

**Information and communication technology (ICT) education:
a means for promoting peace and security in Nigerian higher
institutions of Learning.**

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Abstract

The study examines the possibility of using information and communication technology (ICT) education in the tertiary institutions of learning in Nigeria with the aim of promoting peace and security in the country. To achieve this aim, the study has tried to determine the role ICT plays in promoting peace and security towards effective dissemination of peace education in Nigerian schools by the use of a survey research through descriptive survey design for data collection. The study was conducted via the use of three research questions. 30% of 216 academic staff within the institution by use of a systematic random sampling procedure was employed in the data selection. Also, 66 academic staff from various departments/ faculties within the institution were sampled. A questionnaire designed on a modified Likert type-4-point scale was used in the study. Reliability and validity of the research instrument was also determined. Data was analyzed using mean score (\bar{x}), grand mean and standard deviation (SD). Results from the responses and the findings revealed that ICT could be utilized in the Nigerian schools towards promotion of peace and security by proper dissemination of peace education. The study also revealed that there are enormous and significant roles of teaching and learning ICT in the institutions in Nigeria.



However, these are faced with many challenges in order to operate effectively. As a result of these, the study recommended the following: that there must be adequate funding / budgetary allocation, constant maintenance of ICT gadgets/equipment, effective and efficient management and administration of the ICT for proper utilization in the Nigerian higher institutions of learning; and functional ICT units or departments must be set up in the institutions for free access of the ICT.

Keywords: Information Technology, Education, Peace , Security

Introduction:

The key to sustainable national development across the globe is education. It is a vital tool for social transformation and economic development of many societies. It is also the key to uniting nations, bringing human beings closely together and building a culture of peace.¹ Education is a major tool of fighting poverty, promoting peace, social justice, human rights, democracy, cultural diversity and environmental awareness. But education for peace means an active concept of peace through values, life skills and knowledge in a spirit of equality, respect, empathy, understanding and mutual appreciation among individuals, groups and nations.² It has also been recognized that education not only serves as a tool for human right but also as an essential tool for achieving the goals of equality, development and peace.

Olarinde and Onifade cited in Okolie-Osemee see education as a dynamic instrument for social change that can bring about rapid development of a nation's total resources, hence, the need for constant evaluation of the educational system to ensure its adequacy and continued relevance to national needs and objectives.³ Therefore governments throughout the world,

¹ Education International (EI) "Peace Education " Accessed august 13,2012, <http://www.ei-org/websections/content-detail/5411>.

² Education International , "Peace Education".

³ Kolorinde and A.Onifade "The Influence of Social Studies Education Students Response to Ethnic and Religious Crises in Nigeria" P.3(2010) quoted in J Okohie – Osemena "Towards Utilizing New Digital Media Technology for Promotion of Peace in Nigeria" *African Journal of Teacher Education* 2 No.1(2012)05

realizing the enormous roles of education in combating crimes and other social vices, maintaining peace and security in their countries for sustainable development, have started mapping out strategies that will enable their citizens become conscious in matters relating to peace and security for environmental sustainability. One of such strategies is using the information and communication technology (ICTs) as a means of communicating, creating public awareness and enlightenment, educating and reaching out to the masses on some socio-economic issues that affect the environment. The role of ICT in education has also been recognized in Nigeria. This is why the federal republic of Nigeria, seeing the benefits of ICT in the society for peace keeping and national development also highlighted its integration in the 2004 National Policy on Education.

The National Policy on Education document emphasized the need for primary and secondary school pupils to be introduced into basic computer skills, the use of the computer to facilitate learning and rudimentary use of text writing, computation and data entry. Tertiary institutions were also required to teach computer science as a subject discipline and also integrate it in school administration and instruction. The three main objectives of ICT education among several others as highlighted in the 2004 National Policy on Education included;

- The need to empower youths with ICT skills to prepare them for competitiveness in a global environment.
- Integrate ICT into the main stream of education.
- Training and establishment of multifaceted ICT institutions as centres for excellence on ICT.⁴

One of the key development areas under the infrastructure policies, programmes and projects in the transformation agenda for 2011 - 2015 of the one time government of President Goodluck Jonathan was ICT. ₦22.2 billion was the proposed investment for ICT sector for the period. The importance of ICT development is a means for building a Knowledge Based

⁴ National policy on Education (2004) 17. Federal Republic of Nigeria ,*National policy on Education* ,(Lagos: Nigerian Educational Research and Development Council,2004)

Economy (KBE) for sustained human capacity development.⁵ ICT as a term is broader than computer and encompasses the combination of the potentials of computer, telecommunication and other electronic media using digital technology which has impacted positively on every aspect of human existence. Thus, the ICTs can be utilized effectively for promoting peace and security in the Nigerian society. This should properly be disseminated in the educational institutions. Instructions relating to peace and security education should be taught in schools and the ICT can be utilized effectively to teach this properly during the teaching/learning process. Peace and security of life and property are the primary conditions for progress and development of any society. Recently in Nigeria, the North, South, East and West were bedevilled with violent conflicts, crimes and insecurity. This can be seen from the recent ethnic/religious crisis, kidnappings and murders in Nigeria. Proper dissemination of peace and security education in the institutions across the country will expose people to accepting the beliefs, customs, traditions and ideologies of others. Peace has been generally defined as the absence of war, fear, conflict, anxiety, suffering and violence.⁶ Though, this conception has been criticized by many scholars for being inadequate for understanding the meaning and nature of peace.⁷ The Norwegian peace theorist, Johan Galtung distinguishes three types of violence that can help to understand the concept of peace namely;

- i. Direct violence manifested by physical, emotional and psychological violence.
- ii. Structural violence which comes in the form of deliberate policies and structures that cause human suffering, death and harm, and

⁵ National Planning Commission, *The Transformation Agenda*, 2011-2015. *Summary of Federal Government's Key Priority Policies, Programmes and Projects*. (Abuja: National Planning Commission, 2011) 21

⁶ J.F David, *Peace and Conflict Studies: An African Overview*. In: S.G Best (Ed) *Introduction to Peace and conflict studies in West Africa: A Reader* (Ibadan: Spectrum Books Ltd, 2006) P.34.

⁷ O.Ibeanu, *Conceptualizing Peace*. In: S.G Best (Ed) *Introduction to Peace and Conflict Studies in West Africa* (Ibadan: Spectrum Books Ltd 2006) P.64

- iii. Cultural violence which involves cultural norms and practices that, create discrimination, injustice and human suffering.⁸

He also outlines two dimensions of peace: Negative peace which is the absence of direct violence, war, fear and conflict at individual, national, regional and international levels; and positive peace which describes the absence of unjust structures, unequal relationships, justice and inner peace at individual level. Thus a more useful conceptualization of peace must therefore see beyond the narrow conception of absence of war, fear, anxiety, suffering and violence. This is why Ibeanu, defines peace as a process involving activities that are directly or indirectly linked to increasing development and reducing conflict, both with specific societies and in the wider international community. He points out that there are philosophical, sociological and political definitions to peace.⁹ As Ibeanu has argued, it would be wrong to classify a country experiencing pervasive structural violence as peaceful.¹⁰ In other words, although war may be going on in a country where there is pervasive poverty, oppression of the poor by the rich, police brutality, intimidation of ordinary people by those in power, oppression of women or monopolization of resources and power by some sections of the society, it will be wrong to say that there is peace in such a country.

Just like peace, the concept of security has undergone fundamental changes in the last two decades. Security has been defined as the condition or feeling of safety from harm or danger, the defence, protection, and preservation of core values and the absence of threats to acquire values.¹¹ But since the end of the cold war, there is the desirability to shift from a state and elite focused view of security to one that places the individual at the centre of the security equation thereby bringing the concept of human security which combines elements of national security, economic development and basic human rights.¹²

⁸ J.F David, *Peace and Conflict Studies: An African Overview*, 38

⁹ O.Ibeanu, *Conceptualizing Peace*, 68

¹⁰ O.Ibeanu, *Conceptualizing Peace*, 68

¹¹ J.F David, *Peace and Conflict Studies: An African Overview*, 40

¹² B.Nicole and K.Fayemi, *Security Sector Governance in Africa. A Handbook* (Lagos: Center for Democracy and Development, 2004) 22

A number of scholars have various definitions on what peace and security is. According to Ibeanu in Igbuzor, it is a process involving activities that are directly or indirectly linked to increasing development and reducing conflict both within specific societies and in the wider international community.¹³ It is also a condition of social harmony in which there are no social antagonisms. Igbuzor defines peace as the absence of war, fear, conflict, anxiety, suffering and violence. Its essentials include: respect for life sharing with others, rejection of violence, sense of justice, listening ability and solidarity, tolerance, values for human rights and gender equality, justice and liberty.¹⁴ On the other hand, Igbuzor defines security as the condition or feeling of safety from harm or danger, the defence, protection and preservation of core values and the absence of threats to acquire values. Thus, it is incontrovertible that peace and security education is a critical factor for sustainable peace and national development.¹⁵

Although different scholars have different perspectives on development, most of them accept that it must mean progress of some kind.¹⁶ It is seen as a multidimensional process, one that changes the economy, polity and society of the countries in which it occurs. Sen, sees development as a process of expanding the real freedoms that people enjoy.¹⁷ He thus believes that development requires the removal of major sources of unfreedom; poverty as well as tyranny, poor economic opportunities as well as systematic social deprivation, neglect of public facilities as well as intolerance or over-activity of

¹³ O. Igbuzor "Peace and Security Education: A Critical factor for sustainable peace and National Development." In: *International Journal for Peace Studies* 2 No 1, 1 – 7, Accessed on August 13, 2012, <http://www.academicjournals.org/IJPDS>

¹⁴ O. Igbuzor "Peace and Security Education: A Critical factor for sustainable peace and National Development." 3.

¹⁵ O. Igbuzor "Peace and Security Education: A Critical factor for sustainable peace and National Development." 4

¹⁶ U.S. Kambhampati, Development and Developing World, U. K. Policy Press. In: B.Nicole and K.Fayemi, *Security Sector Governance in Africa. A Handbook*(Lagos: Center for Democracy and Development, 2004)19

¹⁷ A. Sen, *Development as Freedom* (Oxford: Oxford University Press, 2008) 6

repressive states. In this conceptualization, freedom is central to the process of development and the achievement of development is dependent on the free agency of the people. For the people to be agents of their own development require advancement in five distinct types of freedom namely, political freedom; economic facilities; social opportunities; transparency guarantees; and protective security.

Hence, it is clear to us that even though there are different perspectives to development, there is a general consensus that development will lead to good change manifested in increased capacity of people to have control over material assets, intellectual resources and ideology; and obtain physical necessities of life (food, clothing and shelter), employment, equality, participation in government, political and economic independence, adequate education, gender equality, sustainable development and peace.¹⁸

Okolie-Osemene, defined peace education as the process of acquiring the skills,¹⁹ values and knowledge that promote harmonious relationships among people in the society. It is also the 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 socialization. It provides education for global security and focuses on direct, organized violence, especially the institutions of war and armed conflicts, while employing a framework based on recent theories of human security. Peace education is the cultivation of proper conflict resolution, knowledge and skills, applications that promote peace and social justice. Peace education creates awareness and enlightens people on the right attitudes towards handling situations that could lead to conflict. It also helps individuals to be conflict sensitive, know the ingredients of conflict and avoid them. Peace and security education also involves all processes

¹⁸ S. Igbuzor, *Perspectives of Democracy and Development* (Lagos: Toluhi and Associates, 2005) 30

¹⁹ J. Okolie- Osemena "Towards Utilizing New Digital Media Technologies for Promotion of Peace in Nigeria." In: *African Journal of Teacher Education in Nigeria*. 2, No. 1, P.3.

involved in inculcating the culture of peaceful co-existence in individuals or groups formally or informally.²⁰

The use of new digital media will promote promote further intellectual development, trust and mutual respect for one another in peace education as it embraces a wider audience. ICT can serve as an important instrument for the enhancement of effective teaching and learning of peace and security education in the institutions of learning in the country, only if it is used through the means of using various multimedia technologies capable of improving youth's sense of security in Nigeria. No wonder, Okolie-Osemena is of the opinion that the internet for instance, have revolutionized access to information for the business world, libraries, education and individuals.²¹ Small or large, a computer network exists in these areas to provide computer users with the means of communicating and transferring information electronically. The use of new digital media in peace education offers great opportunities for sustainable peace in Nigeria because this becomes easier to reshape the mindset of youths. Similarly, as part of its mission to educate key audiences about peace building and conflict management, the United States Institute for Peace (USIP) in February 2012 activated a virtual global peace building centre that provided younger audiences and educators with substantial peace building resources and activities, including educational materials, a virtual passport experience and many ways for young people to learn about the importance of peace building.²²

Osazee-Odia further, explained the fact that the use of new digital media (for example, digital satellite television, global satellite telephones, internet websites, mobile telephone, short message service facilities and multimedia equipment, such as video, audio and pod cast facilities, among others) in communication, through transmission hardware are very significant in information

²⁰ S.M. Lawal, Peace Education in Nigeria: The Imperative of Moral and Historical Studies for Nation Building. A paper presented at Niger State College of Education National Conference, Minna, 2005.

²¹ O. J. Okolie-Osemena "Towards Utilizing New Digital Media Technologies for Promotion of Peace in Nigeria." p.4

²² O. J. Okolie-Osemena "Towards Utilizing New Digital Media Technologies for Promotion of Peace in Nigeria." p.4

sharing and circulation mostly in peace education.²³ Some of these products consist of user-generated content, while others depend on service providers. New digital media technologies are veritable tools in improving the effectiveness of peace education in schools when used for teaching and learning instructions. The use of these technologies will bring about benefits such as: promoting integration, shaping perceptions, peace and conflict awareness, visible reduction in social conflict, sharing case studies and a wider reach to different groups in the society. This would make learning easier from conflict indicators and trends in other parts of the world, train students and lecturers to have better skills in the use of new digital media, reduce campus and societal violence, increase in societal harmony and cooperation as well as increase positive activities in the society.

There are many ways which we can use ICTs in schools. These include; bringing different digital technologies into peace and conflict studies learning and teaching, capacity building and training of trainers, using digital technology to source for information on peace studies and also creating peace blogs accessible through digital medium.²⁴ But there exist challenges which militate against the effective use and operation of the ICTs in both peace education and the institutions in Nigeria which range from such issues like: poor funding and implementation of ICT policy, projects and programmes; inadequate manpower supply in the area of ICT/peace education; poor usage or lack of free access to ICT facilities and problem of maintenance of ICT gadgets and equipment. According to Okolie-Osemena, some of the challenges that face the use of ICTs in peace education are:

- Financial and institutional constraints which hinder the progress of ICTs in peace education, political education and democratic participation.
- Problem of power supply which is one of the major problems militating against the adoption of ICTs in

²³ O. U. Osazee-Odia, Assessing the Relevance of New Media Technology in Globalization of broadcasting. In: E.M.Mojaye et al (Eds) *Globalization and Development Communication in Africa*. (Ibadan: Ibadan University Press, 2008) 70.

²⁴ O. J. Okolie-Osemena "Towards Utilizing New Digital Media Technologies for Promotion of Peace in Nigeria." p.5

learning and teaching peace education. Thus, stakeholders should be able to harness these energy resources to ensure that the problem of inadequate power supply is resolved.

- Poor usage and low students/teachers' participation.
- Inadequate staff training.
- Lack of government interest/sponsorship in the use of ICT in schools.²⁵

The reason for the use of ICTs via new digital media technologies in promoting peace education given the benefits of globalization is to build in people, the universal values and behaviors on which a culture of peace is based, including the development of non-violent conflict resolution skills and a commitment to working together to realize a shared and preferred future. Though it is gradually becoming part of the people, this should be highly encouraged considering the percentage of Nigerians that have access to new digital technologies. It could be formal or informal in terms of delivery. Formal terms of delivery are concerned with direct teaching and making training materials available, while informal involves peace building at the community level through the advocacy of various markets and groups. There is imminent need in Nigeria for the use of ICTs in evaluating peace education and as a result of this, the Nigerian policy makers need to consider giving peace education adequate attention and embark on peace advocacy projects through the ICTs for prevention towards getting rid of violence, crisis and crimes in the educational institutions and the society at large in Nigeria.

The Problem:

The current crisis, conflicts, disasters, violence and other social disturbances which have brought about increased threat to peace and security at the various parts of Nigeria, have made it very important for the educational institutions in Nigeria to drive towards the use of the great potentials of ICTs in peace education. As a result of this, Okolie-Osemena expressed as thus:

²⁵ O. J. Okolie-Osemena "Towards Utilizing New Digital Media Technologies for Promotion of Peace in Nigeria." p.6

The new wave of threats to national peace and stability in Nigeria has taken an unusual dimension to the extent that people who were rarely frightened are now forced to abandon their places of work and business in the name of bomb scares. The spate of kidnapping and other forms of criminal activities including festering ethno-religious and identity based conflicts in various parts of the country made it very necessary for education scholars to give adequate attention to peace education.²⁶

ICTs and other digital media technologies have become significant in addressing the increasing wave of internal security threats which undermine flow of economic activities. For example, what ICT does in the Arab spring which is sweeping across the Arab world is a testimony of reaching masses in a short period of time. Also, UNESCO pointed out that greater access to information and improved communication among different sectors of the population are vital for building a culture of peace in Africa.²⁷

An important tool for business growth, social activities, learning or teaching and research in Nigeria is the internet, including the use of new digital media. This internet is well integrated into education, business and social activities in developed countries, so Nigeria, it may be said, is attempting giant strides in embracing its usefulness and applications.²⁸ An area that is yet to explore the use of new media technology is peace education. The level of interest in the use of new digital media technologies in peace education has not yet increased because the opportunities to maximize the advantages of these new media technologies are

²⁶ O. J. Okolie-Osemena "Towards Utilizing New Digital Media Technologies for Promotion of Peace in Nigeria." p.3

²⁷ O.H. Akibu, Sustaining Peace Through Strategic Communication. In: I.O. Albert and O.N. Oloyede (Eds) *Dynamics of Peace Processes* (Ibadan: John Archers Publishers Ltd, 2010) 102.

²⁸ P. Achumugu, A. Oluwagbemi and B. Afolabi, "Adoption of Information and Communication Technologies in Developing Countries. A Impact Analysis." In: *Journal of Information Technology Impact*, 9, No. 1 (2009) 39

yet to percolate into various institutions in Nigeria.²⁹ The use of ICTs via the channels of other new digital media becomes necessary since the use of benefits of the new media is one of the most efficient channels to reach and teach the public. The use of ICTs in peace education needs to be a national project taken seriously by all education stakeholders since peace goes hand-in-hand with development. Thus, the need for ICT education in the Nigerian higher institutions of learning for promotion of peace and security in Nigeria becomes the problem of this study which seeks to address these issues by espousing the importance of ICT in the Nigerian institutions, using the Benue State University, Makurdi as a case study.

Economic growth can simply be defined as increase in real Gross Domestic Product (GDP). The growth rate of real GDP is the percentage change in real GDP from one year to the next.³⁰ For purposes of evaluating how economic growth can feed into economic development, it is often helpful to focus on the growth rate of GDP per capita rather than simply on overall output.

Economic growth can also be either positive or negative. Negative growth can be referred to as saying that the economy is shrinking. This is associated with economic recession and economic depression.

The main purpose and aim of the study was to examine the use of Information and Communication Technology (ICT) Education in the higher institutions of learning in Nigeria towards the promotion of peace and security. the study is guided by the following research questions:

- i. To what extent can ICT be utilized as an important instrument in Nigerian institutions for promoting peace and security in Nigeria?
- ii. What are the roles of ICTs in the enhancement of effective learning/teaching of peace and security education in educational institutions in Nigeria?

²⁹ O. J. Okolie-Osemena "Towards Utilizing New Digital Media Technologies for Promotion of Peace in Nigeria." p.7

³⁰ N.R. Googwin, J.A. Nelson and J.M. Harris, Economic Growth, Global Development and Environmental Institutions.

- iii. What are the challenges militating against the effective utilization/operation of the ICTs in educational institutions in Nigeria?

Specifically, the study seeks to determine ;

- i. The importance of utilizing the ICTs in the institutions for promotion of peace and security in Nigeria through proper dissemination of peace education.
- ii. The role of ICTs in the enhancement of effective teaching/learning of peace and security education in the institutions in Nigeria.
- iii. The challenges militating against effective utilization/operation of ICTs in the institutions for proper dissemination and promotion of peace and security education in Nigeria.

Theoretical Issues:

One popular theory in the 1970s for example was that of the “Big Push” which suggested that countries needed to jump from one state of development to another through a vicious circle in which large investments in infrastructure and education coupled with private investment would move the economy to a more productive stage, breaking free from economic paradigms appropriate to a lower productivity stage.

Substantial academic literature and government strategies support the finance-led growth hypothesis, based on an observation first made almost a century ago by Schumpeter that financial markets significantly boost real economic growth and development. Schumpeter asserted that finance had a positive impact on economic growth as a result of its effects on productivity, growth and technological change.³¹ As early as 1989 the World Bank also endorsed the view that financial deepening matters for economic growth “by improving the productivity of investment”.³²

³¹ A.J. Schumpeter, *The Theory of Economic Development* (Cambridge: M.A. Havard University Press, 1912)

³² WorldBank, World Development Report, Washington DC, 1989

Theoretically speaking therefore, economic growth is hinged on the availability of capital. The Robert Solow Neoclassical Growth Model posits that growth depends on capital accumulation (which means increasing the stock of capital goods to expand productive capacity and the need for sufficient saving to finance investment as well as higher savings) postponing to finance increased allocation of resources towards investment. To that, a developed financial institution with its role of fostering growth represents the wheel with which every economy is driven and it is chiefly on this perspective that this paper is framed.

Methodology:

The study employed the descriptive survey research design which involved development of a research instrument (Questionnaire) that was used in carrying out the survey. According to Akilaiya, Opute-Imala and Ezoemi the descriptive survey research design involves the development of survey instrument which is widely used for assessing opinions or attitudes towards programmes, events, individuals or attitudes, etc; in order to describe a situation that exists at a particular period.³³

The study population consisted of a sample of the teaching staff of the Benue State University, Makurdi; which constitute a total of 216 teaching staff. A systematic random sampling technique was employed in order to select 66 teaching staff from the entire study population of the institution. The sample represented 30% of the entire population of the study and involved drawing a sample from the various faculties in the institution. This is represented in table 1.

Table 1: Sample Size Distributions:

S/No	Population of the various faculties in the university.	Teaching Staff Population	Sample size for teaching staff and percentage (30%)
1.	Faculty of Social Sciences	62	19

³³ O. Akilaiya, F. N. Opute-Imela and I. N. Ezoemi. Educational Research: A Source Book for N.C.E. and University undergraduates (Asaba: Ekecy Printers and Publishers, 2002) p.53

2.	Faculty of Education	35	11
3.	Faculty of Arts	56	17
4.	Faculty of Law	32	10
5.	Faculty of Science	31	9
	TOTAL	216	66

The major instrument used for data collection was the Questionnaire. This instrument was designed by the researcher and was also validated by two experts from in Educational Foundations Department and Measurement and Evaluation Department of the Faculty of Education, Benue State University, Makurdi who collated each item in the questionnaire in line with the research questions and objectives of the study. The corrections done by these experts on some items in the instrument were effected and incorporated before distribution of the final instrument. The questionnaire was for only the teaching staff of the institution and was labeled: Utilization of ICT Education for Peace and Security in Nigeria. Questionnaire for teaching staff (UICTEPSNEQTS), which contained 22 items. The items on the questionnaire were structured on a modified Likert type-4-point scale weighted as follows:

Strongly Agree (SA) – 4

Agree (A) – 3

Disagree (D) – 2

Strongly Disagree (SD) – 1

For reliability of the instrument, a pilot testing was carried out on 22 teaching staff of the Benue State University, Makurdi using the test-retest method. The results were collated and computed using the Pearson Product Moment Coefficient (r) formula. The reliability coefficient of the instrument was $r = 0.76$ showing that the instrument was significant and its reliability guaranteed. The final copies of the instruments were distributed to the participants on a personal, face to face, hand delivery contact with the participants. The researcher waited for the respondents to fill the questionnaires and retrieved them on the spot.

Data collected was analyzed using Mean Score (\bar{x}), Grand Mean and Standard Deviation (SD). This was used in answering the research questions. Only the mean score of 2.50 and above was accepted while mean score below 2.50 rejected.

The mean scores rating on the extent to which the ICT can be utilized as an important instrument in schools for promoting peace and security in Nigeria was computed and analyzed from the following items:

ICT could be utilized in the Nigerian institutions for promotion of peace and security in Nigeria because, it serves the following functions:

1. ICT provides education on the need for security, peace making and tolerance.
2. It enlightens people on the right attitudes towards handling situations that could lead to conflicts.
3. Sensitizes people on matters relating to insecurity both locally and globally.
4. ICT provides knowledge on issues that concerns peace and security in the society, conflicts, violence and crisis.
5. Provides other new digital media and multi-media technologies in schools for teaching/ learning in peace education.
6. ICT provides education that can create enabling environment in the school and society.
7. Inculcates the culture of peaceful co-existence among individuals and groups, etc.
8. ICT assists in providing information that empowers youths with the right competence that will enable them to tackle challenges in the society.
9. It helps provide education which offers opportunities that reshapes the mind set of youths and helps build their capacity.
10. ICT facilitates effective academic activities in peace education in the school.
11. It helps provide information that inculcates the sense of security consciousness and peace building into youths in the society.
12. It provides integration among youths and improves their sense of security.
13. It provides information where otherwise would have been difficult to access.

The following factors are challenges militating effective utilization/operation of ICT in the Nigerian institutions:

14. Financial constraints as a result of inadequate funding of ICT projects in the Nigerian institutions.
15. Problem of consistency in power/electricity supply.
16. Lack of government interest/sponsorship in the use of ICT in schools.
17. Poor usage and low teacher/student's participation.
18. Problem of staff training/development on the use of ICTs in peace and security education.
19. Problem of un-updated curricular data proper use of the ICT in peace education.
20. Lack of free access to ICT facilities in school.
21. Problem of maintenance.
22. Generally, the ICTs are poorly managed in the schools and likewise schools lack functional ICT units where it even exists.

The result revealed that all the items from 1 to 7 scored above 2.50m indicating a strong agreement with the statements by the participants. The grand mean of 3.32 shows that the responses were strongly acceptable which indicated that ICT can be utilized as an important instrument in schools for promoting peace and security in Nigeria. N = 66.

Also, the results shows that all the items from 8 to 13 scored above 2.50 indicating a strong agreement with the statements by the participants. The grand mean of 3.35 shows the responses were strongly acceptable which indicated that roles of ICTs in enhancement of effective teaching/learning of peace and security education in the Nigerian educational institutions. Among these roles played by ICT for proper dissemination of peace and security education include: Reshaping youth perceptions which will aid the reduction of social conflict;

Facilitating effective academic activities in peace education in school; and Inculcating the sense of security consciousness and peace building into youths in the society.

Finally, the result revealed that all the items from 14 to 22 scored above 2.50 indicating a strong agreement with the statements by the participants. The grand mean of 3.38 shows the responses were strongly acceptable which highlighted the challenges

militating against effective utilization/operation of the ICTs in Nigerian educational institutions of learning.

Discussion:

Generally, the results of the study revealed that ICT can be utilized in higher institutions of learning as a means of promoting peace and security in Nigeria. It played magnificent roles in promoting teaching/learning of peace and security education through electronic means in the Nigerian institutions, although there are challenges that militate against the effective utilization/operation of ICTs in the Nigerian institutions as highlighted. The findings of the study also revealed that ICT serves as an important instrument/gadget that can be used for proper dissemination of peace and security education which provides education on the need for security, peace-making and tolerance. It enlightens people on their right attitudes towards handling situations that could lead to conflicts and sensitizes people on matters relating to insecurity both locally and globally, by providing knowledge on issues that concern peace and security in the society, conflicts, violence and crisis. It provides other new digital media and multi-media technologies in schools, thereby creating enabling environment in the school and society. It facilitates effective academic activities in peace education in the school and inculcates the sense of security consciousness and peace building into youths in the society. Reshapes youths' perceptions which will lead to reduction of social conflict; promote integration among youths and improves their sense of security. This is in line with the statements of Umunadi in Okolie-Osemena who emphasized that "effective use of the ICTs will provide adequate information which is recognized as a catalyst for both personal and national development."³⁴ According to Okolie-Osemena peace and security education has demonstrated that it contributes to the social growth of all children and youths, especially as it helps them develop characteristics essential for the attainment of peace, that includes a sense of dignity and self-worth, a confidence to question their values, improve their communication skills, acquire an ethical awareness, and practice

³⁴ O.J. Okolie-Osemena "Towards Utilizing New Digital Media Technologies for Promotion of Peace in Nigeria." 4

empathy for others.³⁵ Only paying lip service to the adoption of ICTs and other new digital media technologies in schools undermines the successful teaching and learning of peace education in Nigerian schools. Generally, ICTs inculcate the culture of peaceful co-existence among individuals and groups.³⁶ ICT has become an engine of growth for the global economy and has the potential to contribute significantly to sustainable welfare, to strengthen democracy, to nourish cultural diversity and foster international peace and stability.³⁷

However, there are challenges, as indicated which militate against effective utilization and administration/management of ICTs in Nigerian institutions of higher learning. These include: inadequate funding of ICT projects in the institutions of higher learning in Nigeria; problem of consistency in power/electricity supply; lack of government interest/sponsorship in the use of ICT in schools ; poor usage of and low teacher/student's participation; Problem of staff training/development on the ICTs in peace and security education; and problem of un-updated curricular data for proper use of the ICT in peace education. Umeadi sees electricity as a major problem in Nigeria affecting all sectors of the economy.³⁸ Likewise, Okolie-Osemena equally highlighted some of these factors as challenges facing effective utilization of ICTs in peace education.³⁹ Therefore proper utilization of ICT and peace education should be highly incorporated and enhanced in the institutions of higher learning for promotion of peace and security in Nigeria.

³⁵ O.J. Okolie-Osemena "Towards Utilizing New Digital Media Technologies for Promotion of Peace in Nigeria." 4

³⁶ O.J. Okolie-Osemena "Towards Utilizing New Digital Media Technologies for Promotion of Peace in Nigeria." 5

³⁷ R.B. Kozma, Comparative Analysis of Policies for ICT in Education. Accessed on 23 August, 2012, <https://www.kozmacomparativepolicieschapter.pdf>.

³⁸ Umeadi, 2009

³⁹ O.J. Okolie-Osemena "Towards Utilizing New Digital Media Technologies for Promotion of Peace in Nigeria." 6

Conclusion:

Information and Communication Technology (ICT) Education in higher institutions of learning as a means for promoting peace and security in Nigeria was the main thrust of this study. The study also tried to determine the role of ICT as an instrument for promoting peace and security in Nigeria by outlining its usefulness in effective dissemination of peace education in the institutions of higher learning in Nigeria. Generally, indications from the background of the study, research questions, objectives and discussion showed that ICT can serve as an important instrument in promoting peace and security in Nigeria. Its roles are significant as highlighted in the study because it enhances effective teaching/learning of peace and security education in institutions of higher learning in Nigeria, although there are some challenges militating against the effective utilization/operations of ICTs in the institutions as highlighted in the findings of the study. Thus, there is need for effective utilization of ICT education and knowledge for promotion of peace and security in Nigeria.

Recommendations:

Based on the findings of the study, the following recommendations have been preferred:

1. Governments should adequately provide funds by allocating sufficient budgeting towards ICT utilization in the institutions of higher learning in Nigeria. All ICT projects and policies mapped out for Nigerian education should be implemented and strategies/measures adopted as well to monitor and evaluate on-going ICT process and activities in the institutions.
2. There should be effective/efficient management and administration of the ICT for proper utilization in the institutions of higher learning in Nigeria. Likewise, there must be constant and proper maintenance of ICT equipment, facilities and gadgets in order to aid ICT education to flourish in the institutions of higher learning in Nigeria.

3. Functional ICT units/departments should be set up in the institutions for free access and effective use of the ICT in the institutions.
4. The school curricular must be updated so that teaching of peace and security education will be the main stream teaching/learning, including how to use the ICT.

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