation, making the victim prone to destructive manipulation. Educational accessibility enhances literacy development considered pivotal to creative ideas that is central to national development (Mangvwat & Meshak, 2022).

Peace literacy entails acquiring the skills, knowledge, and understanding for conflict resolution by removing causative factors for conflict eruption, instead of managing the dispute relation through addressing the surface challenges (Ugwu, 2020). Peacebuilding requires laying the foundation in subconscious minds, through constructive information as the building block. Ugwu (2020) cited Chappell (2018) stated that, peace literacy offers a framework for living well and waging peace, and it is based on a deep and thorough understanding of what it means to be human. UNESCO (1945) preamble stated that, since war began in the mind, the defenses of peace can be built thereof. Building peace requires supplanting illiteracy as weapons for violence with knowledge.

Statement of the Problem

FRN (2019) viewed education as key to deradicalization and weaponizing lack of knowledge. It is central to building the resistance to weaponization of illiteracy. However, weaponization of illiteracy through indoctrination, especially among millions of youthful populations lacking education, is indicative of real danger to world peace and security. Sustaining this danger constitutes further threat to national security when millions of children are recruited into insurgency, banditry, kidnapping. Sahm (2022) drew comparison of major similarities in methods and intentions behind educational weaponization in the United States and Union

Soviet of Socialist Republic, proposed education reforms centered on labor productivity, submission to state ideology, and international competition. As citizens received training to submit to national ideals, illiterates too are manipulated to align without questioning, terrorist values and beliefs.

Lack of education has the potential to limit an individual thinking and therefore, undermined their self-esteem (Akpan, 2015). He pointed out that low self-esteem children (Al-majiri), are responsible for most of the conflict in northern Nigeria. Northeast Governors Forum stated that Boko Haram recruited their foot soldiers. Efforts from global to national pointed to a monumental failure to its implementation to avert the implication of education security on the nation's security architecture. For every policy failure, there could be militating factors.

Objectives of the Study

The research sought to:

- I. Investigate the weaponization of illiteracy
- II. Determine the effect of education insecurity on national security
- III. Ascertain factors militating against policy responses in addressing education insecurity

Literature Review

The study critiqued related literatures and the significant ones from the perspectives of weaponization of illiteracy, education insecurity consequence on national security, and militating factors in addressing it, and the intended measures to achieve effective peacebuilding for sustainable peacebuilding.

Weaponization of Illiteracy

Hammud and Jarrar (2017) perceived illiteracy to have a significant impact on social behavior of individuals, like democracy, political participation, education and societal violence, exploitation of resources, cultural development, respect for the other, acceptance of pluralism, diversity and differences within society. Lack of knowledge from the angle of education,

societal violence and exploitation of resources present significant danger to human development. The exploitation of violence for attainment of personal objectives might be utilized by both the educated and the uneducated, exploiting human weaknesses present the dangerous threats to human existence. Building the foundation for sustainable peace becomes elusive.

Al-Mulla (2021) pointed out that, knowledge is key to progress, spearheading innovation in various futuristic sectors, commanding global competitiveness and empowering people to live high-quality lives. Denial of millions of children access to education, and consequent recruitment by terror groups, entails perpetrating structural violence for subsequent utilization in inflicting physical violence for the attainment of political, economic goals among other goals. These children's ignorance becomes the weapon for manipulation that wreaks havoc on innocent public. Since illiteracy limits an individual's ability, their psychology low self-esteem mentality: the victim becomes a tool for violence whenever they are needed by the political chase masters. The ignorant are the pawns used for the political power play.

Verma (2003) believed that, illiteracy fosters ignorance, which then engenders for the propagation of intolerance by demagogues: this creates a vicious cycle that entrenches poverty, desperation and helplessness, and therefore provides the fertile ground for the emergence of terrorism. Dearth of access to knowledge reinforces lack of information needed to be critical of extreme views. Knowledge is key to skills development. This brings about self-employment which could neutralize economic insecurity of want and need. Desperation and helplessness which is the precursor to vulnerability to adoption of radical perception of socio-religious, economic among other issues that ushers in acceptance to commit violent actions against perceived enemies.

Resulting from ignorance of their missions, educationally unsecured persons (victims of structural violence) often execute acts of violence without knowledge of the negative consequences awaiting them. Kapur (2022) stated that, illiterates tend to get engaged in

different types of criminal and violent acts. Knowledge is a precondition for liberating the mind, empowering human ability to think outside the box, and proffer effective solutions to the immediate problems it faces without resort to violence. Shafieiou and Haq (2023) stated that, factors such as uncertainty in life, collective identity problems, experiencing alienation, unsuccessful integration, political grievances which are usually combined with moral outrage and feelings of revenge; and fundamental human need for belonging, respect, performance and self-esteem, had been identified as key to adoption of radical ideologies. These factors reflected dispute relations for which functional knowledge of peacebuilding from the viewpoints of resolution, management, transformation could address these discontents without resort to violence.

Education Security and National Integration

Onuoha (2014) stated that, high levels of illiteracy in Nigeria contribute to young people becoming more easily susceptible to manipulation and recruitment into extremist groups. Although the right to education is one of the basic rights of every Nigerian, access to this right is hardly attained. Both the laws establishing educational rights, and the enforcement thereof through various policy approaches, Nigeria still contends with millions of children on the streets, without access to education (Akhimien, 2023). Deradicalizing the minds of vulnerable groups from becoming available for manipulation by terrorists, present resistance that reduces people's susceptibility to violence, is largely the function of education. Onuoha (2014, p.9) concluded that,

Boko Haram's activities in the past five years demonstrate the urgent need to address youth radicalization and religious extremism in northern Nigeria, as they have resulted in the destruction of private and public property, grievous bodily injury and death, and the displacement of thousands of people. Ignorance of true religious teachings is the most important condition for youth to acquire radical views of religion, often propagated by roaming, independent preachers.

While the national security policy understood education to be a tool for reducing people's proneness to extremist radicalization, the presence of Out-of-School children

presented a context that defied normal logic. The ineffectiveness of policy and legal interventions had produced more street urchins, recruited and deployed into the killing by merchants of violence. Perpetration of acts of terrorism, forced migration of citizens from their habitual places of residence, deaths due to exploitation of people's lack of knowledge to inculcate radical thinking, brings about retrogression to efforts in security of the citizens and their properties. Illiteracy, a precursor to ignorance which precludes skills development, and therefore ushers in poverty. This reinforces national insecurities from the angle of education, economic, health among others that undermined national security (Verma, 2003).

Policy/Legal Response and Education Insecurity

Education For All, Universal Basic Education, Alternative School Program, Open School Program, among others had been deployed to address educational insecurity disrupting the educational access of millions of children in Nigeria. Legal responses such as the UDHR, UNCRC, ACHRWC, CRA, UBE Act, and the states laws promoting children's educational right are in force but the persistence of the challenge. Ogunode, Ukozor, and Ayoko (2023) pointed at insecurity challenge as the key factor disrupting the implementation. FME (2021) designed the policy on safe schools' initiatives to address education access in both rural and urban areas, by making the learning environment conducive. In the face of these interventions at policy and legal perspectives, millions of children are still on the streets in Nigeria.

Street roaming reinforces educational inaccessibility obstacles, Out-of-School children face in Nigeria. Lack of access entails more children becoming prone to the dangers of lacking the capacity to resist manipulation due to poverty and ignorance. They therefore become the machines honed for wanton killings by terrorist financiers. Ogunode, Ohaeri and Musa (2022) stated that educational development in Nigeria has been hampered by insecurity, occasioned by attacks from bandits and Boko Haram, leading to schools' closures, which undermined educational security. Continuous production of illiterates implied, sustained reinforcement of structural violence victim's vulnerabilities to terrorist manipulation to constitute imminent danger to the security of the nation.

Educational insecurity had been attributed to the nonchalant attitude of policies and decision makers in the education sector. FME (2021) design of safe schools' initiatives, witnessed the non-inclusion of operations units of the police and the military who are to execute the policy on ground. Factors of what need to be done, how and why it should be done by the stakeholders, and when had been another key challenge (Akor, Musa, & Ogunode, 2021 cited Manga, 2019). Judicious implementation of policies is key to taming the tide of falling behind the education line. At the height of the militating factors towards effective response to education's insecurity is the factor of justifiability and sovereignty that Sustainable Development Goal-4 relied on.

Solesin (2020) however stated that, as the nation state, as the main duty-bearers of the right to education, national governments have traditionally held sovereignty over educational policy-making and implementation. Coincidentally, Nigeria's constitution excludes the justiciability of education, which is the instrument for building human capacity to understand people. Conflict is obviated, which equally precludes violence. UNESCO Constitution (1945) sought the laying of foundation for peace by building in the hearts of men the defenses for peace, since war starts in the mind. Building peace needs training the human mind from the beginning to adopt the mindset of peace. Liberating the human mind from the vagaries of ignorance is key to eliminating human vulnerabilities.

Peacebuilding Theory

While Galtung coined the term peacebuilding, the theory perspective was developed by John Paul Lederach (Ndeche & Iroye, 2022 cited Garwec, 2006). Peacebuilding seeks to lay the foundation for peace operating at different phases in a continuum. Ndeche and Iroye (2022) cited Sandole (2020) stating that peacebuilding seeks to address the underlying causes of conflict. This is the conflict resolution element of the continuum. Stopping the conflict from emerging, managing the dispute situation, and changing the trajectory of adversarial relations entails conflict prevention, management, and transformation.

Education security is the foundation for eradicating the illiteracy and ignorance, lack of skills development that undermined national security. The central discourse for the study drew from fact that, through education peace can be waged in the hearts of men by building the walls of understanding human differences, which preclude destructive conflict and, in the end, advance the ideals of peace in the minds of the younger generations for a peaceful, tranquil and harmonious future.

Findings

The study re-established the fact that:

- I. Exploitation of structural or physical violence threatens human existence, sustainable peacebuilding, when millions of children are behind the education line annually. This left them vulnerable to lack of information for informed decisions and questioning the execution of dangerous assignments that wreak-havoc on society.
- II. Though education is the tool for deradicalization and reduction of illiteracy that endanger national security through proneness to extremist radicalization: it defied logic, when millions of children are not in school
- III. Limitations to the education response continually be the factor of insecurity, lack of political will, and the twin issues of sovereignty and justifiability

Conclusion and Recommendation

Structural violence will continuously impinge on physical violence, provided more children education access is precluded. Their vulnerable exposure to extremist radicalization will reinforce national insecurities. This will continually undermine security from domestic to global level, when the education of millions of children is endangered. They will be continually vulnerable to recruitment and consequent manipulation into violence. National integration will become a herculean task in the face of many people lacking the understanding of the significance of peace to building a prosperous society.

Educational policies have effectively addressed the need to eliminate structural violence political leaders must have the will to make education justifiable to eliminate lack of access that reinforces illiteracy and ignorance that worsen the problem of national insecurity. Amending section 6 subsection 6 paragraph C of the 1999 Constitution, Federal Republic of Nigeria, which limits judicial powers from extending to Chapter II of the Constitution

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**INTERROGATING THE EFFECTIVENESS OF PARTICIPATORY
COMMUNICATION AND CONFLICT RESOLUTION IN BURUKU COMMUNITY
OF BENUE STATE, NIGERIA**

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ABSTRACT

It has been observed that many conflicts are unresolved because of the inability of state and non-state actors to facilitate active participation and full community involvement in addressing conflicts through a participatory communication process. In a sample representation of an estimated 203,721 populations in the Buruku community of Benue State, North-Central Zone adopted as a case study, the study examined the effectiveness of participatory communication in conflict resolution. Using participatory communication theory and primary sources of data gathering and analysis methods through Focused Group Discussions (FGDs) and Key Informant Interviews (KIIs), the study found that participatory communication facilitates active participation and full community involvement in addressing conflicts impacting them through the communication process. Also, the study established that conflict resolution initiatives that deployed participatory communication were more successful when compared to those that did not. Therefore, the study concluded that participatory communication is the most appropriate tool to address conflicts in pastoral community. This is because it enables all strategic community stakeholders and parties to be actively involved in dialogue, and negotiations, and proffering homegrown solutions in addressing conflicts impacting them. Hence, the study recommended that state and non-state actors should deploy participatory communication in all interventions seeking conflict resolution among communities and individuals.

Keywords: Communication, Community, Conflict, Participatory, Resolution

Introduction

The thrust of participatory communication is to facilitate dialogue beyond information dissemination and establish a process that allows different parties to share ideas and opinions that will empower community members. It goes beyond information sharing to empowering community members to share old and new knowledge, and apply them to solving issues impacting them (Porio, 1990; Tufte and Mefalopulos, 2009). The participatory communication approach has proven that stakeholders' involvement in intervention design and implementation from the beginning to the end not only brings a significant contribution to addressing the targeted problem(s) but also empowers the people by giving them a voice to actively participate in decision making on issues impacting them which leads to success and sustainability (Tufte and Mefalopulos, 2009).

Bloomfield and Reilly (1998), see conflict resolution as constructing approaches of bringing the parties involved together in a cooperative process in a well-designed intervention that will lead to an amicable resolution and management of the conflicts. Conflict resolution also involves adequate studying of the factors responsible for conflict with appropriate intervention to address the issues in a way that all parties will peace (Gumuselli and Hacifazlioglu, 2009).

Aki (2019) sees a community as a collection of persons who share a common geographical location and historical-cultural identity and have common interests and goals that they pursue using social interaction and relationships. The Bukuru community area of Benue State has been impacted by conflicts arising from farmers and herders' clashes leading to a breakdown of peaceful co-existence among inhabitants. The conflict led to mistrust and suspicion among the inhabitants, particularly among the religious and ethnic groups. It led to escalating hostility among community members requiring conflict management and solutions that will restore peace among the people.

The conflict in Buruku aligns with Mavalla, (2016), assertion that conflict is inevitable among humans as a result of divergent opinions and that it plays a key role in societal

development in redefining the society for the better. According to Ugwumba (2018), individuals and groups struggle for survival often leads to violent conflict. Therefore, the conflicts among farmers and herders in Buruku can be linked to their struggle for survival. In addition, Ugwumba (2018), posits that the competition and struggle over land for cattle grazing has over the years led to conflicts among farmers and herders. Ahmadu, (2011), argues that conflicts over scarce resources and the desperation for survival will be on the increase as a result of population increase and the movement of farmers in search of a better place to farm.

Osumah, (2018), points out that poverty, Climate Change, and rapid urbanization, have heightened competition and struggle for survival and further escalating conflicts among farmers and herders with communities in Benue being the most hit. However, the consequences of conflicts among farmers and herders in the Buruku community and other communities in Benue state are huge. This has destroyed lives, and properties, and the displacement of a huge population. The conflicts have negatively impacted livelihoods, economy, and social cohesion and have brought huge distrust among community inhabitants (Adedokun, O., Suleiman, A., and Yusuf, S. 2020).

As conflicts among herders and farmers in Benue state continue, state and non-state actors continue to design and implement interventions targeted at bringing peace and reconciling communities affected by conflicts. For instance, the Nigerian state created Operation Whirl Stroke (OPWS), a military operation targeted at checkmating conflicts such as banditry, kidnapping, and intercommunal conflicts in Benue state. Also leveraging legislation, the Benue state government, enacted the Open Grazing Prohibition and Ranches Establishment Law targeted at mitigating farmers-herders' conflicts.

Stan (2023), argues that many conflicts are unresolved in Benue communities because of the inability of state and non-state actors to facilitate active community involvement in addressing conflicts through a participatory communication process. He added that a fundamental approach to conflict resolution is the ability of the state and non-state actors to mobilize members of the community to be part of the conflict resolution through an effective

participatory communication process. Corroborating the above position, Mawa (2024), points out that community involvement in finding solutions to issues affecting them through participatory communication offers them the opportunity to resolve problems affecting them through dialogue and negotiations.

Nonetheless, non-state actors are playing a key role in addressing conflicts across communities in Benue State through participatory dialogue and negotiations. However, despite their efforts, sustainable conflict resolution continues to be a challenge in communities experiencing conflicts in Benue State. It is against this background that the study's objective is to examine the role participatory communication plays in resolving conflict between herders and farmers in Buruku community of Benue State. Therefore, within the context of the study, it is expected that interventions targeted at conflict resolution in Benue communities and other parts of Nigeria should make participatory communication a priority. This will go a long way in enabling the targeted parties and strategic holders to be actively and fully involved in making decisions on issues affecting them. Also, a better understanding of the issues through a participatory communication process will stem and guide community participation in the issues impacting them. Key lessons from the Buruku community will provide a footprint analysis in Nigeria on the role of participatory communication in conflict resolution.

Theoretical Framework

The study adopts Participatory Communication Theory as a framework of analysis. The theory supports the active participation of persons in dialogue and negotiation on issues affecting them in the search for solutions that will improve their lives. In his analysis of Participatory Communication Theory, Freire (1973) posits that it facilitates dialogue as a means of empowering people to participate in issues affecting them through the communication process. Also, Anaeto, Onabajo, and Osifeso (2008), point out that the theory facilitates effective knowledge diffusion that allows community members to birth homegrown solutions that are suitable to solve problems impacting them. It does not allow the imposition of external remedies on the people on issues impacting them.

Mishra (2017), explaining participatory communication theory, asserts that it facilitates the active participation of people on issues affecting them through consultation and dialogue. Additionally, Mefalopulos (2008), points out that participatory communication theory considers people a major priority in development, and that development should come from the perspectives of the people, especially the locals. Also, development should be about empowering the people to actualize their rights through active engagement and participation. Therefore, it is based on theory support for the active participation of people on issues affecting them through the communication process that is adopted as a framework of analysis.

Conceptual Analysis of Participatory communication

According to Okwor (2009), communication is conveying messages from one individual to another. However, Schramm (1983), sees communication as a negotiation that facilitates the active involvement of people on issues affecting them through information sharing. It is on a similar premise that Salomon (1981), asserts that communication facilitates people's participation in community development and drives their perception and basis over the community development agenda.

Onah (2015), points out that communication is a mechanism to achieve human mobilization and coordination in society. It also means people are mobilized to effectively participate in the pursuit of a common agenda targeted at addressing issues impacting them through the communication process. Furthermore, Salomon (1981), postulates that communication facilitates means by which persons influence one another by disseminating information and ideas that guide their actions. Mody (1991), sees participatory communication as a collaborative process of putting messages together among groups targeted at empowering them to change their situation or social formation. Furthermore, Karl (1995), sees participatory communication as a process of empowering people to actively participate in choice-making over issues that impact them. Piotrow et al (1997); and White (1994), explained participatory communication to be the process of educating people to improve their knowledge to actively participate in addressing issues impacting them.

According to Freire (1973), participatory communication facilitates empowerment, and trust-building, eliminates social inequality among the community and their leaders, and creates room for knowledge sharing on issues impacting them. It facilitates active community participation in making decisions and proffering solutions to issues affecting them. Mawa (2024), asserts that participatory communication facilitates knowledge sharing that empowers citizens to actively participate in issues affecting them. Also, when effectively facilitated, it builds trust among community members, strengthens their commitment to the pursuit of developmental issues, and guarantees sustainability. Many unresolved conflicts across communities in Nigeria and other development-related issues are linked to the inability of the state and non-state actors to effectively facilitate participatory communication that will create room for sincere and truthful dialogue (Akpan 2023). According to Akpan, communities where participatory communication was effectively facilitated have recorded success in conflict resolution compared to those where the state resorted to the use of force as a means of conflict resolution. He added that the use of force by the state as a conflict resolution mechanism without participatory communication only yields short-term results. And in the future the same unresolved conflict resurfaces.

Conceptual analysis of Conflict Resolution

According to Benson (2022), conflict resolution are approach and process for bringing conflict to an end through effective and sustainable dispute resolution. In a similar position, Herrity (2022), asserts that conflict resolution approaches facilitate processes that bring parties involved in disagreement together in search of a solution that guarantees peace among them. In addition, Hilal (2011), sees conflict resolution as a tool for peacebuilding targeted at achieving peaceful co-existence and preventing conflicts in the future.

Cohen (2010), asserts that since conflict happens among individuals or groups, efforts targeted at resolving it must ensure that the parties involved give their cooperation and agree to the resolution mechanisms. Interventions targeted at effective conflict resolution processes must prioritize adequate studying of the conflict to identify the underlying factors that are major

triggers of the conflicts. Thereafter, proper facilitation of communication and dialogue among parties will lead to negotiation and compromise that will give way to peace (Murerwa and Guantai, 2019). However, Stan (2023), asserts that to achieve sustainable conflict resolution, the underlying causes and triggers of conflict must be identified and addressed and the parties encouraged to embrace behaviours that will not result in conflicts anymore.

Materials and Methods for the Research

The study adopted Buruku community located in the Buruku Local Government Area of Benue State along the riverine area of the Katsina-Ala River Basin as a case study. Qualitative methods involving Focused Group Discussion (FGDs) and Key Informant Interviews (KIIs) were used for data gathering and analysis. The FGDs and KIIs discussions were focused on how effective is participatory communication to conflict resolution in line with the study objectives.



Figure 1: The Study Area

Study Sample

Bukuru has an estimated population of about 203,721 covering an area of 1,246 kilometres of land mass. The study held Focused Group Discussions among 33 participants from the community, 11 women, 11 men, and 11 youth. Key Informant Interviews among 10 members of the community, 10 Non-Governmental Organizations (NGOs), 10 journalists, 5 security personnel, and 3 local government officials. Overall, 71 participants took part in the study.

Results and Discussion

Although the case study, Buruku community, North-Central Zone is not a full representation of Benue State and Nigeria, results from the study gives an understanding of primary accounts of how participatory communication plays a key role in conflict resolution.

40 out of the 43 participants in the Buruku community, said participatory communication played a central role in resolving farmers-herders conflicts in their area. They explained how the Jemgbah Development Association (a socio-cultural group) has deployed participatory communication to resolve conflicts in Buruku, Gboko, and Tarka areas of Benue State. According to them the 14 district heads in Buruku working with Ter Buruku the most ranked traditional ruler, had relied on participatory communication to resolve conflicts in the community. 23 participants gave an example of how CLEEN Foundation (a Non-Governmental organization) deployed participatory communication using a “community resilience project” to resolve farmers-herders conflicts that impacted the community for over three years. According to them, CLEEN Foundation achieved that by facilitating participatory communication that enabled all parties and stakeholders to participate in a sincere and truthful dialogue. 40 participants, agreed that communities where participatory communication has been deployed as a tool for conflict resolution made more progress in conflict resolution when compared to communities where force was used as a tool for conflict resolution.

All 10 Non-Governmental Organization (NGO) representatives in the study, agree that participatory communication is the best approach for conflict resolution. According to them, it builds trust, empowers the community, promotes learning and dialogue, and a deeper understanding of the issues that will lead to genuine conflict resolution. Also, it facilitates a

process that allows all parties to actively participate in the conflict resolution process which births solutions that are acceptable to all parties in the conflict. For them, the inability of the state and non-state actors to facilitate sincere participatory communication is largely a reason for unresolved conflicts in many communities in Nigeria and Africa. They explained and gave examples of how participatory communication has been deployed as a tool for conflict resolution in communities. Two out of the 10 participants, gave examples of how Community Links and Human Empowerment Initiative (NGO) has deployed participatory communication to address long-time conflicts over a fish pond in the Agatu area of Benue state and conflicts among the Jukum and Tiv people in Fiidi community area of Benue over land dispute. Two out of the 10 participants, pointed out how the International Organization for Peace-Building and Social Justice (NGO) has leveraged participatory communication to resolve farmers-herders conflicts in Mangu and Bokos areas of Plateau state. Three out of the 10 participants, gave examples of how COMPPART Foundation for Justice and Peacebuilding (NGO) has deployed participatory communication for conflict resolution over chieftaincy title and gender inheritance in Ikot Akpan Etedu, Edem Anwa, and Ikot Ukpong Eren areas of Akwa Ibom state.

One out of the 10 participants, explained how the deployment of participatory communication led to the resolution of the Dagbon Chieftaincy Dispute in Ghana. According to him, it facilitated a sincere dialogue among parties in Abudu and Andani royal families that led to the resolution of the chieftaincy conflict. All 10 NGO representatives agree that the state and non-state actors should deploy participatory communication as a tool for conflict resolution. According to them, the use of force as a tool for conflict resolution rather than a participatory community approach that will facilitate a sincere dialogue is a result of ignorance of those who do not know the significant role participatory communication plays in conflict resolution. However, they pointed out that its success is largely dependent on how it is facilitated. For them successful participatory communication, requires a strong commitment to fairness and inclusivity. To achieve that, the facilitators must ensure that all parties and

strategic stakeholders are adequately represented, their voices heard and respected, and the processes are transparent and impartial. The above finding supports the research theoretical which advocates for community involvement in addressing issues impacting them through the participatory communication process, and also, the research objective which focuses on giving insight into the importance of participatory communication plays a significant role in conflict resolution.

Eight out of the 10 Journalists who participated in the study agree that participatory communication facilitates inclusivity, trust, and mutual understanding that plays a significant role in conflict resolution. According to them, it facilitates a process that allows for sincere dialogue among all parties and allows them to discuss all grievances. In the end, a reconcilable resolution is generally agreed upon through dialogue and becomes acceptable by all parties. One of them explained how community leaders deployed participatory communication to mobilize people and facilitate a sincere discussion that built trust and understanding which led to an amicable resolution of a conflict that arose over the construction of drainage in the Kubwa area of Abuja, Nigeria's capital city. Three of them gave examples of how they had written stories of events where participatory communication was deployed as a tool for conflict resolution in Boko and Dolari communities located in Plateau and Borno States respectively. This finding shows a justification of the research theoretical framework and the research object. Community involvement in addressing issues impacting them through the participatory communication process, and shows the importance of participatory communication in conflict resolution.

All five security personnel who participated in the study identified participatory communication as a powerful tool for conflict resolution. For them, it is the only way to understand conflicts and tackle them from the root. According to them, even when a state deploys force for conflict resolution, it only suppresses the situation and does not lead to sustainable peace. They added that even when the state had deployed force as a tool for conflict resolution, she had to leverage participatory communication for guaranteed and sustainable

conflict resolution mechanisms. One of the police officers explained how the “community resilience project” implemented by the CLEEN Foundation facilitated participatory communication that led to the reduction of conflicts in Buruku. According to him, the number of cases reported to the police station by residents drastically reduced, he added that in some instances, in one month, no case is reported to the police station. Three out of the five warned that the use of force by either the state or non-state actors as a tool for conflict resolution instead of participatory communication should be stopped. They say the use of force often backfires making the conflicts worse and difficult to handle. One of them gave an example of how police personnel are leveraging participatory communication and working with community members for conflict resolution in the Apa area of Benue state. The personnel, however, warned that participatory communication must be truthful, sincere, inclusive, and devoid of bias by the facilitators for it to play a successful role in conflict resolution. This result aligns with the research's theoretical framework that favours active people involvement in addressing issues impacting them through a communication process that will facilitate dialogue and negotiation. Also, the research objective that examined the role of participatory communication in conflict resolution.

All three local government officials who participated in the study, perceived participatory communication as the best approach for conflict resolution. According to them, participatory communication has played a critical role in conflict resolution in Burruku and other communities in Benue State. They explained how the local government and other non-state actors have leveraged participatory communication for conflict resolution with farmers-herders' conflicts being the most prominent. Affirming its importance, the officials say communities that enjoy sustainable peace achieved it through a participatory communication approach that was effectively and efficiently conducted with all parties actively involved. They, however, appealed to the state and non-state actors to ensure that effective participatory communication is deployed as a tool for all conflict resolution among individuals and communities in Benue and all other parts of Nigeria. This shows the accuracy of the theoretical

framework adopted in the research which allows for community participation in addressing problems impacting them through communication and the importance of participatory communication in conflict resolution, which the research examined as its objective.

Conclusion

The study was carried out with the objective of providing an understanding of the role of participatory communication in conflict resolution using the Buruku community in Benue State as a case study. The study found that active community involvement through the communication process plays a significant role in conflict resolution. Also, conflict resolution that facilitated a participatory communication approach was more successful when compared to those that did not. Furthermore, many conflicts are unresolved because of the inability of state and non-state actors to facilitate active community involvement in addressing conflicts through a participatory communication process. Participatory communication facilitates a process that enables community members to be actively involved in dialogue, and negotiations, and to proffer generally acceptable solutions in addressing conflicts impacting them. It also empowers communities and individuals through collective dialogue and negotiation, to reach solutions that will be acceptable to all.

However, for participatory communication to play a successful role in conflict resolution, it requires a strong commitment to sincerity, fairness, and inclusivity. To achieve that, the facilitators must ensure that all strategic stakeholders and parties involved are adequately represented, their voices heard and respected, and the processes are transparent and impartial.

Recommendations

In the light of the foregoing discourse, the study provides the following recommendations:

- i. State and non-state actors should ensure that participatory communication is deployed as a tool in dealing with conflict resolution among communities or individuals. This

will allow them to effectively participate in the negotiation and dialogue that will lead to amicable resolution of conflicts among them.

- ii. The use of force by either state or non-state actors as a tool for conflict resolution should be stopped. This is because it will only suppress the issue making it worse to handle when it resurfaces in the future.
- iii. Participatory communication should be facilitated in a way that ensures all strategic stakeholders and parties involved are adequately represented, their voices heard and respected, and the processes are transparent and impartial.
- iv. State and non-state actors should ensure that participatory communication is facilitated by experts with practical experience, in that way desired success will be achieved.

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**A PRAGMATIC ANALYSIS OF ELDERS (AGBA) AS ARBITRATOR OF
YORUBA SOCIO-POLITICAL MODEL FOR CONFLICT RESOLUTION IN
YORUBA SOCIETIES**

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ABSTRACT

This study examines the pragmatic analysis of the elder (Agba) as an arbitrator in the Yoruba socio-political model for resolving conflicts in Yoruba societies. This study demonstrated that the ability of the agba (elder) to handle conflict in traditional Yoruba society effectively was influenced by the elder's personality, skillful use of proverbs in communication, and knowledge of the social principles governing conflict management in Yoruba culture. For data analysis, the study adopts the analytical and critical method in interpreting and analyzing the following tools: proverbs, effective choice of words and language, advice and experiences in line with examples on how they are been utilized by elders in the settlement of dispute and conflict in Yoruba society. These tools have been able to place elders as an arbitrator, mediator, and institution of conflict resolution in Yoruba society. Truth is a crucial element that enabled the elders in traditional Yoruba culture to engage in arbitration. In order to promote reconciliation, it is customary for the parties involved in a conflict to be obligated to provide a complete and honest account of the dispute during the cross-examination process. Within the Yoruba culture, the concept of truth is commonly referred to as *otito*. *Otito* has two distinct meanings: one related to cognition and the other related to morality. This study determined that elders do not serve as arbitrate agents, but rather play a crucial role as a complementary institution for conflict management in both contemporary Yoruba societies and Africa as a whole.

Keywords: *Agba* (elder), Arbitration, Conflict Resolution, Pragmatics, Socio-Political Model

Introduction

Human beings form social groups and communities for various reasons, such as engaging in business transactions, sharing common ethnic backgrounds, fostering friendships, and being influenced by historical circumstances. In such relationships, there may be disagreements or conflicts that, if not effectively managed, can result in anarchy (Bamgbose, 2006). One of the key challenges that humans have faced throughout social history is the unavoidable occurrence of conflict and disagreement in interpersonal relationships.

The Yoruba people reside in the southwestern region of Nigeria. In the past, the Yoruba kingdoms were characterized by their significant size, which led to the rulers having to assign authority to chiefs, chief priests, and scribes in different regions. The Yoruba tribe is subdivided into numerous prominent sub-tribes, each led by acknowledged Kings and chiefs. Each sub-tribe consists of relatively large towns, which is a characteristic of the social structure/group. The Yoruba people, by their inherent disposition, are not apathetic towards the public. This is because from an early age, various entities such as the general public, society, and the extended family assume distinct roles in raising a child. As a result, the child becomes receptive to authority figures in the community. Among the Yoruba, it is quite common to find instances where a member of the extended family has taken on the responsibility of disciplining someone for their misconduct. This is done through different methods of social control, such as instruction, advice, persuasion, and punishment. In Yorubaland, disputes are resolved through three different methods: formal, informal, and extrajudicial.

Agba, which refers to the elders in Yoruba societies, serves as a socio-political framework for resolving conflicts. It plays the crucial role of a third party in ensuring successful conflict resolution within indigenous Yoruba communities. In Yoruba culture, the *agba* (elders) were commonly trusted to act as arbitrators and mediators in resolving conflicts due to their specific qualities. *Agba*, or elders, are esteemed individuals who are recognized for their age and other notable qualities that distinguish them within their families,

communities, nations, regions, and the world. In order to be recognized as an *agba* (elder), an individual must possess certain qualities. They must exhibit fearlessness (*alakikanju*), possess knowledge and wisdom, while also being open to receiving criticism (*ologbon, oloye, afimo ti elomiran se*). Additionally, they must demonstrate tolerance (*alamumora*), uphold integrity in all aspects of life (*olotito, olododo*), and refrain from selfishness (*anikanjopon*) (Yule, 1996). The focus of this research is to examine how elders in Yorubaland utilize their position, experience, words, proverbs, and advice to resolve conflicts and disputes effectively. The researcher aims to investigate the pragmatic analysis of their roles in promoting peace and resolving conflicts.

Pragmatics is the study of how language is used in various contexts, focusing on the meaning of utterances rather than grammatical sentences or propositions. Furthermore, Yule⁴ provides a definition of pragmatics that encompasses four distinct dimensions. He perceives it as the examination of the speaker's intended meaning, the meaning influenced by the context, the communication of additional information beyond the literal words spoken, and the investigation of relevant proximity. Yule's perspective implies that pragmatics encompasses a broad range of topics, including the content of the message, the shared knowledge between speakers, the implied meaning of what is said or not said, and the influence of nonverbal communication on meaning. For the purpose of this research, "pragmatics" refers to the study of language within a specific communicative context or situation, where a message is conveyed or a speech act is carried out. This study examines the utilization of language by Elders in Yourbaland to resolve conflict and disputes within the community.

Due to the delicate nature of conflict issues, researchers from various fields have worked together to examine them. Various viewpoints, such as those from the fields of law, politics, economics, diplomacy, sociology, history, and statistics, must be taken into account. Conflict resolution and peace studies have been prominent themes throughout these records. Numerous factors have been emphasized by these approaches, including the need for political reorganization, better political, economic, and corporate governance, respect for and

protection of human rights, education for peace, dialogue, negotiations, and agreements, an end to weapons proliferation, and amnesty. These initiatives to address and resolve conflicts in Africa are important, demanding, and praiseworthy; however, they have not been successful enough to stem the tide of rising violence and conflict on the continent. This paper seeks to investigate the function of the Agba (elder) in Yoruba social and political conflict resolution in light of the devastating effects of violent disputes and conflicts on Yorubaland's social stability and human existence. Improving the conversation around war and peace in Yorubaland and throughout Africa is the primary goal of this article. To do this, we will examine the Yoruba social and political framework for dispute resolution in depth, focusing on the function of elders (Agba) as mediators.

Literature Review

Concept of Elders (*Agba*) in the Yoruba socio-political society

The Yoruba political and social model for resolving conflicts centres on the role of the elders, known as *agba*. In indigenous Yoruba communities, the *agba* mediate disputes and make sure everyone gets their side of the story. The *agba*, or elders, were traditionally believed to have the necessary qualities to mediate and arbitrate disputes in Yoruba culture. *Agba*, meaning "elders," are highly respected people who stand out due to their age and other distinguishing characteristics. They are unique in their families, neighbourhoods, countries, regions, and the globe at large due to these traits. A person is considered an *agba* (elder) if they are courageous (*alakikanju*), knowledgeable (*ologbon, oloye*), wise (*afimo ti elomiran se*), and receptive to criticism. Tolerance (*alamumora*) and integrity (*olotito, olododo*) are two qualities they must exhibit. They also need to avoid being egotistical (*anikanjopon*) (Yule, 1996).

Concept of Conflicts and Disputes

Conflicts and disputes are inherent facets of social and political existence. Conflict is the result of conflicting interests among individuals or groups, which can be influenced by various factors such as material, religious, ethnic, ideological, and others, leading people to engage in confrontations. Any conflict can be resolved if the parties involved are willing to exhibit

mutual comprehension. In order to successfully address conflict, it is frequently essential to engage a neutral mediator or individuals who are trusted and esteemed by the constituents of a political community. These individuals possess the ability to leverage their authority and connections to resolve conflicts and promote harmony among the members of society. Both traditional and contemporary societies have developed unique social and political institutions with internal mechanisms that are specific to each society. These mechanisms can be used to resolve conflicts effectively.

The role of *Agba* (Elder) as a Yoruba socio-political model for conflict resolution

Recognizing that traditional Yoruba societies' communal organization did not avert conflicts is crucial. Disagreement arises naturally in any group dynamic. When disagreements arise in traditional Yoruba communities, they are usually resolved in a way that keeps things from getting worse. When the *Agba* (elders) step in to mediate between rival groups, it frequently stops disputes from becoming bloody brawls. The most important thing to do when people are at odds with one another is to mend broken relationships, make people feel better emotionally, and figure out how to work together better in the future. Helping people work through their differences and end violent conflicts is the main goal of the eldership system. Although it is not backed by law, its religious basis, community standards, and social acceptability give it authority. People who are influential and hold positions of power within their clan are called *agba*, meaning elders.

Also, there is an internal mechanism in place at the eldership institution that makes sure both sides of a dispute really follow the agreement that was used to resolve it. They accomplish this by swearing metaphysical oaths to the ancient beings and gods whose spirits are entangled in the conflict. All parties involved are expected to voluntarily adhere to the terms of the reconciliation agreement, which is supported by these oaths. A word of caution: oaths are not always required in Yoruba dispute resolution processes. This applies solely to conflicts that last for an extremely long time.

As part of the metaphysical process of resolving a conflict, it is necessary to determine whether one or more of the disputing parties is attempting to conceal the truth. Notable to the field of conflict resolution is the application of symbolic analysis and mythology.

In traditional Yoruba society, there were guiding principles that determined the elders' ability to handle conflict. In traditional Yoruba society, there are important rules or principles that people follow to settle basic disputes and conflicts in everyday conversations. These principles are deeply understood by the elders, and they use them to guide the arbitration and reconciliation processes. The principles of communalism, individuality, human rights and duties, adversity tolerance, honesty, fairness, integrity, community solidarity, cultural preservation, and impartiality were the driving forces behind conflict resolution in traditional Yoruba communities.

Methodology

This study adopted descriptive qualitative method. The aim of this study is to examine the pragmatic analysis of elders (Agba) as arbitrator of Yoruba socio-political model for conflict resolution. The study employed the tools used by elders in conflict resolution; prominent among which are proverbs, effective choice of words and language, advice and experiences. The data collection method for this study involves gathering information from various sources such as scholarly textbooks, journals, conference papers, and printed mass media available in libraries.

The study utilizes an analytical and critical approach to interpret and analyze various tools, including proverbs, the effective use of words and language, and advice and experiences. These tools are examined in relation to how they are employed by elders in the Yoruba society to resolve disputes and conflicts.

Results and Discussion: Elders' (Agba) Proverb as a tool in Conflict Settlement

According to the Oxford Advanced Learner's Dictionary (Hornby, 2005), a proverb is defined as a "popular concise expression containing words of guidance or caution." Another definition is "a conventional method of conveying ideas through concise and often metaphorical

statements, known for its clever selection and arrangement of words and its profound overall meaning." A proverb is a concise and widely known saying that encapsulates a familiar truth, practical advice, or useful thought using expressive and vivid language. It can also refer to a person or thing that has become well-known and frequently mentioned, or a wise saying or teaching.

Proverbs are a type of language use that has socio-cultural significance. In Africa, the importance of proverbs is due to their strong connections with other forms of language use. Nevertheless, the Yoruba language does make a clear differentiation in terminology between proverbs and other linguistic forms and expressions. However, it is common to find a practical correlation between proverbs and other forms of literary language. Yoruba proverbs can be associated with stories or anecdotes, to the extent that anecdotes often serve as illustrations of proverbs and vice versa. Elders in Yoruba societies are regarded as experts in the use of language, particularly proverbs, to resolve conflicts.

The mediator in Yoruba conflict management has access to various proverbial and symbolic means of communication. To effectively resolve conflicts and achieve harmony in Yoruba culture, it is necessary for the reconcilers to possess expertise in the oral tradition of the people, maintain a good reputation, have experience, and demonstrate a certain level of objectivity. As an illustration, some of the proverbs used by the *agba* (elder) in the process of conflict management are:

“A gbejo apa kan da, Agba osika ni” (Ajibola, 1971)

“(someone who judge a case base on the hearing of one person without hearing the other person, is a wicked Elder)¹”

Elders' (Agba) Advice as a tool in Conflict Settlement

Advice is a prominent instrument employed by elders to reinstate harmony in Yoruba communities. Elders serve as mediators and peacemakers in resolving conflicts, with the aim of restoring tranquility and fostering amicable relationships between opposing parties. The Yoruba worldview places great importance on the wise and thoughtful use of advice when recognizing an agba (elder). Within Yoruba culture, the spoken word holds great reverence. In fact, in order to be recognized as an agba (elder), one must possess the ability to utilize language skillfully.

“Oku e ho wuru, ki a wa wuru”

"We cannot dive with the wave of the sea"

“Ori bibe koni Ogun ori fifo”

"Beheading is not the medication for headache"

“Bia banja, bi i k'a kuko” (Ajibola, 1971)

“(Our being in conflict does not warrant wishing each other’s death)”

“Are maja kan kosi, a ja mare kan kosi” (Ajibola, 1971)

“(No associates without dispute, no disputants without the possibility of reconciliation)”

“Bi a o ba gbagbe oro ana, a ko ni r'e ni ba sere” (Ajibola, 1971)

“(Inability to forget the grievances of the past is the cornerstone of lonesomeness)”

“nu bibi o da nnkan. Suuru baba iwa; agba t'oni suuru, ohun gbogbo l'oni” (Ajibola, 1971)

“(Indignation does not result into anything good.

Patience is the best of character. A patient elder has everything)”

However, elders in Yoruba societies also advise people to utilize words such as "sorry" in order to apologize, particularly when they have committed a wrongdoing. They further denote that sorry has both positive and negative approach, that is why they always say:

“Pele ni ako, osi ni abo”

“(Sorry have both positive and negative approach)”

They likewise advice people to use soft words when approaching a matter, this can be seen in the words of elders when they say:

“Oro ni yo obi lapo, bee! Oro ni yoo ida laakuoError! Bookmark not defined.”

"(It is word that attract the exchange of kolanut, while it is the same words that lead to drawing sword for fight)".

Elders' (Agba) experience as a tool in Conflict Settlement

It is crucial to understand that, for the Yoruba people, the designation of agba (elder) is not determined by physical appearance. The mention of physiognomy in the definition of an agba (elder) stems from the diverse life experiences that have amalgamated to mold the mindset of an agba (elder) due to advanced age. The Yoruba place great importance on human experience, which is acquired through the passage of time and is reflected in the proverb:

“bi omode ba ni aso bi agba; kole ni akisa bi agba”

"(If a child has material possession as much as the elder has, his life experiences cannot equate that of the elder)".

“Oun ti agba ba ri ni ori ijoko

Bi omode ba gun ori igi, kole ri”

“(whatever an elder see sitting, a child cannot see it even if he/she climb a tree)”

“Agba ki wa loja kori omo tuntun wo”

"(an elder cannot be in the market place and allow the reign of chaos)".

Effective Choice of Language as a Tool in Conflict Settlement

Language proficiency is held in high regard within the Yoruba community, to the extent that one must demonstrate adeptness in communication to be recognized as an elder, or agba.

Bewaji (2004, p. 23) emphasizes this point when he asserts that:

The demand for, and expectation of, decent, responsible and insightful use of the language is reflected in all aspects of communication, be it in verbal salutations, musical constructions, poetic performances, religious and spiritual displays and utterances, or in the negotiations of important formal and non-formal pacts, deals, treaties and business, etc.

In Yoruba culture, elders employ both confrontational and diplomatic language when resolving disputes. When reprimanding an offender, they employ confrontational language, whereas diplomatic language is used to advocate on behalf of the offender. For example, they employ strong and offensive language such as:

“Bi ile ba n toro, omo ale be ni ko ti dagba”

"For a prospering house, the bastard child is yet to grow up"

However, in Yoruba societies, elders utilize language and specific words, as exemplified below, to advocate on behalf of an offender:

“Omo e ni koni sedi bebere, ki a fi ileke sidi omo elomiran”

"One's child waist cannot be big to the extent of putting bead in another person child waist"

“Agba ti o binu ni omo re n po jojo” (Oduwole, 2006)

"It is only an elder that fail to be angry that has many children"

Based on the depicted examples of proverbs utilized by the elders in the conciliation process, it is evident that proverbs serve as guiding markers in the Yoruba conflict management system. The elders use proverbs during arbitration to soothe the disputants, identify the root cause of the conflict, promote tolerance of different beliefs, guide disputants

towards non-violent solutions, and assist in rebuilding the relationship between the conflicting parties. Proverbs typically function as a facilitator in the pursuit and establishment of justice and fairness during conflict resolution—proverbs in the Yoruba language. The aforementioned sayings from the elders demonstrate the various ways in which conflict management is carried out among the Yoruba people. The elders skillfully utilize the communicative power of proverbs to manage conflicts within their social environment effectively.

Truth is a crucial principle that enabled the elders in traditional Yoruba culture to engage in arbitration. In order to promote reconciliation, it is customary for the parties involved in a conflict to be obligated to provide a complete and truthful account of the dispute during the cross-examination process. Within the Yoruba culture, the concept of truth is commonly referred to as *otito*.

According to Oduwole Oduwole (2006), *otito* has two connotations: cognitive and moral. From a cognitive perspective, truth refers to a quality possessed by a statement, whereas from a moral standpoint, it pertains to the character or intention underlying human actions. The Yoruba consider truth to be a supreme good and virtue. It is commonly known as *ododo*, which means honesty, or *ohun-ti-o-to*, which refers to that which is proper. In the moral context, the antithesis of truth is *iro*, which refers to falsehoods. Contrary to its cognitive epistemological meaning of falsehood, the term "*iro*" carries a moral connotation and is used interchangeably with acts such as "*eke*" (deceit) and "*odale*" (covenant-breaker). Truthfulness is crucial in conflict management as it enhances our understanding of both the cognitive and moral aspects of the disagreement, while falsehoods obscure it.

Concluding Remarks

The scarcity of this model of elders, known as *agba*, in our modern world can be attributed to the influence of the prevailing consumerist nature of the contemporary political system on the current generation of elders. The level at which an *agba* (elder) operates depends on their level of exposure. Exposure in this context pertains to factors such as the level of experience, the quality of reflective thinking based on skills acquired from both formal and informal

institutions, proficiency in various domains of human activity such as economics, science and technology, the arts, law, agriculture, communication, and information technology, among others. Nevertheless, the significance of elders in conflict resolution within Yoruba societies cannot be overstated. Hence, it is imperative to show reverence to the elderly members of society who are distinguished by their age and other notable attributes, distinguishing them within their families, communities, nations, regions, and the global community. The individual must possess fearlessness (*alakikanju*), knowledge and wisdom, while also being open to criticism (*ologbon, oloye, afimo ti elomiran se*). They should demonstrate tolerance (*alamumora*) and uphold integrity in all aspects (*olotito, olododo*). It is essential that they are not selfish (*anikanjopon*).

Essentially, elders are not mediators, but rather crucial supplementary institutions for conflict resolution in modern Yoruba societies and Africa as a whole. The illustrated examples of proverbs used by the elders in the conciliation process clearly demonstrate that proverbs play a significant role as guiding principles in the Yoruba conflict management system. Proverbs are employed by the elders during arbitration to pacify the disputants, ascertain the underlying cause of the conflict, foster acceptance of diverse beliefs, direct the disputants towards peaceful resolutions, and aid in the restoration of the relationship between the conflicting parties. Proverbs often serve as a means to promote and achieve justice and fairness when resolving conflicts—Yoruba language proverbs. The aforementioned proverbs from the elders exemplify the diverse methods employed by the Yoruba people in managing conflicts. The elders adeptly employ the communicative efficacy of proverbs to handle conflicts within their social milieu efficiently.

Truth is an essential tenet that empowered the elders in traditional Yoruba culture to partake in arbitration. To foster reconciliation, it is customary for the parties engaged in a conflict to provide a comprehensive and honest explanation of the dispute during the cross-examination phase. In Yoruba culture, the notion of truth is commonly known as *otito*.

Oduwole (2006) states that otito carries two meanings: cognitive and moral. From a cognitive standpoint, truth is the attribute of a statement, while from a moral perspective, it relates to the character or intention behind human actions. The Yoruba regard truth as the ultimate good and virtue. It is widely recognized as ododo, which denotes integrity, or ohun-ti-o-to, which signifies what is appropriate. In the moral realm, the opposite of truth is iro, which denotes untruths or falsehoods. Despite its cognitive epistemological definition as falsehood, the term "iro" is associated with a moral implication and is often used interchangeably with acts such as "eke" (deceit) and "odale" (covenant-breaker). Honesty is essential in conflict resolution as it improves our comprehension of both the intellectual and ethical dimensions of the disagreement, while lies cloud it.

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AN ASSESSMENT OF THE ROLE OF THE NATIONAL OPEN UNIVERSITY OF NIGERIA IN PEACE STUDIES AND CONFLICT RESOLUTION

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ABSTRACT

This paper evaluates the role of the National Open University of Nigeria in the promotion of Peace and Conflict Resolution with emphasis on the Department of Peace Studies and Conflict Resolution. Qualitative and quantitative data were used in the study. Structured questionnaires were used to obtain information from respondents at the Department of the National Open University of Nigeria through the administration of questionnaires. In addition, secondary data such as books, relevant online research articles, newspapers, and government publications in Nigeria were applied. The study explored both the primary and secondary data. The paper argued that the National Open University of Nigeria since its establishment has been promoting the ideals of peace and conflict resolution through the Department of Peace Studies and Conflict Resolution. Some of the roles of the National Open University of Nigeria in the promotion of peace and conflict resolution include Education and Awareness, Peacebuilding Research Initiatives, Training Human Resources, Partnerships and Collaborations, and Community Engagement. However, the paper identified poor funding, inadequate staff, inadequate infrastructural facilities, poor internet services, and unstable power supply as some of the challenges encountered by the NOUN. The study conclusively established among other findings the need to strengthen partnerships between NOUN and other institutions, including local NGOs and community-based organizations, to facilitate knowledge sharing and resource mobilization.

Keywords: Peace, Conflict, Peace Studies, Conflict Resolution

Introduction

The study of peace and conflict resolution is crucial, especially in regions affected by long-standing conflicts and social unrest. Nigeria, being the most populous country in Africa, has encountered numerous internal conflicts and challenges to maintaining peace and stability. The role of educational institutions in peace building and conflict resolution is vital, and the National Open University of Nigeria (NOUN) has been making frantic efforts to address these issues through its academic programs and initiatives.

As an educational institution, NOUN is the National Open University of Nigeria (NOUN) plays a crucial role in advancing peace studies and conflict resolution. The University acts as a hub for research, knowledge sharing, and skill development in efforts to build peace. By integrating peace education into their academic programmes, universities can provide students with the essential abilities to analyze conflicts, participate in constructive dialogue, and contribute to peaceful coexistence within their communities. This paper aims to critically evaluate the impact effectiveness of the National Open University of Nigeria (NOUN) in promoting peace studies and conflict resolution.

By evaluating the effectiveness of NOUN's programs in peace studies and conflict resolution, this study aims to provide valuable insights for future strategies aimed at promoting sustainable peace in Nigeria. The findings of this study can inform policy decisions and educational initiatives, ultimately contributing to the development of a more peaceful and stable society. Nigeria, a nation located in West Africa, has been confronted with a range of conflicts, encompassing ethnic, religious, and political tensions. These conflicts have resulted in significant loss of life, displacement of people, and economic setbacks. In recent times, the Nigerian government has acknowledged the necessity for initiatives focused on peace studies and conflict resolution to tackle these challenges.

However, despite the growing significance of peace studies and conflict resolution in Nigeria, there is limited research and a noticeable gap in research on the role of the National

Open University of Nigeria (NOUN) in this field. While existing literature has provided insights into NOUN's academic programs, enrolment trends, and infrastructure, there remains a pressing need for more comprehensive research that delves into the university's specific contributions to peace studies and conflict resolution within the country thus the need for this study.

Conceptual Clarifications

For further clarification, the following provides some conceptual clarification of the terms used in this study:

Peace

Peace is a multifaceted concept that goes beyond the mere absence of war. It involves a series of activities geared towards fostering development and minimizing conflicts. According to Ibeanu (2006), peace is intricately linked to processes that contribute to societal progress and harmony. Rather than being defined solely by the absence of armed conflict, peace encompasses a broader spectrum of conditions that ensure positive human well-being and existence, as articulated by Jeong (2017). This perspective underscores the importance of creating environments where individuals can thrive and lead fulfilling lives.

Galtung (1967) further elaborates on the dual nature of peace, distinguishing between negative peace, which denotes the absence of direct physical violence, and positive peace, which signifies the presence of fundamental human needs and conditions. Negative peace focuses on preventing overt hostilities and confrontations, while positive peace emphasizes the establishment of social structures that support human flourishing and well-being. By considering both dimensions of peace, societies can strive towards creating sustainable environments where conflicts are resolved peacefully, and individuals can access essential resources for their growth and development.

Conflict

Conflict can be understood as a complex phenomenon that involves various aspects such as social, psychological, political, and international dimensions. It plays a crucial role in shaping

human behavior, group interactions, power dynamics, and the overall functioning of societies. According to Iroye (2023), conflict can be described as the display of hostile attitudes arising from conflicting interests among individuals, groups, and states (Iroye & Ibebunjo, 2023). Rahim (2017) defines conflict as an interactive process characterized by disagreements, incompatibilities, or disharmonies within or between social entities like individuals, groups, or organizations. Galtung (2009) views conflict as the actions of actors pursuing goals that are incompatible and contradictory.

Peace Studies

Peace studies refer to an interdisciplinary academic field that delves into the root causes of conflicts, advocates for peacebuilding efforts, and devises strategies to prevent and resolve conflicts through peaceful means. This area of study draws from various disciplines like political science, sociology, psychology, anthropology, and international relations to examine the intricacies of conflict and peace dynamics. The primary goal of peace studies is to cultivate a culture of peace by addressing structural violence, promoting social justice, human rights, and sustainable development. As articulated by Galtung in 1969, peace studies involve a methodical analysis of the factors contributing to violence and conflict, with an emphasis on transforming these factors to establish lasting peace. Furthermore, peace studies underscore the significance of non-violent conflict resolution, dialogue, mediation, reconciliation, and peacebuilding endeavors on local, national, and global scales.

Conflict Resolution

Conflict resolution is the practice of addressing and resolving disputes or disagreements between parties in a peaceful and constructive manner. This process typically involves identifying the root causes of the conflict, facilitating communication between the parties involved, and finding mutually agreeable solutions to resolve the issue. Several techniques can be employed in conflict resolution, including negotiation, mediation, arbitration, and reconciliation. According to Fisher et al. (2011), conflict resolution is a collaborative approach that seeks to manage conflicts effectively without resorting to violence or coercion. Instead, it

aims to transform adversarial relationships into cooperative ones by promoting understanding, empathy, and trust among the parties involved.

Historical Development of the National Open University of Nigeria

The National Open University of Nigeria is like any other public open university in the world. The National Universities Commission (NUC), which is government regulatory agency for all universities in Nigeria, rejected the idea of an Open University of Nigeria in 1976. The NUC was then led by Professor Jubril Aminu (1975-1979) as Secretary General who sent a memorandum to the Federal Military Government proposing the establishment of an independent open university for Nigeria under the Fourth National Development Plan (1981-1985). The federal government agreed and the idea later appeared in the National Policy on Education in 1977. In section 40 subsection A of the fifth section of the policy, the government stated: Let's do everything we can to ensure access to higher education. Entry can be through universities or correspondence courses, open universities, or part-time and work-study programmes. The Department of Higher Education of the Federal Ministry of Education has started work on the creation of an open university and its integration into the existing education system of the country (NOUN, 2022).

After Alhaji Shehu Shagari assumed leadership as the civilian President of Nigeria in October 1979, he immediately established the Presidential Planning for the Open University System to develop methods for establishing an open university in the country. Professor Afolabi Ojo of the then University of Ife (now Obafemi Awolowo University, Ile-Ife) was appointed the chairman of the committee on April 14, 1980. Other members of the committee were Prof. A.E. Afigbo (UNN, Nsukka) and Dr. Aminu Orayi (ABU, Zaria), and E.C. Uzodinma who served as secretary but was later replaced by Mr. Olamogoke (NOUN, 2022). The President's Planning Commission submitted its report in October 1980. The report, which included the University Bill, was approved. It was finally ratified and signed into law by President Shehu Shagari on 22 July 1983 and promulgated on 27 July 1983 after the Open

University of Nigeria Act had gone through all the necessary formal processes, including amending the name to the National Open University.

The National Open University Act No. 6 of 1983, provides the university with the legal basis for its existence. This Act still governs the existence of the National Open University of Nigeria (NOUN). It is noteworthy that when the National Open University was established in 1983, the government appointed the Attah of Igala, Alhaji Aliyu Obaje, as Chancellor; Alhaji Shuaibu Na'ibi, Madakin Suleja as Pro-Chancellor; Prof. Afolabi Ojo as Vice-Chancellor and Alhaji H.A. Erubu as Ag. Registrar. However, sunset was dawn for the fledgling university when the Federal Military Government, the successor to the civilian government of Alhaji Shehu Shagari, suddenly suspended the National Open University on April 25, 1984 (NOUN, 2022).

The revival of the National Open University of Nigeria was born out of the urgent need for greater access to tertiary education by mass Nigerians, which will not go away a decade and a half after the university was suspended, hence the idea of vigorous. revival from the National Open University. entered the political story of the government with the emergence of the civilian government led by Chief Olusegun Obasanjo in 1999. In 2002, the suspended National Open University Act of 1983 was reactivated, reviving the National Open University Prof. Olugbemiro Jegede as Vice President. chancellor Prof. Earlier in 2001, Jegede appointed Chief Olusegun Obasanjo (NOM, 2022) as the National Coordinator of the National Open and Distance Learning Programme.

The National Open University of Nigeria (NOUN) as it stands today has become a leading ODL institution in Africa, offering functional, flexible, accessible, and cost-effective education to all knowledge seekers. It currently has 78 study centers across six geopolitical zones of the country. Currently, the number of students is more than five hundred thousand. NOUN uses Information and Communication Technology (ICT) to provide education adapted to the globalized economy. The University offers exceptional academic programs that meet

the specific needs of all artistic sectors of the global economy; Health; The law; Physical, social, agricultural, and administrative sciences (NOM, 2022).

NOUN does not offer a part-time program but offers students flexible and full-time study. University regulation allows students to take full-time credits. The minimum time required to complete the Combined Baccalaureate is eight (8) semesters, or six (6) semesters if the student is admitted with an NCE or A'Level qualification. Additional work can also be done full-time, carrying a full load during the semester or flexibly at your own pace. The flexible status period is usually three (3) semesters or six (6) semesters. All our academic programs are subject to National Universities Commission (NUC) accreditation profiles

An Evaluation of the Role of the National Open University of Nigeria in Peace Studies and Conflict Resolution

The National Open University of Nigeria since its establishment has been contributing to the promotion of peacebuilding and conflict resolution. Sequel to the scope of this paper, an assessment of the roles of the NOUN shall cover - *Education and Awareness, Peacebuilding Research Initiatives, Training Human Resources, Partnerships and Collaborations, and Community Engagement*

Education and Awareness: Establishment of the Peace Studies and Conflict Resolution

Program: NOUN provides training to diverse populations, including those living in conflict-prone areas. By providing access to education, the university helps create an educated society that is more likely to understand the root causes of conflict and the importance of peace. As the first open and distance learning institution in Nigeria, NOUN has contributed to societal challenges including those related to peacebuilding and conflict resolution.

The Department of Peace Studies and Conflict Resolution was officially and legally established at the meeting of the University Senate on Thursday, October 3, 2019. Before that, the Peace Studies and Conflict Resolution program operated as a unit of the department. Political Science and has made an immeasurable contribution to the development of the entire university with its commendable programs and a large number of candidates for its programs, including; BSC in Peace Studies and Conflict Resolution, PGD in Peace Studies and Conflict

Resolution, MSC in Peace Studies and Conflict Resolution, Mphil-Phd in Peace Studies and Conflict Resolution and PhD in Peace Studies and Conflict Resolution. The department is known to have graduates who have a large and significant impact in their workplace, and the list continues to grow. These programs aim to equip students with the necessary knowledge, skills, and competencies to effectively resolve and manage conflicts and promote peace in their communities, Nigeria, and the global community.

Leadership - Professor Samuel Opeyemi Iroye (PhD) is the pioneer and current Head of the Department of Peace Studies and Conflict Resolution at the National Open University of Nigeria. He is also currently an Associate Professor in the Faculty of Social Sciences at the National Open University of Nigeria, Jabi Abuja. (NOUN, 2022). Since its inception, NOUN's Peace Studies and Conflict Resolution program has provided students with a comprehensive understanding of the theories, concepts and practices of peace and conflict resolution. With a focus on promoting peaceful coexistence, understanding and resolving conflicts, and promoting social harmony, the program offers a combination of theoretical and practical approaches that enable students to effectively deal with various conflicts, including those related to politics, culture, religion, and ethnicity.

Curriculum and Course Structure - NOUN's Peace Studies and Conflict Resolution program has a well-structured curriculum covering a range of topics such as peace and development, conflict analysis, peace negotiations, and peacebuilding. The program also offers elective courses that allow students to specialize in areas of interest such as gender and peace, environmental peace, and peace education. The course structure is designed to be flexible so that students can pursue the program at their own pace and pace.

Faculty and Resources - NOUN's Peace Studies and Conflict Resolution program is taught by experienced faculty who are experts in their fields. These faculty members bring a wealth of knowledge and practical experience to the classroom, ensuring quality education for students. In addition to faculty expertise, the program utilizes various resources such as online databases, research articles, and multimedia materials to enhance learning. The National Open

University of Nigeria is known for producing courses for each of its programs from first degree to Ph.D. These textbooks or course materials are available online as hardware and software copies.

The development of literature at the National Open University of Nigeria has significantly influenced the expansion of literary works in research institutions in Nigeria. Okebukola (2013) states that the NUN students he interviewed last week confirmed that the university has expanded online resources and that many students can now access and download electronic text materials remotely. A third force raising the profile of open and distance education is cross-border higher education. Many online courses are offered by various educational institutions from all corners of the world (Okebukola, 2008). The number of Nigerians entering these programs has continued to grow despite the dubious nature of most.

Field Internship and Practical Experience - Provide students with practical experience in peace and conflict resolution, the program includes internship and practicum. These opportunities allow students to apply their knowledge and skills in real-world settings such as peacekeeping organizations, government agencies, and non-governmental organizations. This hands-on experience is invaluable for students' seeking careers in peace and conflict resolution.

Support and Services - NOUN offers a variety of student support services to ensure that students have access to the resources and help they need during their studies. These services include academic advising, library services, and financial aid. The university also offers a virtual learning environment that allows students to access study materials, participate in discussions and submit assignments online. NOUN also played an important role in resolving the conflict in Nigeria. The University's Peace and Conflict Resolution Studies program equips students with the necessary skills to become effective mediators, negotiators and peacemakers. Graduates of this program have helped resolve various conflicts at community, regional and national levels.

Peacebuilding Research Initiatives: NOUN is actively involved in research projects aimed at promoting peace and conflict resolution. University researchers collaborate with local and international partners to conduct research on various aspects of peace and conflict, including the root causes of conflict, the impact of conflict on communities, and the development of effective peacebuilding strategies. One such research project is the Center for Peace and Conflict Resolution (CPCR), which focuses on research, education and capacity building in peace and conflict resolution. CPCR conducts research on various topics such as the impact of violence on education, the role of women in peacebuilding, and the development of early warning systems to prevent conflict.

NOUN through the Department of Peace Studies and Conflict Resolution currently publishes the International Journal of Peace Studies and Conflict Resolution. It is a peer-reviewed journal published twice a year, precisely in February and August each year, and accepts well-researched articles from various fields in the social sciences, arts and humanities, management sciences, and sciences, but must be relatively related to peace. Studies conflict resolution, strategic research, and related topics. Articles submitted to the journal are carefully selected, reviewed, and efficiently edited by editors who have been tested and proven before publication as researchers and practitioners experienced in various fields and practices.

Partnerships and Collaborations: NOUN recognizes the importance of partnership in promoting peace and conflict resolution initiatives. The university collaborates with national and international organizations, academic institutions, and non-governmental organizations specializing in peacebuilding and conflict resolution. These partnerships facilitate information exchange, capacity building, and joint projects aimed at solving complex social challenges related to peace and conflict. In addition, NOUN has collaborated with several national and international organizations to promote peace and conflict resolution in Nigeria. For example, the university has partnered with the United Nations Institute for Training and Research (UNITAR) to offer peace and security training programs.

In addition, NOUN has established links with other academic institutions, research centers, and non-governmental organizations to facilitate research and capacity building in the fields of peace studies and conflict resolution. In addition, NOUN organized several workshops, seminars, and conferences on conflict resolution and peacebuilding. These events provide a forum for stakeholders such as government officials, civil society organizations, and community leaders to discuss pressing conflict issues and seek possible solutions. In addition, NOUN's emphasis on interdisciplinary research and collaborative partnerships has further strengthened its role in promoting peaceful coexistence and conflict resolution in Nigerian society.

Community Engagement: NOUN engages with local communities through various information programs, workshops, and seminars. These activities aim to raise awareness of peace and conflict resolution and involve community members in finding solutions to local conflicts. Through outreach programs, workshops, and seminars, the university works with community leaders, civil society organizations, and government agencies to address conflict-related issues at the grassroots level. By promoting dialogue, understanding and cooperation among various stakeholders, NOUN promotes the creation of sustainable peace in Nigerian communities.

The National Open University of Nigeria (NOUN) is uniquely positioned to contribute to peace studies and conflict resolution through its open and distance learning model, which enables broad access to education in various regions of Nigeria. NOUN's Peace Studies curriculum provides students with a deep understanding of conflict dynamics and sustainable peacebuilding strategies. In September 2022, NOUN celebrated the first International Day of Peace with the theme: "Stop Racism, Build Peace. The Department of Peace Studies and Conflict Resolution at NOUN joined the world in celebrating the United Nations International Day of Peace to remind people of the need to commit to peace above all else. It took place on September 21st, the annual meeting was celebrated for the first time at the university where the book "Peace and Nationalism" was published.

The event took place at the university headquarters in Abuja and was attended by relevant agencies including Hon. Minister FCT, NSCDC, United Nations, National Orientation Agency, and National Center for Women Development, Abuja. NOUN Vice Chancellor, prof. Olufemi Peters expressed his joy that the university joined the rest of the world in celebrating Peace Day, even as he thanked the Department, Dr. Iroye Samuel Opeyemi, for organizing the event.” The conference was preceded by a "Peace Walk", which started from the Faculty of Social Sciences of the University to Dantata Bridge, Airport Road, Abuja (NOUN, 2022).

Challenges associated with the role of the National Open University of Nigeria (NOUN) in the field of Peace Studies and Conflict Resolution

Despite the significant contributions of NOUN to Peace Studies and Conflict Resolution in Nigeria, there are still some challenges that need to be addressed. These challenges include Inadequate funding for research and community engagement projects and limited collaboration between NOUN and other relevant institutions, particularly at the grassroots level, Insufficient emphasis on practical skills development in the Peace and Conflict Resolution Studies program, limited access to resources, and lack of proper infrastructure. Others include:

Inadequate Funding – Poor funding is one of the major problems in the governance of the National Open University of Nigeria. National Open Nigeria has received inadequate allocations for administrative and operational costs and this has affected the operations of some of its state and regional offices across the country. The National Open University is like any other Public University in Nigeria funded by the Federal Government through the National Universities Commission. The university system requires a lot of money to carry out programs of study, research, and community service.

Inadequate Academic Staff - is another major problem in the National Open University of Nigeria. Many state and zonal offices of the National Open University of Nigeria are not adequately equipped to manage the operations of the offices across the country. This problem is common to all public universities in Nigeria. Many public universities in Nigeria are

understaffed and do not have the financial capacity to employ sufficient staff (Ogunode and Adamu, 2021). Nigerian universities are facing the problem of faculty shortage in many departments and faculties, especially in programs such as sciences (Ogunode and Abubakar, 2020).

Inadequate Infrastructural Facilities - The National Open University of Nigeria is also facing the problem of inadequate infrastructural facilities in some states and regional offices across the country. According to Ogunode, Abubakar, and Ajape (2021) and Ogunode and Agwor (2021), infrastructural facilities are facilities that assist in the delivery of academic and non-academic services in educational institutions. Infrastructure services include; libraries, laboratories, halls, offices, administrative blocks, hostels, road facilities, water, electricity, internet etc. Sufficient availability of infrastructural facilities supports the effective management of educational institutions, and deficiencies hinder the effective management of educational institutions. Many public universities in Nigeria lack adequate lecture halls, laboratories and offices for students and academic staff (Ogunode and Okwelogu, 2022).

Role of the National Open University of Nigeria

The National Open University of Nigeria (NOUN) plays an important role in promoting peace studies and conflict resolution in Nigeria and the African continent. As a distance learning institution, NOUN has a unique ability to reach a wider audience and equip them with the knowledge and skills needed for peace and conflict resolution.

The research results revealed:

NOUN's commitment to peace research and conflict resolution has had a significant impact on society. Graduates are well-equipped to resolve conflict in a variety of settings, including interpersonal, community, national, and international. The university is home to a diverse and qualified faculty with expertise in various disciplines. NOUN lecturers actively participate in research and significantly promote their department. Their expertise and contributions span a wide range of subjects including, but not limited to, science, technology, engineering, mathematics, social sciences, humanities, and business.

The institution's teaching staff consists of experts with extensive knowledge in their field. They hold advanced degrees and have demonstrated a commitment to academic excellence through research, teaching, and professional achievements. The expertise of NOUN's faculty spans a wide range of disciplines, ensuring that students have access to quality education and guidance. The research fields of NOUN faculty members are diverse and reflect the university's commitment to global issues. From cutting-edge scientific discoveries to innovative social science research, faculty contributions span a wide range of topics. Some common areas of research include sustainable development, health care, environmental protection, technological development, economic policy, cultural studies, and educational reform.

NOUN's flexible learning system enables a variety of teaching methods, including face-to-face lectures, online courses, and self-paced learning materials. These methods are designed to meet the diverse needs of students and promote active learning. However, the effectiveness of these methods in achieving program goals needs to be further evaluated through research and student and instructor feedback. The impact of NOUN's peace research and conflict resolution programs on promoting peace and conflict resolution in Nigeria is yet to be fully quantified. However, anecdotal evidence indicates that many graduates have gone on to work in various peacebuilding and conflict resolution organizations, contributing to the overall peace and stability of the country.

Conclusion

The National Open University of Nigeria plays a crucial role in peace studies and conflict resolution through its curriculum, research initiatives, and societal impact. By equipping students with the knowledge and skills required for peacebuilding and conflict resolution, NOUN contributes to the creation of a more peaceful and stable society in Nigeria and beyond. As a University, NOUN, through the faculty of Social Sciences, possesses diverse expertise and makes significant contributions to research across various disciplines. Their dedication to advancing knowledge and nurturing the next generation of scholars underscores the

university's commitment to academic excellence. This is evident in the effective roles of the Department of Peace Studies and Conflict Resolution.

Recommendations

In view of the above, the underlisted are thus recommended:

1. Strengthening of partnerships between NOUN and other institutions, including local NGOs and community-based organizations, to facilitate knowledge sharing and resource mobilization.
2. Enhancing the practical skills component of the Peace and Conflict Resolution Studies program by incorporating more experiential learning opportunities, such as internships and fieldwork.
3. Enhancing NOUN's role in peace education, conflict resolution, curriculum development, teaching methods, and outreach programs, as well as strategies for raising awareness and interest in peace education among students and the wider community.
4. Increment in the budgetary allocation of the National Open University of Nigeria. This will enable the university to provide adequate infrastructure facilities to all its state and zonal offices across the country.
5. The Government should support the NOUN in its effort to promote the ideals of peace in the country. The government should also ensure internet service providers and energy companies improve the quality of their internet service and electricity supply across the country.
6. This study is a work in progress and it is recommended that researchers and practitioners build on it to ensure NOUN continues to strengthen its role in the promotion of the ideals of peace and conflict resolution.

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DEVELOPMENT-INDUCED DISPLACEMENT AND ITS EFFECTS ON HUMAN SECURITY IN THE FEDERAL CAPITAL TERRITORY, ABUJA

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ABSTRACT

Development is often associated with positive change, progress, and improvement, but it can also generate negative effects like displacement. Thus, this study examines development-induced displacement and its effects on human security in the Federal Capital Territory, Abuja. The study adopts a qualitative approach, in which data was gathered from the internet, newspapers, textbooks, and journals, along with the conduct of an informal interview. The narrative method of data analysis was used to analyse both the secondary data and the interview. The purposive sampling technique was used to select twelve (12) participants who were knowledgeable about the subject matter. The study discovers, among others, that the drivers of development-induced displacement in FCT, Abuja, are conflict between government ownership of the land and indigenous claims of ownership, non-adherence to the Abuja Master Plan, attitudinal problems of some Nigerians, abuse of political office, and elite land politics. The effects are infringement on political rights, eroding community security, and loss of jobs and livelihoods. The study recommends community engagement mechanisms that recognise transparency and participatory decision-making processes for development projects, involve affected communities in planning and implementation, and provide adequate compensation. The study concludes that the federal government of Nigeria should be guided by the United Nations Declaration on the Rights of Indigenous Peoples when implementing any developmental projects. Both indigenous people and other citizens residing in FCT, Abuja, should be properly planned for from a human security perspective that ensures safety and freedom from fear and want.

Keywords: Development, Displacement, Federal Capital Territory, Government, Human Security

Introduction

Development-induced displacement is a social problem confronting humanity in different strata of society. The problem is not only affecting the developing world but also the developed world, but the implementation of developmental projects and policy approaches may differ. Development ought to be the process by which the economic well-being and quality of life of a nation, region, local community, or individual are improved (Melketo, Seiber & Bonatti 2023).

In Nigeria, the implementation of government policy that has to do with the official process of people being involuntarily moved from their homes has had a negative impact on the affected population in the past (Usang 2021). At times, government policies require groups of people to find new places to live, which have negative consequences. For instance, following the International Court of Justice ruling ceding the sovereignty of the Bakassi Peninsula to Cameroun, the Bakassi returnees are still grappling with the challenges of being properly resettled (Usang 2021). Also, Akpoghome (2015) contends that the Nigerian government is responsible for some of the displacement in Nigeria with respect to their obnoxious laws and policies, and this includes both the state and federal governments.

At this juncture, it is noteworthy to bring more clarity to the concepts of development-induced displacement (DID) and development-induced internal displacement (DIID) to justify the focus of this paper.

Development-induced displacement (DID) refers to the forced relocation of people from their homes and livelihoods due to development projects such as dams, mines, infrastructure, and urbanisation (Adeola 2023). This involves physical displacement, where people are forced to leave their original habitat and move to a new location, which can lead to the loss of homes, livelihoods, cultural heritage, and social networks (Thakuri 2018). It may be more complicated if there is no plan or arrangement for the new location by the appropriate authority (Adeola 2022). Development-Induced Internal Displacement (DIID), on the other hand, is a subset of Development-Induced Displacement (DID), specifically referring to

internal displacement within a country's borders that involves forced relocation within the same country, often due to development projects, conflict, or natural disasters (Thakuri 2018).

The focus of the study is on development-induced displacement and with the critical examination of several studies on displacement, it was discovered that most of the studies concentrated on violent-induced displacement in the North East, especially Borno, Adamawa, and Yobe, which are seen as the epicentre of internally displaced persons as a result of Boko Haram extremism. Therefore, this study is set to bridge the gap on displacement induced by development in Nigeria, with a focus on the Federal Capital Territory, Abuja. Thus, the study intends to investigate the drivers of development-induced displacement and examine the effects of development-induced displacement on human security in the Federal Capital Territory of Abuja. The study will also explore alternative measures to curtail development-induced displacement in the Federal Capital Territory, Abuja.

Conceptual Analysis

Development induced displacement

Some displacement does not occur as a result of armed conflict or natural disaster, but at times people are forced to be dislocated from their habitat because of a developmental project. Forced population displacement is always crisis-prone, when necessary, as part of broad and beneficial development programmes (Adekeye, Ajayi, and Fawole 2019). Development-induced displacement is characterised by the permanent relocation of all households within a geographic area as a result of the construction of infrastructure projects, including large dams (Terminski 2013 a). Most of the time, no proper resettlement plan is put in place by the Nigerian government for developmental projects, which makes the affected population vulnerable (Satiroglu & Choi 2017). The results have usually been very negative for most of those people who have to move, as well as for other people in the area, such as host populations (Terminski 2013 b).

Displacement due to development projects such as dams, mines, and urban infrastructure often leads to livelihood decline among affected communities (Adeola, 2023).

Adeola (2023) further contends that the challenge therefore lies in implementing projects that achieve national or regional development goals while also generating positive social and economic outcomes for displaced populations. Development-driven displacement is a highly diverse global social problem occurring in all regions of the world, a human rights issue, and a source of challenges to public international law and institutions providing humanitarian assistance (Adeola 2022).

Human Security

Human security can be traced to Dr. Mahbub UI Haq, who was the special adviser while preparing the Human Development Report (HDR) of the United Nations Development Programme (UNDP). Once the HDR was published in 1994, the discourse on human security took on another dimension worldwide (Divya 2023). Thus, the concept of human security became visible because of the inadequacy of traditional security mechanisms to protect people from both violent and non-violent threats as a result of the convergence of factors in the post-Cold War era (Thakuri 2018).

Studycorgi (2021) emphasised that human security's main aim was to rectify the over-concentration and definition given to the aspect of security through the blending of several concepts. As a result, it gave birth to a mixture of both human rights and human development, addressing the security of humans and their communities. Another position of inventiveness is to ensure freedom from want, fear, and beyond for every person against global insecurity (Alsawalqa 2021). One of the objectives of human security is to protect the vital core of all human lives in ways that enhance human freedom and human fulfilment (UNDP 2022).

An overview of Federal Capital Territory, Abuja

The Federal Capital Territory (FCT), an administrative territory in central Nigeria, created in 1976, is composed of six (6) council areas, namely Abaji, Bwari, Gwagwalada, Kuje, Kwali, and Abuja Municipal (AMAC) (Oloja 2021). Abuja is both a Federal Capital Territory within the nation of Nigeria and a city within that territory. It officially became Nigeria's capital on December 12, 1991, replacing the role of the previous capital, Lagos (Babagana 2020). The

territory is located north of the confluence of the Niger and Benue rivers. It is bordered by the states of Niger to the west and northwest, Kaduna to the northeast, Nasarawa to the east and south, and Kogi to the southwest (Oloja 2021, Babagana 2020).

The city's estimated population was 3,564,126 in 2016. Abuja has experienced huge population growth, with some areas growing by 20–30 percent. As a result, squatter settlements and shanty towns have spread rapidly in and outside the city limits (Babagana 2020). The developments on the edges of the city, such as Karu, Durumi, Nyanya, and Maraba, are slums in the shadows of affluence. The Abuja-Kaduna highway, a major route out of Abuja to the northwest of Nigeria, is well known for bandit attacks and kidnappings, and since 2019, a rise in kidnappings and abductions has been noted in Abuja (Oloja 2021).

Legal issues and policy issues on development induced displacement

The Guiding Principles on Internal Displacement, created in 1998, set out the rights of internally displaced persons (IDPs) and the obligations of governments towards them in accordance with international law (Adeola 2023). The Guiding Principles are 30 standards that outline the protections available to internally displaced people (IDPs). They detail the rights and guarantees relevant to the protection of IDPs from forced displacement, their protection and assistance during displacement, and the achievement of durable solutions (Amnesty International 2023).

The development of the 2009 Africa Union Convention for the Protection and Assistance to Internally Displaced Persons, which is known as the Kampala Convention is a landmark instrument that established a common regulatory standard for IDPs (Kuwali 2023). Upon coming into force on December 6, 2012, the Kampala Convention made history as the world's first regional instrument that legally binds governments to provide protection for the rights and well-being of those forced to flee inside their home countries due to conflict, violence, natural disasters, and human rights abuses (Adeola 2016). It draws heavily from the Guiding Principles and is also the first common regional framework to define roles and responsibilities for a wide range of institutions, organisations, and other stakeholders operating

in displacement settings, covering all phases of displacement (ICRC 2016). It takes an innovative approach, formulating responses tailored to the specifics of displacement in Africa. It obligates its state parties to integrate its provisions into domestic legislation by adopting laws and policies on internal displacement (Bitiyong & Sheriff 2019). The Kampala Convention summary is as follows:

- It reaffirms that national authorities have the primary responsibility to provide assistance to internally displaced people (IDPs) and create the conditions necessary to achieve durable solutions to displacement.
- Comprehensively addresses different causes of internal displacement: armed conflict, generalised violence, human-caused or natural disasters, and development projects such as dams or land acquisition for large-scale agriculture.
- Recognises the critical role that civil society organisations and host communities play in assisting IDPs and obliges governments to assess the needs and vulnerabilities of IDPs and host communities in order to address the effects of internal displacement.
- Facilitates the adoption of national legislation on IDPs' protection and assistance and policies that aim to address displacement issues.

Theoretical Framework of Analysis

Human Needs Theory

John Burton has been closely identified with the theory of basic human needs, an approach to understanding protracted social conflict that he continues to espouse and refine. He published his seminal book, *Deviance, Terrorism, and War: The Process of Solving Unsolved Social and Political Problems*, in 1979. Burton did not invent the theory, which posits the existence of certain universal needs that must be satisfied if people are to prevent or resolve destructive conflicts, but he gave it its most impassioned and uncompromising expression. Burton acknowledged his debt to Paul Sites, whose *Control: The Basis of Social Order* was published in 1973. According to Sites (1973), he defined eight essential needs whose satisfaction was required in order to produce normal individual behaviour, i.e. a non-deviant or non-violent

person; these included the primary needs for consistency of response, stimulation, security, and recognition, and derivative needs for justice, meaning, rationality, and control. Sites, in turn, recognised the importance of Abraham Maslow's conception of human development as the sequential satisfaction of basic needs, which Maslow (1954) had grouped under five headings: physiological, safety, belongingness/love, esteem, and self-actualization. Nevertheless, Burton (1997), who was at the forefront of applying this theory to social and political conflicts, has argued that human needs cannot be ordered in such a way. The idea that humans have needs whose satisfaction is the effective antidote to alienation is considerably older than this, of course, as Karl Marx's youthful reflections on Hegel suggest: The whole of history is a preparation for man to become the object of sense perception and for needs to be the needs of man as man (Rubenstein 1999).

Resources to meet human needs or to adequately implement government developmental projects may be limited, and when people's needs are not met, they feel stressed, anxious, and resentful. Several Nigerian citizens have lost their homes to demolition in Abuja without any compensation; markets have been demolished, which has led to the loss of jobs for some youths in Abuja; and village communities have been relocated for developmental purposes in Abuja. All these have implications for vital human need issues such as distributive justice and participation, safety and security, freedom, respect, dignity, cultural security and religion, the need for consistency of response from the government, health care, employment, self-esteem and self-actualization, and personal fulfillment, among other needs that are major elements within the human security discourse.

Burton (1997) suggested that appropriate institutions are needed to cater for people's needs to promote peace and prevent conflict and insecurity in society. Therefore, it is the position of this paper that these appropriate institutions can include all actors involved in the promotion of peace and human security, such as the government, civil society organisations, and development partners, and the enactment of appropriate laws that will completely resolve issues surrounding development-induced displacement in FCT, Abuja.

Drivers of Development Induced Displacement in Abuja

Conflict between government ownership of the land and indigenous claims of ownership:

No individual has the authority to sell land; therefore, it is the FCT authority that has the power to allocate or sell land in FCT, Abuja. However, some indigenes still sell land to people in FCT, and such buyers will develop the land, but the implication is that such properties are not safe because they may be demolished at any time and owners displaced (Samsudin, Ibrahim, Suratman, & Adnan, 2021). To corroborate this view, Audu, M.K., narrated that “the government owned the land they say according to the law, but there were original owners of the land before the federal capital territory was cited here, so it is annoying if the indigenes are not given proper consideration (personal communication, January 15, 2024)”.

Non-adherence to the Abuja Master Plan: The Abuja Master Plan is a type of urban planning that pertains to the infrastructural development of a city over the long term. It is intended to guide how Abuja will be developed over time, which involves the construction of structures in appropriate places, e.g., roads, business areas, railway lanes, waterways, schools, hospitals, government offices, recreation centres, and residential areas, among others (Wuyokwe, Yakubu, & Miala 2022). Therefore, refusal to follow the guidelines on the master plan can result in demolition if the government deems it fit, and people will be displaced. To attest to this, Ayuba, M., said that “if your house is constructed on land and it is another project like a road or school that is supposed to be on it as specified by the Abuja master plan, such houses can be brought down by the government when they discover it (personal communication, January 15, 2024)”.

Attitudinal problems of some Nigerians: despite awareness of the issue of demolishing and challenges of approval from the government, some Nigerians will still take the risk of acquiring lands from sellers within the FCT without doing the proper thing. Some people have a culture of lawlessness and an attitude of cutting corners from both buyers and sellers. Adama, J. validates this by saying that “you cannot entirely blame the government for the issue of demolishing in Abuja; they have warned people not to buy land anyhow, but they won’t listen.

When FCDA now comes for demolishing, they will say the government is wicked. Some Nigerians have serious attitudinal problems (personal communication, December 16, 2023)".

Inadequate Information on the Act(s) Governing Land Administration in Abuja: Some people are not actually aware of the law that governs land in Abuja, and they did not border to find out, which may be because of the level of their exposure. Akande G. corroborates with the above that "victims of some demolition in Abuja have actually complained that they were not well informed about the provision of the law that the Land Use Act (LUA) Cap.202 (Laws of the Federation of Nigeria), 1990, governs all land in Nigeria, including the FCT Abuja. He added that Section 55 of the Land Use Act states that the powers to administer land in the FCT are powers of the President, which are delegated to the FCT minister. He concluded that there is nothing like ignorance of the law in court (personal communication. January 9, 2024)".

Abuse of political office and Elite Land Politics: There have been allegations of politicians using their influence to allocate land for themselves, their families, and their friends. In a case where there are already built structures for livelihoods or houses on the land or area they desire for themselves, the structures will be demolished, displacing the people of the area. Edoke, A. affirms that "the FCT Minister can act on the delegated powers of the President by virtue of Section 18 of the FCT Act. Consequently, under the delegated powers of the President, the Minister can allocate and administer land within the FCT in line with the provisions of the law. He added, Oftentimes, Nigerian politicians abuse the privilege accorded to them, and the elites seek to control land using the instrument of state power and the law (personal communication. January 9, 2024)".

Interference with the government Approved allocation and paucity of funds: there are challenges with unauthorised persons developing land originally allocated to another person by the government. Also, inadequate funds from the government and private individuals to develop land with various infrastructures as specified in the master plan create room for trespass by powerful individuals in society. Audu, M.K. confirms that "there are several cases of land interference in Abuja. However, he pointed out that when thorough measures are taken,

such land will be withdrawn from individuals who trespass on it, irrespective of the level of development on the land, with the resultant effect of displacement or demolition (personal communication, January 15, 2024)”.

Urban Expansion, Gentrification, and Infrastructural Development: As Abuja grows; there will always be a desire by the government to have a befitting capital territory, thus more infrastructural development in partnership with the private sector or real estate developers. Thus, there may be encroachment on surrounding communities that people have thought urban development will not catch up with, thereby facing the crisis of demolition and displacement of communities. A vendor corroborated this by saying that “Abuja is not built for poor men like me because where I am currently selling my food stuff and provisions, the government may come tomorrow and say that the place is allocated for flower planting or a recreation centre; what will I do? You cannot fight the government. We are only pleading that they should make provision for the poor masses too, because this is the place I am getting my livelihood from (personal communication, December 5, 2023)”.

Activities of Saboteurs, Land Grabbers, and Racketeering: A senior official member of the Department of Development Control of the Abuja Metropolitan Management Council stated that in recent times, there has been an upsurge in the case of land grabbing and unapproved development, and from the look of things, it is a well-coordinated syndicate in FCT, Abuja. Also, the senior officer called on the Economic and Financial Crimes Commission (EFCC) to come to their aid in tackling the growing activities of land grabbers within the Federal Capital Territory (EFCC 2024). To ascertain the activities of land grabbers in Abuja an estate developer posited that “buying land in Abuja now you must be very careful and advised that potential buyers should cross check status of land with Abuja Geographic Information Systems (AGIS) where decision concerning land can be taken from an informed position with a reliable and up to date data. He added that when the government begins to demolish illegal structures and unapproved development in Abuja, the activities of land

grabbers and racketeering might be at the root of it (personal communication, December 12, 2023).”

Political and Economic Interest: several times, the government prioritises political and economic benefits above the needs of the citizens and local communities when it comes to the construction of major roads, bridges, and large-scale government projects like energy infrastructures, which include many components: generation, transmission, and distribution of electricity, among others. This often requires the acquisition of land, which may lead to displacement. A resident of Kado Community in Life Camp, FCT Abuja, attests to this fact: “If the affected community is not willing to voluntarily move, the government will force them to move, considering the political and economic benefits of the projects (personal communication, March 12, 2024)”.

**Effects of Development-Induced Displacement on Peace and Human Security in Abuja
Infringement on political rights and other fundamental human rights**

Jannamike (2023) asserted that Dr. Ibrahim Mualeem Zikirullahi, Executive Director of the Resource Centre for Human Rights and Civic Education (CHRICED), claimed that “Over the years, successive Nigerian governments have refused to adequately compensate the Abuja Original Inhabitants, whose lands were taken by Military Decree 6 of 1976, which is a blatant disrespect and violation of their rights.” He added that the disturbing condition of the original inhabitants was further highlighted when a visit to their communities revealed a stark lack of basic amenities like functional health and educational facilities, clean water, and proper sanitation. Even the democratic rights enjoyed by other Nigerians, such as voting for a governor and a state house of assembly, are denied to the original inhabitants of Abuja. Yet, the indigenous people of Abuja have nobody to mount pressure on the government to ensure they enjoy political security. Similarly, Duchi, E. A., explained that “the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) was the most comprehensive international instrument on the rights of Indigenous peoples. Therefore, the political security of the indigenous people of Abuja should be a government priority, as should any other law-abiding citizens within FCT (personal communication, May 6, 2024).

Loss of jobs, businesses, and livelihoods: A livelihood is a means of making a living. It encompasses people's capabilities, assets, income, and activities required to secure the necessities of life. Therefore, when people are forcefully relocated due to development projects, they may not be able to sustain their livelihood or recover from the shocks and stresses of demolishing their houses or businesses. Onuh, M.O., explained that “I was surprised that the popular UTC, Area 10 Abuja, was demolished for better restructuring of the complex, and the temporary site provided for traders to occupy is not conducive to business activities yet. Thus, the trader’s economic security is not guaranteed for now. He added that some traders complained that their goods were still trapped inside during the demolition, which is not fair (personal communication, December 12, 2023)”.

Increase in criminal activities: taken away the means of livelihood from able-bodied young men and women without any means of survival; it may increase the chances of making the wrong choice of antisocial behavior. Duchi, E. A., attests that “when authorities demolish sources of livelihood in urban centres, some of the affected youths move to semi-urban centres and team up with other criminal elements there, thereby creating insecurity, which has negative implications for the physical security of residence in such places, and people will be forced to also relocate from such places as insecurity increases (personal communication, May 6, 2024)”.

Loss of investment and properties: there are victims of the demolition exercise in Abuja whose investments were affected, and there is a possibility that people have deployed their life savings into such investments or borrowed money from the banks. Adama, J. lamented that “I will not advise anyone to purchase land anyhow in Abuja except estate land, which is safe from demolition. He added that he witnessed the demolition of the water company of a retired public servant in Pyakassa-Luge, in which all his entire savings were invested. The man could not survive the loss of the investment and property; he died the following year (personal communication, December 16, 2023)”.

Loss of farm lands and increased food insecurity: the places the indigenous people normally farm have been overtaken by development projects. Audu, M.K, posited that “My brother, we don’t have land to farm again. Estate developers and the government have taken over all the places. Before we normally use our farm produce to supplement whatever we have, we buy almost everything from the market now; the pressure is high (personal communication, January 15, 2024)”.

The development of federal capital territory Abuja to measure up with other capital cities of other countries in the world, with resultant effects on both indigenous inhabitants and other citizens of the area, and the growth in urbanisation continue to displace people from their houses and livelihoods. The major fallout from this drive for development is development-induced displacement.

Conclusion

The massive infrastructure development in the federal capital territory, Abuja, and continued improvements in the capital city do not occur without cost. The demographic expansion and need for urbanisation usually drive the government to ensure the federal capital territory fits the status it is designated for when compared to other capitals of nations around the world. In line with this, development becomes a necessary evil. The federal government of Nigeria should be guided by the United Nations Declaration on the Rights of Indigenous Peoples when implementing any developmental projects. Both indigenous people and other citizens residing in FCT, Abuja, should be properly planned for from a human security perspective that ensures safety and freedom from fear and want.

Recommendations

- i. Establishment of indigenous cities and modernization of their settlements within the federal capital territory, which can also serve as tourist sites that generate revenue for the government.

- ii. Conferment of special citizen status to the indigenous people in recognition of their sacrifice of parting away with their ancestral land for government use and adequate protection of the indigenous political rights within the FCT, Abuja.
- iii. The new places the indigenous people are moved to should be developed with modern infrastructure that will also serve as a peace-building mechanism to checkmate any dissatisfaction and disgruntlement against the government, even for future generations.
- iv. Community engagement mechanisms that recognise transparency and participatory decision-making processes for development projects that involve affected communities in planning and implementation.
- v. Effective monitoring and supervision of federal capital territory to watch out for the erection of a new project so that illegal buildings will be detected early enough before reaching the advanced stage and will be stopped immediately.

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ROLE OF FAMILY IN ENTRENCHING PEACE EDUCATION IN OWERRI, IMO STATE, NIGERIA

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ABSTRACT

This study aims to assess the role of the family in creating and maintaining peace in Owerri town in Imo state. The once peaceful town has now been known for conflicts and violence, which have affected lives in the community. Using a qualitative methodology through review of relevant literatures, authored books and journals, the study assesses ways in which family dynamics and relationships contribute to the promotion of peace education within the community. The findings suggest that strong familial tie and support systems can lead to a more peaceful and cohesive society. It highlights the importance of addressing issues within the family unit in order to promote peace at a larger societal level. Overall, this study sheds light on the significant impact of family dynamics on peace building efforts in Owerri. While contributing to academic knowledge, the study can inform policy decisions related to peace education and family empowerment.

Keywords: Conflict, Entrench, Family, Peace education, Society

Introduction

The definition of man as inherently selfish by Thomas Hobbes, a Classical Realist, emphasised that human nature shapes the human system as man maximises his interest over and above other people's interest (Elman & Jensen, 2014). This human nature, according to Swain & Das (2022), leads to conflict, violence and unbending wars. In an attempt to replace this culture of violence with a culture of peace, peace education raises awareness of non-violent means of dealing with conflicts. Leicht & Harper (2018) explain that education is a significant method that may aid in the establishment of long-term and sustainable peace by teaching and training people on issues related to peace. On this basis, peace education is the only weapon that may

prevent conflicts from arising and establish circumstances for global peace. Peace education is, therefore, an essential component of building a harmonious and peaceful society.

Notwithstanding the essence of peace education in building a harmonious and peaceful society, Owerri town, located in Imo state, the south-east of Nigeria has recently been experiencing conflicts and violence ranging from political unrest to killings, kidnapping, robbery and protest, indicating a gap in the promotion of peace education. According to Nwebo (2024), the chronic level of insecurity in Owerri is a major source of anxiety for the citizens in the city. Numerous lives and properties have been lost due to these violent activities. These criminal activities, by extension, threaten the national security and tranquillity. There is also a high craving for amassing wealth by the youths in Owerri, leading to their involvement in advanced free fraud, kidnapping, and killing so as to make money.

With the concerns above, the role of family in raising children free of violence becomes pertinent in Owerri. This is because peace lies at the epicentre of the society being the glue that holds the society as a united entity. As the first brick to build the structure of a community, the family is the basis on which “a child's lifelong process of learning starts after birth (Rusli, 2020).” In different periods of the historical development of human society, the family, as one of its integral parts, has undergone evolution as a social institution. The family has gained new roles, values, and norms formed during the years of transformation. Goody (2021) observes that the traditional role played by the family has enormously changed in the 21st Century due to certain interrelated factors. Despite the numerous literatures on the role of family and society in value education, and the role of parents in the education of children, there is limited study on the role of the family in promoting peace education in Owerri.

Forming the personality of an educated nation starts from early childhood to adulthood. Article 1 of the law on the National Education System states that early childhood education is a coaching effort aimed at children from birth to six years of age, which is carried out by providing educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education (Hastuti & Utomo, 2022). This study

is important because it could lead to the creation of a successful peace education programme in Owerri by highlighting the critical role of the family in promoting peace in the community. This study covers families in Owerri, Imo state. Imo is one of the five states in the southeast of Nigeria. A qualitative method, using secondary data from authored books, online publications, and other relevant analytical contributions of existing scholars, was used.

Concept of Peace Education

As expressed by Niyitunga (2020), the term peace education consists of two terms: peace and education. Education is one of the human efforts to build a personality in accordance with the values of society and culture. The term education is a shaper of the nation's personality that starts from early childhood to adulthood (Kalamuddin et al., 2023). In the Roman Empire, Niyitunga analyses that peace meant both cessation of fighting and the rule over subject races; peace education challenges the long-held belief that wars cannot be avoided. It, therefore, transforms people's mind-sets with regard to the inevitability of war and enables people to see that alternatives exist and that there are ways by which violent conflict can be prevented.

The concept of peace education in the family is based on a psychological, social, political, ethical, and spiritual state with expressions in the intrapersonal, interpersonal, and global areas of human life, according to the Integrative Theory of Peace. The theory holds that peace is the finest fruit of the human individual and social maturation process (Zadja & Majhanovic, 2021). All human states of being are the outcome of the main human cognitive, emotive and conative capacities, which together determine the nature of the worldview. Integrative Theory of Peace posits that peace has its roots in satisfaction of human needs or survival, safety and security, as well as human quest for freedom, justice and interconnectedness (Dada, 2019).

In continuation, Isoraite & Kolagija (2019) explain that peace education helps young people to gain knowledge; it enhances their skills in the area of peace, and enables them to form an attitude about the meaning of peace in human life. It prevents the emergence of conflicts and creates conditions for peace. As observed by Ige (2020), Peace Education is a

deliberate attempt to educate children and adults in the dynamics of conflict and the promotion of peacemaking skills in homes, schools and communities throughout the world, using all the channels and instruments of socialisation. This helps to prevent conflicts and, in case of any, resolve them in a peaceful manner. Considering that the family is the first contact of a child, where they learn the basic knowledge about life, it is therefore pertinent to capture them early and occupy their minds with non-violent thinking, else someone else would teach them violence (Akinyaode, 2013).

The Origin of Family

The family as one of the social institutions and as defined by Miller (2010:13) is constituted by human beings and human beings are intrinsically moral agents. This study recognises family, school, religious place and communities as fundamental social institutions in Nigeria. These institutions of social agents are interconnected as the moral products found in the communities, considered as last point of socialisation are being nurtured in the family. They have essential role to play in teaching individuals and communities about peace and how to handle conflicts. According to Ihejiamaizu (2002), a typical family in Owerri, as in other communities in Nigeria, is characterised by the presence of relatives other than the husband, wife and their children.

The family is the oldest social group and can be observed at all stages of the development of particular societies and in all countries, regardless of their political systems (Stych, 2021). It is therefore, a natural element of the social structure, defined as the basic unit of social life (Article 10 of the International Covenant on Economic, Social and Cultural Rights of 1966, ratified by Poland in 1977). Though modernisation has transformed the traditional structures of the family, Megawangi (2009) regarded family as the first and main educator. Childhood, therefore, is the most important period in human life. The McMaster Model of Family Functioning (MMFF) theory, views the family as an “open system”, consisting of systems within the system that relate to other systems, such as extended family, schools, industry, religions (Sheriif, Seedat & Saffla, 2010).

From the above, it can be deduced that the family plays significant role in the formation of a child. Therefore, the kinds of people that make up a community are determined by what each family has been able to raise. A good family environment provides close relationships, good communication and model problematic behaviour; however, a problematic environment can have the opposite affect; therefore family matters in modelling a child (Aufseeser, Jekielek, & Brown, 2006). However, there are cases where children choose to become deviants due to peer pressure, or as a result of wrong choice. The point is that if greater number of families in a society responsibly raises good and peaceful children, the society stands a better chance of having greater number of good citizens. In a work that addressed failing families, Goleman (1995) asserted that as the family no longer offers growing number of children a sure footing in life, schools are left as the one place communities can turn to for the correction of children's deficiencies in emotional and social competence.

Roles of the Family in Promoting Peace Education

Value, which is important in peace education, can be regarded as a sign of what people are doing in their lives, what they care about, and how much they place in their lives. The family is the perfect unit of inculcating values unto children. In life, many behaviours, good or bad movements are acquired in the family. People peripherally adopt many habits in the family. Milde, Brennan & Isaacs (2021) agree that individual begins to acquire values in family, a social institution in the early stages of development. Through the family, the child first gets to know the good and the bad, the right and the wrong and knows the world outside. The conscience of the child begins to be shaped with the rules of parents and other family elders. Therefore, the family protects its place as the most effective resource in recognizing the good, the true, the beautiful, and the sacred as well as learning and internalising in a common life process (Singh, 2018). Ogwo (2013) collaborated that family is considered to be the primary setting in which children begin to acquire their beliefs, attitudes, values and behaviours. There are rules, boundaries and actions by members that guide family member's behaviours to what is considered desirable for the family (Miller et al., 2000).

Another way the family helps to promote peace education is by protecting and maintaining the culture of society. The family carries on the structure, culture, and values of the society. Family can add value to society and society can add value to the family. The fact that the family is the core of the community makes mutual interaction inevitable. For this reason, the values that exist in the family are reflected on the society and the values that exist in society are reflected on the family. Both the family and society explain that values are universal in nature. Values generally offer an understanding to human belief and behaviour. These values are passed on from one generation to another. Human values do not have fixed roles; values vary from one group to another or from a person to person. From this point of view, it can be maintained that making the society worthwhile is the way to make the family valuable.

Providing care and affection as well as companionship to one another are key roles of the family help in building a peaceful child (Abbey, Albert & Valsiner, 2018). The family as a cell acts only with love and respect and it dominates the understanding, affection, sacrifice and childcare. This implies that psychologically stable family is bound to positively reflect on a child. On the other hand, research indicates that the majority of violent children come from unstable, dysfunctional homes, which contributes to a dysfunctional society overall (Sabramani, Idris, Ismail, Nadarajaw, Zakaria & Kamaluddin, 2021). Day (2010) posits that family members provide close intimate contact usually characterised by deeply held commitment, trust, respect, and a sense of longer-term obligation. A child who grew in an aggressive and less affectionate environment is likely to be violent compared to a child who was nurtured in a peaceful family environment. It is evident that many individuals who carry out criminal violent activities are troubled children. Thus providing affection is one of the key factors by which the family promotes peace education.

Socially, the family provides social security to their members; encourages its members to take part in community work, obey the laws and orders of the land, ensures peace and to be good examples unto others; socialises its members to the norms, values, cultures and traditions

of the society; educates the family members; and provides recreational facilities to its members, religious training and providing the necessities of life (Yury, 2019). One of the basic attitudes that a child must have to become a good and right human being is to have good moral attitudes and values in having as God's people, children, family members and community members (Dwi Tsoraya, Primalani & Asbari, 2022). Examples, an early childhood should not lie, take things that do not belong to them, or disturb others (Jaenullah, Ferdian, Utama, 2022). These attributes are strengthened in the family, thus promoting peace education.

The family has to provide a primary group for individuals. Cooley (1967) emphasised that everywhere, human nature comes into existence, and man does not have it at birth and cannot acquire it except through fellowship, and it decays in isolation. Socialisation is the bedrock upon which man is formed. By this, the socialisation process provides the child with love, warmth and emotional security; transmits the society's culture and heritage; offers the child social identity and sense of belonging to a particular group; ascribe social class status; and provide physical security to the child's social development.

The family introduces a child to the kind of religious belief it practices. Sari (2023) posits that early childhood is the best time to lay the foundations of value, moral and religious education. Many years ago, families in Owerri were predominantly Christians. Catholic and Anglican churches were the major churches in Owerri. The core chores of children at that time were between school and the church. For the Catholics and the Anglicans, there were "Block Rosary" and "Anglican Praying Association", where children were taught the principles and doctrines of the church so as to become practical Christians. Satianingsih, Maftuh & Syaodih (2018) argue that children are not only given food, drink and a smart brain to live but are also equipped with spiritual knowledge, namely religion and good morals so that later, children can live well in society. There are many examples of how people are derailed due to no or low morals, even though the person is intellectually smart. For this reason, parents are required to introduce religion and morals to children from childhood (Rachmad et al, 2023). These roles help children to become good citizens of a society.

Main Actors in the Family

It is relevant to mention some of the key players in the family who ensure that peace education is taught to children in the family, which means "ezinulo" in Owerri dialect. The first are parents:

Parents: “*Nna*”, the “*father*”, is the main axis and becomes a reference in forming a family. He is obliged to provide a living, protection and education to his children. “*Nne*”, the “*mother*,” is a partner of the father has a very vital role in shaping the character and mental health of children. Brighthouse & Swift (2016) emphasised that parents are expected to rear children up properly and inculcate in them the right values of the society. It is within the family environment that an individual's physical, emotional and psychological development occurs. Within the family, the child learns unconditional love, understand right from wrong, and gain empathy, respect and self-regulation. These qualities according to White Paper on Families (2013) enable a child to engage positively at school, work and in society (Department of Social Development, 2013). They are the primary sources of an individual's development and considered as appropriate in society (Ogwo, 2013)

Adult children: The adult children also form agents of peace education in the family. Children's perception can be formed by their “*umunne*”, meaning “*older siblings*”. Glasper, Richardson & Randall (2022) explained that adult children can build positive and healthy perception of self and others, which may motivate the younger children. Financial, emotional, security supports are other roles played by adult children in the family.

Grandparents: In the family, the grandparents serve as mentors, historians, companions, and childcare providers. Traditionally, storytelling, proverbs, maxims, and songs are parts of family activities by which values are passed on to the young ones. This is in line with some postulates of peace education theory that emphasise teaching peace as an alternative to violence (Harris, 2004).

Other relatives: Other relatives in the family may include an aunt, uncle, cousin, and friends that help to teach peace and education in the life of an individual. The role of the family is

crucial in children's development (Koen et al., 2011) as it is perceived as a working unit that is greater than the sum of its parts; each member affects the family as a whole, while the family members also affect each member (Buswell Zarbriskie, Lundrberg & Hawkins, 2012).

Methods by which Families Promote Peace in Owerri

In Owerri, as in many other communities in Igbo land there have been many traditional ways the family inculcates peace education as also observed by Njoku, Anieke, Okafor, Isiwu & Adeyinka (2019) and are:

1. There exist peace teachings in form of folk tales, songs, proverbs, adage taught by “ndi okenye”, the elders; “ndi nkuzi”, the “teachers”; parents; grandparents. From childhood, an individual is exposed to the importance of peace.
2. When there is a dispute between siblings, it is the rightful duty of the parents or their relations to intervene and resolve the issue. This position also extends to intra-family disputes as it is in the custom. They believe in the adage, “*ebe bere ugo e bere*”, which means “*live and, let live*”. The ultimate goal is restore a harmonious atmosphere in the families.
3. There are also political units like, “umunna”, the kinsmen, “umuada”, the daughters, and “ebiri”, the age grade, stemming from families and are powerful customary agents of peaceful co-existence and peace education. These groups help to pass on from generation to generation, internal harmony, solidarity and corporate image to a child.
4. In Igbo communities, including Owerri, a child from birth belongs to the community, thus it is taught to imbibe values by members of the community. There exists a strong and lasting adage that deemphasises immorality while promoting values – “*ezi aha ka ego*”, which means “*good name is better than wealth*”.

Factors Affecting Peace Education in the Family and Remedies

Over the years, there has been a high regard for the possession of material things over value, which earlier formed the integral part of the society. Kasongo (2010) emphasised that the breakdown of family values, which hitherto possessed the potential for social values and

security, through which peace education was imbibed, has been eroded. Nowadays, poverty looks like a curse. Parenting patterns in the family affect child development because they are related to the ways the family interacts with children, including the values, norms, and rules used by the family (Fabris & Martin, 2023). Parents have to recognise and reward goodness rather than applaud wealth regardless of how it is gotten.

According to Edinyang (2012), the bridge in peace in the Nigerian family can be attributed to the influence of industrialisation, civilisation, and modernisation. These variables have affected the traditional African family negatively. In this regard, the contributions of grandparents to peace education are essential as custodians of traditions and cultural heritage. Disharmony in the family due to misunderstanding, divorce, separation, inadequate attention to children, exposure to parents' violence, etc., reduce love and care due to neglect of a child. This lack of affection and care of the parents to a child is one of the factors that affect inculcating peace education in the family. Studies have shown that children from a troubled family are unhappy and are prone to engage in violence more than children from a loving family (UNICEF, 2009).

Poverty is another factor that affects the family in entrenching peace education in the lives of their children. Due to the economic state of the country, many women are now involved in making a living unlike in the past where there were many house-wives. This gap in women watching over their children has affected the morals and values being taught in the children. Hutchings (2019) observed that negligence on unplanned and unwanted children caused by lack of sexual regulation and indiscriminate child rearing poses a challenge in entrenching and sustaining peace education in society. Teens are exposed to taking illicit drugs. At the same time, some struggle with peer pressure. To combat this problem, parents and relatives should create time to educate individuals on the consequences of doing wrong.

Conclusion

The study assessed the role of the family in entrenching peace education in Owerri, Imo State, Nigeria. The family plays an important role in the development of society. Family is the first

institution that a child is introduced to. A child spends most of the early years of his life among the parents and family members, who act as the primary source of learning for the child. The overall personality development and performance of a child depends on the training they get from their parents. Since the family is the primary and major source of socialisation for children, parents and other family members should be aware of the kind of education offered to a child to enable him to become a productive member of society.

The study reviewed relevant literature to be able to adequately discuss the role of the family in promoting peace education. It identified parents, adult children, grandparents, and other relatives as persons in the family who could help promote peace education. A good upbringing and stable family values present an efficient prevention against undesirable forms of behaviour. Due to increased violence and insecurity in Imo state, peace education is an important phenomenon that is of great interest to the society. Strengthening peace education from the smallest unit (family) to the larger unit (society) will impact the peaceful culture of the people. The fact that the city needs peace to thrive is not debatable. This study, therefore, proposes that the family is an agent of propagating peace in society by its role as bedrock for children to be peaceful. Such positive character most likely promotes a peaceful environment. The study believes that families in Owerri would be better if the values embedded in peace education are strengthened.

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TRADITIONAL LEADERS AS ARBITRATORS BETWEEN SECURITY AGENTS AND RESIDENTS IN IDIROKO BORDER COMMUNITY, OGUN STATE, NIGERIA

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ABSTRACT

This study examines the Traditional leaders as arbitrators between the security agencies and residents in Idiroko border community in Ogun State. No doubt, conflict is inevitable amongst people, peers, colleagues, heirs, folks, cohabiting in a particular place or in a community. In the light of this, the role of traditional leaders is very germane in resolving conflicts between the security agencies such as Nigerian Immigration Service personnel, Nigerian Custom Service personnel, National Drug and Law Enforcement Agency personnel and residents of Idiroko border community. This study critically observes the conflict between security agencies, residents of Idiroko border and the roles of monarchs in arbitrating the conflict, adopting modern resolution mechanisms. The theoretical thrust of this research was anchored on the functionalist theory. The theory was used to explained how society is seen as an organism and various leadership styles adopted by the traditional rulers in conflict resolution. The study revealed that the major issue of conflict between the security agencies and the residents of border community is pecuniary motive. Based on the findings of this study, it was therefore, recommended that the traditional leaders should be given more recognition through the Ministry of Local Government and Chieftaincy affairs by the state government. This will boost the morale of the monarchs to do more in conflict resolution. There is urgent need by the government to make the anti-corruption crusade more functional in order to sensitize the security personnel serving at the border post and the residents to shun smuggling, trafficking and other vices within the border post and its environs.

Keywords: Border Post, Conflict, Monarch, Residents, Security agencies.

Introduction

In Africa, traditional leaders are regarded as symbol of authority and both custodian and interpreter of socio-cultural values in the society. They were charged with the role of maintaining sanctity and sustenance of social structure that binds the persons in their domain. Traditional leaders by virtue of their positions need little or no reason to compel their subjects to act in accordance with the customary rules of the land thereby giving minimal room for conflict (Adepoju, 2007). In other words, the action of members of African communities were seen to be voluntary and geared towards the harmonious and communal interaction under the guide of charismatic leadership. To some conflict theorists, limited resources are identified as the cause of conflict in a particular environment, as struggle for them by individuals and groups leads to conflicts (Asiwaju, 2015).

In a similar vein, African traditional leaders had the mandate vested on them by history, indigenous religion, social contracts among others, to oversee resource control, its distribution and stipulate the ways of accessing them and as such were agents of conflict resolution in their domains. Unfortunately, nearly all the responsibilities discharged by the traditional leaders have been undermined by the advent of colonization (Falola, 2018). According to history, the white explorers first started their interaction with Africans through trade deals in rubber, gold, ivory and slaves before the total subjugation of African people which culminated into artificial partition of the continent that is called Scramble for Africa. In Nigeria, the colonial masters introduced the concept of indirect administration where the traditional rulers served as the intermediaries between the colonialists and their subjects.

The new political structure, however, brought about by the colonialists disrupted the indigenous social arrangement and administration. In the same vein, there were establishments of judicial councils with traditional rulers as members and law enforcement outfits which had never been witnessed before. Thus, the new protocols of governance were forced upon the society and abruptly displaced the old order and rendered the traditional ruler's misfit in the

administration of their domains. The new way of governance witnesses a decrease in their relevance and influence in conflict prevention and resolution (Ogbozor, 2016).

However, it should be noted that the power and influence exploited by African monarchs and chiefs were ones premised on time- proven traditions and ancestry, they were widely acceptable to their subjects as one from deities or gods. The traditional rulers were viewed as messengers of gods. However, the arrival of the colonialists and introduction of alien governance demystified the system and shattered the foundation of social structure and laws that once bonded together the society and the system on which the monarchs and chiefs presided (Orugbani, 2005).

Conceptual Discourse on Conflict Resolution

Conflict resolution is a process to end and not to eliminate conflict. The process is put in place to vastly moderate intensity and impact, eliminating the negative and reducing conflict to a subconscious force that continues to motivate people but does not dominate their outward attitudes and inter-group relationships. It is an intervention by a third party to reform existing relationships by effecting institutional and attitudinal change. Fostering peace and peaceful co-existence in communities largely means dealing with issues and initiating social processes to strengthen cooperative relationships and promote new ones to expand and deepen cooperation.

Douglas (2004) describes two approaches of conflict resolution as competitive and cooperative. The competitive approach is adversarial, rely on the use of force, usually perceived by antagonists as zero-sum in nature, and can readily but not necessarily lead to destructive results. The cooperative approach is non-adversarial, usually perceived as non-zero sum in orientation, and often lead to constructive outcomes.

Definitions of Terms

Conflict

Conflict refers to a disagreement or struggle between two or more parties that arises from incompatible goals, values, or interests. It can manifest at various levels, from interpersonal

conflicts to large-scale international disputes. Conflict is a confrontation between two or more parties aspiring towards incompatible or competitive means or ends which may be either manifest, recognizable through actions or behaviour, or latent in which case it remains dormant for some time as irreconcilable, unarticulated or built into systems or such institutional arrangement as government, corporation or even civil society (Mooney, Knox, & Schacht, 2005).

Dialogue

Dialogue is a communication process where individuals or groups engage in open and constructive conversation to express their perspectives, understand each other's viewpoints, and work towards finding common ground or solutions. It emphasizes listening, understanding, and fostering mutual respect. Hill (2010) sees dialogue as a conversation a process of communication through speech. A reciprocal relationship in which two or more parties endeavour to express accurately what they mean and to listen to and respect what other person says, however different her or his perspective may be.

Conflict Management

Conflict management refers to the process of handling conflicts that have already arisen in a way that minimizes negative outcomes and promotes resolution. This can involve various approaches, including negotiation, mediation, arbitration, or other techniques to address and settle disputes. Conflict Management is the process of reducing the negative and destructive capacity of conflict through a number of measures and by working with the parties involved in the conflict. In the words of John Burton, this may include “conflict prevention” (Booth, 1991)

Conflict Resolution

Conflict resolution is seen by Miles (1993:8) as “variety of approaches aimed at terminating conflicts through constructively solving of problems, distinct from management or transformation of conflict. In conflict resolution, it is expected that deep rooted sources of conflict are addressed and resolved”.

Security Agencies

Security agencies are organizations or institutions tasked with ensuring the safety, stability, and protection of a nation or community. These agencies may include law enforcement entities, intelligence services, military forces, and other organizations responsible for maintaining public order and safeguarding national security (Falola, 2018). Security agency is a governmental organization that conducts intelligence activities for the internal security of a nation. The research narrowing its target to personnel of Nigeria Immigration Service (NIS) and Nigeria Custom Service solely because of their significance to border posts and activities.

Orugbani (2005:20) opined that traditional leaders or tribal leaders are individuals occupying communal political leadership positions sanctified by cultural mores and enjoying the legitimacy of particular communities to direct their affairs. Their basis of legitimacy is tradition, which includes whole range of inherited culture and way of life, a people's history: moral and social values and traditional institution which survive to serve those values. Traditional ruler means the traditional head of an ethnic community whose stool conferred the highest traditional authority on the incumbent since before the beginning of British rule.

Border, Boundary and Border Community

Border can be likened to a fence surrounding a house in a neighbourhood within which the power of the landowner ends. He has the ultimate control of the affairs which take place within the fence but lack the influence of what happens outside the fence. The fence represents the extent of his territory. This analogue is useful to describe the entity called nation with its political and socio-cultural limit among the committee of other nations. It can be said that beyond of the territory of a state, that another begins, that is the territorial end of one nation marks the beginning of another. Borders are geographical boundaries of a legal or political state. Parson (1998) posit that the concept of a border area is a natural territory in which economic and social life is directly and significantly influenced by its proximity to an international boundary. It is important to differentiate the terms border and boundary because of close similarity and the tendency of scholars to use them interchangeably. Boundary is

understood to be the thin line which marks or divides two separate political territories, that which physically and ostensibly defines the extent of a state and separates it from the next, the neighbouring state, while border is mostly an area adjacent to a boundary. It could be some kilometers away from where the line of demarcation actually positioned (Gompert, 2008).

There are different types of borders according to border scholars. According to American Geographer, Holm wood (2005:56) puts borders in for different types, Antecedent border, Subsequent borders, Superimposed, and Natural or Relic borders.

- i. Antecedent Borders are borders which are delimited before human settlement in the area, that is, the boundary that already existed before the present settlement. In this case, the land is perceived as virgin or unsettled land and subsequently determines the pattern of settlement of people in such land e.g. Malaysia.
- ii. Subsequent Borders are borders that are developed upon settlement of people in the area. It is developed with the evolution of the cultural landscape and is adjusted as the cultural landscape changes. It is directly opposite to Antecedent Borders e.g. Vietnam.
- iii. Super-imposed Borders are those enforced on people by outsiders who are more powerful. Boundary imposed on an area by a conquering or colonizing power that is not concerned about pre-existing cultural or religion patterns. It ignores the existing cultures and usually is established by a higher authority to satisfy the demands of the superpowers, such as the colonial powers in the colonial era. African borders readily come to mind when talking about the super imposed borders as a result of Berlin conference in 1883/85 where African map was re-drawn without regard to ethnicity, religion and culture of the people.
- iv. Natural or Relic Borders are those delimited by the physical landscape and natural features present. They are borders that have ceased to function but still can be detected on the cultural landscape. It exists no longer as an international boundary. Such features as rivers, lakes, oceans, mountains deserts et cetera for instance (East and West Germany).

Traditional Institutions

By traditional institutions, we refer to the indigenous political arrangements whereby leaders with proven track records are appointed and installed in line with the provisions of their native laws and customs (Mooney, et al., 2007:32). The essence of the institutions is to preserve the customs and traditions of the people and to manage conflicts arising among or between members of the community by the instrumentality of laws and customs of the people. Traditional institutions are the custodian of their people's norms, cultures and practices. In most African setting, just as it is obtainable in Idiroko border town, Ogun State, selection of persons into the offices of traditional institutions is hereditary or by selection or election by the instrument of relevant traditional methods.

In African traditional setting, the traditional institutions are charged with legislative, executive and judicial functions. They make laws, execute them and interpret and apply the fundamental laws, customs and traditions of the people for the smooth running of their communities. Conflicts are usually managed and resolved based on the customs and traditions of the people. Traditional institutions have different approaches to conflict management and resolution; depending on the community. What is suitable in one community may not be to another. Asiwaju (2015:6) agrees with this position when he argued that traditional approaches vary considerably from society to society, from region to region, from community to community.

Theoretical Framework

The theoretical frame work adopted for this study is the functionalist theory. Functionalism theoretical framework of analysis, a theory propounded by Emilie Durkheim who was interested in how social order is or how society remains relatively stable.

The theory according to Durkheim states that society is seen as an organism which has various parts that play a necessary role but cannot function in isolation. The different parts of a society are primarily composed of social institutions each designed to fill different needs. Family, government, economy, media, education, traditional institution, security outfits and

religion are the functional parts of a society. Every part depends on one and another to have a peaceful and harmonious society. This theory is relevance to this study; 'role of traditional leaders in conflict resolution between residents and personnel of security agencies in Idiroko, Ogun State because the traditional institution is an important part of the larger society.

Their roles in maintaining social stability and orderliness is an integral function that helps in a social order. When the traditional institution fails in its roles as part of a body will affect all other parts and creates strife thereby affecting their essence in the society.

Changing Roles of Traditional Institutions in Conflict Management from Pre-Colonial to Post-Colonial Nigeria

Pre-colonial Nigeria was made up of a combination of traditional societies with numerous similarities and differences. It was made up of kingdoms representing cultural entities that were different in many ways including their traditional institutions of governance (Coser, 1996:25). There exist two main types of traditional institutions in the pre-colonial Nigeria. These include centralized authority structure and decentralized authority structure. The Hausa/Fulani pre-colonial society falls within the centralized structure, whereas the Igbo society/South-East, which the Niger Delta at the time was part of, was a decentralized system. However, the Yoruba pre-colonial society had a combination of both. Corroborating the above positions, Hall (2005) cited in Roberts (2004:26) observes that in Nigerian traditional societies, there were a plethora of structures and values in place, for example, there existed centralized political systems with strong monarchies coexisting with decentralized political structures with the kind of lineage politics characterized as 'excess of democracy'. He asserted that traditional institutions were central feature of pre-colonial governance in Nigeria.

In Idiroko border town, Ogun State just like in all other Nigerian traditional societies, governance was carried out within the framework of communities which are a common feature of the republican communities in the Western Nigeria. The compounds (Agbo-ile) were the decentralized structure in local governance within the local communities. These kingdoms were, however, presided over by strong traditional institutions corresponding to the

geopolitics of tradition. Before colonialism, traditional rulers were the sovereign authorities within their respective jurisdiction.

It has further been argued that the intervention in the traditional institutions by the state or the governing power can be traced to the colonial era as dramatic changes in the traditional institutions of authority gained momentum (Falola, 2018:45). In the same vein, the underlying logic of indirect rule system was that the colonial government directly interfered with native authority affairs and invariably the authorities of the rulers were undermined as they lost their previous autonomy and sovereign powers; being largely restricted to the dictates of regulatory roles on behalf of the colonial state (Collier, et al., 2003).

Literature Review

The review of literature is pertinent in any research, as this will give in-depth meaning and understanding of the study in question. The literature review is an introductory unit where the private investigator required to apprehend, known and unknown about the issue under investigation, detect the research gaps, create an importance of the study in order to add to body of knowledge (Haralambos & Holborn, 2004).

Various scholars have deliberated on conflicts and its components. According to Adepoju (2007) conflict can be viewed as competition between parties because most of its definitions incorporate words and terms like Struggle, Strife, or Collision. It has also been considered as a negative process. Conflict can be described as a confrontation between two or more parties aspiring towards incompatible or competitive means or ends which may be either manifest, recognizable through actions or behaviour, or latent in which case it remains dormant for some time as incompatibilities are unarticulated or built into systems or such institutional arrangements as governments, corporations or even civil society (Miles, 1993).

Conflict is an ever-present process in human relations and are rarely resolved easily, nevertheless they serve as a source of enlightenment and their products are tools for resolving conflicts of similar nature. In same vein, conflict should not be misconstrued as a negative phenomenon rather a positive process. Orugbani (2005) posits that what usually comes to

people's mind when they hear conflicts is war, fighting, misunderstanding, arguments, anarchy, stress, crisis, aggression and so on between individuals, groups, communities, nations or states. He observed that people with negative connotations of conflict tend to handle them in a destructive manner with negative effects. He advised that having positive mindset to conflict helps to manage them in a constructive manner with positive results such as dialogue, development, change, understanding, friendship, improved communication process, peace, love and relationship building.

Mediators facilitate discussion or assist parties to move toward mutual understanding and win-win agreements. This form of third- party intervention has been employed in almost all cultures in all regions of the world and all phases of recorded history. Religion leaders, community elders and at times, special intermediaries have all played role of mediator in their various efforts to deal with potentially destructive disputes in their respective communities. A third-party mediator maintains an active position in ensuring a solution to the dispute. Mediation can also be used to resolve international disputes (Babbie, 2007).

Conciliation is the simplest kind of proceeding that has ever been devised. It is a method of procedure, sanctioned by law, designed to enable disputants voluntarily to adjust their own quarrel. The weakness is that, as conciliation must yield a voluntary agreement or fail, it is always at the mercy of the obstinacy or pugnacity of either party (Coser, 1996). Recourse to conciliation is voluntary where disputing parties, without any prior agreement to refer a dispute to conciliation, voluntarily invite or accept the assistance or intervention of a third party in resolving their dispute. Parties are not bound to abide by the recommendation of the conciliator. In contractual conciliation, recourse to conciliation must be stated in a contractual agreement between the parties. For international conciliation, Article 14 of the UNCITRAL Model Law states that "if the parties conclude an agreement settling a dispute, that settlement agreement is binding and enforceable."

Arbitration is a method of resolving disputes between parties who have agreed to submit their dispute to arbitral proceedings. The parties to the conflict must have had an

agreement before or during the dispute to appoint an arbitrator. The agreement to arbitrate must be by both parties as opposed to what obtains in court proceedings where one party can initiate court proceedings without having to inform the other party. Arbitration helps parties when they need an expert opinion or technical advice on a matter which is a bone of contention between both parties (Adepoju, 2007).

Negotiation is the most frequent and probably the only universally accepted means of dispute settlement (Griffiths, 1996). Negotiations are useful where the terms of contract or resolution of disputes are complex. Each party involved in negotiations endeavor to simplify their own risks by using the bargaining power at its disposal to get 'a fair deal'.

Conclusion and Recommendations

The engrossment of traditional leaders in settling conflicts between the security agencies (Nigeria Immigration Service and Nigeria Customs Service personnel) and border residents in Ogun State, Nigeria, plays a pivotal role in adopting peaceful and settling disputes. Traditional leaders, intensely rooted in the local communities, serve as persuasive mediators and facilitators in piloting the intricacies that arise at the intersection of security issues and the needs of borders residents. Adopting dialogue, traditional rulers can bridge the communication gap between the security agencies and the border communities, safeguarding that both parties are understood and considered. Their cultural and historical knowledge offers invaluable insights into the social dynamics and disputes that may contribute to tensions in these spaces. In addition, traditional leaders often have the trust and respect of the local populace, which can enhance the legitimacy of conflict resolution efforts. Their participation underwrites to social cohesion, community-building, and the promotion of sustainable peace.

The study revealed that the Government should create an enable environment where the Traditional leaders, Security agents and border residents will live peacefully without hatred and rancour. Enhanced synergy between the security agencies; there must be a foster stronger collaboration and communication between traditional rulers and security agencies.

Establishments of joint workshops and training sessions can facilitate communal understanding of responsibilities, roles and perspectives.

The Government should establish capacity building training for monarchs; this will enhance their cultural heritage and conflict resolution skills, conflict method techniques, and understanding of modern security threats. Getting familiar with these, will assist the traditional leaders to do the needful in settling conflicts between the security agencies and border residents. The creation of local mediation committees is very crucial, which should involve the traditional rulers, security agencies, community representatives. These committees can serve as forums for continuing dialogue and conflict resolution.

Lastly, the traditional rulers must be included in the policies formulation connected to border security. Their on-the-ground insights can underwrite to more effective and culturally sensitive policies. The collaboration between the traditional rulers, security agencies, and border residents is essential for sustainable conflict resolution in Ogun State. By executing these recommendations, stakeholders can subsidise to a more inclusive, effective method and synergy to sustaining peace and security at the border regions.

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INTELLIGENCE COMMUNITY'S COLLABORATION AND NATIONAL SECURITY IN NIGERIA

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ABSTRACT

Security is a fundamental goal of all states. To support that search for security all states use intelligence, to one degree or another, to enhance decision-making. Nigeria at present is struggling with the issue of threats to her internal security as a result of the pervasive state of insecurity ranging from insurgency, banditry, militancy, Fulani herdsmen attack, succession threats and invasion of Nigeria's territorial integrity by aliens and other nations in some parts of the country has thrown up interesting challenges for the intelligence community in the country. The effectiveness of intelligence community therefore has been under scrutiny because of the recurring intelligence failures state of insecurity. Therefore, this study was to access how the intelligence community's collaboration has enhanced national security in Nigeria. The theoretical framework adopted for this study are groupthink theory and structural-functional theory. The findings of the study reveal that poor working conditions equipment encourages intelligence failure; budgetary constraints in information collection, analysing, processing and dissemination; obsolete technology; inadequate manpower, unhealthy rivalry, mistrust among agencies, policy framework inconsistency and overlapping functions between intelligence community do hamper the success of intelligence community operation in Nigeria. The paper, therefore, recommends collaborative efforts in intelligence sharing between the security agencies and government, discouraging the concentration of the security apparatus in a particular region, shuns unhealthy rivalry, and adequate procurement of modern technology to be used in intelligence gathering rather than depending only on the HUMINT source of information gathering and sharing, depoliticizing intelligence and provision of security facilities to help gather information timely to forestall impending strategic surprise or tactical surprise.

Keywords: Intelligence Community, Intelligence Gathering, Support and National security

Introduction

Intelligence refers to the process of collecting, analysing processing and dissemination of such information or data for policy making purposes. Nigeria at present is struggling with the issue of threats to her internal security as a result of the pervasive state of insecurity ranging from insurgency, banditry, militancy, Fulani herdsmen attack, succession threats and invasion of Nigeria's territorial integrity by aliens and other nations in some parts of the country has thrown up interesting challenges for the intelligence community in the country. Nations require intelligence about their immediate environment and that of other nations. This is necessary because, to preserve their security, they need to keep track of internal and external threats (Ngboawaji, 2013; Lowenthal, 2010). As a result, nations need certain instruments to contain these threats. These are a strong military supported by intelligence mechanisms. Also, nations adopt strategies and policies such as defence and security policies to enable them to respond appropriately and safeguard them from both external and internal threats (Ngboawaji, 2013; Enahoro, 2010).

Intelligence is a critical tool of statecraft, provides the necessary warning about imminent threats policy makers in order to protect a nation from being subjected to strategic surprise and tactical surprise. The intelligence community as an organization should be able to avert imminent threats to a country by providing timely, processed information to national security decision makers. This is achieved through the acquisition of covert information by covert means on the actions, policies and capabilities of other nations. The information gathered are of utmost important to national security as its analysed, processed and disseminated for use to support action. Thus, the role of intelligence is to support action that may be deemed necessary in the furtherance of national interests (Ngboawaji, 2013: p. 2).

The study of intelligence has increased significantly in the past twenty years for two main reasons. As long as the Cold War lasted, states sought to keep intelligence secrets very close; consequently, much of the literature of intelligence examined the earlier hot wars of the twentieth century and mainly in the U.S., contemplated intelligence structures including their

impact on domestic civil liberties (Gill, 2009: p. 26). But once the Cold War ended, the Western powers became somewhat more relaxed with open discussion of intelligence and the democratization regimes in the former Soviet bloc, along with similar developments in Latin America since the 1980s, was accompanied by the publication of much more official material, often in the context of inquiries into the rights abuses of former regimes. Second, interest in the literature on intelligence increased significantly after 9/11 not just because of that attack on the U.S. but also the controversial measures taken in response (Gill, 2009: p. 27).

Scholars like Ngboawaji, (2018); Elemanya, (2018); Enahoro, (2010); Clark, (2007); and Quiggin, (2007) have emphasized the need for synergy between the various intelligence community. To conduct intelligence activities, the Federal Government has variety of intelligence community agencies such as the Department of State Service (DSS) also code named as SSS. Others are; the National Intelligence Agency, the Defense Intelligence Agency (DIA), Office of the National Security Adviser (ONSA), the Nigerian Army, the Nigerian Navy, the Nigerian Air-force, the Nigerian Police, the Immigration Service, National Drug Law Enforcement Agency (NDLEA), and the Economic and Financial Crimes Commission (EFCC); We also have non- state actors' intelligence community.

Similarly, inadequate manpower, training, concentrating of the security apparatus in the North, lack of modern intelligence equipment, leadership ineptitude, policy summersault, corruption, budgetary constraints involved in intelligence circle collection and analysing, processing and disseminating intelligence information to policymakers and recent invasion of the country's territorial space to either rescue kidnapped hostage by the American Special force and the bombardment of terrorist strong-hold by the Niger Republic special forces under the command of their President has raised many concerns about the integrity of the nations' intelligence and national security mechanism. This study therefore seeks to provide answers to such questions as: What is the role of the intelligence community in the national security of Nigeria? What is the composition of Nigeria's security sector? What is the level of intelligence

support to security operations in Nigeria? What can be done to cover the lapses of the intelligence community?

Objectives of the Study

The main objective of the study is to access how intelligence community collaboration has enhanced national security in Nigeria. The specific objectives are to:

- i. Assess the role of the intelligence community in national security.
- ii. Access the composition of Nigeria's security sector.
- iii. Establish the collaboration between intelligence support and the conduct of security operations in Nigeria.
- iv. Proffer strategic solutions that will cover the lapses of the intelligence community.

Theoretical Framework

The following theoretical framework are adopted for this study namely: (a) the groupthink theory and (b) the structural-functional theory. The choice of these theories is based on the ability to explain the issue of intelligence community's collaboration and national security in Nigeria.

The Groupthink Theory (GT)

The groupthink theory is associated with Lewin K., Snyder, M., Tanke, D., and Stan A. Taylor. This theory asserts that the intelligence officer does evaluate and discussed available evidence, they gradually do this to accept prevailing interpretation of ambiguous evidence because of a desire to conform to group beliefs. The basic assumption of this theory is that most intelligence failure occurs during the analysis stage; analysts may be overwhelmed with much intelligence pressure, or kept in the dark due to insufficient intelligence; they may have prejudices that cause them to emphasize unimportant clues or even ignore important ones. They may fall victim of groupthink or may decide to cook their analysis to fit a decision-makers' recipe. In most cases, they may even be over cautious, so that they do not become embarrassed for being wrong and thus lose bureaucratic influence. A proliferation of analytical agencies within a nation's intelligence community contributes to this issue of intelligence failure.

Group-think is the opposite of fragmentation, and is no less of a hindrance to decision making. This occurs when the group suppresses intelligence information or ideas that are critical or not in direct support of the direction in which the group is moving; the group appears in agreement, and this may be caused by many factors such as past successes, which can breed a belief of an infallible team, a complacency that the team cannot err. Groupthink may also occur when a group is denied relevant intelligence information, or lack of confidence or ability to challenge the dominant views of the superior group; junior officers may not be concerned about disagreeing, either because of past events, present concerns or fear of what the future might hold, and so seek safety in numbers (Aristotle, 2024; Taylor, 2018; Snyder & Tanke, 1977; Lewin, 1952).

Groupthink is exacerbated by the fact that cohesive groups tend to rationalize the invulnerability of their decision or intelligence strategy, and this in turn inhibits critical analysis and the expression of dissenting ideas. The effect is an incomplete policy survey of available options, and an intelligence failure to examine the risks of performed decision; groupthink can occur in intelligence agencies where teamwork is either strong or weak (Aristotle 2024). Groupthink theory has been criticized for its tendency of suppressing intelligence information or ideas that are critical or not in direct support of the direction in which the group is moving; the group appears in agreement, and this may be caused by many factors such as past successes, which can breed a belief of an infallible team, and complacency.

Review of Related Literature

Under this section of the study, the major variables in this study are conceptually explicated. These concepts are intelligence community and security operation.

Intelligence Community

Intelligence is a relative rather than an absolute term to describe the process of gathering, analysing and making use of information (Scott and Jackson, 2004). Intelligence has many meanings and it is in the context in which the term is used that it can be understood. However, intelligence in this study is focused on issues related to national security such as defense and

internal security. It is the information most often provided to decision-makers to help guide future decision or actions (Ngboawaji, 2018).

To provide the necessary intelligence, nations establish and maintain their intelligence apparatus or mechanisms. The structure of the intelligence organizations differs from one country to another, but generally consist of the domestic and foreign intelligence. In the case of Nigeria, the DSS and NIA are the domestic and foreign intelligence community respectively. There is also the military component which has the DIA and the three Services intelligence organizations. These are NIAC, the Directorate of Air Intelligence (DIA) and the Directorate of Navy intelligence (DNI) (Ngboawaji, 2018: p. 8).

Security Operations

According to Ngboawaji, (2018); and Mroz, (1991), security, *“is the relative freedom from harmful threats, security itself implies an absolute condition. According, something is either secure”*. The nature of security defies the pursuit of an agreed general definition. However, security is underscored by the need to protect a nation against threats such as espionage, sabotage and terrorism. It is not surprising that the ultimate pursuit of many nations is the search for stability, peace and which are achieved through security operations. Similarly, security operations are all the activities, procedures, and actions taken or involved in the protection of lives and properties and the provision of a peaceful and stable environment for the daily conduct of lawful activities by individuals and groups within the intelligence community (Ngboawaji, 2018; Adebayo, 2008).

Collaboration Between Intelligence Support and Security Operations

Ngboawaji, (2018) opined that intelligence support is critical to operations success. Intelligence support entails that extensive collection processing, and analytical capabilities are fused together in the entire intelligence process which would use to ensure accurate and timely dissemination of intelligence. Intelligence support thus enhance that intelligence requirement is met through the visualization of the operational area as well as providing knowledge of the current disposition and activities of an adversary security operation on the other hand help in

identifying and defeating imminent threats within the area of operations through countermeasures (Elemanya, 2018; Adebayo, 2008; Clark, 2007; Quiggin, 2007).

Intelligence support and security operations feed each other. Reasons been that all operation have intelligence component in that it also reports information so gathered. Effective security operations produce information, which generates more intelligence. In the same vein, ineffective or inaccurate intelligence produces ineffective security operations which produce opposite results. For instance, many failed counter-insurgency operations in the northeast of Nigeria is as a result of ineffective information provided devoid of security leaks to the access of the terrorists.

Composition of Nigeria's Security Sector

The Nigerian state operates a multi-dimensional security system designed to checkmate internal security threats and contain external aggression. The security structure is extensive, robust and all-inclusive. It is made up of State Security providers, Government Security Management and Oversight bodies, on-State Security Sector Providers and Civil Society.

This section will give an overview of these critical security actors and institutions. It will identify state and non-state power structures in the country, the decision-makers, potential reformers and possible devious elements in government and civil society.

- a. State Security Providers: National Security and Defense as we are all aware, is in the Exclusive List of the 1999 Constitution. Therefore, the President and commander-In-chief of the Nigerian Armed Forces superintendents over these very strategic elements of the Constitution. He gives directions, and defines and guides national security and defense policies. His vision remains the driving force for national security objectives where institutions of the state draw their inspiration to implement desired procedures that enhance public security and safety. The fight against current wave of terrorism and other vices are borne by these agencies. They include the office of the National Security Adviser (ONSA), Nigerian Army, Nigerian Navy, Nigerian Air Force, Nigerian Police Force, State Security Service, National Intelligence Agency, Defence Intelligence Agency, Nigeria

Immigration Service, National Drug Law Enforcement Agency, Economic and Financial Crimes Commission. Beyond the statutory responsibilities as expounded in the various laws and provisions establishing these state institutions, the multifaceted nature of terrorism, arms proliferation, and kidnapping further raises the need for synergy amongst the security services to achieve the overall national security objectives.

- b. Government Security Management and Oversight Bodies: as it obtains in other developed climes, the Nigerian Legislature plays a major role in national security. The Committees of the national assembly which have oversight responsibilities on national security issues include Committees on Defence National Security and Intelligence, army, navy, air force, police affairs, drugs, narcotics and financial crimes and foreign affairs. Other important bodies with direct or remote security mandates include; the Police service commission, supreme Courts, Appeal Courts and other dispute resolution and decision-making mechanisms.
- c. Civil society: civil society groups serve a variety of functions in any state. In addition to monitoring the performance of security actors, they articulate the public demand for safety and security. In some cases, particularly where the capacity may be limited, civil society and other non-state actors may serve functions that provide and justice to local communities. In this case, civil society actors may include professional; organizations, policy analysts (e.g think tanks and universities) advocacy groups, human rights commissions, and ombudsmen, NGOs, the media and such other actors. Women organizations in Nigeria have grown so strong that they now offer information on gender-based violence and other issues that are not necessarily gathered by State Security infrastructure.
- d. Non-State Security Actors; Non-state security actors in Nigeria encompass a broad range of groups with varying degrees of legal status and legitimacy. For instance, the Nigeria Labour Congress (NLC), National Association of Nigerian Students (NANS), and Academic Staff Union of Universities (ASUU) are non-violent state actors. The informal

and customary legal systems are equally integral parts of the security sector that have a tremendous impact on how people perceive and experience security. Also, private security companies, vigilante groups, citizens' associations and other locally based safety and security groups are examples on Non-State Actors. Some of these actors have explicit links to police services and may be authorized by the state, by law or custom, to engage in security services. Informal and traditional justice systems or community watch groups may have a stabilizing effect in the conflict and post-conflict settings.

The Role of the Department of State Services (DSS)

The Department of State Services is a creation of the Federal Military Administration of 1986 under General Ibrahim, Babangida. It was created alongside other agencies like the National Intelligence Agency (NIA) and the Defense Intelligence Service. They form the Joint Intelligence Board (JIB) and have responsibility for ensuring security of Nigeria against threats of External and Internal sources. The Collation and integration of their inputs make up the National Intelligence estimate (Okoyen, 2020).

The statutory roles of the Department of State Services established Decree No.19 of 1986 include:

- i) The prevention and detection in Nigeria of any against the internal security of Nigeria.
- ii) The protection and preservation of all non-military classified matters concerning the internal security of Nigeria
- iii) Such other responsibilities affecting internal security within Nigeria as the Armed Forces ruling council or the President, Commander in Chief of the Armed Forces as the case may be deemed necessary.

Some of the responsibilities of Government are to make, protect and defend the body of laws being enacted for the survival of its citizens as well as protect its legally established authority against illegal or clandestine attempts to overthrow it. To ensure this, it is necessary for government to receive timely intelligence and analysis regarding persons, group and events whose activities or intentions may lead to the endangering of the security of the nation and

safety of its citizenry (Okoyen, 2020: 16). The government of Nigeria therefore used the Department of State Services to primarily provide a major part of the intelligence. The Department of State (DSS) is therefore trained and equipped for this specific purpose and it is the government's principal civil intelligence agency and the major repository of all non-military intelligence affecting the internal security of Nigeria.

The Role of the Defence Intelligence Agency (DIA)

Various security agencies in Nigeria are vested under several statuses. Thus, the National Security Agencies Act of 1984 empowers the Defense Intelligence Agency to perform the following functions:

- i. The provision and detention of crimes of a military nature against the security of Nigeria.
- ii. The protection and preservation of all military classified matters concerning the security of Nigeria both within and outside Nigeria.
- iii. Such other responsibilities affecting defense intelligence of a military nature, both within and outside Nigeria (Bodunde, et. al, 2019, p.543).

The Role of the National Intelligence Agency (NIA)

The role of the National Intelligence Agency (NIA) will be better appreciated with the context of its objective and functions. The objectives of the NIA are the protection, promotion and enhancement of Nigeria's security, national interest, economy and government policy objectives outside Nigeria (Adejoh & Shimaoa, 2018, p.85).

Other more specific roles as contained in the NSA (1986), are as follows:

- i. Obtain by convert sources or other means external intelligence on the activities or Nigerians or any perform organization or county outside Nigeria whose conduction is aimed at bringing disrepute to Nigeria and her leader or undermine the security of Nigeria;
- ii. Obtain by convert source or other means external intelligence that is capable of advancing Nigeria's vital interest;

- iii. Identify and assist in the apprehension of persons outside Nigeria believed to have committed any crime against the security of Nigeria;
- iv. Monitor the intentions, activities and policies of foreign countries/governments towards Nigeria;
- v. Monitor any external plans or acts of subversion, sabotage or terrorism against Nigeria; its economy or its people;
- vi. Conduct espionage, covert operations and counterintelligence concerning political social-economic, technology, security matters, etc.
- vii. Protect liaison with host security service for the President, Commander-in-Chief of the Armed Forces and other important Nigerian government dignitaries on visits abroad, and;
- viii. Perform such other functions as the President, Commander-in-Chief of the Armed Forces may assign or direct.

In pursuance of the National Intelligence Agency (NIA) activities abroad, the Ministry of Foreign Affairs shall provide diplomacy cover for the agency's staff in Nigerian missions abroad. Similarly, other government establishments and organizations with offices abroad shall also provide cover for the operation of the agency whenever the need arises (NSA Act Cap N278, 1987).

The Purpose of Intelligence

Broadly speaking, people tend to associate intelligence with crime prevention; meaning probably that the availability of timely intelligence can prevent the occurrence of crime. But is this perspective completely true? To gain more insight, let's examine the following widely held views:

- i. That intelligence services are solely responsible for the generation and dissemination of intelligence, for that reason they must be held accountable whenever any breach of security occurs;

- ii. That intelligence failure occurs when intelligence agencies give wrong or misleading information or when actionable intelligence is not received on time; and
- iii. That various security agencies have their statutory responsibilities and must exclusively focus on their mandates, even in the face of national emergencies which demand greater collaboration and dynamism in handling issue.

In addition, the importance attached to security was captured in the Nigerian constitution of 1999, Section 14 (2) (b) of which states that “the security and welfare of the people shall be the primary purpose of government”. Invariably, according to the Constitution, the government has the responsibility of safeguarding the lives, property, and welfare of Nigerians against both internal threats including other forms of danger. The 1999 Constitution of the Federal Republic of Nigeria in Sections 214 and 217) also provides for the establishment and maintenance of an army, navy, air force and other security agencies that may be necessary for:

- a) defending Nigeria from external aggression;
- b) maintaining its territorial integrity and securing its borders from violation on land, sea, or air;
- c) suppressing insurrection and acting in aid of civil authorities to restore order when called upon to do so by the President, but subject to such conditions as may be prescribed by an Act of the National Assembly; and
- d) performance of such other functions as many be prescribed by an Act of the National Assembly.

Nigeria’s National Defence Policy on the other hand focuses on the protection of Nigeria’s interest under the ambit of the constitution (Nigeria’s Constitution of 1999 (As Amended). Its mandate includes the following:

- a) Protection of Nigeria’s sovereignty, citizens, values, culture, interests, resources and territory against external threats.
- b) Provision of defence as well as strategic advice and information to the Government.

- c) Promotion of security consciousness in Nigeria
- d) Response to requests for support for civil authority.
- e) Participation in disaster management and humanitarian relief operations both at home and abroad.
- f) Assistance to government agencies and levels of government in achieving national goals.
- g) Protection of Nigerians wherever they may reside.
- h) Ensuring security and stability in the West African sub-region through collective security.
- i) Participation in bi-lateral and multi-lateral operations
- j) Contributing to international peace and security (Department of Defense Joint Intelligence Doctrine. 2007).

Challenges of Intelligence Community

Bodunde, Balogun and Layefa, (2019), observed that there is myriad of security challenges in Nigeria which need the attention of security monitoring through intelligence sharing. These are manifested in areas such as political assassination, Boko- haram insurgency, banditry, kidnapping and hostage-taking, ethno- religious violence, smuggling and trans-border crimes, robbery, human trafficking, drug-related business, herdsman attack, the call-for regional succession among others which undermine national security. Furthermore, Bodunde, et al (2014: p. 217), "...commenting on challenges of the intelligence community, it is crucial to know that internal security could be seen as the freedom or absence of those tendencies which could undermine internal cohesion and corporate existence of a country and its ability to maintain its vital institution for the promotion of its core values..."

Contrary, to the above assertion, Nigeria security agencies or intelligence communities still face challenges in intelligence sharing due to the following reasons: i. uncooperative attitude; ii. lack of motivation; iii. mistrust among agencies; iv. principles of individualism; v. ego boosting syndrome; vi unhealthy rivalry; vii. overlapping functions

between the intelligence community; viii. obsolete technology; ix. inadequate manpower; x. lack of expertise knowledge; xi. politicization of intelligence; xii. budgetary constraints in information collection, analyzing, processing and dissemination; xiii. policy framework inconsistency.

Discussion of Findings

The study reveals that the intelligence community supporting operation has the capacity to conduct successful intelligence operation if the precipitating factors such as poor/ lack of equipment in the intelligence system can be improved on. As a result of this, it has led to high failure rate in the country's intelligence which has led to a threat to the nation's security. It is strongly agreed that the intelligence community needs reform to help stop intelligence failure in the country. And this buttresses the finding of Ngboawaji, (2013). Secondly, the study further reveals that partnership with the intelligence community will enhance effective security operations in the country. Similarly, that secrecy in the intelligence operation undermines the insurgent's adversaries in the system of intelligence support and security operation. And this finding supports the findings of Aristotle, (2019).

The study reveals that poor working conditions and equipment encourage intelligence failure; budgetary constraints in information collection, analysing, processing and dissemination; obsolete technology; inadequate manpower, unhealthy rivalry, mistrust among agencies, policy framework inconsistency and overlapping functions between intelligence communities do hamper the success intelligence community operation in Nigeria.

Conclusion

The broad objective of this study was to assess the role of the intelligence community in national security; to assess the composition of Nigeria's security sector; to establish the collaboration between intelligence support and the conduct of security operations in Nigeria; and, to proffer strategic solutions that will cover the lapses of the intelligence community. Similarly, the absence of an integrated ICT and the over-dependence on HUMINT sources has been a course of concern. As an all-source intelligence producing organization, the ICT in

Nigeria ought to have an up-to-date technology platform. Thus, the absence of such facilities has made real-time intelligence unattainable while the analytical skills of personnel are also affected.

Recommendations

Given the findings above, the study recommends the following:

- i. That the entire intelligence community be overhauled with trained personnel on intelligence gathering and sharing,
- ii. The intelligence community should be cooperative with regards to intelligence sharing, motivation of personnel should be in place,
- iii. The need to discourage the predominant concentration/centralizing of the security apparatus in the northern region,
- iv. The principles of individuality should be discouraged,
- v. The need to shun unhealthy rivalry among the intelligence communities, adequate procurement of modern technology to be used in intelligence gathering rather than depend only on the HUMINT source of information gathering and sharing,
- vi. The need for the government to ensure adequate budgetary provision in information collection, analyzing, processing and dissemination as well as ensuring adequate policy implementation.

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**EFFECTS OF DISPUTE MANAGEMENT STRATEGIES OF COMMODITY
MARKET ASSOCIATION ON ITS MEMBERS IN KWARA STATE, NIGERIA: A
QUANTITATIVE ASSESSMENT**

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ABSTRACT

The paper quantitatively assessed dispute management strategies employed by commodity market associations and their impact on members in Kwara State, Nigeria. The study seeks to evaluate the effectiveness of essential resolution mechanisms. The methodology will involve a comprehensive survey, through questionnaires, administered to members of commodity market associations across selected regions in Kwara State. The survey instrument will capture quantitative data on the prevalence of disputes, the types of conflicts encountered, and the strategies implemented for resolution. Additionally, demographic information, such as members' tenure and engagement level in the association, will be collected to identify potential correlations between these variables and the success of dispute management strategies. The research will employ statistical analyses to examine the frequency and nature of disputes within commodity market associations, providing insights into the most common sources of conflicts. Furthermore, the study will assess the utilisation and effectiveness of various dispute resolution tools, such as mediation, arbitration, and traditional conflict resolution mechanisms. By employing quantitative metrics, the research aims to identify patterns and trends that can inform the refinement of dispute management strategies. The anticipated outcomes include a comprehensive understanding of the strengths and weaknesses of current dispute management approaches within commodity market associations in Kwara State. The research findings will contribute to developing evidence-based recommendations for improving existing strategies or implementing new ones. Additionally, the study will provide valuable insights for policymakers, association leaders, and other stakeholders seeking to enhance the peaceful co-existence of members within commodity market associations.

Keywords: Dispute Management Strategies, Commodity Market Associations, Qualitative Assessment, Member Perspectives, Kwara State

Introduction

Markets are meeting points for diverse social groups of commodity traders and between traders and their customers. Markets, advertently, function as platforms for price determination where buyers and sellers come together and determine the price of goods and services through the forces of supply and demand (Casson, and Lee, 2011; Jan, et al., 2021). Markets allocate resources by allowing businesses to produce the goods and services that are in high demand while reducing production of those that are not, thus, ensuring that resources are used efficiently. Markets also transmit information to buyers and sellers about the availability and prices of goods and services in the market. Such information allows traders to make informed decisions about what to produce, how much to produce, and at what price to sell (Iyobiyi, 2014; Amadeo, 2021).

In Nigeria, trade disputes come in different forms and nature, and exist in diverse areas of marketing activities. For instance, in Ketu/mile 12 Market, Lagos State, the dispute is triggered by *la'ada* (rent or commission) collected by Hausa/Fulani in the market. Some argue that being non-indigenes, (Hausa/Fulani) they had no right to collect *la'ada* in Lagos. They argue further that the practice was alien to Yoruba culture and that it came into being during the military era when some Hausa/Fulani military administrators were posted to Lagos State. While in Bodija market, Oyo State, the inter-ethnic conflict between the Hausa cattle traders and the Yoruba marketers started from a dispute between a goat trader and some market women over a breach of contract in the sale of goat meat. In the case of perishable commodities such as livestock and vegetables, issues around transport, i.e. vehicle breaking down, damage to goods in transit, delays in reaching markets etc, have resulted in disputes several times between transporters and the traders in Ogbomosho, Owode Oja and Lafenwa markets in Oyo and Ogun State respectively (Porter, et al, 2010 & Iyoboyi, 2014).

In similar terms, conflict management strategies in market place involve dialogue, mediation, negotiation, reconciliation, suppression and sometimes, the use of force (Yusuf and Ibrahim, 2019). All these strategies are designed to ensure buying and selling of commodities

are not disrupted or altered. As such, in Nigeria, dialogue has been the effort put in place to resolve disputes among indigene and non-indigene commodity traders. Also, the Regional Office of the National Union of Road Transport Workers (NURTW) usually mediate between transport workers and traders that have misunderstandings. Efforts of the Market Chief better known as *Sarikin Kasuwa* or *Baba Loja* in the North and Southwest markets places respectively cannot be emphasized in reconciliations and mediating disputes in their respective marketplaces (Porter, et al, 2010).

Objective/Structure

This study aims to appraise the dispute management strategies of Commodity Market Associations (CMAs) in selected commodity markets and their effects on peaceful co-existence among members in Kwara State, Nigeria. It is to examine the causes of trade disputes among commodity market traders in Kwara State and identify the conflict management mechanisms involved in dispute resolution among commodity market traders in Kwara State. It will finally explore the effectiveness of the mechanisms for managing disputes among commodity market traders in Kwara State. To achieve these broad objectives, the paper is divided into sections, starting from the introduction down to the conclusion and recommendation.

Research Methodology

This study adopted a quantitative method, with the help of a questionnaire, to achieve the stated objectives. The population for this study is estimated to be Thirteen Thousand Two Hundred and Fifty-Nine (13,259) market traders in all the registered marketplaces in Kwara State (Kwara State Bureau of Statistics and Ministry of Commerce, 2022). However, the targeted population would consist of men and women commodity traders in some selected registered marketplaces in the three senatorial districts of the State, heads of the market union and security agents (NSCDC/POLICE) stationed at those marketplaces.

For this study, purposive sampling method is adopted in selecting two marketplaces in each of the senatorial district of the State, namely, Gbugbu International market and Kaima

market both in Edu and Kaima LGAs of Kwara North Senatorial district; Owode Market and Kara Ajase both in Offa and Irepodun LGAs of Kwara South Senatorial district; and Ipata and Mandate market in Ilorin East and West LGAs of Kwara Central Senatorial district. A Thousand Three Hundred Twenty-Six (1,326) respondents which represent ten per cent (10%) of the estimated Thirteen Thousand Two Hundred Fifty-Nine (13,259) study population were considered as the sample size in the six purposively selected commodity marketplaces across the State. Also, this sample size of 1,326, includes other relevant stakeholders, i.e. security agents and market union leaders in each of the markets. Invariably Two Hundred and Twenty-One respondents (221) in each of the six designated markets are served a questionnaire. Due to some constraints, the study will make use of a total number of Nine Hundred and Forty-Two (942), representing 71% of the total sample size, duly answered and returned questionnaires for its data analysis and results.

The questionnaire consisted of five sections to satisfy the research questions and objectives of the study. Section A is concerned with the bio/demographical data of the respondents, whereas Sections B – E contain items constructed to elicit information from the respondents. Respondents are required to make choices from four (4) options on the Likert's scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was subjected to split-half to ensure its reliability and validity where a reliability of 0.71 was established.

Conceptual Discourse and Literature Review

Dispute Management Strategies

It is obvious that conflict is an unavoidable reality of living; but, while one may recognize this, it still does not negate the fact that conflict is difficult to define (Bsech, 2017). It is often viewed much differently today than it was a few decades ago. Conflict is seen as opposition among social entities directed against one another. Doss, (2021) asserts that conflict is an opposition among social entities independently striving for something of which the resources are inadequate to satisfy all. Competitors may not be aware of one another, while they are

parties to a conflict. Conflict has also been viewed as “a relationship between two or more parties who believe they have incompatible goals”, “a situation in which two or more human beings desire goals which they perceived as being obtainable by one or the other, but not by both while each party is mobilising energy to obtain a goal, a desired object or situation, and each party perceives the other as a barrier or treat to that goal”; and, “an incompatible behaviour between parties whose interests are or appear to be, incompatible or clashing” (Bösch, 2017; Sidorenkov, Borokhovski and Kovalenko, 2018; Yusuf and Ibrahim, 2019; Doss, 2021).

Certo (1997) classifies these handling conflict-handling styles as *Comprise, Avoiding and Smoothing, Forcing a Solution, and Confrontation or Problem-Solving*, while Robbins, DeCenzo and Coulter (2007) identify them as *Avoidance, Accommodation, Forcing, Compromise and Collaboration*. Rahim (2002) mentions five conflict-handling styles *Integrating, Obliging, Dominating, Avoiding, and Compromising*. He had earlier categorized these styles as “concern for self and concern for others” (Rahim, 1983). This study explains some of the aforementioned conflict handling styles for essential clarifications as follows:

i. **Avoidance:** It is also known as *conflict avoidance strategy*. In this strategy, a party sometimes thinks that conflict is bad, unnecessary or harmful for its own, so this party avoids coming into conflict (Certo, 1997). The reaction of such a party may be to withdraw when it realizes there may be conflict. This part shows indifference or behaves as if the conflict is not important, and it hides its idea (Robbins, 1991). Avoiding is suitable when conflict is not important for one party which does not have to make a decision, and the issue does not affect this party very much (Certo, 1997; Rahim, 2002). However, this strategy is unfitting when one party which has to decide about a conflict issue avoids discussion. It is often said that any organization that adopts this method will be sitting on a keg of gunpowder and also postponing the evil day.

ii. **Compromise:** In this strategy, the parties involved are willing to settle the conflict matter amicably without seeing anyone as a winner or vanquished. As a result of this conflict

management strategy, there is no winning or losing party. Both sides gain some advantages but not all of them and they have to give up something. Thus, they share the conflict objectives (Robbins, 1991). According to Certo (1997), "Compromising means that the parties to the conflict settle on a solution that gives both of them part of what they wanted. No party gets exactly what it wanted, but neither loses entirely either." Therefore, Compromising is appropriate when the objectives are not as important as the efforts and time which are spent during conflict; both parties have an equal amount of power, but they attribute to different objectives; it is necessary to find a temporary solution to critical issues; the parties do not have enough time to discuss any more and they have to make a decision immediately; and when collaboration or obliging is impossible, compromise can be alternative (Robbins, 1991).

iii. **Accommodation:** In this strategy, opposing issues are neglected and common points are emphasized. One party gives up its desires to meet the needs of the other party. This involves the tactics adopted to neutralize the root cause of the conflict and to ensure that all distressed members are pacified to be on the same page. This strategy is appropriate when one part doesn't have enough information about the topic and the relationship between both parts wanted to be maintained (Rahim, 2002). Also, the strategy is appropriate when there is a need for a stop-gap to be put in place or when the members have a mutually significant goal.

iv. **Integration:** Robbins, DeCenzo and Coulter (2007) define integration with some phrases which are, 'open and honest discussion', 'intensive listening', 'to understand differences', and 'mutual agreement'. Moreover, it has been described as an effective problem-solving strategy (Rahim, 2002). This approach is also cited as collaboration whose primary aim is to meet the needs of two parties, and as such the satisfaction of both sides is provided (Robbins, DeCenzo and Coulter, 2007). Integration is a suitable strategy when there is a complex problem, or one party cannot solve this problem on its own, whereas the two opposing parties try to achieve a common solution by exchanging ideas, knowledge, suggestions and choices (Rahim, 2002).

v. **Domination:** Generally, this approach is evident when one party has more power or formal authority (Robbins, 1991; Certo, 1997) and the effect of the conflict is not thought, but

achievement of aims and gaining more advantages are taken into consideration (Robbins, 1991). One party neglects the needs and satisfaction of the other party and gives importance to only its own goals to win position (Rahim, 2002). This strategy is not suitable when the issue involved in the conflict is complex and there is not enough time to make a good decision or when both parties have equal power because this style will lead to stalemate (Rahim, 2002).

Commodity Market Traders and Dispute Management

According to Ojo, (2016), the use of dialogue in market dispute management helped reducing fear, suspicion and prejudice which eventually made the traders move closer to each other and understand each other better. It also facilitated peace, stability, economic prosperity, and unity in the market. Adoption of dialogue and showcasing diplomatic relations had, from time immemorial, prevented and resolved conflicts between trader versus trader, trader versus customer and trader versus market authority. Indeed, dialogue breaks barriers created by differences in ideology, language, culture, ideas and opinions. The traders, in contemporary times, continue and observe some of the traditional values, laws and norms in the markets for the development and peaceful co-existence in the markets.

Mediation

Mediation was an old method of conflict resolution and an art of intervening in a conflicting situation. It involves the non-coercive intervention of the mediators(s), called third party. Olaoba (1999) argued that mediation was an art adopted by the market leaders to intervene in a conflicting situation and environment to bring about a friendly disposition and restoration of order to both parties to the conflict and the market at large at the end of the intervention. Indeed, it was part of the social and cultural responsibility of the market officials and even unofficial elders in the market to intervene in any kind of conflict in the market.

Theoretical Framework

This study uses the Dispute Management Theory as its framework of analysis.

Dispute Management Theory

Dispute management theory is a framework that focuses on resolving disputes or conflicts between individuals, groups, organizations, or nations. It emphasizes the importance of addressing conflicts constructively and collaboratively, rather than through violence or aggression (Verdhan, 2021). Dispute management theory stands on several key principles, including collaboration which emphasizes the willingness and importance of working together between parties in conflict; communication which emphasizes the need for clear, respectful, and open communication between parties in conflict; mediation which involves a neutral third party who helps facilitate communication and negotiation between parties in conflict; empathy where parties must try to understand each other's perspectives and feelings to find a mutually acceptable solution; and win-win solutions which emphasizes that both parties should benefit from the resolution of the conflict, rather than one party winning at the expense of the other (Soliku, and Schraml, 2018).

Some several scholars and practitioners have contributed to the development of dispute management theory. Some of the most prominent proponents of this approach include William Ury (1953 -), Roger D. Fisher (1922 – 2012), and John Burton (1915 – 2010). These scholars and practitioners, among others, have contributed to the development of dispute management theory and its application in a variety of settings.

While dispute management theory has gained widespread recognition and acceptance in many fields, there are also some criticisms and challenges associated with this approach. One criticism of dispute management theory is that it doesn't always take into account power imbalances between parties in conflict. In situations where one party has significantly more power than the other, collaborative solutions may not be possible or may result in an unequal outcome (Wong, Wei, Wang, and Tjosvold, 2017).

The overall, while dispute management theory has many strengths, it also has its limitations and challenges associated with its application in certain contexts.

Data Analysis and Results

SECTION A: Biodata / Demographic Distribution of Respondents

Table 1: Classification of Respondents based on gender.

Gender	Frequency	Percentage
Male	556	59.02%
Female	386	40.98%
Total	942	100%

Source: Field Study, 2023

From the above table, it is evident that 556 respondents, representing 59.02% are male while 386 respondents, representing 40.98% are female. Accordingly, it can be seen that there were more male participants in the study than females.

Table 2: Classification of Respondents based on Senatorial District

Senatorial District	Frequency	Percentage
Kwara Central <i>Ipata and Mandate markets in Ilorin East and West LGAs</i>	403	42.78%
Kwara South <i>Owode and Kara Ajase markets in Offa and Irepodun LGAs</i>	316	33.55%
Kwara North <i>Gbugbu International and Kaima markets in Edu and Kaima LGAs</i>	223	23.67%
Total	942	100%

Source: Field Study, 2023

Table 2 above shows that there were more respondents from Kwara Central Senatorial District of Kwara state, with 403 respondents, representing 42.78%, than either of the other two Senatorial Districts. While 316 respondents, representing 33.55% were from Kwara South Senatorial District, 223 respondents, representing 23.67% were from Kwara North Senatorial District.

SECTION B: Answering Research Objectives and Questions

Table 3: Examine the causes of trade disputes among commodity market traders in Kwara State.

Causes of trade disputes among commodity market traders	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Pricing disagreements	600(63.7)	283(30.04)	23(2.44)	36(3.82)
Product quality issues	588(62.4)	309(32.8)	17(1.8)	28(3.0)
Dispute over space allocation	424(45.01)	320(34)	119(12.63)	79(8.36)
Inter-traders' conflicts	437(46.34)	397(42.16)	69(7.32)	39(4.18)
Lack of proper communication	515(54.7)	351(37.28)	53(5.58)	23(2.44)

Source: Field Study, 2023

The table above shows that the major and common causes of trade disputes among commodity market traders in Kwara State, Nigeria are disagreements in pricing, quality of products for sale, allocation of resources among traders, Inter-traders' conflicts, lack of proper communication, among others as the majority of the respondents strongly agreed and agreed to those items. However, more respondents disagreed (12.63%) and strongly disagreed (8.36%) on resource allocation as a major cause of trade disputes among commodity market traders in Kwara State.

Table 4: Identify the conflict management mechanisms involved in dispute resolution among commodity market traders in Kwara State

The conflict management mechanisms involved in dispute resolution	Strongly Agree	Agree	Disagree	Strongly Disagree
Mediation by a neutral third party	505(53.61)	353(37.47)	47(5)	37(3.92)
Arbitration by a panel of members or external experts	617(65.5)	279(29.6)	29(3.1)	17(1.8)
Informal discussions between the parties involved	597(63.41)	299(31.71)	26(2.79)	20(2.09)
Litigation in court	76(8.07)	59(6.26)	318(33.75)	489(51.92)
Informal mechanisms for resolving disputes among traders	647(68.64)	246(26.13)	36(3.83)	13(1.4)

Source: Field Study, 2023

From the above table, it can be seen that the Commodity Market Associations in Kwara State have some conflict management mechanisms or methods such as mediation, arbitration, informal discussions, and even litigation. While market traders in Kwara State generally prefer informal mechanisms for resolving disputes among themselves with strongly agreed (68.64%) and agreed (26.13%), they are cautious of litigation as a conflict resolution mechanism as shown in the data above as disagreed (33.75%) and strongly disagreed (51.92%).

Table 5: Examine the effectiveness of the mechanisms for managing disputes among commodity market traders in Kwara State

mechanisms for managing disputes among commodity market traders	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Effective in preventing conflicts from escalating	671(71.23)	233(24.73)	11(1.17)	27(2.87)
Effective in resolving disputes among members	563(59.76)	339(35.9)	19(2.01)	22(2.33)
Effective in restoring broken relations among members	542(57.53)	371(39.4)	12(1.27)	17(1.8)
Effective in restoring peaceful co-existence among traders	463(49.15)	403(42.78)	42(4.45)	34(3.6)
Very fair and impartial	591(62.73)	321(34.1)	21(2.22)	09(0.95)

Source: Field Study, 2023

Table 5 above, reveals the satisfactory effectiveness of the mechanisms for managing disputes among commodity market traders in Kwara State. Respondents strongly agreed (71.23%) and agreed (24.73%) that these mechanisms are effective in preventing conflicts from escalating, while (59.76%) strongly agreed and (35.9%) agreed that those mechanisms are effective in resolving disputes among commodity market traders in Kwara State. Furthermore, (57.53%) strongly agreed and (39.4%) agreed to the efficacy of the conflict management mechanisms in restoring broken relations among members, while (49.15%) strongly agreed and (42.78%) agreed to the usefulness of conflict management strategies in place in restoring peaceful co-existence among traders. Overall, the majority of the respondents considered those

mechanisms as favourably fair and impartial, with (62.73%) strongly agreed to (34.1%) agreeing to manage disputes among commodity market traders in Kwara State.

Conclusion

It concluded that various conflict management mechanisms employed in dispute resolution among commodity market traders in Kwara State have played a pivotal role in shaping the stability and prosperity of these vital economic hubs. Commodity Market Associations in Kwara State are making use of some conflict management mechanisms or methods such as mediation, arbitration, informal discussions, and even litigation. CMAs' conflict management mechanism is effective for managing disputes among commodity market traders in Kwara State. The effectiveness of these mechanisms is essential not only for the traders themselves but also for the broader community and the regional economy. By providing avenues for the peaceful resolution of disputes, these mechanisms contribute to the preservation of trust and cooperation among traders, as well as peaceful co-existence within the communities where trading activities are located.

Recommendations

Based on the findings of this paper, and considering the unique context of Kwara State and its commodity market dynamics, it is recommended that:

- i. More efforts should be concentrated on conducting awareness programmes and training sessions for Commodity Market Associations (CMAs) members to educate them about dispute management strategies and the attending benefits.
- ii. Promotion of mediation and dialogue becomes essential. In other words, it is crucial to encourage the use of mediation as a primary dispute resolution method within commodity market associations and other market users, establish a mediation committee or team within each association and commodity market that comprises respected members who can mediate disputes impartially.
- iii. A system for monitoring and evaluating the effectiveness of dispute management strategies within commodity market associations should be established. This will help

them to continuously gather feedback from members to identify areas for improvement and refine the processes accordingly.

- iv. Commodity Market Associations (CMAs) members should ensure that they operate within the legal framework set by relevant government authorities and thereby collaborate with regulatory bodies to strengthen enforcement mechanisms and support dispute resolution efforts.
- v. Kwara State Government should promote the use of alternative dispute resolution methods like arbitration for more complex disputes that cannot be resolved through mediation and establish clear guidelines for when and how arbitration should be employed.

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PATERNITY DISPUTE RESOLUTION MECHANISM AMONG IZON PEOPLE OF NIGER DELTA, NIGERIA

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ABSTRACT

The paper examines traditional paternity dispute resolution mechanisms among the Izon speaking people of the Niger Delta region, Nigeria. Paternity incidents have been on the rise in Nigeria in recent years, with negative social, economic and emotional costs to persons and families. The paper, therefore, seeks to highlight the importance of traditional paternity dispute resolution, especially among Izon people. The study identifies four tiers of conflict resolution as family (wari), extended family (pilei), quarter/ward (egede/edumu), and community (ama) led by the eldest patriarch (okosi-owei). The study adopts mixed methods research using primary and secondary data. While the study establishes cultural change as theoretical foundation to explain changing value system in Izonland, it describes prenatal and postnatal ordeal as major practices of determining and resolving paternity disputes among Izon people. The study identifies economic pressure, negative foreign value system, influence of petrodollar and inadequate sex education as some factors contributing to the prevalence of paternity disputes in Izonland. It concludes that though no longer popular, the practice of ordeal to an extent enabled people to check chastity and morality among young women and instill marital fidelity in married women. The study recommends that aggressive informal sex and moral education should be promoted in rural communities as a panacea for the rising incidents of indiscriminate sex and paternity disputes in Izonland.

Keywords: Izon people, Ordeal, Paternity dispute, Postnatal, Prenatal.

Introduction

It is presumed that a woman is in the best position to identify the father of her child. A man is assumed to be the father of a child once the child is born within the institution of marriage or once the man acknowledges being the father of a child outside marriage. However, paternity fraud occurs when the mother falsely attributes the biological father of her child (Chiagoziem & Efut, 2021). Lately, there has been prevalence of paternity dispute in Nigeria (Thisday, 2022). According to recent report, Nigeria is second only behind Jamaica in global ranking of countries with the highest paternity frauds (The Guardian, 2021; Ogundipe, Arebi, & Usmanm, 2021). Experts have attributed the increasing paternity incidence to several factors, including increased absorption of Western culture, which liberalises casual sexual relationship (ibid). In the past, stronger morals and lack of exposure discouraged indiscriminate sex, which was seen as a taboo Therefore, paternity test has become a useful tool for paternity dispute resolution.

The importance of paternity cannot be overstated as it gives a child a legal father with rights and obligations relating to upbringing of a child. Also, a child born within in marriage has legitimacy and rights of inheritance in the family (Ajonumah & Dublin-Green (2019).. In this era of modern science, paternity can be established through Deoxyribonucleic acid (DNA) or genetic testing when there is dispute about the identity of the child's father. DNA is based on the premise that we inherit half our DNA from our father and half from our mother. Therefore, persons who are biologically related must share similar DNA profile. Conversely, the absence of similarities in the DNA profiles of the child and the alleged father is used as proof that no biological relationship exists (Umansky & Tomei, 2014). Deoxyribonucleic acid (DNA) is the genetic material transferred from both mother and father to their child. Hence, a DNA paternity test uses DNA samples from a man and his offspring, to determine whether the man is the child's biological father.

Prior to the advent of the use of DNA, there existed autochthonous paternity dispute resolution mechanisms anchored on tradition and customs among the Izon people. No child is illegitimate in Izon culture; Izon man would always fight for his paternity. In Izonland, paternity is conducted in two stages through a process of ordeal - during pregnancy of a child or when a child is born. Like most African societies, paternity disputes were rare in the old days in Izonland (The Sun, 2019)

Objectives

The study aims to achieve the following objectives:

- i. Examine the levels of paternity dispute resolution in Izonland;
- ii. Investigate paternity dispute resolution mechanisms in Izonland: and,
- iii. Determine the factors responsible for prevalence of paternity dispute in Izonland.

Methodology

The study is based on triangulation of quantitative and qualitative research methods using primary and secondary sources of data. Primary data was collected through oral interviews and discussions, while secondary data was collected through print and electronic sources. The data collected is analysed using descriptive and content analysis to draw inferences. The choice of mixed methods research is motivated by the need for insight and to expand data collection.

Operational Definition

Izon People

This is the collective name of the Izon speaking people of the Niger Delta, Nigeria (Alagoa, et al. 2009). IZONS are the largest ethnic group in the Niger Delta, and the people are found in six states of Nigeria, namely: Bayelsa, Delta, Edo, Ondo, Rivers and Akwa Ibom. IZON language is linguistically divided into several dialects including Kalabari, Okrika, Nembe, Ibani, Kabo, Tuboru, Buloutoru, Kolokuma, etc. The traditional and cultural occupation of IZON people includes fishing and farming.

Ordeal

Ordeal is an ancient test of guilt or innocence by subjugation of the accused to severe pain, survival of which was taken as divine proof of innocence (Leeson, 2010).

Paternity Dispute

This is a case in which the identity of the biological father of a child is unknown (Perkins, 2018). It isn't necessarily about custody right or the rights of the child, but establishing the biological father of the child. Osho et al (2021) in their work titled "Paternity Testing In Nigeria: Evolutionary Trends, Current Status and Challenges in a Low Resource Economy" assert that human identification has always been inconclusive when it comes to paternity. The authors adduced various factors contributing to paternity discrepancy that influence people's view on the reliability of paternity test. However, they argue the situation can be enhanced by improving accuracy of paternity results. Distinguishing between paternity and legitimacy, Ajonumah & Dublin-Green (2019) in their work titled "Paternity, Illegitimacy and Customary Acknowledgment in Nigeria: A Re-Evaluation" argue that finding of paternity in itself does not confer legitimacy as the father must give legitimacy to such paternity by acknowledgment.

Mandabva (2021) opines that in Zimbabwe's Shona culture, socio-cultural intervention strategies were effectively used to address fecundity and paternity issues. The author notes that traditional healers were consulted to determine paternity disputes, but the processes were sometimes manipulated by some healers. She stresses that the ancestors of the child in a paternity fraud will plague the child with incurable illnesses "to expose the truth". Similarly, Adedayo (2021) illustrates that in ancient Yoruba culture, paternity test (Oro ile) is determined by making the woman to sit on a stool (apoti) while one of the most senior wives in the extended family fed her with a specially prepared amala from a clay pot. Prayers and incantations were offered. The mother would then carry the baby naked in and out of the sacred room four times, while water is poured on the roof of the room. The woman would be soaked in the water from the roof while going in and out of the sacred room with the baby. The baby would die if the mother lied about child's paternity.

The following terms are worth knowing for the purposes of this study: *Wari*, means, while *Pilei* refers to extended-family. Similarly, the Egede/Edumu, means ward or area in the community, and *Ama* refers to community. Okosi-oweï means eldest man while the term means Amanana-oweï/Amanyanabo means King.

Theoretical Framework

Social change is a Sociological theory which explains the alteration of social order of society by extraneous influence (Leat, 2005). This includes institutional, values and individual behavioural changes that may affect the cultural imperative of society. Factors in societal change may include economic, political and cultural (ibid). In this context, economic and cultural influences play an important part in social change in the Niger Delta region. However, this may not occur holistically, but progressively. American Sociologist Wendy Griswold (2013) suggests that acculturation replaces traits of one culture with those of another in cultural change. While the advent of petroleum industry in Niger Delta to a degree has ensured income redistribution to segments of society in terms of youth employment and empowerment of market women, monetisation of values, attitudes and behaviour of young girls and women in particular has been corrosive and dysfunctional to moral and cultural stability of the communities.

In his study, Gandu (2011) explored sexual liaison in the Niger Delta as fallout from the social and economic dynamics of oil industry in the region. The continuing migration of oil workers into the Niger Delta communities because of their spending power has in many instances turned girls and sometimes women into willing mates to these workers (Dakolo, 2017). With so much to spend, these girls and women fall over heels in love with them not minding the consequences of unwanted pregnancy. In a recent interview with The Guardian Newspaper, the Royal Father of Ekpetiama Kingdom, Bayelsa State, lamented that, “When these oil workers come into our communities, they not only destroy our environment, they also destroy our young girls” (ibid). Poverty as a prime driver and the migratory nature of oil

workers including expatriates who do not always move with their wives are all factors contributing to the phenomenon of sexual promiscuity in the Niger Delta (Udoh, 2009).

Furthermore, Salami (2015) opines that young girls in the Niger delta are being lured and deceived into sexual escapades by the lust of oil workers with the consequences of rising incidence of female prostitution, teenage pregnancies and broken homes. This in effect has increased the incidence of paternity dispute in most communities, a situation that was hitherto considered an aberration with public embarrassment.

Levels of Paternity Dispute Resolution in Izonland

Among the Izon speaking of the Niger Delta, Nigeria, there are four levels or layers of dispute resolution. Disputes can be resolved at the level of the family (*wari*), extended family (*pilei*) quarter/ward (*egede/edumu*) and community (*ama*). These tiers represent the political units that make up the community (Ajayi & Buhari, 2014). Worthy of note, is the fact that like in most African societies, the role of council of elders in Izon culture cannot be overemphasized. At all levels of decision making, judicial authority rests with the council of elders led by the eldest or most senior man known as *Okosi-owei*. This is based on the belief in Izon culture that attaches reverence and wisdom to old age.

Family (Wari)

This is a single household (Nuclear) where authority is exercised by the father as head of the family. For instance, inter-personal disputes between siblings, co-wives or other members of the household are attended to and settled by the patriarch.

Extended-family (Pilei)

This comprises two or more compounds based on consanguineal ties. All disputes and quarrels such as theft, farmland ownership between members of the extended family are taken to the pilei-okosi-owei, the father figure for adjudication. The pilei-okosi-owei leads other elders to look into complaints from members of the extended family. The pilei-okosi-owei is the chief peace maker.

Quarter/Area (Egede/Edumu)

This is composed of several families though not necessarily related by blood ties. The egede/edumu constitutes a political unit in the community. Every egede/edumu in the community has a egede/edumu-okosi-owei who presides over the council of elders consisting of the eldest man from each extended family (*pilei-okosi-owei*). Serious cases such as witchcraft, infidelity, farmland, fishing pond, and even paternity among members of different extended families (*pilei*) are settled by the *egede/edumu-okosi-owei* in council.

Community (Ama)

The community is constituted by several Quarters/Areas/Wards (*egede/edumu*). Most Izon communities are made up of four to five edede/edumu. The *ama-okosi-owei* in council is the highest decision-making authority of the community. The elders' council is drawn from elders from the various egede/edumu. Led by the *ama-okosi-owei*, the elders' council exercises adjudicatory powers on matters brought before it including murder, adultery, paternity, and land disputes, among other grave cases. Nowadays, the council of elders exists side by side with other organs of authority in the community such as chairman in council and Amanyanabo/Amanaowei in council.

Paternity Dispute Resolution Mechanisms in Izonland

There are two types of paternity dispute resolution among the Izon people. These are what may be called prenatal and postnatal ordeal.

Prenatal Ordeal

This occurs during the pregnancy of the woman when the biological father of the unborn child is already in dispute. This happens in most cases among single women who may have multiple relationships or sex partners at a time and she's unable to properly identify who is responsible for the pregnancy. Sometimes some woman may attempt to be mischievous and deliberately deny the biological father paternity of the unborn child for reason(s) best known to herself. Either way, any of the disputants can approach the woman's family or community for determination. Where the matter is decided satisfactorily to all the parties involved, the case is closed. But if

the aggrieved party remains unsatisfied, he may decide to invoke the gods of the land to intervene.

The practice of invoking the gods/spirits of the land occurs in a situation of ‘love triangle’ when humans fail to determine the biological father of the child in a paternity dispute during pregnancy of the unborn child. This exercise can be carried out both in private and public. It is private when the aggrieved party confronts the woman and invokes the gods on her to proclaim or declare him as the biological father of the child before she could have safe birth. It is public when the act is conducted at the family or community level. Libation is an essential element of this process. That means the woman could experience protracted labour for days until the name of the biological father of the child is declared. And if she chooses to hold on to her guilt by declining to declare the rightful father of the child, she may die out of exhaustion occasioned by delayed birth. Instances of such abound in many parts of Izonland. The sudden and easy birth experienced at the proclamation of the child’s biological father after a prolonged labour is a proof or testament to the fact that the gods could be called upon to dispense justice in paternity dispute where man fails.

Postnatal Ordeal

This happens when paternity dispute begins after the woman has given birth. Paternity dispute can be triggered at any time irrespective of the age of the child. This can happen to both married and single women. For instance, a woman in a simultaneous or serial relationships and been pregnant for one of them or married to one of them can find herself in this kind of paternity entanglement. In this regard, she might be genuinely unable to decipher the child’s biological father or deliberately mislead the public for ulterior motive. Recently, a young lady in my community got into a relationship with a young man and had a baby for him in his abode. Shortly after, a second man also emerged laying claim to the child. When she was confronted by her family, she confessed that she decided to give the child to her younger lover because the second man who is the child’s biological father was too old for her. If the young lady didn’t confess, the man could escalate the matter to the level of ordeal.

Ordeal takes place when an aggrieved party in a paternity dispute who may be from another community involves third party mediation usually a neutral community which none of them hails from. When a case is referred for third party medication, the elders of the community would inform the other party and the woman in question. While date, time and venue is scheduled to hear the case, parties involved are given a list of requirements to come with including drinks and charges to be paid. The number of delegates to accompany each party is also fixed. The adjudicatory process mimics regular court except that lawyers are not involved. The adjudicators are often seasoned and respected elders of the community and sometimes from neighbouring communities.

The final ordeal comes if any of the parties in the paternity dispute dissents with the decision of the elder's adjudication. At this juncture, the parties have to agree to take the next step to verify paternity of the child. This process involves the use of a traditional mini coffin called *ekpada*. *Ekpada* is made of *agbein* and *ogba*. *Agbein* is derived from dried palm branch of raffia palm, the same raffia palm that produces palm wine from which the local gin popularly referred to as *Ogogoro* is extracted through a process of distillation. *Ogba*, on the other hand, is a special kind of cane that is found in deep forests of the Niger Delta. Parties to the dispute are required to scoop the soil of the community and invoke the gods of the land to swear and place the soil in the coffin. The act is performed in turn by the disputants. The coffin is then taken to the cemetery and interred like human. The use of the mini coffin symbolizes the deadly nature of the act. The consequences are calamitous. It is believed that the guilty party could suffer sudden death or severe health misfortune.

Unlike modern paternity verification through litigation and the use of DNA, the practice of ordeal in Izon culture, is inexpensive and less time wasting. Most importantly, the practice drives jitters down the spine of married women to be faithful to their marital vows in order to avoid bringing embarrassment and ridicule to themselves and their families.

Factors Responsible for Prevalence of Paternity Dispute in Izonland

There are several factors for the rising incidents of paternity dispute in Izonland. The major factors include:

Promiscuity among married women: Though, Nigeria is not permissive with matters of adultery, in 2015, a survey conducted by condom manufacturer, Durex, claimed that Nigerian women were the most unfaithful globally, giving a 62% prevalence of unfaithfulness (Agbonkhese, 2015). The finding permeates most cultures of the Nigerian society due to several factors that have diminished to the extent that women are now considered safer to date.

Erosion of religions and moral values: Closely linked to the above is a general weakness in religious and moral values of the Nigerian society. Nigerians are among the most religious people on earth, but this is hardly reflective of moral rectitude. There is no gain saying that the moral fabric of Nigeria has become feeble and compromised that young people no longer take serious due to negative foreign cultural values and parental weakness.

Economic pressure: Economic hardship, particularly for women can lead young women to make choices they might not otherwise consider; potentially contributing to paternity fraud. Studies indicated that poor socioeconomic conditions are a major driver of sexual delinquency among young women and even some married women. Because of the comatose state of the Nigerian economic and, especially environmental degradation in the Niger Delta, young women are pushed to have multiple sex partners using ‘what they have to get what they want’ as a means of survival or hustling (Ogunkan, Omoruan & Fawole, 2010; Kangiwa, 2015). For the same reasons, some women pin their pregnancies on some men who they considered more economically better than the ones who actually got them pregnant.

Influence of petrodollar

Young girls in Izonland come under tremendous pressure from oil industry workers with deep pockets to entice them into indiscriminate sex. These girls have been lured and deceived to respond to the lust of thousands of oil workers, with the consequential effects of rising incidence of female prostitution, teenage pregnancies and broken homes (Salami, 2015).

Lack of sex education and guidance: Inadequate knowledge about sexual changes during adolescence and the absence of comprehensive sex education make teenagers more curious and vulnerable to unwanted pregnancies among young women in the Izonland (ibid). Young girls are not exposed to healthy conversations about protected sex and the use of contraceptive to avoid situations leading to paternity fraud. And to avoid the stigma of getting pregnant outside legal marriage, some of these women have lost their life by resorting to illegal abortion or have their womb permanently damaged, unable to get pregnant later in life. Some have also contacted incurable diseases. Salami (2015), in her study establishes that teenage pregnancy is on the rise and more girls are dropping out of school as a result of pregnancy in Niger Delta.

Discussion of Findings

The role of traditional institutions in the dispensation of justice cannot be overemphasized even in paternity verification. Among the Izon people, authority rests with the family, ward and community headed by respected elders who are the custodians of customs and traditions and adjudicate on paternity dispute. In most communities, the system of gerontocracy has diminished with emergence of other form of governance systems such as Community Development Committee (CDC) and Kingship authority.

Dispensation of justice in paternity dispute takes the form of ordeal at prenatal and postnatal stages. Though, the traditional methods of paternity determination are still potent, people hardly subject themselves to such practices in this modern era. Apart from being mislabeled as satanic and devilish, modern genetic testing and by extension Western influence has undermined and eroded traditional practices in Izonland.

Prevalence of paternity disputes in Izonland has been exacerbated by centripetal and centrifugal forces that have acted as catalysts to weaken the moral fabric of Izon society. This has negatively impacted the social life of young people that has taken a roller coaster with consequential effects on sexual chastity and marital fidelity.

Concluding Remark

Paternity dispute is becoming prevalent in most modern societies arising from diminishing moral and social values. Among Izon people, the fountain of justice lies with the council of elders headed by the eldest man (*okosi-owe*) at all levels of adjudication. Paternity disputes in Izon culture are resolved through the administration of ordeal. This is executed either before or after the child is born. Paternity dispute can be determined at the level of quarter/ward (*egede/edumu*) or community (*ama*) if the disputants are from the same place. However, a neutral ground is preferred if the party involved is from outside the community. Though no longer popular, the practice of ordeal to an extent enabled the people check chastity and morality among young girls and instil marital fidelity in married women. The study suggests that aggressive informal sex education should be promoted at the community level to guide teenagers. This would not only check undue curiosity and indulgence among teenagers, but also curtail the incidence of unwanted pregnancy and paternity disputes in Izonland.

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UNDERSTANDING ETHICS AND ACCOUNTABILITY IN POST-COLONIAL AFRICA

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ABSTRACT

This paper is a study on Understanding Ethics and Accountability in Post-Colonial Africa. By implication, the political structure of Post-Colonial Africa at independence was permissive of exploitation of the masses by the leaders. This had remained for decades after independence, with political and other offices becoming gateways to treasury looting. Rather than encourage and promote ethical values, accountability respect for the rule of law and patriotism, the post-colonial structures enhance had leadership, misguided governance and mismanagement of resources. It is on this note that the paper asserts that for there to be purposive development in 21st century Africa, the political terrain has to be of ethical standards, uncompromising stance on accountability, responsibility and transparency as strengthening good governance best measures to rescue post-colonial Africa in the mission to greatness.

Keywords: Ethics, Accountability, Post-Colonial, Leadership

Introduction

Accountability is a concept in ethics with several meanings. It is often used synonymously with such concepts as answerability, enforcement, responsibility, blameworthiness, liability and other terms associated with the expectation of account-giving. As an aspect of governance, it has been central to discussions related to problems in both the public and private corporation worlds. In leadership roles, accountability is the acknowledgment and assumption of responsibility for actions, products, decisions, and policies including the administration,

governance and implementation within the scope of the role or employment position and encompassing the obligation to report explain and be answerable for resulting consequences.

Accountable and transparent procedures include open meetings, financial disclosure statements, the freedom of information legislation, budgetary review, audits, etc. In government, politics, ethnics, business, management, law, economics, orientations; an activity is transparent and accountable if all information about it is open and freely available. Thus, when courts of law admit the public, when fluctuating prices in financial markets are published in newspapers, those processes are transparent (Baven, 2007). When military authorities classify their plans as secret, accountability, ethnics and transparency are absent. This can be seen as either positive or negative; positive, because it can increase national security, negative, because it can lead to secrecy, corruption and even a military dictatorship. In this paper, we shall basically explore accountability and ethnics and how they could be strengthened in Africa.

Contemporary Evolution and History of Accountability

Accountability involves either the expectation or assumption of account-giving behaviour. Communication scholars have extended this concept through the examination of strategic uses of excuses, justifications, rationalizations, apologies and other forms of account giving behaviour by individuals and corporations. In Britain, accountability has been formally identified by government since 1995 as one of the Seven Principles of Public Life. According to Burall and Negligan (2005), "Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office". The goal of accountability is at times in tension with the goal of leadership. A constituency may have short-term desires which are at odds with long-term interest. It has also been argued that accountability provides in certain situations an escape route for ministers to avoid the consequences of ministerial responsibility, which would require resignation.

Recently, accountability has become an important topic in the discussion about the legitimacy of international institutions. Because there is no global democracy to which

organizations must account, global administrative bodies are often criticized as having large accountability gaps. One paradigmatic problem arising in the global context is that of institutions such as the World Bank and the IMF which are founded and supported by wealthy nations and provide aid, in the form of grants and loans, to developing nations. Should those institutions be accountable to their founders and investors or to the persons and nations they help in the debate over global justice and its distributional consequences, cosmopolitans tend to advocate greater accountability to the disregarded interests of traditionally marginalized populations and developing nations. On the other hand, those in the ‘nationalism’ and ‘society of states’ traditions deny the tenets of moral universalism and argue that beneficiaries of global development initiatives have no substantive entitlement to call international institutions to account.

Accountability is becoming an increasingly important issue for the non-profit world. Several NGOs signed the “accountability charter” in 2005. In the humanitarian field, initiatives such as the HAPI (Humanitarian Accountability partnership International) have appeared. Individual NGOs have set their own accountability systems (for example, the ALPS, Accountability, Learning and Planning System of Action Aid). Perhaps the first written statement of accountability is the Code of Hammurabi, Hammurabi (is a Babylonian legal text composed during 1755–1750 BC) describes certain undesirable actions and their consequences. One example: “if a man uses violence on another man’s wife to sleep with her, the man shall be killed, but the wife shall be blameless”. Other early examples can be found in the Bible and the Qu’ran. (Deuteronomy 22:22-23 and Qur’anic verse 24:33)

Concept of Accountability

The concept of accountability has become a major controversial topic for discussion. This concept means different things to different people and it has been defined in myriad ways. But accountability is still a largely untested concept in the field of education in Nigeria. A few speak of accountability as the task of establishing goals and looking at the results. Others suggest that accountability also needs to consider a cost analysis approach. Akinwumiju and

Orimoloye (1983) state that accountability includes setting correct goals, evaluating whether they have been achieved (perhaps through external means). Babalola (1961) observed that a major component of accountability is to define objectives, to develop practices that would (liable such objectives to he met and to assess the productivity as involving responsibility, evaluation and specified goals.

Accountability is a key requirement of good governance. Not only governmental institutions but also the private sector and civil society organizations must be accountable to the public and to their institutional stakeholders. Who is accountable to whom varies, depending on whether decisions or actions taken are internal or external to an organization or institution. In general, an organization or an institution is accountable to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law. African governmental institutions as well as the private sector and civil society organizations must be accountable to those who will be affected by their decisions or actions.

Types of Accountabilities

Five types of accountabilities, namely: administrative, political, market, legal/judicial, constituency relation, and professional are observed by Baven (2007).

Political Accountability

The case in which the legislature holds other civil servants accountable is part of political accountability. Mechanisms of political accountability are vested in the constitution, either written or unwritten, or statute and implemented in three dimensions: election, legislature and ministerial. Election is the most direct way for accountability, and is a way for enforcement. An election gives a chance for the proposed cabinet and proposed legislators to run for campaigns and attend forums so as to inform and explain their purposes and goals if they are elected. On the other hand, it is also a sanction for those who misbehaved or failed to act as representatives for their fields in the past tenure by giving the vote to others.

Ministers, as conceived as the top of the hierarchy of the ministry, are supposed to be held accountable for affairs in the ministry; as all civil servants within are merely cogs and wheels and operate in the light of the ministers' vision. However, ministerial accountability is vague in the parliamentary system. The parliament has to constitute the cabinet to execute the government, yet, holds the executives accountable as mentioned.

Judicial/Legal Accountability

Court action and judicial reviews are two mechanisms by which the public may address violations of law and constitution. Moreover, court actions also fill the gap of accountability between executives and legislature; if the executives fail or are reluctant to exercise legitimate decisions made by legislature, or vice versa, one can appeal through the court and tribunals based on constitutional provision or equivalents.

Professional Accountability

Professional public servants, namely lawyers, doctors, engineers, and accountants, are also bound by professional codes and norms established in the light of public interest.

Market Accountability

With the policies of decentralization and privatization of the government, services provided are nowadays more "customer-driven" and should aim to provide convenience and various choices to citizens. With this perspective, there are comparisons and competition between public and private services and this, ideally, improves quality of service. Outsourcing service is one means to adopt market accountability. Government can choose among a shortlist of companies for outsourced service; within the contracting period, government can hold the company by rewriting contracts or by choosing another company.

Constituency Relations

With this perspective, whether a particular agencies, groups or institutions, which are outside the public sector and representing citizens' interests in a particular constituency or field, are heard. Moreover, the government is obliged to empower members of the agencies with political rights to run for elections and be elected; or, appoint them into the public sector as a

way to hold the government representative and ensure voices from all constituencies are included in policy-making process.

Social Implications

In politics, and particularly in representative democracies, accountability is an important factor in securing legitimacy of public power. Accountability differs from transparency in that it only enables negative feedback after a decision or action, while transparency enables negative feedback before or during a decision or action. Accountability constrains the extent to which elected representatives and other office-holders can willfully deviate from their responsibilities, thus reducing corruption. The relationship of the concept of accountability to related concepts like the rule of law or democracy, however, is equally worthy of consideration and elucidation. In a BBC documentary, the Misrepresentation of the People Act was proposed to make members of parliament in the UK more accountable. Such a thing should equally be strengthened in Africa.

Effeminacy of Accountability Instruments in Africa

African countries have gradually developed and are developing systems of checks and balances to control the exercise of power, and prevent abuse and arbitrary exercise of power in the context of accountability mechanisms. The issue of accountability in Africa is gaining increased attention in the literature. Most studies address the issue of efficiency and accountability. However, little attention has been paid to the issue of efficiency of accountability mechanisms. A literature search shows surprisingly little results on this topic, with only a few exceptions, such as a recent study by Burall and Neligan (2005), Duran and Maryan (2017). We believe however that the issue of efficiency of accountability mechanisms should be examined more in depth, because:

- i. A potential trade-off exists between efficiency of accountability mechanisms and effectiveness of accountability mechanisms,
- ii. It is not entirely clear how accountability mechanisms should be designed in an international multilevel environment.

Effectiveness and Efficiency

It is important to make a distinction between efficiency and effectiveness of accountability mechanisms. Effectiveness is here defined in terms of cost, i.e. the degree to which a certain system, for example a control system, achieves its aims (Ostrom, 2015). Efficiency is understood in terms of cost-efficiency, i.e. achieving a result in the most cost-effective way (Suzuki and Nanwani, 2015).

For accountability mechanisms to be legitimate, they need to be effective. For example, lack of controls may allow for abuse of power and arbitrariness. However, effective mechanisms can be expensive and can generate unintended or even perverse consequences. As a result, a trade-off between efficiency and effectiveness has to occur when a system is effective but very expensive (e.g. extreme high cost to maintain it or when a system is very low-cost but not effective). Understanding and investigating this potential trade-off is crucial for understanding the issue of efficiency of accountability instruments.

Effective Accountability Rules and the Importance of Mechanisms in Africa

According to Wouters and Marx (2007) several mechanisms exist to hold actors accountable, such as codes of conduct. In African countries, a key aspect of the effectiveness of these mechanisms is enforcement. Throughout a range of different studies one can identify two crucial design parameters for enforcement, namely sanctioning and monitoring (North 1990, 1993, 2005; Osborn, 1999, 2015; World Bank, 2016). Ideal-type systems of enforcement are very elaborate and consist of;

- i. The presence of clear, unambiguous and precise standards and guidelines with specific attention to the issue of conflicts of interest, which is a key-issue in accountability;
- ii. Top-down monitoring systems with independent (internal and external) auditors who perform unannounced audits with clear audit protocols and procedures;
- iii. Bottom-up monitoring systems with well-developed complain procedures and transparent information provision which is publicly available;
- iv. A clear gradual sanctioning system with appeal possibilities.

However, implementing such systems can also imply:

1. High organizational cost, which in a context of increased public scrutiny on spending of nations is a very sensitive issue. A very effective enforcement mechanism might well exceed an acceptable budget from the point of view of the international organization.
2. Too much control can result in policy inertia (over bureaucratization) since it can inhibit the capacity of organizations to act and to realize policies. In other words, the effectiveness of accountability mechanisms can inhibit the effectiveness of policies.
3. Too much control can generate another potential important trade-off, namely the trade-off between freedom of decision and effective control or between autonomy and independence of the international civil service, on the one hand and control of the international civil service, on the other hand (Marx, 2007).

Consequently, balancing costs and achieving results with regard to accountability mechanisms are important issues. Conflicts of interest are pervasive facts of life for all types of organizations and it is prohibitively costly to try to reduce such conflicts to zero. This of course should not imply a laissez-faire stance toward conflicts of interest. It is precisely this balancing between efficiency and effectiveness which is in need of further investigation in the context of international organizations.

Design of Accountability Mechanisms

A second important issue to focus on in future research and discussions is the issue of the design of accountability mechanism. Accountability is defined by as a relationship between an actor and a forum, in which the actor has an obligation to explain and to justify his or her conduct, the forum can pose questions and pass judgment, and the actor may face consequences. This definition builds on a principal-agent approach to accountability and highlights this second challenge to research on accountability in an international multilevel regulatory environment (Jameson et al. 2017). In a simple principal-agent model, an agent reports directly to the principal who delegates to the agent the freedom to act on his/her behalf.

However, as Benz, Harlow and Papadopoulos (2007:444) stress, systems of multilevel governance do not easily fit into this conceptual framework. In their views “by complicating and obscuring straightforward ‘chains of delegation’ they make it hard to identify a principal.”

The latter, the identification of principals in multilevel systems, constitutes a major research topic for scholars studying African institutions. Progress has recently been made in this context by the recent studies. However, more comparative research needs to be undertaken. Comparative research designs might highlight striking differences between and within (international) public organizations and across policy domains/arenas. More in general, comparative research which focuses on the institutional design, i.e. rules, procedures and decision-making, might general learning effects across international organizations especially in Africa. The importance of such comparisons is also pointed out by Tomkins (1999:763-764), who notes that the British government’s ministerial code is far more elaborate and specific, and, hence, probably more effective. However, this is a huge challenge to Africa.

Philosophy and the Concept of Ethics

The field of ethics, also called moral philosophy, involves systematizing, defending, and recommending concepts of right and wrong behaviour. Philosophers today usually divide ethical theories into three general subject areas: metaethics, normative ethics, and applied ethics. According to Kant (1985), Metaethics investigates where our ethical principles come from, and what they mean. Are they merely social inventions? Do they involve more than expressions of our individual emotions? Metaethical answers to these questions focus on the issues of universal ethical truths, the will of God, the role of reason in ethical judgments, and the meaning of ethical terms themselves. Normative ethics takes on a more practical task, which is to arrive at moral standards that regulate right and wrong conduct. This may involve articulating the good habits that we should acquire, the duties that we should follow, or the consequences of our behaviour on others. Finally applied ethics involves examining specific controversial issues, such as abortion, infanticide, animal rights, environmental concerns, homosexuality, capital punishment, or nuclear war.

By using the conceptual tools of metaethics and normative ethics, discussions in applied ethics try to resolve these controversial issues. The lines of distinction between metaethics, normative ethics, and applied ethics are often blurry. For example, the issue of abortion is an applied ethical topic since it involves a specific type of controversial behaviour. But it also depends on more general normative principles, such as the right of self-rule and the right to life, which are litmus tests for determining the morality of that procedure. The issue also rests on metaethical issues such as, “where do rights come from?” and “what kind of beings have rights?”

Metaethics

The term “meta” means after or beyond, and, consequently, the notion of metaethics involves a removed, or bird’s eye view of the entire project of ethics. We may define metaethics as the study of the origin and meaning of ethical concepts. When compared to normative ethics and two issues, though, are prominent: (1) metaphysical issues concerning whether morality exists independently of humans, and (2) psychological issues concerning the underlying mental basis of our moral judgments and conduct.

Normative Ethics

Normative ethics involves arriving at moral standards that regulate right and wrong conduct. In a sense, Bate (2017) observes that it is the search for an ideal litmus test of proper behaviour. The Golden Rule is a classic example of a normative principle: we should do to others what we would want others to do to us. Since I do not want my neighbor to steal my car, then it is wrong for me to steal her car. Since I would want people to feed me if I am starving, then I should help feed starving people. Using this same reasoning, I can theoretically determine whether any possible action is right or wrong. So, based on the Golden Rule, it would also be wrong for me to lie, to harass, victimize, assault, or kill others. The Golden Rule is an example of a normative theory that establishes a single principle against which we judge all actions. Other normative theories focus on a set of foundational principles, or a set of good character traits. The key assumption in normative ethics is that there is only one ultimate criterion of

moral conduct, whether it is a single rule or a set of principles. Three strategies will be noted here: (1) virtue theories, (2) duty theories, and (3) consequentialist theories.

- a. **Virtue Theories:** Many philosophers believe that morality consists of following precisely defined rules of conduct, such as “don’t kill,” or “don’t steal.” Presumably, I must learn these rules, and then make sure each of my actions lives up to the rules.
- b. **Duty Theories:** Many of us feel that there are clear obligations we have as human beings, such as to care for our children, and to not commit murder. Duty theories base morality on specific, foundational principles of obligation. This reflects our actual moral convictions:
 - **Fidelity:** the duty to keep promises
 - **Reparation:** The duty to compensate others when we harm them
 - **Gratitude:** The duty to thank those who help us
 - **Justice:** The duty to recognize merit
 - **Beneficence:** The duty to improve the conditions of others
 - **Self-Improvement:** The duty to improve our virtue and intelligence
 - **Nonmaleficence:** The duty to not inure others etc.
- c. **Consequentialist Theories:** It is common for us to determine our moral responsibility by weighting the consequences of our actions. According to consequentialist normative theories, correct moral conduct is determined so/e/y by a cost-benefit analysis of an action’s consequences (Mill, 1991). Consequentialism indicates that an action is morally right if the consequences of that action are more favourable than unfavourable. Consequentialist normative principles require that we first tally both the good and bad consequences of an action. Second, we then determine whether the total good consequences outweigh the total bad consequences. If the good consequences are greater, then the action is morally proper. If the bad consequences are greater, then the action is morally improper. In particular, competing

consequentialist theories specify which consequences for affected groups of people are relevant. Three subdivisions of consequentialism emerge:

- **Ethical Egoism:** An action is morally right if the consequences of that action are more favourable than unfavourable only to the agent performing the action
- **Ethical Altruism:** An action is morally right if the consequences of that action are more favourable than unfavourable to everyone except the agent.
- **Utilitarianism:** An action is morally right if the consequences of that different groups of people. But, like all normative theories, the above three theories are rivals of each other. They also yield different conclusions.

All three of these theories focus on the consequences of actions for different groups of people. But, like all normative theories, the above three theories are rivals of each other. They also yield different conclusions.

Ethics, Accountability and Good Governance in Africa

The basic problem of maintaining an ethical regime in any nation's life is the existence of an entrenched belief by a powerful group of politicians, bureaucrats, business and industrial personalities, organizations, both governmental and nongovernmental, and other persons from other callings and professions, that although all human beings are equal, they are more equal than others. Law and judicial systems exist for those who are less equal than them while they float above the law and the arms of the court are not long enough to reach them. This dichotomy in the day-to-day affairs of a nation is a breeding ground for corruption. The search for a policy and technique to combat corruption is essentially a search for a leveler.

An ethical or moral regime in Africa is essentially a regime of choice between right and wrong, between what is materially attractive and morally reprehensive. Transparency International has planned, debated and recommended multi-pronged policies to take meaningful preventive and repressive steps to fight corruption, keeping the special needs and problems of various regions of the world in view.

About 120 countries gained their independence since the Second World War. Donor countries, multinational financial institutions and private entrepreneurs have rushed into these countries with financial and technical help in the fields of agriculture, industries, communications, energy and so on. But little or no help has been forthcoming in judicial development programmes. Some of these countries have suffered a highly independent higher judiciary on their own, but have kept the subordinate judiciary, where most cases originate at the grassroots level, firmly under the executive control, keeping them undermanned and underdeveloped, poorly paid and indifferently maintained. Now that the donor countries, multi-national financial institutions and private entrepreneurs are finding their investments interminably locked in mind-boggling uncertain litigation with inordinate delays at every turn, they are turning more and more to this long-neglected sector and are discovering the delays, corruption and lack of case management to which they themselves have no mean contribution. Arms-twisting as a method of subjecting weaker economies into submission is a visible, high-profile procedure. But this method is not known to have been used to bring pressure to bear upon recalcitrant governments, unable or unwilling to grant their judiciary, higher or lower, total independence in judicial, financial and administrative matters. The civil societies in these countries have also played no significant part in securing an independent judiciary for their own benefit.

Good governance in Africa is an extension of the principle of the rule of law. A society is well-governed when there is a rule of law; not a rule of man or woman. A modern state is extensively governed by rules and regulations, by complex guidelines and instructions, by a web of regulations, restrictive, prohibitive and penal procedures. As a fish starts getting rotten from the head, good governance starts sliding from the hands of the people when the top people in parliament, executive and judiciary put rules and regulations aside and start ruling by the rule of the thumb. A democratically elected government is not necessarily a democratic and open government. It has often been found in history that a democratically elected government can also be despotic and autocratic in practice. The external world is satisfied if the adults

entitled to suffrage go through the motion of voting at intervals, but little do they enquire whether these periodic exercises have made any difference in the manner and quality of governance.

Conclusion

This chapter discussed the distinction between efficiency and effectiveness of accountability mechanisms and pointed to a potential trade-off between effective and efficient systems. It also went through a number of crucial design-parameters for effective accountability mechanisms. This analysis, which focused mainly on enforcement mechanisms was subsequently applied to the code of conduct or ethics. This application shows that the current code of conduct in African countries lacks some key mechanisms for effective enforcement. More elaborate enforcement mechanisms are necessary in this regard. This comparison should mainly focus on the design of enforcement mechanisms and should include an assessment of the trade-off between effectiveness and efficiency.

From the above discussion, it should be clear that good governance is an ideal which is difficult to achieve in its totality. Very few countries and societies have come close to achieving good governance in its totality. However, to ensure sustainable human development, actions must be taken to work towards this deal with the aim of making it a reality. Ethical standards, uncompromising stance on accountability, responsibility and transparency as well as channelling various efforts towards strengthening good governance are the best measures to rescue post-colonial Africa in the mission to greatness.

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EFFECT OF HUMAN TRAFFICKING ON THE NIGERIA'S ECONOMY

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ABSTRACT

Human trafficking is a critical issue that presents significant challenges to Nigeria's economic development. The practice not only has devastating effects on the lives of victims but also harms the country's economy. The main focus of this study is to examine the impact of human trafficking on economic development in Nigeria. The study utilized strain/anomie theory as a theoretical framework. This theory asserts that all social classes strive to achieve culturally desired goals through legitimate means. However, not all individuals have equal access to these legitimate means, leading some to pursue their goals through any means necessary. The study used a qualitative research design. Data collected were analysed through the use of content analysis. The findings revealed that human trafficking results in the loss of productive human resources, as victims are often forced into exploitative labour or sexual exploitation, preventing them from contributing to the formal economy. The illegal trade in humans generates significant profits for traffickers but leads to direct losses for the national economy. The study concluded that an increase in the activities of human traffickers across the border area reduces productivity in Nigeria's real economic sector. Finally, the study recommended that the Nigerian government should facilitate training for local, state, and federal judges and security personnel on human trafficking anti-trafficking law, specifically the provision prohibiting the issuance of fines in lieu of imprisonment in collaboration with international partners.

Keywords: Human Trafficking, Nigerian Economy, Human Security, Sexual Exploitation.

Introduction

Human trafficking in Nigeria is a complex issue with significant implications for the country's economy and social fabric. Nigeria is identified as a source, transit, and destination country for human trafficking. Traffickers exploit both domestic and foreign victims within Nigeria and abroad (US Department of State, 2023). Nigeria's rapid population growth contributes to the prevalence of trafficking and high unemployment, underemployment, and insecurity drive citizens to seek better opportunities elsewhere. The exploitation of trafficked children leads to physical and psychological harm, affecting their well-being and future productivity and also disrupts the labour market by diverting potential workers into exploitative conditions. **All transit, receiving, and supply countries must cooperate to prevent, investigate, and prosecute human trafficking phenomena and offences. Cross-border crimes include money laundering, drug trafficking, arms smuggling or trafficking of weapons, international terrorism, illegal oil bunkering, illicit trafficking in diamonds, and business fraud, to mention but a notable few. Organised criminal groups carry out their illicit activities using major technological tools such as information networks, the financial system and other sophisticated means, while other crude methods include concealing banned items from one country to another, human trafficking and major oil bunkering activities with speed boats and vessels** (Osimen; Uwa, Daudu & Adeniran, 2018)

Ortuno and Wiriyaichai (2009: p. 56) have maintained that the past few years have been characterized by a significant increase in global criminal activities such as money laundering, trafficking in human and nuclear technology and material, the trade in human organs and migrant smuggling. At the same time, emerging crimes such as modern piracy, and trafficking in toxic waste, counterfeit medicines, precious metals or natural resources have been added to the list of traditional illegal activities such as prostitution, drug trafficking and arms trafficking.

The Nigerian and Cameroonian Border is demarcated without any clear-cut policy to back it up and the security personnel safeguarding the areas are not adequate. The aftermath

of the Libyan crisis equally remains an issue of great security concern considering the number of assorted arms and ammunition that are in the hands of criminals and unpatriotic citizens in the African continent. Worrisome to this development is the way the most sophisticated weapons are being smuggled into Nigeria and her neighbours unchecked and getting to the hands of criminals who carry out several heinous acts which have become daily affairs in Nigeria. Security personnel like the Customs, Immigration, Federal Road Safety Commission (FRSC), Army, Navy etc. are being designated to various outposts on both sides of the borders but their activities need to be questioned.

Nigeria has acquired a reputation for being one of the leading African countries in human trafficking with cross-border and internal trafficking. Trafficking of persons is the third largest crime after economic fraud and the drug trade. Decades of military regimes in Nigeria have led to the institutionalized violation of human rights and severe political, social and economic crises. This negatively impacts the development of community participation, especially of women and children, despite international institutions designed to advance their causes. In addition, the oil boom in the 1970s created opportunities for migration both inside and outside of the country. This created avenues for exploitation, for international trafficking in women and children, for forced labour and prostitution. Human trafficking is a serious issue that poses significant challenges to Nigeria's economic development. The practice not only has devastating effects on the lives of victims but also hurts the country's economy. The loss of human capital and potential contribution to the workforce are just a few of how human trafficking hinders economic growth. Moreover, the illegal activity often goes hand in hand with other criminal activities such as drug trafficking and money laundering, which further weaken the social fabric of the country.

Nigeria continues to face serious security challenges due to cross-border or trans-border criminal activities. Thousands of people, both civilians and combatants, are being killed or injured every year in the country. Even when death or injury is avoided, small arms proliferation and misuse can dramatically impact a community, country or region's landscape.

The threat and use of small arms can undermine development, prevent the delivery of humanitarian and economic aid, and contribute to refugee and internally displaced persons (IDP) populations (Stohl & Tuttle, 2009). The borderless nature of Nigerian communities has further posed a security threat to the lives of Nigerian citizens. The Nigerian government must take strict measures to combat human trafficking and protect the rights of its citizens. Therefore, this work is to examine the effect of human trafficking and Nigeria's economy.

Conceptual Review

Human Trafficking

According to the United Nations Office on Drugs and Crime (UNODC) estimate, 10% of those forced into sex work in Western Europe are women from West Africa, and a good number of them are Nigerians (UNODC, 2012). The debasement of women in West Africa including Nigeria makes women vulnerable to traffickers. Women are perceived to be inferior to men, thereby encouraging gender discrimination. Families prefer to invest more in their male children even to the detriment of their female children. This has encouraged low school enrolment for girls. Women/girl's low education often subjects them to lowly paid jobs, and this makes them susceptible to human traffickers. They are, therefore, ready to do anything to escape poverty and lack. Even in the household, when there are dwindling resources, women are left to become "heads" and therefore assume the role of breadwinners. This also makes them vulnerable to traffickers. The high unemployment rate, the low status of Nigerian women and the predominance of women in small-scale informal sectors have fueled women's vulnerability to the illicit trade. Enaikele & Olutayo (2011) rightly posit that trafficking is majorly a gender-biased phenomenon since most of their victims are women and girls.

Transnational Crimes

US Department of Justice (2008) posits that "international organized crime refers to those self-perpetuating associations of individuals who operate internationally to obtain power, influence, monetary and/or commercial gains, wholly or in part by illegal means while protecting their activities through a pattern of corruption and/or violence". The United Nations

Convention on Transnational Organized Crime seeks to provide a unified definition that is likely to serve as the benchmark for identifying transnational criminal organizations when it posits that:

Organized criminal group” shall mean a structured group of three or more persons, existing for some time and acting in concert to commit one or more serious crimes or offences established following this Convention, to obtain, directly or indirectly, a financial or other material benefit. “Serious crime” shall mean conduct constituting an offence punishable by a maximum deprivation of liberty of at least four years or a more serious penalty (Shelley et al, 2003).

Transnational organized crime is a complex security threat that demands a multi-layered approach and response. Organized crime groups rarely have strong ties to the state outside of the use of corruption to protect themselves and examples range from Nigerian fraud rings to Albanian people smugglers to Indonesian pirate groups (Picarelli, 2010). There have been various series of arguments among scholars as to the similarities and differences that exist between international crime and transnational crimes. Both concepts have been seen to mean the same but as argued by Albanese (2012), “Unlike traditional crimes that occur within a single country, transnational crimes are distinguished by their multinational nature and cross-border impact”.

According to Ezeanyika (2012), various crimes are perpetrated across the borders of Nigeria. To him, child trafficking, drugs and fraud are major crimes perpetrated across the borders. His work further gave a break to the history of the emergence of border crime in Nigeria when it posits that; Organized crime in Nigeria in its contemporary form is generally perceived to have emerged in the 1970s, contemporaneous with the oil boom of that decade, the delinking of the dollar from gold, high inflation, and the rapid spread of debt in the developing world. However, various antecedents could no doubt be traced back for decades earlier, such as in the ancient traditions of long-distance commerce that are characteristic of the region, or indeed in the activities of European criminal gangs who pioneered intercontinental crime from bases in West Africa in colonial times (Ezeanyika & Ubah. 2012)

Economic Development

Nowadays the term 'development' is used in many disciplines and serves in practice to define a recognized field of research. It is a dynamic concept. It has different meanings for different people. There is no agreement on the meaning of development among planners and thinkers either. Some people say it means an increase in income and others emphasize employment, quality of life, happiness and so on. Still, others stress on meeting the basic needs of people. The only thing on which everyone agrees is that development is necessary, and everyone wants it, although in his image and perhaps in his way. Academicians, politicians and economists all give different interpretations, but all of them agree that development improves people's standard of living.

According to Drewnowski (1966: pp. 26-30), "Development is a process of qualitative change and quantitative growth of the social and economic reality which we can call either society or economy. Because of the close interrelation of economic and social elements, no 'purely' social or 'purely' economic development is possible. Consequently, it is better not to speak of social development separately. It is a single process which is best called simply development". In the above definition, Drewnowski identifies socio-economic development with change in the quality of life and quantitative growth of various values. Mabogunje (1980) goes on to distinguish between 'development and modernization', the latter being seen as the social transformation of a nation. This is the second way in which the word 'development' has been used. It is still in the sense that economic growth came to be seen as part of a much wider process of social change described as modernization.

Empirical Review

Effects of Human Trafficking on Nigeria's Economy

Criminal activities damage the financial sector institutions that are critical to economic growth, reduce productivity in the economy's real sector by diverting resources and encouraging crime and corruption which slows economic growth and can distort the economy's external trade, internal trade, and capital flows or economic development. Money

laundering causes monies appropriated for specific development projects to be diverted to individual bank accounts. This is the situation involving many individual members of the political class in Nigeria who are privileged to occupy governmental positions to siphon people's money to foreign banks to the detriment of the Nigerian public. These monies would have been used in providing. Another case of political involvement in organised crime in the region concerns the late Maurice Ibekwe, a member of Nigeria's Federal House of Representatives arrested for financial fraud, forgery and conspiracy. He had served as chairman of the House Sub-Committee on Police Affairs. However, only in a small number of cases can it be shown beyond reasonable doubt that senior political figures like Ibekwe have been directly implicated in organised criminal activities (Ebo, 2003; Aning, 2009).

Transnational organised crime (TOC) poses a significant and growing threat to national and international security, with dire implications for public safety, public health, democratic institutions, and economic stability across the globe. Not only are criminal networks expanding, but they also are diversifying their activities, resulting in the convergence of once distinct threats that today have explosive and destabilising effects. From a political point of view, border crimes have hijacked the entire policy and political processes of governments in Nigeria.

In many cases, users die prematurely from drug overdoses or other drug-associated illnesses. Some users are parents, whose deaths leave their children in the care of relatives or foster care, according to the UNODC cited in Behsat 2014, nearly 250,000 people lose their lives due to drug consumption (UNODC, 2012). U.S. government has been dealing with drugs as a principal national security threat as drug-related deaths exceed 38,000 per year (Jones et al, 2010). The majority of the existing literature in Nigeria, however, perceived drug abuse as a social, criminal and health problem rather than a national security threat. Studies revealed that intensive international drug trafficking increased the availability of drugs in the country. Many government reports and individual studies indicate that heroin, cocaine, ecstasy, amphetamine and cannabis have become widely available, especially in metropolitan cities

(KOM, 2012). Several experts stated that transnational drug networks began to target domestic markets in addition to the exploitation of Nigeria as a transition route. Nigeria is no longer just a transit route for hard drugs but also a final destination.

Theoretical Framework: Strain/Anomie Theory

However, the Strain/Anomie Theory was propounded by Robert K. Merton (1938) developed the first major strain theory in criminology. He argues that all people in the United States are encouraged to strive for the cultural goal of monetary success. Lower-class individuals, however, are often prevented from achieving this goal through legitimate means. Their parents may fail to provide them with the skills and attitudes necessary for school success, live in communities with inferior schools, and often lack the money to send them to college or set them up in business. As a consequence, lower-class individuals more often experience strain, with this strain being a function of the disjunction between their goals and the legitimate means for achieving them.

Merton states that there are several ways to cope with this strain, some of which involve crime. Individuals may attempt to achieve monetary success through illegitimate channels, such as theft, drug selling, smuggling and prostitution. They may strike out at others in their frustration. They may engage in drug use to alleviate their frustration. They may reject the goal of monetary success and focus on the achievement of other goals, certain of which involve crime. Merton noted that most strained individuals live with their strain rather than cope through crime, and he went on to describe factors that influence the likelihood of criminal coping—such as the extent to which individuals are socialized to condemn crime. Strain theory was postulated by Emile Durkheim but has been advanced by Merton (1938), and Agnew (1992) to show that social structures within the society may encourage citizens to commit crimes. Merton, (1938) posited that crime is not just a function of deprivation, but the result of a disjuncture or lack of connection between ends (goals) and the means of attaining those ends (Lynch, 2008).

Strain theory applied only to the lower class as they struggle with limited resources to obtain their goals and ignore the upper class that struggles for power and resource control in society. Strain theory fails to explain white collar crime, the perpetrator of whom have many opportunities to achieve through legal and legitimate means, which include fraud, bribery, Ponzi schemes, insider trading, labour racketeering, embezzlement, cybercrime, copyright infringement, money laundering, identity theft, and forgery but focusing on the marginalization, anger and frustration that lead individuals to commit crime in the society as a crime.

From the review of strain/anomie so far, the theory of Anomie as postulated by Robert Agnew has a significant effect on this study. The theory of Anomie posits that the social structures in society can promote criminal behaviour. When society lays much emphasis on material wealth and accords individuals, status based on their level of wealth acquisition, it is natural that the members of that society will all seek to acquire wealth. The situation is further worsened when the means for achieving highly valued wealth is not evenly distributed in which case some individuals may come up with their means which may be criminal.

Methodology

The data collected were primary and secondary sources to elicit relevant information. The population of this study is defined by the number of individuals who share common characteristics that are of interest to the research. The target population of the study comprises the different border agencies in the Jibia border in Nigeria and majorly focuses on the Nigerian Customs Service, Department of State Security Services, National Drugs Law Enforcement Agency, Nigerian Immigration Services and National Agency Prosecution Trafficking in Person (NAPTIP). The study indicated that the five (5) border agencies in the Jibia border would be used for this study. The target population of this study is one hundred and twenty (120). Therefore, the sample framework of the population is expressed in tabular form as seen below:

Sample Framework of the Population

Population	Frequency	Percentage
Nigerian Custom Service	28	23%
Nigeria Immigration Service	23	19.2%
National Drugs Law Enforce Agency	27	22.5%
Department of State Services	22	18%
National Agency for the Prohibition of Trafficking in Persons	20	17%
Total	120	100%

Source: **Field Work, May 2024**

The population above capture the critical elements considered necessary for this research. This is so because the respondents were chosen for one-on-one interviews only.

Sampling Technique

To this end, a purposive sampling technique will be used, culminating in the sample taken from these units. The choice of purposive sampling technique is justified as it seems more suitable for the study of this nature. This is so, because of the peculiarity of the subject matter which stressed the need to interface with respondents who have the required knowledge about the subject under investigation.

Sample size of the Study

The study drew its sample from five (5) security agencies as representative of the whole: Nigerian Customs Service, Department of State Security Services, National Drugs Law Enforcement Agency, Nigerian Immigration Services, Department of State Security and National Agency Prosecution Trafficking in Person (NAPTIP). The study adopted the Black and Champion method for sample determination which stressed that ten (10) percent of the identified target population can be used to represent the whole.

Hence, the sample size for this study is pegged at (12) which is the ten per cent of one hundred and twenty (120). The table below shows the distribution of the samples as thus:

Sample Framework of the Sample Size

Population	Frequency	Sample Size
Nigerian Custom Service	28	4

Nigeria Immigration Service	23	3
National Drugs Law Enforce Agency	27	2
Department of State Services	22	1
National Agency for the Prohibition of Trafficking in Persons	20	2
Total	120	12

Source: Field Work, May 2024

The sample size distributed to each agency was determined using proportional statistic standards and the research priority.

By this, the study gains an insight into human trafficking and its challenges to Nigeria’s economy. The primary objective of this research is to examine human trafficking and its challenges to Nigeria’s economy.

Method of Data Collection

The relevant data for this study was collected through two major instruments; the primary and secondary.

- i. **Primary Sources:** The Interview source of primary data was applied and twelve (12) respondents were interviewed (with optional replacement where necessary). The staff of the various institutions were selected as the target population.

INSTITUTIONS	RANK
Nigerian Custom Service	Ass. Controller/ Inspector
Nigerian Immigration Service	Ass. Controller/ Inspector
National Drugs Law Enforce Agency	Ass. Commander of Narcotics
Department of State Services	Lieutenant
National Agency for the Prohibition of Trafficking in Persons	Ass. Director/Admin Assistant

Source: Field Work, May 2024

However, the choice of the above category of respondents is stimulated by their vast knowledge and experiences in the area under investigation.

Data Analysis and Result on the Effect of Human Trafficking on Nigeria's Economy

Interview conducted on how human trafficking impacts Nigeria's labour force and productivity. They unanimously stated that:

Trafficking results in the illegal sale of viable human resources. Victims, often young women and girls, are coerced into sexual exploitation or forced labour. These individuals could have contributed significantly to the country's workforce, but instead, they suffered exploitation and trauma.

Another set of interviews stated that:

Trafficked victims endure physical and psychological abuse, affecting their mental health and well-being. Their productivity is compromised due to trauma, fear, and exhaustion (Source: Researcher's Field Work, May 2024).

Interview conducted on what role human capital flight plays in Nigeria's economic development. The respondents stated that:

When highly educated and skilled professionals leave Nigeria, it results in a shortage of talent within the country. This can hinder economic growth and development.

Brain drain weakens institutions and public services, as qualified personnel are essential for effective governance, policymaking, and service delivery (Source: Field Work, May 2024).

Interview conducted on how human trafficking affects Nigeria's GDP and national income.

The respondents unanimously revealed that:

Human trafficking leads to the loss of productive human resources. Victims are often forced into exploitative labour or sexual exploitation, preventing them from contributing to the formal economy. The illegal trade in humans generates significant profits for traffickers but results in direct losses for the national economy. These losses include the value of human capital diverted away from productive activities (Source: Researcher's Field Work, May 2024).

Interview conducted on what are the costs of rehabilitating and reintegrating trafficking survivors into society. The respondents unanimously stated that:

The costs of rehabilitating and reintegrating trafficking survivors into society can vary depending on the extent of the trauma and the services required. Some survivors may require medical attention, while others may need therapy, housing, job training, and legal assistance. The costs can include medical bills, therapy sessions, housing and living expenses, and legal fees. It's important to note that rehabilitating and reintegrating trafficking survivors into society is not just a financial investment, but a moral obligation to help those who have suffered such heinous crimes (Source: Researcher's Field Work, May 2024).

Interview conducted on what are the long-term consequences of trafficking on Nigeria's economic stability. The respondents generally stated that:

Trafficking often involves the exploitation of human beings, leading to a loss of productive workforce. Victims, especially women and children, are subjected to physical and emotional trauma, affecting their overall well-being and productivity. Reduced human capital hampers economic growth and development (Source: Researcher's Field Work, May 2024).

Discussion of Finding

The results from the findings are discussed in line with the study's objective stated in the previous pages of the work. The study was set out to investigate the effects of human trafficking on Nigeria's economic development. Available data generated from the interviews and secondary sources found that trafficking results in the illegal sale of viable human resources. Victims, often young women and girls, are coerced into sexual exploitation or forced labour. These individuals could have contributed significantly to the country's workforce, but instead, they suffered exploitation and trauma, this was in agreement with the work of (Buzan, 1991), as he stated that apart from its economic loss, the negation of investment onshore exploration and production, security risks and damage to equipment, illegal oil bunkering fuels conflict etc and it was found out from the interview conducted that the Human trafficking leads to the loss of productive human resources.

Victims are often forced into exploitative labour or sexual exploitation, preventing them from contributing to the formal economy. The illegal trade in humans generates significant profits for traffickers but results in direct losses for the national economy. It was also revealed that rehabilitating and reintegrating trafficking survivors into society is not just a financial investment, but a moral obligation to help those who have suffered such heinous crimes and it was indicated that the costs of rehabilitating and reintegrating trafficking survivors into society can vary depending on the extent of the trauma and the services required. Some survivors may require medical attention, while others may need therapy, housing, job

training, and legal assistance. The costs can include medical bills, therapy sessions, housing and living expenses, and legal fees.

Conclusion

In light of the foregoing, it will be noted that human trafficking is one issue that can lead to turbulence in the international community if not tackled. The increased activities of smugglers across the border area coupled with arms trafficking are challenges to economic development in Nigeria. The current insurgency in North East Nigeria and other regional crises will be curtailed if the flow of arms is reduced. Since it's easy to carry about, all citizens are capable of possessing the weapon illegally and this translates to national insecurity.

Recommendations

Based on the findings from primary and secondary data collected, the following recommendations have been made:

- i. The Nigerian government should facilitate training for local, state, and federal judges on human trafficking and the 2015 anti-trafficking law, specifically the provision prohibiting the issuance of fines in lieu of imprisonment in collaboration with international partners.
- ii. Nigeria should focus on providing support and rehabilitation for victims of human trafficking, as well as raising awareness among its citizens about the dangers of human trafficking

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TRANSNATIONAL SECURITY CHALLENGES IN WEST AFRICA AND REGIONAL SECURITY

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ABSTRACT

The paper examines transnational security challenges in West Africa, as an issue of growing concern in the subregion. Though West Africa in the two last decades has experienced myriad of security threats, transnational crimes ranging from arms trafficking, piracy, violent extremism to drug trafficking have become some of the most profound security challenges contributing to insecurity in the subregion in recent years. The paper explores the scale and scope of the security challenges and their impact on the security of the subregion. It analyses the complex link between transnational criminal activities and the financing of terrorism as well as the spread of small arms and light weapons, criminal network activities and radical armed groups across the subregion. Transnational organized criminals blur boundaries as rebels trade in weapons and terrorists collaborate with drug traffickers amongst others. The paper examines the impact of the security challenges on the subregion, and how they continue to pose a security threat to the security of the subregion. It seeks to identify the regional responses, especially the role of ECOWAS in the management of the security threats in the subregion. The paper concludes that despite the existence of different conventions and protocols, few visible results have come out of these initiatives for addressing the transnational security challenges. It recommends a holistic security response with emphasis on human security, to enable it tackle effectively the complex transnational security challenges facing the subregion.

Keywords: Transnational, Security threats, Subregion, Regional security, West Africa.

Introduction

West Africa has been inundated by a myriad of security challenges, not least the security challenges that are transnational in nature. It is perhaps the intractable nature of these security challenges and the fact that they are increasing in occurrence that has made it imperative that a critical inquiry be carried out to ascertain the remote and immediate causes and possible solutions. The current transnational security challenges facing West Africa include but are

not limited to insurgencies, terrorism, maritime piracy, drug trafficking, human trafficking, banditry and other activities of organized criminal networks.

Some of the major causes of armed conflicts in West Africa for instance, include terrorism, arms trafficking, drug trafficking and religious extremism. Sometimes these conflicts initially localized, become transnational in character. Examples include the activities of Groups like the Islamic State West Africa Province (ISWAP), Boko Haram, Tuareg Armed Group, herders – farmers armed groups, armed banditry, and local tribal militias that have forced many to flee to other countries or become Internally Displaced Persons (IDPs) in their own countries (Adetula, 2023). Overall, national institutions for tackling these security challenges remain weak, with parts of the region functioning as hubs for transnational crimes, particularly drug and arms trafficking. Given these security challenges, the role of ECOWAS that is by far the most advanced regional economic community on the continent to tackle these threats transnationally cannot be overemphasized. The purpose of the paper is to critically examine some of the transnational security challenges in West Africa, that have had profound impact on subregional security, and the various responses to address the insecurity in the subregion.

Geo-Politics of West Africa

In geopolitical terms, West Africa comprises the sixteen states that make up the western region of Africa. Fifteen of these states are members of the Economic Community of West African States (ECOWAS). The only exception is Mauritania which although a founding member of ECOWAS withdrew from the regional body in 2000. West Africa is bounded in the west by the Atlantic Ocean, in the south by the Gulf of Guinea, and in the north by the Sahara and the Sahel, a belt like semi-arid transition zone between the Sahara deserts and the Savannah. It occupies an area of approximately 8 million km², about one-fifth of Africa, with a population of about 400 million people (Agbu, 2023). West Africa's landscape is mainly flat with coastal plains in the west and south, especially in Senegal, the southern Cote D'Ivoire, the Niger Delta and the lower valleys of the Volta and Niger Rivers. The interior consists of a hilly low Plateau

with elevations below 500 metres. It has five different climate and vegetation zones that extend like belts from west to east. These bio-climatic zones consist of the Saharan, Sahelian, Sudanian, Guinean and Guineo-Congolian regions.

Against this backdrop of the geographical characteristics of the subregion lies the politics and economics of it, which can be better understood from the impact of human activities in the region. Upper part of West Africa, being semi-arid and susceptible to the vagaries of the climate, especially drought, is prone to conflicts that often spill down into the other parts of West African states. An example is the Herder-Farmer conflicts that have been ongoing for several years in the subregion. Its 6,000 kilometers of coastland, which stretches from Angola in south-west Africa to the Western Sahara and washed by the Atlantic Ocean, is an area of global geostrategic importance as well as its vulnerable security (Musa, 2009). The Gulf of Guinea is of strategic importance because of its huge hydrocarbon deposits, which makes it a future resource to meet global energy needs. Nigeria has a proven oil and gas reserves which are estimated at 40-50 billion barrels (Nickels, 2021). The recent oil discovery in Ghana estimated at 3 billion barrels, oil reserves in Cote d'Ivoire, and the optimistic prospecting in the Mano River Union (MRU) basin and Mali, are indications that almost all the ECOWAS countries is rich in huge oil and gas deposits.

Conceptual Clarification

Transnational Security Challenges

There is no universally accepted definition of transnational security challenges. However, the United Nations Convention against Transnational Organized Crime defines an organized criminal group as “a structured group of three or more persons existing for a period of time and acting in concert with the aim of committing one or more serious crimes or offences established in accordance with this Convention, in order to obtain, directly or indirectly, a financial or other material benefit” (Williams, 2004). In recent times however, the nature of transnational crimes has significantly altered due to the use of technology, networks and the relaxation of travel restrictions. Hence, "transnational security threats" refers to a variety of unlawful operations carried out across national and international borders by people and groups

for financial or commercial gain, as well as sociopolitical or religious purposes (Nickels, 2021).

According to the Office of United Nations on Drugs and Crimes (UNODC), transnational crime involves people in more than one country whose activities transcend national boundaries, and maintain a system of operation and communication that is effective enough to perform criminal transactions, sometimes repeatedly (UNODC Report, 2005). In West Africa, this is most noticeable in regard to drug-trafficking, human trafficking, piracy, money laundering, arms smuggling and terrorism (Ering, 2011). They involve West African criminals operating in global illicit markets, and sometimes colluding with other international criminals. Unfortunately, transnational crimes contribute to the growth of organized criminal networks, thus posing a serious threat to the stability and security of the subregion.

Regional Security

'Region' and 'security' are widely used but contested concepts. In global politics the concept of region has become most closely associated with the different continents of the world. The world for example is divided into continents, which are further divided into regions and sub-regions for geographical and politico-economic reasons. An additional distinction may be drawn between regions and sub-regions, with the latter understood as geographically distinct sub-areas of continents such as Southeast Asia, South Africa, West Africa amongst others. However, the two terms are often used interchangeably and the difference between them is sometimes blurred. Geography alone does not define regions in world politics. Regions can be described as political constructs just as nations.

Security is at the forefront of stability and progress in any region. As a concept, security is embraced in all facets of human life from the smallest micro level to the macro, national, and international levels. Hence security can be seen from a whole range of perspectives ranging from personal, community, national, regional to international security. In the United Nations system, security is no longer limited to the traditional view of protecting State borders and territories against external threats (Buzan and Waever, 2003). Essentially,

security implies the absence or protection from threat, which could be physical, psychological or economic in nature. Whether at individual, national or regional levels, the importance of security lies in the fact that without security individuals within a state will find it difficult to engage in productive activities (Buzan and Waever, 2003). Similarly, without security the state is bound to experience difficulty in harnessing its human and material resources towards meaningful development and the promotion of the general well-being of the people (Zaki Al-Jader, & Jaafar, 2022).

Regional security as a concept, evolved from the same sense of common interests. It signifies that a particular geopolitical member- states share common tangible and intangible interests which when threatened would affect in varying degrees the enjoyment of peace and the normal conduct of life within that particular region. Therefore, just as an individual state is concerned with the maintenance of law and order and the protection of peace and security within its borders, regional arrangements are concerned or indeed created to maintain peace and security within their region. This paper adopts this broad conception of regional security that encompasses all factors that can affect the safety and security of the countries of West Africa.

Transnational Security Challenges in the Sub-region

The security issues facing West Africa are not isolated phenomena, but are triggered by factors that further enable the perpetuation of the unpalatable situation, and have contributed negatively to the security of the sub-region. Some of the key security issues are: terrorism, banditry, drug trafficking, human trafficking, kidnapping, arms trafficking and maritime piracy. However, this paper focuses on terrorism, drug trafficking, piracy and arms trafficking, because of their transnational and complex nature and profound impact on the subregional security.

Terrorism

West Africa has been experiencing threats of terrorism among its member states and across the borders in countries like Mali, Senegal, and Nigeria. Terrorists have manipulated local

conflicts to entrench cycles of violence in the Sahel and Lake Chad Basin, while acquiring resources and safe havens in the other areas of West Africa, including littoral states (Agbu, 2023). The activities of notorious terrorist groups such as Al-Qaeda in the Islamic Maghreb (AQIM), Movement for Oneness and Jihad in West Africa (MUJAO), Al Ansaru and Azawad in West Africa posed serious security threats to the subregion. The activities of Boko Haram in Nigeria, the terrorists' attacks in Burkina Faso, Mali and Grand Bassam in La Cote d'Ivoire are sufficient evidence that terrorism is a threat to security in the subregion (Maiangwa, 2013).

Two transnational terrorist groups at the fore-front in the sub-region is Boko Haram and ISWAP. This groups in their quest to impose their religious beliefs is spread all around the subregion and has become a veritable source of deadly conflict and insecurity in West Africa. Together they have killed, looted and displaced hundreds of thousands of people in their quest to enthrone their kind of religious fundamentalism. In Burkina Faso, attacks by terrorist groups have led to widespread public disenchantment. This led to large scale attacks against military and civilian targets in Mali, Burkina Faso and Niger (Diagne, 2012). Other incidents in northern Côte d'Ivoire, Benin and Togo show that the threat of terrorism is expanding from the Sahel towards the coastal states of the Gulf of Guinea. Boko Haram's escalating violent activities in Nigeria, with the attendant casualties and regional spill-over into Cameroon, Niger, and Chad pose an immediate threat to the security and stability of the West African region.

Maritime Piracy

Piracy against ships in the Gulf of Guinea has continued to create insecurity in the sub-region. The Gulf of Guinea stretches from Senegal and Angola and covers 11,000 square metres (4,247sq miles). It is one of the world's most important shipping routes for both oil exports from the Niger Delta and consumer goods from central and southern Africa. There are about 1,500 fishing vessels, oil tankers and cargo ships navigating the region on a daily basis (Ibebuike, & Ojukwu, 2022). However, piracy poses a serious threat to crews and vessels operating in Gulf of Guinea. It is currently the world's deadliest spot for maritime piracy,

accounting for over 95 percent of crew members kidnapped (Morcos, 2021). With unemployment rates high in the coastal countries, weak security and a lack of capability to enforce maritime laws, the Gulf has become a hotspot for piracy.

In recent years, the most significant threat to maritime operations is kidnap for ransom incidents. A report from the U.S. Office of Naval Intelligence (ONI) reported about 146 cases of piracy in the Gulf of Guinea in 2018, a 24 percent increase over the figure in 2017 and the highest level in a decade (Teixeira & Pinto, 2022). Similarly, the International Maritime Bureau (IMB), reported that the Gulf of Guinea accounted for 40 percent of piracy and maritime armed robbery incidents documented globally in 2018, including all six hijackings and 78 out of 83 kidnappings (Morcos, 2021). The Report also showed that in 2020, out of the 135 maritime kidnappings worldwide, 130 took place in the Gulf of Guinea, the highest number ever registered in the region (Ibebuike & Ojukwu, 2022). In the first four months of 2021 alone, there were 40 kidnapped crew incidents worldwide, all in the Gulf of Guinea. Added to other types of attacks in 2021, the region accounted for nearly half of all reported piracy incidents in the world and 95 percent of kidnapping cases (Teixeira & Pinto, 2022). The threat level remains high and the increase of piracy incidents have led to the unanimous decisions by the international community and regional institutions to seek various solutions to tackle maritime piracy in the region.

Drug trafficking

Drug trafficking is a serious threat to regional security, as West Africa has become a major hub for drug trafficking and other transnational crimes (Dajahar, & Walnshak, 2018). West Africa's emerging role as a transit point for global movements of drug became a serious problem in the early 1980s (UNOC,2005). The coastal states of Guinea Bissau, Guinea, Cape Verde, Nigeria, Ghana, The Gambia and Senegal have become major transit routes for drug traffickers from Latin America (Saure, 2010). The UN Office on Drugs and Crimes (UNOC) reported that about half of the cocaine destined for the largest markets in Europe is taken through commercial airlifts on transit through West Africa (UNOC, 2008). Between 1984 and

1989, 55 percent of the couriers caught carrying heroin at New York's John F. Kennedy airport were Nigerians (Brown, 2013). Approximately 3.4 tons of cocaine was seized from 1357 couriers on commercial air flights from West Africa to Europe between 2004 and 2007(UNOC, 2008).

Large scale seizures of cocaine between 2019 and 2021 indicates that drug trafficking is on the increase in the subregion (Bird,2021). According to the 2021 Organized Crime Index, not only is the cocaine trade among the most prominent criminal markets in West Africa, but it is the criminal market that registered the greatest increase in pervasiveness across West Africa between 2019 and 2021(Saure, 2021). The United Nations report stated that trend has not abated in 2023, as the market continued to grow, increasing considerably to become the most pervasive criminal market across the region. The seizures over the last three years indicates that the volume of drugs trafficked through West Africa exceed any in the subregion's history (United Nations, 2024). In 2008, UNODC reported that the emergence of West Africa as a major transit region for drug trafficking is more than just a drug problem, as it is becoming a serious threat to security (UNODC, 2008).

Arms Trafficking and Proliferation

Arms trafficking and the resulting proliferation of small arms and light weapons (SALW) is another serious security challenge in the subregion. It is common knowledge that the subregion has large quantities of illicit small arms, estimated at seven million (UNODC, 2005). In addition to the import and distribution of light weapons by Governments, there is an unregulated non-State trade, and virtually every country in the subregion has a problem in this regard. Over the last decade, the links between arms trafficking, conflict and security have become better recognized within the subregion. For example, the civil war in Liberia and Sierra Leone created a demand for weapons and armed combatants. Even in more resilient states such as Senegal and Nigeria, smaller-scale internal conflicts have created opportunities for arms traffickers to sell their arms (Alemika, 2013).

Despite the ending of many conflicts in the subregion, smuggling and the illicit trade in small arms are reported to be on the increase (Keili, 2009). In January 2024, the United Nations report shows that there was an overall increase in the arms trafficking between 2019 and 2021, and again from 2021 to 2023 (United Nations, 2024). The main sources of arms trafficking indicate they are mainly from the regional markets. The collapse of Libya and the end of conflict in Chad created sources for weapons within the subregion. The former Nigerian Mahamadou Issoufou had declared that arms stolen in Libya were being circulated all over the region. (Owen, 2022). Similarly, the UNODC estimated that about 12,000 arms including 9,000 assault rifles could have been trafficked from Qaddafi's former arsenals (UNODC, 2013).

Impact of Transnational Security Challenges on West Africa

Across West Africa, transnational security challenges are perpetuating insecurity in the subregion. Unemployment and poverty, with lack of economic opportunities and frustration are driving more young people to piracy, terrorism, transnational organized crimes and other criminalities. Such desperate conditions render more people vulnerable to human trafficking and more women and girls at greater risk of exploitation and sexual violence.

Terrorism

The impact of the security challenges facing West Africa could be seen in the devastation that terrorism has brought to many countries in the subregion, resulting in deaths and socio-economic decline. The US Country Report on Terrorism showed that in 2011 alone, Africa experienced 978 terrorist attacks. Most of the incidents was attributable to the frequent attacks by Boko Haram in Nigeria (Financial Action Task Force, 2013). In 2019, Boko Haram attacks led to the deaths of 1,068 people in Nigeria, Niger, Chad and Cameroon, leading to widespread Internally Displaced Persons (IDPs) that are becoming increasingly difficult for some of the affected member states to manage (Granville, 2020). Narrowing down terrorism to the security realities in Nigeria, particularly Northern Nigeria, the carnage caused by the activities of Boko

Haram and ISWAP have caused the killing of thousands of innocent persons and massive population displacement.

It is recorded that Boko Haram in the past ten years has carried out over 2,800 attacks, killing over 35,345 persons and displacing over 3 million persons. In 2022, Nigeria recorded 3.6 million IDPs, of whom about 1.9 million were living in the North East state of Nigeria (IDMC, 2022). Furthermore, banditry, kidnapping and human trafficking have also been linked to violent extremism, terrorism funding and their sustenance in the sub-region. Ransoms, cattle rustling and taxes on beleaguered communities have been used to sustain terrorism (Ajibewa, 2022). Violent extremism has also affected the fabric of unity that member states were building towards the consolidation of democracy. The dissatisfaction with management of terrorism has given justification for the recent military coups in some countries in the subregion.

Piracy

Piracy affects all ECOWAS member states in the Gulf of Guinea that depend on regional ports for their trade. It is therefore a great threat to commerce and by extension economic development of the region. In 2019, the International Maritime organization (IMO) reported that over 80 percent of crew kidnappings occurred in the Gulf of Guinea (Ebunoluwa, 2023). Piracy adversely impacts domestic economies, because as pirate attacks increase, states that cannot effectively combat piracy do lose their economic capacity, as shipping companies begin to avoid their territorial waters and ports, searching for safer alternatives. This negatively impacts the flow of investment and trade to the subregion.

Drug Trafficking

Drug trafficking constitutes a major security threat in West Africa given its wide range impact on regional security. Drug trafficking has undermined the institutions of the states in the subregion, particularly, the poorer and weak nations, by exploiting the already weak governance and weak judicial systems (Souaré, 2010). Indeed, the active or passive involvement of some state authorities and institutions tasked with combating drug trafficking

have contributed to the recent increase in the illicit trade (Gberie, 2013). Corrupt security agents have in recent years been arrested in several countries for collaborating with drug traffickers and, even in some cases, for being directly involved in drug trafficking and money laundering (Bird, 2021).

Another impact of drug trafficking in the subregion is the increasing local consumption of illicit drugs, which poses a serious threat to the health and social fabric of the subregion. The West African Epidemiology Network on Drug Use reported that 31.6 per cent of people between 15 and 44 years use drugs in West Africa (Wendu 2019). Similarly, the UNODC World Drug Report noted an increase in the number of drug users among 15 to 64 years old, with 36.3 million people of the same age group suffering from drug disorders (UNODC, 2021).

Arm trafficking

Arm trafficking and proliferation in West Africa has long-term and widespread pernicious effects. There is a strong link between arms trafficking and insecurity, as many of West Africa's security challenges are driven by the easy availability and rapid increase in arms. This can be seen by the fact that the three main countries for the arms trafficking market Nigeria: Mali and Burkina Faso in 2023 are also the three largest conflict hotspots in West Africa (Wasserfall, 2023). Arm trafficking has escalated the intensity and impact of intra-state armed conflicts in West Africa. It is responsible for the majority of direct conflict -related deaths in the subregion as evident in the civil wars in Côte d'Ivoire, Liberia and Sierra Leone (Agbu, 2023).

Regional Responses to the Security Challenges

The regional responses to the insecurity bedeviling the sub-region have mainly been facilitated by the United Nations and the Economic Community of West African States (ECOWAS). With regards to terrorism, ECOWAS in Article 3 of the 1999 Mechanism, made provision to combat international terrorism. Similarly, Article 24 of the 2001 Protocol enjoined member states to strengthen their national agencies in charge of preventing and

combating terrorism. The Article stated that ‘the Department of Political Affairs, Defence and Security of the Executive Secretariat shall initiate joint activities for the national agencies of Member States responsible for preventing and combating terrorism (Maiangwa, 2015). Despite these provisions, several ECOWAS states have been slow in prioritizing the issue of counterterrorism.

Due to the escalating nature of terrorist activities in Mali and Nigeria, and the ripple effect in other countries within the subregion, ECOWAS adopted a counterterrorism strategy and implementation plan in 2013. The ECOWAS Political Declaration and Common Position against Terrorism 2013 provides three pillars that should inform member states’ response to terrorism as: a) Prevent b) Pursue and C) Repair. Pillar 1 encourages member states to take actions with a view to detect and prevent terrorism before it emerges. Pillar 2 “Pursue” requires that member states deploy rapid and effective responses to terrorism if prevention fails. The third pillar “Repair” refers to the duty of member states to rebuild the society and create an enabling environment for the state to heal social wounds caused by terrorism and counter terrorism measures (Ajibewa, 2022).

Against the backdrop of increased insecurity in the subregion, on December 4, 2022 ECOWAS called for its Committee of Defence Staff to urgently study and propose options to make the ECOWAS Standby Force operational as soon as possible, including a special operation to combat terrorism. Overall, ECOWAS has within its mandate and capacity tried to enhance regional security by initiating the ECOWAS Action Plan on Terrorism, seeking to operationalize the ECOWAS Standby Force, building capacity for GIABA, the Inter-Governmental Action Group Against Money Laundering in West Africa; and the ECOWAS Early Warning Department. However, none of these efforts has had a major deterring impact on the activities of transitional criminals in the subregion.

Conclusion

The transnational security challenges that West Africa face have hindered regional security and until these challenges are sustainably addressed, the subregion will continue to be

quagmired in a manner that undermines her security. Drug trafficking constitutes a serious security threat with far reaching impact on the security of the subregion. Drug money in the subregion is laundered principally to fund the transit activity including the sustenance and expansion of drug trafficking networks, as well as a latent source to fund violent insurrections and religious militancy. Terrorism have also emerged as a major security threat to peace and stability in West Africa. In recent years terrorist groups have established allegiance with drugs and arm traffickers.

The growing awareness of the interconnectedness of the transnational security threats and need for a holistic approach to build security in the subregion, has led to the adoption of key instruments at the sub-regional level in the fields of prevention of conflict, piracy, arms trafficking, drug trafficking etc. Despite these ongoing efforts, transnational security challenges still pose serious and persistent threat in the subregion. and unless tackled head-on, they will continue to impede regional security.

Recommendations

- i. The over-militarisation of the anti-terrorism strategies should be avoided, as this could be exploited by authoritarian regimes in the region that are seeking to suppress genuine oppositions under the guise of fighting terrorism.
- ii. Develop the capacity at regional and member states level for the effective implementation of the ECOWAS Maritime Strategy and Anti-Money Laundering frameworks.
- iii. Implement the Lomé charter aimed at to harmonising national legislation with relevant international legal instruments to prosecute maritime criminals. It is therefore important that member states strengthen collaboration and communication lines for information sharing.

- iv. d National Governments in the region should actively confront the political and governance challenges that incite corruption within governments, the security services and the judiciary, which drug traffickers exploit.
- v. ECOWAS should ensure commitment of member-states towards the implementation of the existing anti-drug instruments and other related instruments that aimed at containing illicit drug trafficking in the Sub-region.
- vi. ECOWAS Commission, should strengthen its institutional capacities while strongly supporting the institutionalization and operation of the national commissions of member states implementation of the ECOWAS Convention on Small Arms.
- vii. National governments in the subregion should focus on developing policies aimed at curtailing state corruption, promoting good governance and long-term investments in social-economic programs aimed at tackling insecurity at the national and regional level.

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A REGIONAL RESPONSE TO A REGIONAL CRISIS: COOPERATION AND SUSTAINABILITY FOR A PROSPEROUS LAKE CHAD BASIN

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ABSTRACT

The Lake Chad Basin continues to be confronted with various challenges militating against its development particularly its socio-economic development. Prominent among these factors include environmental degradation, socio-economic suffering, and security risks. Before the upsurge in the present catastrophes of the region, the region was well-known for its thriving economy because of the lake's natural resource endowment, which supports the Chad basin area. The paper makes the case that in order to overcome its current obstacles, a regional strategy that places a high priority on cooperation and sustainability is necessary. The paper as it were delved into the interconnectedness of the problems and identifies crucial domains where cooperation and alliances can be built in order for a secured future of the region. Therefore, the paper critically examines the complexities surrounding the Lake Chad basin, what are the current regional initiatives addressing these issues and how can an effective initiative promote collaboration and sustainability in the region's long-term growth and development. It used the qualitative approach to gather data, and Neoliberal Institutionalism serves as the theoretical foundation for the investigation. The paper found that the Lake Chad basin is confronted with a number of difficulties, including forced migration, climate change, violent conflicts and extremism, humanitarian crises, poverty, and leadership issues. The paper equally suggests that member states and the Lake Chad Basin Commission (LCBC) should consistently coordinate and create additional policies and institutional frameworks targeted at addressing the problems of climate change, violent conflicts and extremism, humanitarian crises, poverty, forced migration, and leadership crises.

Keywords: Regional Response, Regional Crisis, Cooperation, Sustainability and Lake Chad Basin.

Introduction

As a result of member states' and the region's regional structural incapacity to address the region's problems, regional instability has all but become a regular occurrence in the Lake Chad basin. These events, or tragedies, began in the 1980s, when the region began to see

retrogression in many aspects of its socio-economic life. The Lake Chad basin is beset by a number of problems, including violent conflicts and extremism, poor governance structures, human rights abuses, gender-based violence, displacement and the humanitarian crisis, population growth that is outpacing opportunities for subsistence, climate change, political unrest, mass migration, and more. These localized flaws got harder, more complicated, and more complex over time with the disintegration of its environmental resources.

The foundation of the Lake Chad Basin Commission (LCBC) and its other regional mechanisms are based on these numerous concepts such as: environmental protection, peace, stability, and development in the Lake Chad region; administration of the lake and its shared water resources; and encouragement of regional integration. Against its original goals, LCBC has been primarily focused on solving many other emergent regional concerns since its founding in 1964. For example, in the wake of the violent wars and extremism in the region, the LCBC goal of development, collaboration, and efficient management of the lake's resources soon started to observe various types of redirection. The institutional capacities required to react promptly to the events have practically been slow or inadequate in most instance resulting in mismanagement of the region and its resources. Due to carelessness and poor management structures, the Lake Chad basin, which was once a flourishing and prosperous area due to its natural resources, particularly water, which gave thousands of farmers and fishermen a means of irrigation and foliage for headers, soon started to diminish.

The scarcity and depletion of this very important resource have caused these convergences of interest groups to become tenser. This account is thought to provide another perspective on the going-on in the area, as herders' livelihoods are being trampled on without much of a regional reaction to stop their decline. The Chadian civil war of the 1980s gave rise to a number of violent conflicts, guerrilla wars, warlords, and militias insurgencies that have plagued the Lake Chad region basin over the past 40 years. Armed uprisings and factional militias have also arisen in Niger and the Central African Republic in an attempt to seize

ungoverned territories caused by a lack of political legitimacy, disputes among leaders, and political fragmentation that has plagued states throughout the region (Onapajo, 2013).

The challenge facing the region's member nations is how to improve climate insecurity which is the lead enabler of the region's challenge. Records from 1960 indicate that the lake's surface area was 25,000 km², however as of right now, it is less than 2,500 km². (Onamuti, Okogbue & Orimoloye, 2017), this is because both human activity and climate change are to blame for this (FAO, 2009). The region's crisis are naturally been facilitated by the increase in sustainable and unregulated human activity. An environment turns into a highly competitive and aggressive one where the growing population must fight for limited resources in order to survive when it becomes less adaptable and appealing to live in as a result of newly emerging environmentally driven confrontations.

Conflicts of interest regarding resources and livelihood security result from this. While there have been a number of regional scheme and partnerships aimed at addressing its disasters, the puzzle begin for answer is to what extend has the pro-activeness in tackling the Lake Chad basin's dispute been? All things considered, the region's problems stem from a lack of strong institutional governance at the national and regional levels, which has had a substantial impact on resource management and development in the region from the 1970s to the present its present day. The area must focus on pooling its human resources moving forward, as this will support efficient institutional governance that can address the numerous issues the area is currently facing. In light of this, the paper critically examines the complexities surrounding the Lake Chad basin, what are the current regional initiatives addressing these issues and how can an effective initiative promote collaboration and sustainability in the region's long-term growth and development.

Conceptual Review

Regional Cooperation and Integration

A region's sustainable development efforts will be led by these strategies, which are defined as the formation or coming together of two or more countries to form strategic partnerships,

alliances, and cooperation bordering on their social, economic, political, or cultural background and well-being. This is how regionalism is perceived and understood. A unique arrangement for greater developmental reach for its members is cooperation and integration among members of the same union. The end objective of regional cooperation is the recognition that a union of member states within a regional grouping will eventually lead to free trade zones (FTAs), custom unions, common markets, monetary unions, political unions, security alliances, unity in diversity, etc. A region or geographical area is united and absorbed to enable its member states to collaborate more closely for their shared benefit, advancement, and growth.

Sustainable Development

A system that is sustainable has several organizational structures that are both easily maintained and beneficial to the system's present and future. The goal of sustainable development is essentially to meet the demands of the current generation without endangering or threatening the chances and capacities of future generations to adequately meet their own needs. This is strongly related to environmental protection, social and economic growth, and both. To create a future in which human society and nature can coexist peacefully and there is no longer any suffering caused by poverty and the misuse of natural resources, it is necessary to address the interdependencies of the economic, environmental, and social justice aspects of our world. To do this, new perspectives must be adopted and problems must be approached systemically rather than symptomatically (Gibson, 2006).

Regional Crisis

A regional crisis is characterized by a high degree of instability or precariousness that affects many governments within a certain geographic area and has a major impact on the political, economic, social, and environmental activities as well as the general well-being of the region and its member countries. These crises could show up as natural or economic disasters, unstable political regimes, violent war or civil unrest, dangerous surroundings, etc.

Lake Chad Basin

Situated in Africa's Sahel, the Lake Chad basin is a sub-regional area that is thought to be imprisoned within an arid to semi-arid environment. This area includes Central African Republic, Nigeria, Cameroon, Chad, and Niger as important members, and other participating countries as observers. The complex problems of climate change, political unpredictability, violent conflict, extremism and insurgency, poverty, inequality, etc. have made the region one of the most stressful and unstable places. When examining the years 1960-2000, high temperatures, strong winds, and high evapo-transpiration were the main climatic features (2,200 mm/annum)³ and rainfall patterns (1,400 mm in the southern and 150 mm in the northern end) (Odada, Oyebande & Oguntola, 2006).

Theoretical Framework

Neoliberal Institutionalism

This paper used the neoliberal institutionalism to develop and guarantee a standard for this paper. The functional theory of integration in the 1940s and 1950s (Popoviciu, 2010), and regional studies in the 1960s (Herbert, 2012) are the conceptual forerunners of neoliberal institutionalism. The prevailing belief is that the creation of interconnected communities through resource sharing and partial sovereignty surrender by independent governments is the path to peace and prosperity, as it enables them to foster economic growth and address local, national, and international issues (Lamy, 2011). Powell (1994), identified neo-liberalism as one of the two primary contemporary theories of international relations. Liberal institutionalism emphasizes the value of international regimes and institutions in fostering state cooperation, contending that such cooperation is feasible, long-term, and promising (Axelrod & Keohane, 1985). According to Nye (1988), the world has changed to become more pluralistic in terms of the actors involved in international relations and these actors have become more dependent on one another, depending on each person's sense of interest (Keohane, 1993). As a result, the era of globalization is distinguished by a notable increase in communication channels and interconnections (Lamy, 2011).

Given the size and growing fragility of the Lake Chad basin, the focus and call for a regional response to the regional calamities is a collective decision made by all concerned nations in the region for mutual interest and responsibility, which makes neoliberal institutionalism relevant to this paper. Since achieving peace and prosperity is states' ultimate goal, it is appropriate for member states in the region to address resource depletion that is causing other upheavals and to pursue a systemic approach to the promotion of sustainable economic growth and development by appropriately addressing regional issues through regional mechanisms like the multinational joint task force and the Lake Chad basin commission.

Literature Review

Research on conflicts already in existence, especially in Africa, indicates that resource-based conflicts account for a lopsided portion of these conflicts (Masari, 2006). The LCBC was established in 1964 mostly due to economic considerations (Ifabiyi, 2013). Millions of people who reside in the catchment areas of the four riparian republics of Cameroon, Chad, Nigeria, and Niger rely on Lake Chad as their primary source of income (Onuoha 2009). Tar & Mustapha, (2017), the political leaders of the region saw regionalism as a tool to address the economic problems of poverty, food insecurity, and underdevelopment in the Lake Chad basin. They also saw the idea of a regional bloc in the lake as a way to better position the region to jointly harness the water resource for food production. According to Umara (2014), the LCB serves as a tactical conduit for the country's food security. However, the value and statement surrounding the idea of man-made and natural disasters have significantly decreased.

Understanding the Contextual Dynamics of the Predicament of Lake Chad Basin

The degradation of the Lake Chad basin's natural resources, especially water, whose use and importance cannot be overstated and whose gradual loss has been extremely severe and concerning for the local population, can be attributed for the region's problems. The fact that environmental deterioration typically disturbs the socio-economic lives of people who are

directly dependent on natural resources for sustenance is one noteworthy implication of environmental degradation for social existence (Onuoha, 2008). Over time, the Lake Chad basin has evolved into a hotbed of instability due to a variety of factors, including the natural collapse of environmental reserves, conflicts resulting from competition for scarce natural resources, particularly water, violent extremism, and insurgencies that are directly linked to an uneven rise in poverty, insecurity, and poor institutional governance.

This is a reflection on how, if improperly treated, the antecedents of climate change's impact on environmental resources in relation to human vital requirements can and have caused conflicts. They can also transform into other forms of uninvited vulnerability and unpredictability. Therefore, Homer-Dixon (1999), likewise claimed that population expansion, unequal access to resources, and a deterioration in the value and capability of renewable resources act alone or in combination to increase the scarcity of crops, water, forests, and fish for some population groups. Both the bigger regional economies and the local groups facing scarcity may see a decrease in economic production as a result of this. It's possible that the impacted individuals have moved to new areas. When migrant groups relocate, they frequently start ethno-religious conflicts; on the other hand, declines in income and means of subsistence can lead to deprivation conflicts.

Interconnected Interplay in the Lake Chad Regional Crisis

The issue in the region is multifaceted, as can be seen from a careful analysis. It indicates that a wide range of concerns, including poverty and food insecurity, violent conflicts, radicalism and insurgency (Boko Haram), diminishing water levels due to climate change and mismanagement, inadequate governance and institutions, displacement, and other issues, are shared by the nations in the region. The interactions highlight how related all of the problems are. The primary factor contributing to the crisis circumstances in the region is the depletion of resources. The decreasing amount of rainfall in Lake Chad is not the only factor contributing to its shrinking surface; population development has also increased the need for water for irrigation (Freeman & DeToy, 2014). Statistics show that the surface area of 25000 Km² in

1973 had become 2500 Km² in 2015, while the watershed population of 8 million in 1973 had grown to 30 million in 2015.

Additionally, the population of the region is currently projected to be around 45 million. According to the World Food Program (2016), unmanaged environmental challenges have progressively compromised Lake Chad's and its productive resources' ability to meet the region's needs for food security. These challenges have most recently resulted in social unrest and violence. The Lake Chad basin is plagued by socio-economic suffering, environmental deterioration, and security challenges that are closely intertwined. It is impossible to isolate any singular facilitator to the crisis. Because of poverty and marginalization brought about by a lack of resources and economic opportunities and violent extremism such as Boko Haram. An already fragile and unstable ecosystem is being further taxed by the insurgency's disruption of agricultural output and human relocation.

Addressing the Lake Chad Basin Crisis through Strategic Regional Framework

The dynamics of the Lake Chad basin are now more widely known than they were previously. As a result, a coordinated approach using a strategic regional framework is required to create a more developed, stable, and long-lasting region. In the current environment, strengthening all of the complementary institutional structures that are currently in place in the region is the first step towards addressing the difficulties that it faces. Given that the region's many problems cannot be sufficiently addressed by a single remedy, institutions at the regional level and their reactions must be interconnected.

For example, the battle against insurgency and the de-radicalization of violent extremism must coincide with the restoration of the lake's depletion and the reintegration of internally displaced people. The strategy intended to turn around the region's fortunes must be sustainable because the Lake Chad basin is dominated by uprisings and violent extremism, environmental poverty, and economic challenges which many have been ascribed as been the causes of the shrinking (Gaoet al. 2011 & Lemoalle et al. 2012). These consist of decadal rainfall fluctuation, withdrawals, and increasing irrigation. Coe & Foley (2001), assert that

about 30% of the reported decline in Lake Chad's area since the early 1960s can be attributed to the conflicting demands for fresh water made by the lake's four riparian states, primarily through extensive irrigation projects. In order to address the regional issues facing the Lake Chad basin, regional members must work together to promote sustainable resource and environmental management.

Addressing the Specific Needs of Women Youths and Children

It is well recognized that the biggest obstacle to women and children having good lives is conflict. Women and children are the most vulnerable and at danger in any crisis situation. Women's and children's dreams are at jeopardy in the region due to conflict, poverty, violent extremism, political unrest, and environmental degradation, all of which have contributed to the Lake Chad basin's ongoing volatility. And these effects have been terrible in many ways: in the Lake Chad, for example, women and children have been particularly harmed due to their vulnerability and inability to defend themselves. Other effects include loss of economic possibilities, gender-based violence, relocation, and a lack of qualitative healthcare as well as educational facility.

A number of armed organizations and criminal networks operating in the region have terrorized the state and this is as a result of institutional failures brought on by poverty, inequality, and the loss of livelihoods. This socio-economic neglect has exacerbated the region's problems and caused further long-term fracturing. Women, young people, as well as children who use water resources more extensively than others are the most vulnerable groups in the region because it is a resource-poor and conflict-prone area. The majority of those who have been internally displaced in the area are women, young people, and children. A practical regional reaction that will strategically build the strong and stable future needs to be tactically developed. Increasing funding for healthcare and education institutions and livelihood opportunities would help carry out this plan and help reintegrate internally displaced persons who are mostly women, youths and children back into their communities and ancestral homes.

The Role of Critical Stakeholders in the Prevailing Lake Chad dilemma

It is now commonplace for a variety of stakeholders, including the African Union (AU), the MNJTF, the LCBC, ECOWAS, the UN, and non-governmental organizations, to become interested in the current challenges facing the region in accordance with their core missions. The LCBC's member nations, including Chad, Niger, Nigeria, and Cameroon, must pledge to strengthen their cooperation on technical matters pertaining to the region in order to respond more quickly to issues of resource conflict, violent extremism, climate insecurity, humanitarian crisis and displacement as well as poverty. These important players, whose responsibilities and actions span the underdevelopment challenges, have been increasingly noticeable, especially since 2009 as the region's difficulties have gotten worse.

But how much have the responsibilities and actions of these stakeholders contributed to the intended transformation aimed at revitalizing the area? Increased international cooperation is required to address the security, humanitarian, and climate change issues. More financial support, technical know-how, and encouraging good governance among member nations are some ways to help accomplish this. Moreover, international aid can revitalize the LCBC by boosting collaboration and support for its pursuit of long-term results. Important regional, national, civil society and non-governmental organizations can all contribute to improving the region's mutual security by de-radicalizing extremists from Boko Haram and other violent insurgencies.

Addressing the Growing Humanitarian Crisis in the Basin through Collective Regional Approach

The degree of food insecurity, economic insecurity, population growth, and the high level of environmental insecurity that have gone unchecked over the years passed have contributed significantly to the escalating humanitarian crisis in the region. These instabilities can be accredited to have enabled humanitarian crisis directly. Its implications have been catastrophic, as the growing regional volatility devoid of well-designed regional responses has transcended into a major disaster, forcing many people to flee their homes and face even

greater emergencies of widespread diseases, gender-based violence, and other socio-economic deficiencies.

The nations that make up the Lake Chad basin and its regional institutions ought to under-take more proactive initiatives in helping those who have been directly affected by this regional tragedy and by implication the internally displaced persons (IDPs). While realizing that cooperation and integration are challenged by the reality that human insecurity has become increasingly severe. Due to its spill-over consequence, other accompanying elements and its eventual ubiquity, its appearance has also led to an increase in criminality, conflicts, underdevelopment, poverty, inequality, etc. As a result of the disaster, over 10.7 million people in the region are thought to be in urgent need of humanitarian assistance. Around 25% of these individuals have had to flee their homes due to violent conflict or food shortages (LCBC, 2024).

Multilateral Approach in the Wake of Lake Chad Basin's Predicament

Multilateralism will thus promote shared objectives, norms, communication, intelligence sharing and resource harmonization, negotiations, transparency, and enhanced collaboration because it is thought to play significant roles in regionalism. Even yet, it has encountered certain difficulties, particularly given its current position in the region. Despite the present state of multilateralism in Lake Chad basin, it still has the ability to overcome the region's obstacles. One may sum up or argue that the negative consequences of climate change, underdevelopment, insecurity, porous borders, and political instability among member nations are the main causes of the plethora of problems facing the Lake Chad basin.

The primary objectives of LCBC's mandate are peace and security within the basin, the development of regional cooperation and integration, and the sustainable and equitable management of the basin's ecosystems (LCBC, 2016), these objectives began to experience retardation particularly between the periods of 1970s till date. Additionally, it is a frequent characteristic that member states have repeatedly been overtaken by many other socio-cultural, political, and economic concerns in within their respective territories. It has not only gotten

worse for the member states, but it has also had a major impact on the integrative measures intended to address the regional problems. The LCBC, AU, and MNJTF must work together to spearhead fresh projects and programs that will rejuvenate the area and put it on the path to prosperity.

A startling number of issues have beset the region: violent wars, radicalism, increased food insecurity, loss of livelihoods, forced migration, and relocation. In light of these growing concerns, the multilateral approach will need to address these issues by increasing security investment, developing plans for environmental sustainability and resuscitation, planning humanitarian relief efforts in critical areas like healthcare and educational facilities, and addressing violent conflicts and extremist enablers through significant socioeconomic development and the promotion of good governance.

Complex problems facing the Lake Chad basin are multifaceted and include, among other things, climate change, violent conflicts and extremism, humanitarian crises, forced migration, and leadership crises. Also, difficulties facing the current regional initiatives aimed at resolving the region's problems include language barrier between Anglophone and Francophone nations, insufficient financial support, and limited interventions in terms of scope and operations. Furthermore, the present regional efforts have not been able to promote cooperation and sustainability because of the lack of political will, commitment, and the absence of national institutional frameworks necessary to promote and drive the region on a path of development.

Conclusion

The uncontrolled tragedies in the area have made LBC a location of increasing instabilities. The catastrophes have to do with issues of forced migration, political unsteadiness, violent conflict and radicalism, environmental weakening, and humanitarian calamities. Like any other integrative tool, the LCBC seeks to foster partnerships and cooperation among regional bloc members in order to advance the common benefit of the area. The administration of the region's shared resources through the promotion and protection of the ecology, peace, security,

regional cooperation, and integration are the primary goals and aspirations of LCBC. Under the current situation, LBC is dealing with a wide range of problems, including underdevelopment, human rights violations, humanitarian crises, violent conflicts and extremism, and unnatural migration.

The region's explosive environment has recently risen as a result of these and other ongoing challenges. The depletion of the shared resources among the riparian states, whose decline has not been matched with the policies, programs, and initiatives needed to revamp the region's misfortunes, has been cited as the region's greatest undoing. One could argue that the region is one of the most politically, economically, and socially unstable places on the globe due to its increasing shakiness.

The current uncertainties will persist except the challenges occasioning underdevelopment is addressed basically through sustainable resource management and securitization of the region. The greatest way to put the region on the path to prosperity is to pursue a holistic regional response through cooperation and integration, especially through long-term solutions and investments in core areas on concerns.

The paper makes the following recommendations: given that the challenges facing the Lake Chad basin are issues of climate change, violent conflicts and extremism, poverty, forced migration, and leadership crises, member states as well as the LCBC should continuously harmonize and develop more policies and institutional frameworks specifically tailored at the challenges. These strategies should include peaceful resolution of disputes, addressing the cultural undertones of violent conflicts and extremism and equally embracing climate change resilience programs aimed at resuscitating lost resources.

Due to the language barrier among Anglophone and Francophone nations of the region, inadequate financial support, and language disparities should be addressed, the present regional initiatives' struggles in responding to the region's predicaments and given this slow pace nature of the present regional responses which is difficult in fostering cooperation and sustainability in the region due to the lack of political will and commitment, and national

institutional frameworks needed to drive change in the region, member states needs to comprehensively develop strategies that address its challenges.

A receptive regional framework that deals with issues from its foundational as well as operational bases can be achieved through intensifying governance structures and institutions.

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THE SECONDARY DISPLACEMENT CRISIS: HOW CONFLICT IN HOST COUNTRIES AFFECTS REFUGEES IN ASYLUM

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ABSTRACT

This paper delves into the complex phenomenon of secondary displacement among refugees, a pressing issue in the global refugee crisis. With over 25 million refugees seeking safety worldwide, hosting countries face internal political, economic, and social challenges, leading to further displacement of refugees. It seeks to provide a critical view of secondary displacement and how conflict is a major trigger. It will analyse its impact on the refugee situation in host countries and how it sometimes changes the dimension of refugee asylum. It adopted a qualitative methodology, relying on secondary data sources and a systematic analytical approach. This study explores the experiences of Syrian, Cameroonian, Sudanese, and South Sudanese refugees who have faced secondary displacement, analysing the impact on refugees and humanitarian responses. The research examines the root causes of secondary displacement, including conflict, violence, and persecution in host countries, and its devastating effects on refugees, including trauma, vulnerability, and lack of access to basic services. The study highlights the need for comprehensive solutions to address secondary displacement, ensuring the safety and protection of refugees worldwide. The paper aims to inform policymakers and humanitarian actors about the urgency of addressing secondary displacement and provide recommendations for effective responses.

Keywords: Secondary Displacement, Conflict, Host Countries, Refugees, Asylum.

Introduction

The global refugee crisis has reached unprecedented levels, with over 25 million refugees seeking safety and protection worldwide (UNHCR, 2022). Refugees flee conflict, persecution, and violence in their home countries, seeking safety in host countries. The large number of refugees in need of protection and the ongoing conflicts that continue to displace more individuals have made refugee protection an unending task. Refugees seek asylum in another country based on the International Refugee Law and the 1951 Refugee Convention, which allows individuals with a well-founded fear to seek protection (1951 Refugee Convention, Article 1, Section 1). However, as the international scene evolves, the safety of refugees in asylum has become a concern in countries like Kenya, Nigeria, Ethiopia, Uganda, Lebanon, Egypt, and Iran who have opened their borders to host millions of refugees in need of asylum (Ali & Ocha, 2018).

Hosting refugees is a global phenomenon, but hosting countries face internal political, economic, and social challenges. These challenges, has sometimes escalated into major crises that strip refugees of the safety and protection they sought. A significant consequence is secondary displacement, which occurs when refugees are further displaced due to conflict in the host country (Norwegian Refugee Council Report, 2022). This complexity increases the need for international protection. The principle of shared responsibility in refugee hosting has been challenged (Doyle, 2018). The Ugandan Government has highlighted this, accusing other nations of abandoning them to care for hundreds of thousands of refugees (Ahimbisibwe, 2019). The 1951 Refugee Convention emphasizes a moral obligation for states to cooperate in ensuring international refugee protection. Therefore, the principles of "Responsibility by capability" and "Responsibility by culpability" should be considered in addressing refugee hosting gaps (Doyle, 2018).

Various refugee groups, such as Somali, Cameroonian, Syrian, South-Sudanese, Rwandan refugees etc., have experienced secondary displacement. This paper will explore the concept of secondary displacement, refugee situations, and conflict in host countries. Case

studies of Syrian, Cameroonians, Sudanese and South Sudanese refugees, who have experienced secondary displacement will be examined to highlight the impact on refugees and the humanitarian response. The analysis will also focus on political, economic, and social factors contributing to the secondary displacement crisis. More so, this research seeks to inform policy-makers and humanitarian actors about the need for comprehensive solutions to address secondary displacement and ensure the safety and protection of refugees worldwide.

This study investigates the relationship between conflicts in host countries and secondary displacement of refugees. The objectives of the study are to examine the relationship between host country conflict and secondary displacement, and to understand the effects of secondary displacement on refugees in the host country. To achieve these objectives, this study employs a qualitative research approach, relying on secondary data sources and systematic analysis. The analysis employed descriptive and analytical techniques to identify patterns and themes, involving a thorough examination of textual data to extract meaningful insights and conclusions. By exploring the link between host country conflicts and secondary displacement, this study aims to contribute to a deeper understanding of the complex issues faced by refugees and host countries, ultimately informing strategies to mitigate the effects of secondary displacement and improve the lives of refugees.

CONCEPTUALIZATION

Refugee

A refugee is someone who flees their home country due to a genuine fear of persecution based on their: race, faith, nationality, group, affiliation or political beliefs. This fear drives them to leave their country and seek safety elsewhere, as they cannot rely on their home country for protection. (1951 Refugee Convention, Article 1, Section 1). This definition forms the basis of international refugee protection and is used by the United Nations, governments, and humanitarian organizations to identify and protect refugees worldwide. On the other hand, the 1969 Organization of African Union (OAU) Refugee Convention, now the African Union (AU) Refugee Convention, expansively defines a refugee as any individual compelled to flee

their habitual residence due to foreign invasion, occupation, political oppression, widespread violence, chaos, or other events that disrupt the social and political order in their country of origin or nationality, and seeks asylum in a foreign land. The African context led to an expansion of the definition by the OAU. The core principle remains a well-founded fear of persecution in one's home country, which is the primary basis for granting refugee status. This definition unifies refugees worldwide, transcending their diverse backgrounds of race, gender, and religion, and acknowledges their shared experiences.

Conflict

Conflict is a complex phenomenon that has been defined in various ways by different scholars. Wallensteen (2002) views conflict as a competition for scarce resources between at least two parties, while Nwolise (2003) summarizes it as a clash or struggle arising from the pursuit of progress and satisfaction. Over time, the definition of conflict has evolved, but a common thread is that social interaction at any level can lead to conflict. As social beings, refugees are prone to conflict, which often leads to their displacement and refugee status. Conflict remains a significant challenge for refugees, both in their home country and their host country, with violent conflict resulting in forced displacement.

When a country hosts refugees, it has far-reaching implications that affect various aspects of society, including economics, politics, security, and socio-cultural dynamics. An influx of refugees into a region impacts both the refugees themselves and the host country's citizens. As refugees and locals interact, differences in ideologies, cultural beliefs, and competition for resources can lead to conflicts. The severity of these conflicts will determine their impact on the refugees' well-being and integration into the host society.

Secondary Displacement

Secondary displacement of refugees refers to the phenomenon where refugees, who have already fled their homes and countries due to conflicts, persecution, or natural disasters, face further displacement and violence in the host country or region where they seek refuge (International Displacement Monitoring Centre & Norwegian Refugee Council, 2018).

The notion of conflict cannot be separated from secondary displacement. Especially with the recent crises emanating from different regions of the world. As of 2023, 114 million people were displaced due to war, violence, and persecution worldwide. For instance, 5.6 million Syrian refugees were displaced, 9 million Sudanese were displaced both internally and in other countries as refugees, and 3 million in Myanmar. The lack of ceasefire in Gaza, coupled with the continuous bombing of Rafah and the blatant violation of human rights in Ukraine, the Democratic Republic of Congo, Myanmar, Syria, and Sudan, has left a distaste as violent conflict continues to increase the number of displaced persons (United Nations Security Council Briefing, SC/15713, 2024).

Forced displacement begins with initial displacement, a traumatic event triggered by sudden and catastrophic circumstances like war, ethnic cleansing, or natural disasters. This stage is marked by chaos, fear, and trauma as individuals are forced to abandon their homes, livelihoods, and social networks. Secondary displacement follows, as individuals are forced to move again within the host country or region due to conflict, poor living conditions, insecurity, or lack of access to basic services. This stage is characterized by instability, uncertainty, and vulnerability, leading to further marginalization, exploitation, and trauma as individuals navigate unfamiliar environments and social structures (Cantor and Apollo, 2020).

Tertiary displacement occurs when refugees who have already experienced secondary displacement are forced to move again, often due to camp closures, conflicts, or other factors. This stage is marked by hopelessness, despair, and desperation, with individuals feeling abandoned, neglected, and invisible (Danish Refugee Council, 2024). The term tertiary displacement is not commonly used as those affected are sometimes captured under secondary displacement.

Literature Review

Secondary displacement, a pressing concern in the context of forced migration, refers to the involuntary movement of individuals or groups from their initial displacement location to another place, often in search of safety, security, and better living conditions. This

phenomenon is characterized by a complex interplay of factors, including competition for resources, cultural differences, language barriers (Ali & Ocha, 2018), inadequate living conditions, limited access to basic services, and prolonged stays in refugee camps (Ahimbisibwe, 2019). Furthermore, violence, conflict, and persecution (UNHCR, 2020), as well as lack of access to education, healthcare, and psychological support (Norwegian Refugee Council, 2022), also play a significant role in secondary displacement.

The discussion in the international system revolves around accountability among nations regarding refugee responsibility. The primary question is: who is accountable for refugees? The 1951 Refugee Convention and 1967 Protocol do not address holding any nation accountable for the international protection granted to asylum seekers. Nations operate based on moral commitments, raising the question: what determines the response level of a nation's moral commitment? (Doyle, 2018). The UNHCR, the refugee agency, solicits funding from nations by appealing to their moral conscience. As a result, there is significant political manoeuvring involved in deciding whether to host refugees or not, creating further tense situations for refugees whose destination has become a transit route (Noll, 2003).

The Norwegian Refugee Council Report (2022) highlights the devastating impact of secondary displacement on children, who face trauma and vulnerability in a continuous cycle of displacement. Child refugees who are forced to flee not once but twice become extremely vulnerable and lack access to basic services like education, healthcare, protection and live in informal settlements. These Informal refugee settlements are makeshift camps that are not officially recognized or managed by governments or international organizations. These settlements are established by refugees themselves, who have been forced to flee their homes due to conflict, persecution, or natural disasters. Without official recognition, they lack basic infrastructure, services, and amenities (Norwegian Refugee Council Report, 2022). The consequences of secondary displacement are far-reaching and devastating, leading to heightened vulnerability, psychological distress, reduced access to education and healthcare, and increased risk of exploitation, abuse, and human rights violations. Addressing the root

causes of secondary displacement is crucial to ensure the protection and well-being of refugees.

Conflict Issues in Secondary Displacement

Secondary displacement is a complex issue that poses significant challenges for actors in refugee response. When refugees seek asylum in a host country, humanitarian actors like the UN, government agencies and NGOs establish parameters to address their needs. The primary focus is on providing shelter, food, healthcare, education, and access to water. For instance, Uganda is an exemplary model of a country with an open-door policy towards refugees (Ahimbisibwe, 2018). As of 2017, Uganda hosted approximately 1.4 million refugees from neighboring countries (UNHCR, 2017). The settlement system in Uganda offers refugees freedom of movement and establishment, with access to land, farming, and education (Ahimbisibwe, 2019). Similarly, in Nigeria, the UNHCR and government have established four refugee settlements for Cameroonian refugees. In areas without settlements, refugees have established themselves in communities like Ikom, Calabar, Uyo, and Bashua, with recognized leadership structures (UNHCR Emergency Update, 2018).

Humanitarian assistance is planned and implemented around these structures. Refugees initially fled their home country due to conflict reason, when the same conditions recur in the host country, they will be forced to flee again in search of safety, as highlighted in the Norwegian Refugee Council Report (2022). Factors that can lead to conflicting situations for refugees in the host country are that the host country's burden of accommodating refugees is a significant contributor to conflicting situations. The government's responsibility to provide shelter and basic necessities often falls heavily on local communities, leading to resource sharing and competition (Ali and Ocha, 2018).

The high cost of hosting refugees has led countries like Turkey, hosting 3.6 million from Syria, and Pakistan to lean towards temporary protection for refugees. Meanwhile, Pakistan has restricted the influx of Afghan refugees into its territory due to dwindling international support (Ahmed, 2023). Despite being the world's second-largest economy,

China has been accused of sitting on the sidelines regarding refugee protection, particularly during the Syrian refugee crisis, although it is a signatory to the 1951 Refugee Convention (Song, 2018). Doyle (2018) has advocated for "responsibility by culpability," where nations responsible for creating refugees should bear part of the cost, and "responsibility by capacity," where wealthy nations should do more to care for and host refugees. However, the rise of xenophobia and nativism across Europe has sparked a heated political debate on refugee influx into Europe (Pan, 2016), despite the fact that over 85% of refugees worldwide are hosted by low-income countries (Jasper & Buchanan-Smith, 2018).

At the beginning of refugee influx, host communities respond with empathy, providing food, clothing, and medical care (UNHCR Inter-agency Mission Report, 2022, unpublished). However, as time passes, tensions arise from sharing scarce resources, leading to resentment between nationals and refugees. This is worsened by protracted refugee situations and continuous increase in the number of refugees (Ahimbisibwe, 2018). Security concerns also play a significant role in conflicts. Host countries may associate refugees with terrorist infiltration or militant attacks, especially in cases of civil war-related displacement. Kenya's accusations against Somalian refugees have led to forced evacuations and threatened camp closures (Alix-Garcia, Walker, & Barlett, 2019).

Pre-existing instability in host countries such as Ethiopia, Kenya, Uganda, further complicates refugees' lives. They are caught in tribal clashes, political violence, or civil wars. This highlights the need for a comprehensive approach to address refugee hosting challenges, including resource sharing, security concerns, and social integration.

Cases of Secondary Displacement

The interplay between the principles of international law and practice is a conundrum. The expression of state autonomy and individual human rights do not always align. This gap is reflected in the 1951 Refugee Convention and Article 14 of the Universal Declaration of Human Rights, which grants individuals the 'right to seek and enjoy asylum' while states retain their sovereignty and territorial control (Noll, 2023). Millions of refugees have been caught

between the dilemma of seeking asylum and states granting them their full rights. With issues like insecurity, violence, nativism, stigmatization, xenophobia, and competition for limited resources in the host country, the refugee experience is fraught with challenges.

The Syrian refugee crisis illustrates the phenomenon of secondary displacement, where refugees initially displaced by violence and persecution in Syria sought refuge in neighboring countries like Jordan, Lebanon, and Turkey. However, these countries struggled to cope with the influx, leading to inadequate living conditions, limited access to basic services, and a lack of legal protection, resulting in clashes with locals (UNHCR Global Focus, 2024). For instance, the Zaatari refugee camp in Jordan faced significant funding cuts, forcing refugees to seek alternative accommodations in urban areas, where they faced new challenges like high rent, unemployment, and social isolation (European Parliament Briefing, 2015). The situation was exacerbated by internal conflicts, natural disasters, and changes in government policies, such as Turkey's plan to forcibly return Syrian refugees to their home country despite the ongoing war (UNHCR Global Focus, 2024). This led many refugees to flee again to safer territories with lesser government influence, seeking protection and dignity.

The Darfuri refugees from Sudan have been trapped in an endless cycle of displacement. The ongoing crisis in Sudan over the past decade, exacerbated by devastating natural disasters, has forced Darfuris to flee to neighboring countries such as Chad, Libya, Egypt, South Sudan, and Israel (Jaspars & Buchanan-Smith, 2018). Darfuris have a high rate of migration, which has been further exacerbated by the crisis in Sudan. However, the worsening conditions in host countries, including restrictions for refugees in Israel, political crises, the collapse of Libya, coupled with surveillance, systemic persecution, family pressure, and limited freedom of movement, have compelled Darfuri refugees to continue their journey to Europe. The instability in Libya has created an opportunity for gold smuggling, providing a means of income. Between 2015 and 2017, approximately 24,000 Sudanese arrived in Europe (Jaspars & Buchanan-Smith, 2018).

Similarly, the Cameroonian refugee crisis in Nigeria offers another example of secondary displacement, where refugees residing in Amana 2 community and border communities in Benue State fled due to a spillover of communal clashes between Onyive and Oliti tribes from Cameroon into Nigeria. This conflict generated sympathy among Nigerians due to historical ties to these tribes, leading to killings, destruction of properties, and forced displacement of refugees in the border community of Benue into Cross River State (Caritas Nigeria, Protection Multi-Functional Team Report, 2024, Unpublished). The Oliti tribe refugees received threats and fled overnight into neighboring communities, leading to their secondary displacement (Caritas Nigeria, Protection Monitoring Report, 2024, Unpublished).

Somali refugees in Kenya face similar challenges, where secondary displacement is often caused by ethnic crises and electoral violence, affecting communities, including refugee camps, and forcing them to flee (Ali and Ocha, 2018). Kenya hosts refugees from various countries, with Somalis making up the largest population (Musoka, 2023).

The Effect of Secondary Displacement on Refugees

The impact of secondary displacement on refugees has been severe, leading to trauma, anxiety, and depression, as well as desperate measures like child labor and early marriage. Refugees have experienced repeated displacements, resulting in prolonged stays in temporary shelters, fragmented communities, and disrupted social networks. This has led to a sense of hopelessness, exacerbating their trauma and decreasing their resilience (Sereta & Fischer, 2013). Secondary displacement has also significantly disrupted humanitarian responses and structures. Essential services like education, healthcare, shelter, food, and human rights protection have been disrupted, leaving refugees without access to basic necessities (Norwegian Refugee Council, 2022).

A durable solution, aimed at making refugees self-sufficient and less dependent on humanitarian interventions (Erdilmen, 2016), becomes increasingly challenging as secondary displacement destroys established structures and programs. Refugees are forced to start anew, and even establish informal camps or settlements that are not recognised by humanitarian

actors and host government. Here, they face repeated challenges like limited access to education, healthcare, and employment opportunities, coupled with overcrowding, insecurity, gender-based violence and child abuse (Norwegian Refugee Council, 2022).

Refugees have developed coping mechanisms through strong social support networks, relying on each other for emotional support and practical assistance. Traditional coping mechanisms, such as storytelling and poetry, help them process their experiences. Religious beliefs and practices provide comfort and solace, while informal education and skills training within the camp help them acquire new skills and knowledge (Ahimbisibwe, 2019). Despite these efforts, the cycle of displacement continues, highlighting the need for more effective solutions to address the root causes of displacement and ensure refugees' safety and dignity.

CONCLUSION

The threat of secondary displacement poses a significant and ongoing risk to refugees, perpetuating their vulnerability and uncertainty. As long as host countries grapple with unresolved tensions and perceive refugees second class, the likelihood of secondary displacement remains a pressing concern. Secondary displacement underscores the need for a comprehensive approach to refugee protection and conflict resolution. Humanitarian actors and policymakers must collaborate to address the root causes of conflict, prioritizing refugee protection and safety. By tackling the factors that contribute to secondary displacement, we can ensure the safety, dignity, and wellbeing of refugees worldwide.

Recommendations

- i. Mental health services, including counselling, psychotherapy, and psychiatric care, need to be accessible to refugees. Mental health professionals should be engaged to provide services tailored to refugees' specific needs, taking into account their cultural background and experiences.
- ii. Protection mechanisms also need to be strengthened to ensure refugees have access to legal aid, social support services, and effective referral mechanisms for those at risk of violence, exploitation, and abuse.

- iii. Refugees should be informed about their rights and responsibilities, and their dignity and human rights should be prioritized. Access to basic services like healthcare, education, shelter including means of livelihood should be ensured.
- iv. Humanitarian funding should be increased for programs addressing the specific needs of secondary displaced refugees, who are often overlooked. Timely response to emergency assistance like food, shelter, and healthcare is critical to reducing vulnerability caused by secondary displacement.
- v. Community-based initiatives promoting social cohesion and inclusion should be strongly promoted to foster peace and tolerance between refugees and host communities. Local organizations and community groups promoting social cohesion and inclusion should be supported to establish sustainable measures and increase refugee participation in community decision-making processes.
- vi. Effective data collection and analysis are crucial to informing policy and programming decisions, as well as stakeholder engagement. Coordination among governments, UN agencies, and NGOs is essential to improving efficient referral mechanisms, information-sharing systems for doubly displaced refugees, fostering partnerships and collaborations to address gaps in service provision.

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**PEACE EDUCATION FOR CONFLICTS MANAGEMENT AMONGST NIGERIA'S
TERTIARY INSTITUTION STUDENTS: A STUDY OF NASARAWA STATE, NIGERIA**

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ABSTRACT

The study examined the extent to which peace education is effective in managing conflicts amongst Nigeria's tertiary education students, using Nasarawa State as its main focus. The objectives of the study were included to i. identify the major types and causes of conflicts among students in tertiary institutions in Nasarawa State; ii. determine the extent that peace education has been integrated into the curriculum of tertiary institutions in the state; and iii. analyse the effectiveness of peace education in conflict management among tertiary school students. The research design adopted for the study is descriptive survey. This study's target population consisted of 160 students from various tertiary institutions in Nasarawa State. Purposive sampling was used to select 137 respondents, with questionnaires as the instrument for data collection. The study found that the major causes of conflicts among students in tertiary institutions in Nasarawa State include ethnic, religious, and political conflicts, leadership conflicts, socio-economic conflicts, and academic conflicts. It was also discovered that peace education is an integral part of the students' institution's curriculum, especially in the general studies course, under the auspices of peacebuilding and conflict resolution departments/units. The study concludes that peace education can further enhance the capacity for peace, security, and social cohesion if significant efforts are made to properly integrate peace education in the school curriculum. Recommendations include enhancing capacity of instructors, and funding. Also, peace education curriculum should be developed to include sections in various courses offered across departments of tertiary institutions in Nigeria.

Keywords: Peace education, Tertiary institution, Conflict management, Nasarawa State

Introduction

Human existence and interactions, especially in environments populated with diverse groups of people, inevitably involve conflict. The Nigerian tertiary educational institution (including universities, polytechnics, and colleges of education), is one of such environments. Due to the complex nature of our tertiary institutions, conflict is a recurring issue in tertiary education institutions across Nigeria. This impacts negatively on the core purpose of the environments, affecting significantly, student welfare, academic progress, and institutional stability. These conflicts can take various forms, such as political rivalry, cultism, ethnic conflict, religious intolerance, and student-management. At their most extreme, these conflicts can cause damage to public and institutional property, disrupt academic activities, and result in the loss of lives (Nwankwo, 2022).

These conflicts persist in spite of the best efforts by government security agencies and school authorities, posing questions about the effectiveness of current conflict management strategies that are usually adopted to deal with these challenges. Odeh (2021) alluded to the fact that the deficiency in effective mitigation of conflict in tertiary institutions is due to the conventional approaches to conflict resolution in tertiary institutions, which focus primarily on reactive and punitive measures. This is basically the suspension, expulsion, and enforcing levy on students from affected institutions. Also, security forces are called in to deal with the situation, often times, with brute force. In addition to not resolving conflicts in the long term, these strategies exacerbate tensions, and cause further mistrust and violence between institutional authorities and students.

In Nasarawa State, and elsewhere in the country, this diversity is a potential for peaceful development and also a challenge for peace itself. Such diversity can indeed enhance a student's learning experience, but if not properly managed, it can also serve as a potential source for violent conflict. Located in Nigeria's North-Central region, the state is home to several tertiary institutions, such as universities, polytechnics, and colleges of education. It is

thus a good example of a locality characterised by an ethnically and religiously diverse population, displaying a microcosm of Nigeria's broader socio-cultural dynamics.

In light of these challenges, peace education has emerged as a potential solution for managing conflicts in educational settings. Peace education is a process that seeks to instil values, attitudes, and behaviours that foster peaceful coexistence. It involves teaching students about conflict resolution, tolerance, empathy, and mutual respect. The goal of peace education is to equip individuals with the skills to resolve conflicts non-violently and to promote a culture of peace within the community. It thus becomes necessary to investigate other non-reactive and directive punitive approaches to conflict resolution.

Salomon & Cairns (2011) found that peace education can contribute significantly to conflict management through the transformation of students' attitudes and behaviours. Thus, they can approach conflicts constructively, through the development of problem-solving skills. However, a dearth of empirical studies on this phenomenon in Nigerian tertiary institutions, particularly within the context of Nasarawa State, leaves gaps to fill. In order to investigate the impact peace education has on peaceful resolutions of conflicts in Nasarawa State, the under-listed research questions are raised.

Research Questions

1. What are the causes of conflicts among students in tertiary institutions in Nasarawa State?
2. To what extent has peace education been integrated into the curriculum of tertiary institutions in Nasarawa State?
3. How effective is peace education in the management of conflict management among tertiary school students in Nasarawa State?
4. What are the factors militating against effective teaching of peace education in the study area?

Conceptual Review

To make for a better understanding of core subjects in this study, it is essential to examine key concepts that associated with the study. This is carried out below.

The Concepts of Conflict and Conflict management

Conflict is the natural phenomenon that occurs when there are human interactions. This can occur within individuals, groups, or whole communities of people with differences in values, goals, interests, or even motivations, thereby leading to tensions and disagreements (Deutsch, Coleman, & Marcus, 2014). Conflicts can be interpersonal (between individuals), intragroup (within a group), and intergroup (between groups). Within the context of tertiary institutions, conflicts usually arise from contestations over resources, leadership struggles, identity issues, or religious/ideological differences (Folarin, 2018). Akinwale (2020) explains common triggers for conflict in Nigerian tertiary institutions to include ethnic, religious, and socio-political divides. He also noted that such conflicts are exacerbated by poor communication, inadequate conflict resolution mechanisms, and deep-seated mistrust.

Conflict management is the process and strategy used to handle disputes so as to mitigate their negative outcomes for potential benefits (Rahim, 2017). Conflict management differs from conflict resolution because it acknowledges that while not all conflicts can be resolved, they can be successfully managed to reduce their impact and prevent escalation. This is unlike the latter, which aims to eliminate the root causes of conflicts. For the purposes of this study, conflict management includes institutional mechanisms put in place for handling disputes among students and also, potential established for the integration of peace education as a long-term strategy for reducing conflicts. However, as Akinwale (2020) notes, effective conflict management in tertiary institutions involves preventive measures (fostering inclusive and participatory governance), and reactive measures (mediation, arbitration, and dialogue).

Peace Education

Peace education is an interdisciplinary field that involves educating the general public on the values of tolerance, love, empathy, cooperation, and respect for cultural and diversity. It is founded on problem-solving, critical thinking, openness, and communication skills, all of which will enable individuals to deal with conflicts constructively. It also aims to equip individuals with the skills, knowledge, and attributes needed to build a culture of peace and

resolve conflicts non-violently. It draws from diverse fields such as education, psychology, sociology, and conflict resolution (Bajaj & Hantzopoulos, 2016). This definition holds significance in our study area, given its diversity and susceptibility to ethnic, cultural, and religious conflicts. Therefore, the need to focus education on the promotion of reconciliation, dialogue, and national cohesion is key in approaches to peace education that could play crucial roles in the peaceful transformation of conflict among students from different backgrounds.

Literature review

The literature review below explored an existing body of knowledge on peace education, conflict management, and student unrest in Nigeria's tertiary institutions. It also examined their impact and challenges for peace, highlighting the effectiveness of peace education programs in managing conflicts among students, with a focus on Nasarawa State, Nigeria.

Bajaj and Hantzopoulos (2016), noted that peace education is an essential tool in conflict-prone areas, due to the fact that it addresses root causes of conflicts as well as the behaviours that fuel them. This is beneficial in societies that are rife with ethno-religious tensions, such as Nigeria. As a result, integrating peace education into tertiary institutions' curricula can help students develop a peace culture. Bajaj & Hantzopoulos (2016) found that peace education can serve as a preventive solution by equipping students with much needed skills and values necessary to resolve conflicts peacefully. They also found that institutions with adequate peace education curriculum teach students about tolerance, dialogue, empathy, and respect for diversity. These are of course key societal components for promoting peaceful coexistence, even in some conflict-prone regions. Nwankwo (2022) examined the impact of conflict on tertiary institutions and found that they can have far-reaching consequences, affecting students' academic performance, well-being, and even the overall institutional environment. He noted that ethnic and religious conflicts can polarise the entire student population, leading to violent clashes that disrupt academic activities. This eventually snowballs to the entire environment around the institution and sometimes even the whole nation.

Rahim (2017) noted that conflict management in tertiary institutions involves both proactive and reactive measures aimed at addressing conflicts and preventing escalation. Nwankwo (2022) adjudged that in many Nigerian tertiary institutions, conflict management is usually reactive rather than preventive. This, according to him, often leads to student unrest and violence. Adedeji and Oluwasegun (2018) opined that peace education is essential for the prevention and correction of student unrest. This is because it fosters a culture of dialogue and understanding. The dialogue process also reduces the sense of alienation and frustration that students feel by being shut out of the decision-making processes, which often fuels unrest.

A study found that poor communication, a lack of trust between students and management, and ineffective leadership typically undermine conflict management approaches in many tertiary institutions in Nigeria (Odeh, 2021). This, according to Odeh (2021), results in challenges that make it difficult to resolve conflicts satisfactorily and in manners agreeable to all parties involved. The study recommended the integration of peace education into the curriculum as a long-term strategy for conflict prevention. The benefits of implementing peace education programs into school curriculum were applauded by Obasi (2015), who found that this results in a decline in student conflicts and a general improvement in the overall campus atmosphere.

Sources of conflict in Nigeria's tertiary institutions were found to be ethnic and religious tensions, especially in diverse states like Nasarawa, (Adebayo, 2018). He also noted that these tensions often result from identity politics, historical grievances, and competition for political power and scarce resources. The consequences of not managing these tensions properly often can lead to violent clashes between student groups, disrupting academic activities, and threatening institutional stability. Folarin (2018) found that ethnic diversity can be beneficial where peace education plays a crucial role in mitigating tensions through the promotion of intergroup dialogue and mutual respect. This, according to the study, must be combined with inclusive policies that recognise and accommodate the religious and cultural diversity of the student populations.

Challenges to the successful implementation of peace education were found to include lack of trained educators (Bajaj and Hantzopoulos, 2016), funding (Nwankwo, 2022), and resistance from stakeholders, administrators, and students (who may not immediately see the relevance of peace education) (Odeh, 2021). In spite of these challenges, successful implementation of peace education in Nigeria is possible with the suggestion of Akinwale (2020). He noted that the integration of peace education into existing courses, such as citizenship education and ethics, will be cost-effective. Similarly, partnerships between educational institutions, government agencies, and non-governmental organisations (NGOs), have been suggested as good and effective means for peace education initiatives in tertiary institutions in Nigeria.

Methodology

Descriptive survey design was adopted for this study, while the target population for this study consisted of students in tertiary education institutions in Nasarawa State, Nigeria. This population set was sampled using purposive sampling technique. This was ideal as the purposive sampling focusses on particular characteristics of a population that are of interest to the study, which were all students enrolled in tertiary education institutions in Nasarawa State, Nigeria.

According to Cochran (1977), purposive sampling is used when a researcher is interested in a particular characteristic segment or stratum of the population, e.g., classification according to age, sex, education, level of income, and so on. Thus, instead of selecting a sample from the population at large, the researcher identifies a significant variable, selects subjects who have these traits, and chooses a subset from the group. There are four tertiary institutions in Nasarawa State, which include the Federal University Lafia, Nasarawa State University Keffi, the Federal Polytechnic Nasarawa, and the College of Education Akwanga.

Since the researcher does not have control of the population, which are students enrolled in tertiary education institutions in Nasarawa State, Nigeria, the study sampled 40 students from each of these tertiary institutions to represent the population of the study. The

sample size selected for the study is 160 students. The various data collection instruments in research are questionnaires, interviews, content analyses, and observation.

DATA PRESENTATION AND ANALYSIS

Data obtained from the above were presented, analysed, and interpreted below in tabular form, showing the frequency distribution of the variables and percentage. A total of one hundred and sixty (160) questionnaires were administered to the respondents, but 137 were correctly filled out and returned. However, 13 questionnaires were not answered, while the remaining 10 questionnaires were not recovered by the researcher. Therefore, the 137 returned questionnaires served as the basis for the data analyses.

Research Questions

4.2 Research Question 1

What are the causes of conflicts among students in tertiary institutions in Nasarawa State?

Table 1: Major causes of conflicts among students in tertiary institutions in Nasarawa State?

Causes of conflicts	SA	A	D	SD	\bar{X}	Sd	Decision
1. Ethnic, religious and political conflicts.	55	58	21	3	2.90	0.910	Agree
2. Leadership, socio-economic and academic conflicts	40	69	24	4	2.82	0.884	Agree
3. Ethnic, religious polarization and leadership struggles	51	49	32	5	2.70	0.739	Agree
4. Power dynamics, economic hardships and poor conflict management mechanisms	35	48	37	17	2.62	0.501	Agree
					2.73	0.720	Accept

Source: Field Survey 2024

Table 1 shows mean scores of 2.90, 2.82, 2.70, and 2.62 in support of the major types and causes of conflicts among students in tertiary institutions in Nasarawa State for items 5, 6, 7, and 8, respectively. The overall mean scores of 2.73 and a standard deviation of 0.720 around

the mean indicate that the major types and causes of conflicts among students in tertiary institutions in Nasarawa State include ethnic, religious, and political conflicts, leadership, socio-economic, and academic conflicts. The nature of conflicts is ethnic, religious polarisation and leadership struggles, power dynamics, economic hardships, and poor conflict management mechanisms.

Research Question 2

To what extent has peace education been integrated into the curriculum of tertiary institutions in Nasarawa State?

Table 2: Extent that peace education been integrated into the curriculum of tertiary institutions in Nasarawa State

Extent of peace education	SA	A	D	SD	\bar{X}	Sd	Decision
1. Peace education is an integral part of my institution's curriculum	70	41	20	6	2.75	0.753	Agree
2. My coursework regularly includes topics related to conflict resolution and peace-building	38	65	20	14	2.73	0.728	Agree
3. My institution offers specific courses or modules focused on peace education.	63	58	8	3	2.88	0.821	Agree
4. Peace education concepts are integrated into various subjects across different disciplines in my institution	37	63	29	8	2.66	0.631	Agree
					2.82	0.851	Accept

Source: Field Survey, 2024

Table 2 indicates the mean scores of 2.75, 2.73, 2.88, and 2.66 to support the extent that peace education has been integrated into the curriculum of tertiary institutions in Nasarawa State for items 9, 10, 11, and 12, respectively. The overall mean scores of 2.82 and a standard deviation of 0.851, respectively, indicate that peace education is an integral part of the students' institution's curriculum, their coursework regularly includes topics related to conflict resolution and peacebuilding; some of the institutions offer specific courses or modules

focused on peace education; and peace education concepts are integrated into various subjects across different disciplines in their various institutions to a large extent.

Research Question 3

How effective is peace education in the management of conflict management among tertiary school students in Nasarawa State?

Table 3 Effectiveness of peace education in conflict management among tertiary school students in Nasarawa State

Effectiveness of Peace education	SA	A	D	SD	\bar{X}	Sd	Decision
1. Peace education has significantly reduced conflicts among students in my institution	56	49	24	8	2.75	0.754	Agree
2. I have successfully applied conflict resolution skills learned through peace education in real-life situations	58	54	11	14	2.73	0.729	Agree
3. Peace education has improved communication and understanding between diverse student groups on campus.	54	48	26	9	2.88	0.821	Agree
4. The conflict management techniques taught in peace education courses are relevant to the types of conflicts we face as students.	63	42	21	11	2.86	0.834	Agree
					2.73	0.758	Accept

Source: Field Survey, 2024

Table 3 shows mean scores of 2.75, 2.73, 2.88, and 2.86 to support the effectiveness of peace education in conflict management among tertiary school students in Nasarawa State for items 13, 14, 15, and 16, respectively. The overall mean scores of 2.73 and a standard deviation of 0.758, respectively, agree that peace education has significantly reduced conflicts among students in various institutions in the state, some of the students have successfully applied conflict resolution skills learnt through peace education in real-life situations, and the development has improved communication and understanding between diverse student groups

on their campus. The conflict management techniques taught in peace education courses are relevant to the types of conflicts that students are facing.

Research Question 4

What are the factors militating against effective teaching of peace education in the study area?

Table 4: Factors militating against effective teaching of peace education in the study area

Factors militating against peace education	SA	A	D	SD	\bar{X}	Sd	Decision
1. Lack of qualified instructors is a significant barrier to effective peace education in my institution.	60	58	16	3	2.95	0.911	Agree
2. Inadequate funding and resources hinder the implementation of comprehensive peace education programs	55	44	34	4	2.84	0.684	Agree
3. Cultural and religious differences among students make it challenging to teach peace education effectively	57	49	17	14	2.70	0.539	Agree
4. The current curriculum does not allocate sufficient time for peace education courses	59	48	23	7	2.54	0.402	Agree
					2.78	0.729	Accept

Source: Field Survey 2024

Table 9 shows mean scores of 2.95, 2.84, 2.70, and 2.54 in support of the factors militating against effective teaching of peace education in the study area for items 17, 18, 19, and 20, respectively. The overall mean scores of 2.78 and a standard deviation of 0.729 around the mean show that the factors militating against effective teaching of peace education in the study area include a lack of qualified instructors, which is a significant barrier to effective peace education in their various institutions, paucity of funds and resources to implement peace education programmes, cultural and religious differences, as well as a lack of sufficient time for peace education courses.

4.2 Discussion of Findings

The study revealed that the major causes of conflicts among students in tertiary institutions in Nasarawa State include ethnic, religious, and political conflicts; leadership; and socio-economic and academic conflicts. The nature of conflicts is ethnic, religious polarisation and leadership struggles, power dynamics, economic hardships, and poor conflict management mechanisms. This is relevant to the submission of Adebayo, (2018) that ethnic and religious diversity in Nasarawa State often creates divides among students. Historical animosities, identity politics, and a lack of intergroup understanding contribute to conflicts. This is supported by Nwankwo (2022) that competition for leadership positions in student unions or associations often leads to conflicts. Power struggles, election disputes, and perceived biases can result in violent clashes among students. Obasi (2015) also found that socio-economic issues, rising school fees, poor infrastructure, and inadequate access to essential services, are major causes of unrest. Students may resort to protests, which can escalate into larger conflicts, when they perceive that the institution's management is not addressing their financial burdens. Again, Odeh, (2021) supported that the lack of effective conflict resolution mechanisms within tertiary institutions contributes to the escalation of conflicts. If dialogue or mediation fail to adequately address grievances, students may resort to self-resolution, resulting in confrontations with each other or the authorities.

The study revealed that peace education is an integral part of the students' institution's curriculum, particularly in the general studies courses relating to conflict resolution and peacebuilding. Similarly, Adebayo (2018) found that peace education is formally integrated into the curriculum in some tertiary institutions in Nasarawa State, though it is primarily offered as part of specific programs or courses related to social sciences, education, and the humanities. For example, courses in conflict resolution, ethics, and citizenship education often include peace education topics. Some institutions introduce peace education through general studies courses (GST), mandatory for all students, irrespective of their major. These courses usually cover topics such as conflict management, peacebuilding, and intergroup relations.

This is also supported by Nwankwo (2022), who says that in addition to formal coursework, peace education is often integrated into extracurricular activities such as workshops, seminars, and student associations. These activities provide opportunities for students to engage in discussions on peacebuilding, human rights, and conflict resolution outside the traditional classroom setting. NGOs and civil society organisations also collaborate with institutions to organise peace education programs aimed at building students' capacities for conflict management and leadership. This is however, not a general occurrence in all tertiary institution.

The study indicates that peace education has significantly reduced conflicts among students in various institutions in the state, some of the students have successfully applied conflict resolution skills learnt through peace education in real-life situations, and the development has improved communication and understanding between diverse student groups on their campus. The conflict management techniques taught in peace education courses are relevant to the types of conflicts that students are facing. This goes in line with the submission made by Ajala (2003) that peace education will impact in learners all norms, values, and attitudes that could bring about an environment for human living. Salomon & Cairns (2011) also found that students who have participated in peace education programs demonstrated a higher propensity for resolving disputes through non-violent means.

The study revealed that the factors militating against effective teaching of peace education in the study area include a lack of qualified instructors, which is a significant barrier to effective peace education in their various institutions, a paucity of funds and resources to implement peace education programmes, cultural and religious differences, as well as a lack of sufficient time for peace education courses. The findings are supported by Odeh (2021) that some institutions do not prioritise peace education as part of their core academic offerings. Without strong institutional backing, the integration of peace education remains fragmented and inconsistent.

Obasi (2015) also supported that effective peace education requires instructors who are specifically trained in conflict resolution, peace studies, and related fields. The shortage of trained educators limits the quality and depth of peace education provided in these institutions. Again, Bajaj and Hantzopoulos, (2016) affirmed that many institutions face curriculum overload, where adding new courses or topics becomes challenging. Peace education competes with other academic requirements, making it difficult to allocate sufficient time and resources to its teaching. Peace education programmes require adequate funding to develop relevant teaching materials, train educators, and organise related activities. Limited funding often hampers the expansion and sustainability of these programmes. Rahim, (2017). Adedeji and Oluwasegun (2018), suggested that for peace education to be most effective, it should be embedded in courses that emphasise critical thinking and ethics.

Conclusion

Peace education plays some role in the management of conflicts amongst Nigeria's tertiary education institution students in tertiary institutions in Nasarawa State, Nigeria. The curriculum's limited integration of peace education directly correlates with its impact. Ethnic, religious, political, socio-economic, and institutional factors typically drive identifiable conflicts among students in tertiary institutions in Nasarawa State. Significantly, such conflicts can disrupt academic activities, with a hinderance of peaceful coexistence amongst students and largely undermine the learning environment. Indeed, there are some levels of integration of peace education into the curriculum, and this is primarily domiciled to specific courses and majorly optional extracurricular activities.

In view of the challenges that impede successful integration of peace education into tertiary schools' curriculum, such as lack of trained educators, inadequate institutional support, insufficient funding, and so on, the underlisted are recommended.

- i. Tertiary institutions curricula should be mainstreamed in such a manner that peace education becomes an integral part across disciplines.

- ii. Educators from different fields should be trained in peace studies and conflict resolution so as to be able to effectively teach peace education.
- iii. There is the need to strengthen tertiary institutions and ensure commitment to the need to prioritise peace education as part of their mission to foster a peaceful academic environment. This can be carried out by providing institutional backing, resources, and even incentives for educators in line with the development and delivery of peace education content;
- iv. Channels of communication between students' bodies and institutional management should be opened and viable in order to address grievances before they escalate into conflicts. This can be through feedback mechanisms, town hall meetings, feedback mechanisms, and student representation in decision-making processes;
- v. Government bodies, NGOs, and the organised private sector should get involved and provide financial support for the development and expansion of peace education initiatives.
- vi. There is the need to enhance extracurricular engagement in peace education through peace education programmes, dramatisations, workshops, seminars, and dialogue sessions. This must be made a mandatory aspect of student life.

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