

# THE ATTITUDE OF LECTURERS TOWARDS SUCCESSFUL DELIVERY OF TEXTILE EDUCATION IN TERTIARY INSTITUTIONS IN NIGERIA: A CASE STUDY OF TERTIARY INSTITUTIONS IN KOGI STATE

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*Tina Chidi Iloekwe Ph.D*

*Fine and Applied Arts Department,  
Federal College of Education,  
Okene.*

## **Abstract**

*In Nigeria, the problem of sustainable security, disunity, peace, and other society treats are undoubtedly caused by countless Nigerian youths unemployed. Yet, this problem can be effectively tackled through the development of practical skills which textile education can offer. The rate of student's apathy to textile education in tertiary institutions in Nigerian education is not encouraging, therefore needs to tackle before it is too late. The main focus of this study is to examine the attitudes of lecturers towards successful delivery of textiles education in tertiary institutions for national security, job creation and sustainable development using Kogi State, Nigeria as a case study. A multiple site case study approach was adopted to investigate classroom delivery in four tertiary institutions that offer Fine and Applied Arts in Kogi State, Nigeria. The instrument used to generate data for the study was a researcher developed questionnaire titled "Inventory of Problems of Textile Education in Tertiary Institutions (IPTFTI)". The questionnaire comprises of two sections. Section "A" sought for demographic information of respondents. Section "B" comprises of eleven statements that determine the extent of lecturer's attitudes toward student's apathy to Textiles in Nigeria tertiary education. The respondents were to indicate the level of their agreement or disagreement base on the statements in each section on a 5-Point Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) and Undecided (UND)). The data were presented in frequency tables and the research questions were answered using mean and standard deviation. The results of the findings showed unfriendly attitudes of lecturers in classroom delivery, more of theory in classroom delivery rather than practical and so on. The educational implications of the findings were discussed and appropriate recommendations were also made.*

**Keywords:** Development, Lecturer's attitudes, Tertiary institution, Textile education Job creation, Security, Insecurity

## **Introduction**

Textile Education as one of the branches of Fine and Applied Arts discipline is taught in Nigerian tertiary institutions. It is designed to promote wealth through skill acquisition. It is a skill-oriented, decision-making course that equips learners with skills and knowledge for self-employment as well as employment of labor thereby contributing effectively for development in the society. However, Arubyi (2003) and Ukpore (2006) were of opinion that “Textiles are one of basic needs of man, which influences man’s dressing and status (pp53-56)”. In addition, Textile Education is a course that can offer three square meals on a table. If the course is well taught in Nigerian schools (especially tertiary), it will not only equip the youth with three square meals or self-reliance and steady job opportunity, but will also contribute immensely to the sustainable development of the country.

Recently, Nigeria has been facing unprecedented level of insecurity ranging from intra and inter-communal as well as inter-ethnic clashes; religious violence; armed robbery; assassination, kidnapping, “boko haram” insurgency as well as Fulanis’ herdsman harassment (Mutiuallah cited in Abubakar, 2011). To dam all these threats and crises, the country must be secured through job equity. Okeke (2012) described....“security as development and without development, there can be no security”. Security is human and structural because it emphasizes on how the system is structured to influence the activities of the entire human being in an environment for development. This is to say that security is simply a strong weapon to achieve development, peace and good state of any country. In a country where things are going well and peaceful, citizens are taken care of, where citizens of a nation are free from attacks/threats to life and properties, enjoy good health, socio-economic well-being and live in peace, a country where poverty is replaced with massive employment, undoubtedly, such, country is bound to experience security. When such is lacking in the system, the reverse is the case (insecurity). This is to say that insecurity is a strong tower for disorganizing the entire system for peace, unity, smooth governance and sustainable development. This shows that security and insecurity are two sides of a coin that go together in considering the development of a nation. These need to be carefully handled in the country for economic growth as well as sustainable development. Undoubtedly, this has been ignored in Nigeria due to corrupt ways of doing things (both the government and the citizens) which resulted to massive unemployment in the country.

However, Olawale (2016) is of view that “unemployment, imbalanced development, corruption, weak judicial system, and porous coastal borders are causes of insecurity in Nigeria”. Ewetan and Urhie (2014) are of opinion that “the problems of insecurity have posed severe threats to socio-economic development in the country in that it stifles business and economic activities and discourages local and foreign investors”. Akintokunbo (2011), ascertain that “insecurity in Nigeria is linked to massive and unchecked corruption, greed, selfishness, unpatriotic, lack of political will and conscience, and of course, lack of vision and purpose”. The deteriorating security

situation in Nigeria is worrisome that recently the country has suffered plaques of crisis, each leading to loss of lives and destructions of properties. Perpetrators of these heinous crimes in the country, always attribute their actions to unemployment (undoubtedly).

Looking at the situation of things in Nigeria, the major cause of insecurity is high rate of unemployment among the youth as in view of Olawale (2016) who believes that insecurity in the country is as a result of unemployment. The idle mind is said to be a “devil workshop”. An idle person can go out of his way to have daily food. Any amount offered can attract such a person in committing abominable act in an environment just for food. This problem also generates to lack of peace, disunity and other societal threats. The emphasis here is based much on the power of peace, love and job creation for development. This is to say that without these three concepts nothing stands to embrace sustainable development in the country. Therefore, lack of peace, unity and unemployment must be addressed among the youth. The problem of unemployment has been the cankerworm that promotes uncontrollable societal disunity and threats in any country (both developed and developing country) and Nigeria is not exceptional.

However, to promote security in Nigeria, in the area of insecurity, Ewetan (2013) affirms that “the Federal Government has for some years now been allocating huge portion of the national budget to security, and in 2011 the Anti-Terrorism Act was equally enacted by the National Assembly”. While Oyeboode (2012) is of opinion that “Federal Government has provided measures for the prevention, prohibition and combating of acts of terrorism, the financing of terrorism in Nigeria and prescribes penalties for violating any of its provisions”, and so on.

In the area of joblessness, Nigerian government has tried to see that education is in the top list in developing the country, especially skilled knowledge in order to promote employment through self-reliance. For instance, the introduction of 6334 system of education in Nigeria by the Federal Government is to create way for skill acquisition. This was introduced in the secondary school level of education in Nigeria in order to catch the youth young and achieve job equity among the beneficiaries of the skill knowledge in the country.

In spite of the efforts of the government to achieve sustainable job, security and development, yet, Nigeria cannot be wholly ranked secured place among the countries of the world for business and leisure activities in terms of security. Rather, the problem of unemployment is rapidly high. Several efforts and promises of steady jobs by the Nigeria government among the youth are to no avail. Societal threats are equally on the rapid in such that the best way to achieve economic growth and sustainable development in Nigeria are the order of the day. Scholars have tried their best in searching for the causes and remedies to this menace with little or no success. The answer is equity in the employment among the Nigerian youths, which Textiles Education can offer to citizens in a plaster of gold. The state of busy mind, skilled knowledge, self-reliance, job opportunities and development is language of textile

education. Unfortunately, the importance of textile education seemed to be ignored in Nigeria system, if this is properly handled in Nigerian schools will help in changing job situation in Nigeria for good. When this is achieved, peace, sustainable national security and development will be assured.

This study therefore takes perspective of successful delivery of Textiles Education branch of Fine and Applied Arts with kin interest in examine classroom delivery of textile lecturers of tertiary institutions. The main focus lies on the attitude of lecturers towards teaching and learning of Textiles in Kogi State tertiary institutions in Nigeria. This is designed to find out the cause of high rate of apathy among students on studying textiles in tertiary institutions of Nigeria education. This is not encouraging and remains unquestionable and if care is not taken, textile education in Nigeria schools will be history. More so, this can contribute to the cropping down of skilled knowledge of textiles in tertiary schools, thereby promoting joblessness, corruption, poverty, lack of security, and other societal threats that can affect sustainable development in Nigeria.

Meanwhile, the aim of Textiles Education in tertiary institutions in Nigerian learning is to mold the learners on practical skilled acquisition knowledge for self-reliance as well as job cration for sustainable nation development. This is implemented in order to help the learners acquire knowledge, skills and techniques for meeting personal and societal textiles needs (Arubayi, 2003). Osisefo (2004) is of opinion that “practical textiles education in curricular is to teach the learners how to strategically plan and use available resources in environment to improve home, family and societal clothing needs”. On the other hand, Mberengwa (2018) views “textiles in schools curricula as a way of providing students with an apprenticeship in textiles, which if properly carried out will equip them with strategies for earning income in the future”. This confirms the importance of Textiles Education. The skills are needed not just for the home and classroom, but for steady job market and opportunities for generations.

In another vein, state of tourism in the world promotes recognition of local textiles products among the foreigners and has led many of them to have interest in buying traditional Nigerian textiles wears and products. Given these justifications for the study of textiles, one begins to appreciate the feasibility and value in teaching or studying the subject in school. Students are supposed to learn practical skills embedded in this course which would be useful to them and enable them get entangled with international bodies by having business dealings as well as getting jobs in industries and other formal sectors of the economy. Thus, to achieve desired goals in learning of Textiles Education in tertiary schools, the student’s interest in the learning of the course is paramount and need to be considered. To achieve this, the attitudes of lecturer, the chief conveyor of the knowledge need to be examined.

From ongoing, in learning, the attitudes of lecturer plays a major role in achieving the success or failure of any school curriculum. The role of lecturer is not only conveying knowledge but also simplifying the knowledge acquisition by building up learning desire for the students. Students need to be reinforced about learning in

tertiary schools. In achieving lifelong learning desires and skills, lecturers must create the priority of supporting student's being open to learning. According to Hoy (2003) "some lecturer's attitudes have been seen to have an impact on the climate of any institution of Higher Learning". Undoubtedly, some lecturers display friendly and accommodative atmosphere, while some are not. An accommodative and friendly approach enhances the institutional climate and the learning environment for students, whereas an unfriendly and non accommodative environment impedes student's learning. This is to say that lecturer's attitudes are detrimental to student's academic achievement. The attitudes of lecturers also help to shape students' job aspirations. When a lecturer has a positive attitude, certainly, students are expected to be successful; there are no losers among the students (Flores & Day, 2006). A lecturer's positive attitude is a catalyst as it sparks extraordinary results, cause a chain reaction of positive thoughts, events and outcomes. If a lecturer handling a particular subject have a negative attitude, it is likely that majority of students offered such subject will not come out successful. Rex and Singh (2003) reiterated that negative attitude of lecturers in learning are the major barrier to the successful delivery of school curriculum. Every lecturer has an attitude, so it is good to look into the attitudes, either a positive/an agreeable attitude or negative attitude. This attitude should focus on the ability of the lecturer to accommodate students in the learning environment and impact the knowledge on how it should be in order to achieve desired goal, for sustainable development.

Furthermore, rightful attitude is expected from the lecturers in a practical oriented course like textiles education in order to encourage the students. In some cases, students ignored assignments because of financial predicament. Some will even avoid attending classes because of lack an idea to start the assignment. Some may even get frustrated and avoid getting close to people as a result of lack of materials and so on. In this situation, lecturers need to apply friendly attitude and find the best means of sorting out materials for the assignments and ensure that the assignment is done in order to achieve desired goals.

### **Statement of the Problem**

Textile Education is a course that does not cause much to establish. The demands for textile products are on the high side that graduates from other branches of Fine and Applied Arts disciplines rushed and engaged in production as soon as they graduated. Surprisingly, it is discovered that the population of students specializing in textile discipline every school session is reducing yearly. The student's enrollment in the course is not encouraging. This could be as result of lack of materials for class assignments. It could be as lack of interest in the side of the students as in view of Lemchi (2001), that "some students have no interest in the subject". It could also be as a result of lecturer's attitude towards classroom delivery. But whatever is the cause; the impact of a lecturer in learning is very crucial and cannot be over looked. They are the

main engine for successful knowledge and can find many devices in seeing that successful learning is assured. They need to be examined for good measures for classroom delivery for quantified knowledge that can enhance its sustainability in Nigeria education system. Therefore, this paper seeks to find the cause of lack of student's apathy in enrolment in textile discipline with main focus in examine the lecturer's attitude towards classroom delivery of textile course in tertiary institutions in Kogi State in Nigeria.

### **Purpose of the Study**

The general purpose of this study is to know the cause of student's apathy towards textiles in Fine and Applied Arts discipline with main focus in examine problems affecting the teaching and learning of textiles in tertiary schools of Nigeria. Specifically, the study sought: To examine the extent to which lecturer's attitude constitute problems to the teaching and learning of textiles in tertiary institutions in Kogi State, Nigeria.

### **Research Question**

This study is based on a research question and the research question formulated to guide the study is:

To what extent does lecturer's attitude constitute problems to the teaching of textiles in tertiary institution in Kogi State in Nigeria?

### **Area of Study**

The area of this study is based on tertiary institutions in Kogi State that offer Fine and Applied Arts. From Wikipedia the free encyclopedia, Kogi State is situated in the Middle Belt Area of Nigeria with population of about three million plus as at year 2006 population census. Kogi State were made up of indigenes that have flair for education, as well as diverse in creative endeavors to actualize their natural potentials. They have been engaged consciously or unconsciously in their age-long tradition of arts and crafts. Traditional cloth weaving is one of the most popularly known artistic activities. Kogi State had six government recognized tertiary institutions; four out of the six that offered Fine and Applied Arts Education were selected and used for this research. Thus, the research comprises of all the Arts students that like textiles and undertake courses in Fine and Applied Arts in four (4) selected tertiary institutions in Kogi State. This includes both male and female students which form the random sample of four hundred (400) populations as distributed in the table below:

**Table showcasing the Institution and Population**

S/N	Institutions	Student's Population
1.	Institution 1	90
2.	Institution 2	95
3.	Institution 3	105
4.	Institution 4	110
	Sum Total	400

### **Study Design**

This study employed the descriptive type of research. The questionnaires were distributed to consented students with the help of lecturers in Fine and Applied Arts Department. The researcher is fully present in each institution visited during distribution and collection of questionnaires. This enables the researcher to attend to questions from the respondents (if need), in order to avoid incomplete or missing of any questionnaire. This also helps to reduce the cost by avoiding repeated visit for the collection of copies of the completed questionnaires. Thus, 400 copies of the questionnaires distributed for this study were used for data analysis; they were all successfully distributed and collected by the researcher. However, the instrument used to generate data for the study is researcher's developed questionnaire titled "Inventory of Problems of Textiles Education in Tertiary Institutions (IPTFTI)". The questionnaire comprises of two sections. Section "A" sought for demographic information of respondents. Section "B" comprises of eleven statements that determine the extent of lecturer's attitudes that constitute problems to the teaching of textiles in Nigeria tertiary institutions. The respondents were to indicate the level of their agreement or disagreement base on the statements in each section on a 5-Point Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) and Undecided (UND)). The data were presented in frequency table and the research questions were answered using mean and standard deviation.

RESULTS

**Research Question:** To what extent does lecturer’s attitude constitute problems to the teaching of Textile Education in tertiary schools of Kogi State in Nigeria?

**The Table: Questionnaire items that determine the extent lecturer’s attitude constitute problems to teaching of textiles in tertiary institutions in Kogi State in Nigeria (n=400)**

No	Items that constitute the problems	SA (4)	A (3)	D (2)	SD (1)	UND (0)	Mean (M)	Standard Deviation (SD)	Decision
1.	Textiles lecturers avoid attending to student’s questions, therefore, are not concern whether students understand the practical lesson or not.	180	100	55	65	0	4.45	3.37	Agreed
2.	In Textile class, lecturers do not teach the subject very well; they just introduce the topic and give take home assignment, or some times, do mere dictation of note and live the class.	160	190	23	27	0	3.20	0.60	Agreed
3.	Lecturers spent almost all the class period on theory lesson with little time left for practical lesson, and this highly affects the interest of students in studying textiles.	112	130	70	80	8	2.64	1.09	Agreed
4.	In as much as Textiles Education is made of three valuable disciplines (Textile weaving, Design and Fashion), the lecturers device means of teaching more of textiles design and little of weaving and fashion, and this affects the student in gaining required knowledge in weaving and fashion.	178	82	78	62	0	2.94	1.09	Agreed
5.	In textiles education, lecturers are not innovative, resourceful and concern in upgrading themselves for new knowledge, this highly affect the level of knowledge they can offer to students.	200	63	62	65	10	2.95	0.90	Agreed
6.	Lecturers are not friendly and attend to only students they felt know the subject, and draw them close and this greatly demoralized the interest of those who are eager to learn.	155	95	50	80	20	2.71	1.67	Agreed
7.	Some of textile lecturers attend to students that buy textbooks and materials from them.	171	105	74	40	0	2.96	1.02	Agreed
8.	Some of textile lecturers collect money from students, and do the assignments for them and sometimes pass them without assignments	185	195	25	5	0	3.45	0.44	Agreed
9.	Textile lecturers were unfriendly and fund of scolding students in the classroom lecture	192	87	91	40	0	3.12	1.12	Agreed
10.	Inabilities in the use of practical method by textile lectures in classroom service delivery demoralized students zeal for study	203	110	77	10	0	3.26	0.72	Agreed
11.	Excursions expose students for better learning. In as much as excursion is allocated in the school curriculum; practically, textiles lecturers interest are not there, it does not take place as it is boldly written or stated in the curriculum	270	88	30	12	0	3.54	0.57	Agreed

**Decision rule:** Accept item if mean  $\geq$  2.00 otherwise it is not accepted.

The table above shows the responses of students on the extent lecturer's attitude demoralized the interest of students in studying textiles in tertiary institutions in Kogi State. From the table, the mean responses of the students proved that in as much as numerous problems facing the students in learning of textiles, lecturer's attitudes affect greatly to lack of interest among the students in studying of the course. Considering the responses, the mean and standard deviation result confirmed the lecturers' inability of successful interesting lecture class delivery and this need not to be ignored. Lecturers are the main engine for successful knowledge. Therefore, need to define the best method for textiles classroom lecture delivery that will attract the interest of the students in studying the course and promote successful class learning through production of quality standard education certificate in textiles. Undoubtedly, in education one can only give out what he/she knows and the methods of delivery determine the level of success in transfer of the knowledge. Prior to this, from the table above, the result of number 5 concept emphasized inability of textile lecturers in upgrading their knowledge with weight of mean 2.95 and standard deviation 0.90. This tends to suggest that there is great need for lecturers to upgrade their knowledge for new knowledge in order to meet up with new change in educational standard in the society. The number 9 concept that weighted (M = 3.12) and (SD = 1.12) emphasized the lecturer's unfriendly attitudes to students, while number 10 concept that weighted (M=3.26) and (SD =0.72) which based on lack of subsequent practical method of learning of textiles show that wrong methods of teaching are failure to successful transfer of standard knowledge. Therefore, friendly and best means of transfer of knowledge need to be adopted in the system as this will promote good standard of learning. Nevertheless, close look at the table show that in each of the concept, the attention of lecturers are needed to make it successful in the class teaching.

### **Summary of Findings**

Based on the findings, the result of the paper revealed that textile lecturers are good at the following:

1. Interested in teaching theory rather than practical
2. Poor method of classroom delivery (introducing the course or dictating the note)
3. Teaching of a branch of textiles (the ones they know) out of other branches (the ones they don't know).
4. Lack of upgrading of their knowledge for better knowledge
5. Unfriendly to dull students, but friendly to intelligent ones and also good at scolding of students in the classroom delivery
6. Textile lecturers give less attention to the students without payment of art materials, but give more concentration on the students that pay for their art materials and some time graduate them with or without doing their assignments

7. Abandonment of excursion (written in curriculum) that imparted fast knowledge in learning more classroom learning.

### **Education Implication of Findings**

Based on the findings, the student's concept on the lecturer's attitude in studying textiles in tertiary institutions in Kogi State has several implications in knowledge acquisition which affect the students, the standard of education as well as national development. Undoubtedly, education is a strong weapon for successful development and teachers are the only reliable instruments for meaningful transfer of knowledge. Therefore, without lecturer's seriousness in classroom delivery the purpose of implementation of textile in the curriculum will not be achieved. The unfriendly nature of the lecturers will not only demoralize the student's interest, but will the same time scare them away from studying textiles. In this regard, the values of textiles to the society will drop down due to lack of skilled knowledge in textiles. More so, when the knowledge is not properly imparted the result will be half baked, and such result will not only give room for lack of good skilled knowledge for job creation, but will also create room for unemployment as well as economic breakdown of a country. However, a student of textiles discipline without sound skilled knowledge of it will not boost of self-reliance as well as employment of the labour, thereby contributing to cropping down of development opportunity in the country. Avoiding the real practical in the textiles class lecture is not encouraging in a skill acquisition course like textiles, practically, in the side of the lecturers, if not continuously used in the classroom delivery will be easily forgotten within space of time and knowledge acquired will not be useful to the lecturer as well as the society. In the same vein, in the side the students, if lecturer did not help students in bring out the hidden skilled creative knowledge in them, the students will not know that he/she has such knowledge and will not be useful to the student as well as the society because the knowledge is not developed. Furthermore, a graduate of such discipline without subsequent practice or practical skill knowledge of the course will either completely avoid teaching of the course in the classroom delivery or render very poor service in the class lecture. This contributed greatly to poor educational values every developed or developing countries of the world are running away from.

### **Conclusion and Recommendations**

Conclusively, attitude is the bed rock of relationship. It determines solid relationship and speaks good or bad of a person in relationship. It is the point of attraction in any good relationship and a pivot to a successful achievement. Therefore, teachers/lecturers should take note and embrace the right attitude for successful classroom delivery. It is the hope of the researcher that if the enumerated measures below is adopted by the concerned authorities, this will not only promote high standard of knowledge of textiles, but, will draw the attention of the students more in learning of

textiles. It will also go a long way in promoting interesting classroom delivery as well as changing the perception of students about the lecturer's attitude towards successful delivery of knowledge for good especially in textiles. However, based on the findings of this study and their implications to teaching and learning of textiles, it is recommended that:

1. Lecturers concern should try and exhibit positive change in classroom delivery in order to draw student's interest in studying of the course and promote standard knowledge in Textiles Education.
2. Management should endeavor to set up committee that will monitor lecturers during classroom delivery for effective and successful delivery of knowledge in textiles and draw the interest of students towards studying of the course in order to ensure sound skilled knowledge for sustainable development.
3. In learning, practical is the fastest means of transfer of knowledge, therefore to promote standard in practical oriented courses like Art (especially Textiles), lecturers should try to avoid promoting or passing the students without practical assessment. This will not only helped in promoting knowledge, but will help the students to be master of the subject. Lack of sound knowledge crops down standard and promote half-baked certificate in the society which is not the government aim of implementing textiles in Nigeria education system.
4. To promote standard in practical oriented courses like Fine and Applied Arts, the Education bodies in Nigeria; Federal Ministry of Education (FME), National University Commission (NUC), National Commission for Colleges of Education (NCCE), and so on should endeavor to see that "Exhibition" is included among the criteria for promotion excise in any practical discipline in Nigeria education. This will help the lecturers in practical field to sit-up and seriously engage in exploration and innovation in order to promote new knowledge and high standard in the system.
5. Reaching out for Art materials have been a serious problem facing art production in Fine and Applied Arts Department (especially Textiles section). The Management and the head of Art Department should see that "Mini shop" is established in Art Department for selling of materials to students at affordable price. This will encourage teachers and students for easy successful practical class delivery.
6. For promotion of new knowledge, Education Minister through tetfund sponsorship should see that textile lecturers gained sponsorships for further studies, workshops and conferences as this will expose them to new knowledge that will make useful in the system. This will also go a long way in making them handle their job with love and concentration.
7. Excursion is a strong ladder for standard knowledge in education, prior to this; Education Minister should see that excursion is made compulsory in every

school session by providing fund and setting up of committee for proper use of the fund for excursion.

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