

# **Appraisal of Local Capacity Building for Teaching and Training of Peace and Conflict Resolution Studies among Secondary Schools Staff in Kebbi State**

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## **ABSTRACT**

The climax of dissipating wrangling of violence conflicts in Nigeria is alarming and had proliferated killing, maimed, kidnapping, rapping, defilement and displacement of people. This chain of phenomena spawned the quintessential for teaching and training of peace and conflict resolution studies among selected secondary schools staff in the four Emirates of Kebbi State, Nigeria. This arises with the view to extend the frontier of peace and security in the State and beyond. However, the phenomenon study is meant to expose teachers to get acquainted with the intricacies of making peace from the early warning or pre-conflict stage, invariably alternative dispute resolution (ADR) to escalating stage of violence. Besides, what informed the expedition is the plural nature of Nigeria society with people of different ideations coupled with Kebbi State porous borders with neighbouring countries of Niger and Benin Republics' challenges. To make the research more enduring, efficient, practical and interesting, multidisciplinary methodology was adopted and utilised constituting videoing, recording of teaching and training activities, and showing of proceedings of antiquated films on conflicts or violence within and outside Nigeria to the trainees. Hence, the domestication of indigenous languages of the selected area of study, viz; Hausa, Fulfulde, 'Clela' in Zuru, Fakkawa, Kambari, and Zerma influenced teaching, training and analysis of complex and subtle issues. The population sample of the study was selected among teachers of varied academic disciplines during the 2019/2020 session extracted among the male and female teachers of distinct linguistic background, ideologues and cultural inclination. The set goal and objectives were attained through formulated questions as an instrument for debriefing information to validate the reliability of the teaching and training. However, classroom observation was the basic instrument among others and was adopted to appraise the degrees of comprehension through response and test examination of the sample population. It is revealed from the study that teaching and training of peace and conflict resolution studies have not been taught in the four (4) selected Emirates of Kebbi State. This hinged on the constraint why it has not been cascaded to the lower rung of the academia, specifically the students. However, the study suggested that conflicts could only be de-emphasised and mitigated through didactic teaching, training, initialization and domestication of peace and conflicts resolution studies among teachers. The acquisition of the value by teachers will in extension appositely spur the inculcation into the psyche of the students and members of the societies in trickling down the menace of violent conflicts from the grassroots level.

**KEY WORDS:** Local Capacity Building, Teaching and Training, Peace, Conflict Resolution, Secondary Schools Staff, Kebbi State.

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## **I. INTRODUCTION**

Quintessentially, the study is premised on local capacity building of selected secondary school staff among which teachers seemed apposite for acquisition of training on peace and conflict resolution studies in the four Emirates of Kebbi State. It worthy of note that African States is inundated with plethora of dreadful conflicts constituting student's restiveness, vandal, ethnic and religious conflicts, juvenile delinquency, lumpen-childhood, thuggery, cyber scams, cattle rustling, marital conflicts etc, (Zartman, 1985). Fundamentally, Kebbi State is marred with numerous constraints of violent conflicts emanating between farmer and herdsmen conflicts, communal land conflicts, kidnapping for ransom, raping, defilement, and human trafficking among others. These sordid phenomena were engendered and aggravated by the Nigeria socio-economic and political ill-conditions and fragile nature of governance in Kebbi State. Compounding the situation is the porosity of

Nigerian precarious and unregulated borders, left unexplored by government, traditional rulers, *Yanbaga* (vigilante group), peace initiators, crime and corruption fighting institutions- EFCC, ICPC etc (Adesoji, 2010). It should be noted that a society overwhelmed and bedevilled with violence conflicts inhibit its inhabitants, State and the country from flourishing socio-economic and political stability and development. Connecting from the foregoing, teaching and training of secondary schools teachers in the Emirates of Kebbi State is imperative to curtail systemic pervasiveness of conflicts from the grassroots. The outcome of the expedition possesses the potential and capability to promote peace and harmonious relation in stimulation of domestic and foreign investors. In essence, it has the tenacity to proliferate provenance of quality and quantity revenue, human standard of living for formidable peace and security. Hobbes (1996) avers that security is the prime responsibility of the State machineries of governance. However, the constitution of the Federal Republic of Nigeria specifically accentuates on the primacy of security as, “the security and welfare of the people shall be the primary concern of the government” (FRN, 1999). It is evident that the Nigeria government has to some extent failed in this direction in provision of secured and safe environment for peoples’ lives and properties for affable economy.

Despite all efforts by government, security agencies, religious groups, traditional rulers, Non-Governmental Organisations (NGOs), Civilian Joint Task Force (CJTF) and others (Innocent and Ibieta, 2012), the phenomenon still remain heightened. In this connection, the need for local capacity building in teaching and training of peace and conflict resolution studies among selected secondary Schools Staff (teachers) in the Kebbi State Emirate is highly expedient and imperative. It is against this precision the expedition for teaching and training of teachers’ lies in the attempt to de-escalate the unprecedented pervasiveness of armed banditry and other conflicts from the grassroots areas of Kebbi State and Nigeria as whole.

### 1.1 Historicising Kebbi State

According to Ajayi and Crowder (1976) and Smith (1987), Kebbi is traditionally considered to belong to the Banza Bakwai (seven illegitimate) states of Hausaland. However, Kebbi before it was later incorporated into modern state of Nigeria in 1991; it remained part of the defunct Sokoto State. In the contemporary period, geographically, Kebbi State is located in north-western Nigeria with Birnin Kebbi as the state capital, carved out from defunct Sokoto State in 1991. Kebbi is bordered by Sokoto State, Niger State, Dosso region in Niger Republic and Benin Republic. It has a total area of 36, 800 km square. By its geographical realities, Kebbi State is settled within the convection of the Sudan and Sahel savannah vegetation belts. The southern part is generally rocky with the Niger River traversing the state from Benin through Dole Kaina in Niger Republic to Ngaski Local Government Area. The northern part of the State is sandy with the Rima River passing through Argungu to Bagudo Local Government Area where it empties into the Niger. Agriculture is the main occupation of the people especially in the rural areas, crop produced are mainly grains; animals rearing and fishing were also common. Demographically, Kebbi State is mainly populated by Hausa people with some members of Busawa, Dukawa, Kamberi, Gungawa and Kamuku ethnic communities (Greenberg, 1949). Islam remains the dominant and monolithic religion of the people, but that does not mean that there are no practices of Christianity and indigenous religion in places like Zuru, Tunga Jika, Kamberi people and others.

**List of Selected Schools in the Emirates Visited by the Researchers in Kebbi State**

S/No	Emirates	Selected Schools in Emirates of Kebbi State	Selected Secondary Schools	No of Teacher-Trainees
1.	Argungu	Government Secondary School, Gulma.	1	5
2.		Government Secondary School, Bayawa	1	5
3.		Government Secondary School, Alwasa	1	5
4.		Kanta Secondary School, Argungu.	1	5
5.		Government Girls Secondary School (Comprehensive), Argungu	1	5
1	Gwandu	Army Day Secondary School Birnin Kebbi	1	5
2		Government Day Secondary School Kalgo Gwandu	1	5
3		Abdullahi Fodiyo Secondary School. Birnin Kebbi.	1	5
4		Haliru Abdul Arabic Secondary school, Jega	1	5
5		Government Secondary School, Ambrusa	1	5
1	Yauri	Government Day Secondary School, Koko	1	5
2		Government Girls Secondary School, Bagudo.	1	5
3		Government Science Secondary School, Yelwa	1	5

		Yauri.		
4		Abarshi Day Secondary School, Yelwa Yauri	1	5
5		Government Day Secondary School Wara.	1	5
1	Zuru	Bahago Gomo Day Secondary School Zuru Boys and Girls	1	5
2		Army Day Secondary School Emir Sani Sami Science Secondary Zuru	1	5
3		The Kings International School Zuru.	1	5
4		Government Girls Secondary School Zango Zuru.	1	5
5.		Radiating International School Zuru	1	5
		<b>Total</b>	<b>20</b>	<b>100</b>

Sourced: Field Computation by the Researchers, 2019.

## 1.2 Statement of Research Problem

Indeed, it is pertinent to acknowledge that teaching and training of this nature in any human society arises to solve lingering problems. This is more so because the pervasiveness of conflicts in every nook and crannies of the country had remained heinous and contagious. In Kebbi State, some of the problems lie in the geographical and economic realities of the State coupled with its outlying neighbouring countries of Niger and Benin Republics. The hope and imperativeness of the enterprise is to extend the teaching and training of staff in combating crime, criminality and conflicts due to unbridle nature of human movement from illogical ideas and ideologies.

It is realised that the two countries (Niger and Benin Republic) that borders with Kebbi State are naturally endowed with myriads of ethnic groups, monolithic Islam, other faiths, cultural ideations which differences impinge on current relations. The nature of people, coupled with socio-economic realities and colonial (French and Britain) vestiges injected through protracted colonisation made the areas susceptible to violent conflicts of whatever kind. For instance, it encompasses the herdsmen-farmers, cross-boundary farming, cattle and livestock rustling violent conflicts and others abounds in the four (4) Emirates of Kebbi State and its neighbouring countries. These problems continue unabated and thus accelerated the redirection of nation's policy and limited resources due to government ineptitude to inculcate peace and conflict resolution studies among secondary school teachers. And this in no small measure has the propension to extend the frontier of peace and security in the State and Nigeria a whole.

Often fundamental to the inherent problem that poised for teaching and training of secondary school teachers in Kebbi State is the introduction of "Civic Education" by Ministry of Education as a subject into secondary schools curriculum. The subject supplanted Social Studies and History meant didactically to provide viable understanding of peace and conflict resolution, but however deepening violence conflicts. Therefore, the imperativeness hinge on teaching and training to execute and refill the unexplored gaps by government, traditional rulers, *Yanbaga* (vigilante group), peace initiators, crime and corruption fighting institutions- EFCC, ICPC etc. The objectives are hoped to be achieved through initialisation and domestication of the knowledge of peace and conflict resolution studies to teachers for onward transmission to the students and the communities at large in Kebbi State.

## 1.3 Justification of the Study

Firstly and foremost, the research teachings and training is anticipated to help in repositioning the mind-set of individual (teacher-staff) person or persons towards combating crime and violent conflicts de-escalation in Kebbi State. In addition, it is purported for mitigation, transformation and mortification of conflicts in extending the frontier of peace and harmonious relations among plural people. However, the teaching and training is premeditate to serve as synergy to complement government efforts and other crimes and corruption fighting institutions to trickle down the menace of violent conflicts from the grassroots.

Secondly, the significance of the teaching and training of secondary school staff (teacher) is ensconced to foster and facilitate training to the target group (students and members of the communities). This will ensure their empowerment towards comprehending with the intricacies of peace, conflict and resolution. This is because students and some members of the communities are vulnerable to ferocious conflicts of any sorts due to their youthful exuberance.

Thirdly, expedition is anticipated to also spur policy makers, security agencies, government and legislature to design a policy statement that will enable the mainstreaming or integrating of teachers, students and others to conflict prevention and peace-making activities. However, teaching and training is expected to make recipients of such knowledge more acceptable in the society in mortification of dreadful conflicts towards meaningful development.

Fourthly, didactic teaching and training of the phenomena will mould both teachers and students character, behavioural and intellectual system in identify with early warning system of conflict. This will enable the recipients of such knowledge to develop and strategise pro-active actions where conflict is latent or not let loose or opened to the public. Lastly, the study will in the long-run serve as a synergy in mitigation, mortification and redirection of government policy from conflict management toward the creation of formidable policy statement for the development of Kebbi State. This will include the application of alternative dispute resolution to create an ingenious environ for human habitation and settlement of their incompatibility from the grassroots level.

#### **1.4 Aim and Objectives of the Study**

The broad aim of the study is premised on teaching and training of secondary school staff (teachers) the phenomena of peace and conflict resolution to bolster peace and security in the four (4) Emirates of Kebbi State. The specific objectives of the study are:

1. to bring into the consciousness and awareness of secondary school staff (teacher) in the study area the intricacies, viz; background and causative factors of conflicts;
2. to introduce, teach and trains the recipients of such knowledge conflict typology and destructive stages as synergy towards conflict and crime de-escalation;
3. to salvage the State and the nation from the virulence nature of conflicts through mainstreaming of the staff (teachers) towards conflicts transformation, mitigation and management in the study area; and
4. to entrench and forge the process of continuity of teaching and training of peace and conflict resolution phenomena by the teacher in strengthening human local capacity building among the students.
5. to explore and ensconce the extent of alternative dispute resolution in extending the frontier of peace and harmonious relationship in the study area.

#### **1.5 Research Questions**

1. What level of strategies will be adopted to impart to the staff (teachers) consciousness the intricacies of background and causative factors of conflicts?
2. To what extent do we require to introduce, teach and trains the recipients of such knowledge of conflict typology as synergy towards its de-escalation?
3. How has the training influence the mainstreaming of the teachers toward salvaging the State and the nation from the virulence nature of violence to conflict transformation, mitigation and management in the study area?
4. How has the virtue of the didactic teachings and training help to strategise for continue sustenance of peace and harmonious relations in strengthening in human capacity building?
5. To what extent has alternative dispute resolution influenced the extension of the frontier of peace and harmonious relationship in the study area?

#### **1.6 Conceptual Framework**

##### **A. Appraisal**

Appraisal is synonymous to evaluation which invariably is a strategic or method for measurement of the worth of a something in order to arrive at a meaningful decision about a specific thing or phenomenon. In the realm and perspective of education, 'appraisal' as exemplified by Schrier and Hammadou (1994 cited by Lengeling, 1996:2) is estimation of the quality of teaching performance. Teachers and student may be appraised as a contraption to improve educational system or phenomenon under review.

##### **B. Conflict**

Conflict from the Latin word "*confligere*" to strike together or means 'to clash or engage in a fight,' a confrontation between one or more parties aspiring towards incompatible or competitive means or ends. Conflict may be either manifest, recognisable through actions or behaviours, or latent, in which case it remains dormant for some time, as incompatibilities are unarticulated or are built into systems or such institutional arrangements as governments, corporations, or even civil society (Albert, 1999).

In other words, (Swanstronn & Weissman, 2005) identifies three general forms of conflict: interstate, internal, and state-formation conflicts. Interstate conflicts are disputes between nation-states or violations of the state system of alliances. The international community, however, has become increasingly concerned with the rise in frequency and intensity of internal conflicts, which are contributing to the expanding nature, sophistication, and, at times, legitimisation of interventionist policies. Examples of internal and state-formation conflicts include civil and ethnic wars, anti-colonial struggles, secessionist and autonomous movements, territorial conflicts, and battles over control of government (*Ibid*). Today, attention has also focused on 'global conflicts', where non-state groups combat international and regional organisations.

### **C. Conflict Resolution**

A variety of approaches aimed at resolving conflicts through the constructive solving of problems distinct from the management or transformation of conflict. Conflict resolution is multifaceted in that it refers to a process, a result, and an identified field of academic study as well as an activity in which persons and communities engage every day without ever using the term. The antagonisms in question may involve interpersonal relationships, labour-management issues, business decisions, intergroup disputes, disagreements between nation-states, or international quarrels (Barash and Webel, 2009).

It should be noted that not all conflicts are harmful as some may ultimately result in positive social change and social cohesion. As noted by Nigerian sociologists - Otite and Albert (1999:17), 'although conflicts have negative connotations and many constitute an essential creative element for changing societies and achieving the goals and aspirations of individuals and groups.' Conflict resolution involves recognition by the clashing parties of one another's interests, needs, perspectives, and continued existence. The most effective forms identify the underlying causes of the conflict and address them through solutions that are mutually satisfactory, self-perpetuating, and sustaining. Conflict resolution can also be practised with a variety of emphases, including but not limited to cooperation, non-confrontation, non-competition and positive-sum orientation. Serious challenges are found when parties at times favour for various reasons, continuation of conflict over its resolution. In such cases, the role of external parties can be critical in creating a balance of power, enacting sanctions or incentives, or acting as neutral mediators or invested facilitators. Not all conflicts lend themselves to conflict resolution techniques (*Ibid*).

### **D. Peace**

Peace, like many theoretical terms is difficult to define. Therefore, peace is something we recognise by its absence, such includes; happiness, harmony, justice, and freedom among others. Consequently, Johan Galtung, a founder of peace studies and peace research, has made important distinction between "positive" and "negative" peace. He reiterates that "positive peace" denotes the simultaneous presence of many desirable states of mind and society such as harmony, justice, equity, etc (Barash and Webel, 2009). "Negative peace" has historically denotes the "absence of war" and other forms of large-scale violent human conflict. In Merriam Webster Collegiate Dictionary (2003), for example, peace is express as "freedom from civil clamour and confusion," and positively as "a state of public quiet." This denotes negative and positive peace in their political or "outer" sense. Webster's proceeds further to define (political or outer) peace positively as "a state of security or order within a community provided for by law, custom, or public opinion." It is also affirmed that peace is a "mental or spiritual condition marked by freedom from disquieting or oppressive thoughts or emotions." Peace could thus be defined as "a state of mutual concord between governments: absence of hostilities or war." This is the conventional meaning of peace, as "negative" peace, caused by "the period of such freedom from war" or is the "absence of activity and noise: deep stillness: quietness," or what may be called positive inner peace. Above all, peace deals with the maintenance of tranquillity with God, or invariably a divine or perpetual peace, with God being the ultimate cause of peace on earth.

### **E. Capacity Building**

It is the ability to deals with complex phenomenon through acquisition and inculcation of knowledge and technical skills that aid capacity of the recipient to influence transformation in a particular socio-political milieu.

### **F. Teaching and Training**

Merriam Webster Collegiate Dictionary (2003) defines, teaching as an act, practice or a profession of a teacher or to teach something or something taught. In another dimension, it is to impart or inculcate in the minds of people or simply, is a truce or part consented to by a listener for indoctrination of certain knowledge. Fafuwa (1976) sees teaching as a process of moulding or imparting of knowledge that will make the recipient more valuable and acceptable in a society.

## **1.7 Research Methodology**

To make the research more enduring, efficient, practical and interesting, a number of methodologies was adopted and utilised. This constitute videoing, recording of teaching and training activities, proceedings of antiquated films on past conflicts or violence within and outside Nigeria socio-political milieu are shown to the trainees. Hence, the domestication of indigenous languages of the selected area of study, viz; Hausa, Fulfulde, 'Clela' in Zuru, Fakkawa, Kambari, and Zerma for teaching, training and analysis of complex and subtle issues. The population sample of the study was selected from among teachers of varied academic disciplines during the 2019/2020 session. The distribution of population extracted constitutes male and female teachers from distinct linguistic background, ideologues and cultural inclination. It covered one hundred (100) staff (teachers) selected across the secondary schools in the four (4) Emirates of Kebbi State. More discernible, five (5) teachers (staff)

were selected (from each of the four (4) Emirates of Kebbi State) on the basis of the discretion of the Principal of the respective secondary schools. The staff covered twenty (20) secondary schools mainly male and female as to spur the continuity of the teaching and training within and beyond their socio-political milieu. To attain the set goal and objectives, questions were formulated and used as the major instrument to debrief data for this study as to validate the reliability of the teaching and training. However, classroom observation was the basic instrument among others. This was adopted to appraise the method and degree of comprehension through response and test examination of the sample population.

**1.9 Research Design**

This study employed series of visitation to twenty (20) secondary schools where ‘Peace Conflict Resolution Studies’ were taught and trained to secondary schools staff (teachers) in the four (4) Emirates in Kebbi State. The teaching and training was critically observed the extent at which the staff (teachers) comprehended the study with the aim of collating data. This design is appropriate for this study because classroom observation seems to be the most appropriate and apposite to achieve the fundamental aim of improving the knowledge acquired in bringing peace to the environ.

**1.10 Research Instruments**

Five (5) formulated questions with grading system: using 1 to represent a poor grade, 2 to represent a weak grade, 3 to represent an average grade, 4 to represent a good grade and 5 to represent an excellent grade.

**Four (4) Formulated Questions for Teaching and Training of Trainees**

S/N	SCORE	Poor (1)	Weak (2)	Average (3)	Good (4)	Excellent (5)	Remark
	Teaching and Training Instrument						
1	Concept of peace and conflict resolution; remote and immediate causes of conflict.						
2	Conflict typology, destructive stage and crime de-escalation.						
3	Nature of conflict, conflict transformation, mitigation and management.						
4	Conflict resolution teaching and training in human capacity building.						
5.	Alternative Dispute Resolution (ADR) in extending the frontier of peace and harmonious relationship in the study area.						

**1.11 Sample and Sampling Techniques**

The sample is comprised of one hundred (100) teachers selected from the secondary schools. However, two (2) sampling techniques were utilised. Beside, four (4) selected Emirates were employed using purposive sampling technique. Again, twenty (20) secondary schools were selected from Argungu, Gwandu, Yauri and Zuru Emirates of Kebbi State at random. In each of the secondary schools, the purposive sampling technique was used to select teachers based on the criteria that the teachers were ready to participate in capacity building.

**1.12 Discussion**

**Table 1 Shows the Performance of Teacher-Trainees in Argungu Emirate of Kebbi State**

S/No	Selected Secondary Schools from Argungu Emirate of Kebbi State	No. of Teacher-Trainees	Scores	Percentage
1.	Government Secondary School, Gulma. (GSSG)	5	3	60.00
2.	Government Secondary School, Bayawa (GSSB)	5	4	80.00
3.	Government Secondary School, Alwasa (GSSA)	5	3	60.00
4.	Kanta Secondary School, Argungu.	5	4	80.00
5.	Government Girls Secondary School (Comprehensive),	5	4	80.00

	Argungu (GGSSCA)			
	<b>Total</b>	<b>20</b>	<b>18</b>	<b>72.00</b>

**Table 1.** Show the performances of selected five (20) secondary schools teacher-trainees in Argungu Emirate of Kebbi State in peace and conflict resolution studies. In evaluation of their performance, the most obvious and highest score is chosen in the test and re-test examination that revolved around five (5) formulated questions. The results illustrated the highest performance among the five secondary schools are as follows; GSS, Gulma with 3= 60%, GSS, Bayawa 4=80%, GSS, Alwasa 3=60%, KSS, Argungu 4=80% and GGSSC, Argungu 4=80%. Judging from the foregoing analysis, it could be deciphered that there is an overwhelming performance which depicts comprehension of the training subject matter on the phenomena examined. This is because all of the trainees scored 18 out of 25= 72%.

**Table 2 Shows the Performance of Teacher-Trainees in Gwandu Emirate of Kebbi State**

S/No	Selected Schools in Emirates of Kebbi State	No of Teacher-Trainees	Scores	percentage
1.	Army Day Secondary School Birnin Kebbi (ADSSBK)	5	4	80.00
2.	Government Day Secondary School Kalgo (GDSK)	5	3	60.00
3.	Abdullahi Fodiyo Secondary School. Birnin Kebbi (AFSSBK)	5	4	80.00
4.	Haliru Abdul Arabic Secondary school, Jega (HAASJ)	5	3	60.00
5.	Government Secondary School, Ambrusa (GSSA)	5	4	80.00
	<b>Total</b>	<b>20</b>	<b>18</b>	<b>72.00</b>

**Table 2.** Equally revealed the highest performance of all the selected secondary school teacher-trainees in Gwandu Emirate of Kebbi State. The results includes; ADSS, Birni Kebbi 4=80%, GDSS, Kalgo, 3=60%, AFSS, Birni Kebbi, 4=80%, HAASS, Jega 3=60% and GSS Ambrusa 4=80%. The total score is 18 out of 25=72%. The performance in the above also depicted the understanding of the teaching and training impacted on the recipients of knowledge on peace and conflict resolution studies. Arising from the scores above is a manifestation of the trainees’ commitments and adherence to the phenomenon discussed in bringing peace to the study area.

**Table 3 Shows the Performance of Teacher-Trainees in Yauri Emirate of Kebbi State.**

S/No	Selected Schools in Emirates of Kebbi State	No. of Teacher-Trainees	Scores	percentage
1.	Government Day Secondary School, Koko (GDSSK)	5	4	40.00
2.	Government Girls Secondary School, Bagudo (GGSSB)	5	4	40.00
3.	Government Science Secondary School, Yelwa Yauri (GSSYY)	5	3	30.00
4.	Abarshi Day Secondary School, Yelwa Yauri (ADSSYY)	5	3	30.00
5.	Government Day Secondary School Wara (GDSSW)	5	4	40.00
	<b>Total</b>	<b>20</b>	<b>18</b>	<b>72.00</b>

**Table 3.** Also demonstrates the highest performance of selected secondary school teacher-trainees in Yauri Emirate in Kebbi State in the period under review. The scores are shown as follows; GDSS Koko, 4=80%, GGSS Bagudo, 4=80%, GSSS Yelwa Yauri, 3=60%, ADSS Yelwa Yauri, 3= 60% and GDSS Wara, 4=80% respectively. The total score is 18 out of 25=72%.. The scores are manifestation of commitment by the trainees toward acquisition of knowledge as well as in the extension of frontier of peace and harmony in their respective areas.

**Table 4. Shows the Performance of Teacher-Trainees in Zuru Emirate of Kebbi State.**

S/No	Selected Schools in Emirates of Kebbi State	No of Teacher-Trainees	Scores	Percentage
1.	Bahago Gomo Day Secondary School Zuru	5	4	80.00
2.	Army Day Secondary School Emir Sani Sami Science Secondary Zuru	5	4	80.00
3.	The Kings International School Zuru.	5	3	60.00
4.	Government Girls Secondary School Zango Zuru.	5	4	80.00
5.	Radiating International School Zuru	5	2	40.00
	<b>Total</b>	<b>20</b>	<b>17</b>	<b>68.00</b>

**Table 4.** Explains the highest performance of teacher-trainees in the test and re-test examination on peace and conflict resolution studies in Zuru Emirates of Kebbi States. The recorded scores depict the followings: BGDSS Zuru, 4=80%, ADSS Zuru, 4=80%, KIS Zuru, 3=60%, GGSS Zango Zuru, 4=80% and RIS Zuru, 2=40%. The total score is 17 out of 25=68%. The lower performance is recorded in RIS Zuru indicating some disinterest in the knowledge inculcated being a private institution that receives less attention patronage and government intervention.

### 1.13 Concluding Remark and Recommendations

Significantly, the paper appraised the teachings and training of teachers in selected secondary schools in the four (4) Emirates of Kebbi State of Nigeria. The aftermath of the teaching and training is expected to reposition the mind-set of individual teachers as well as person or persons towards combating crime and violent conflict de-escalation in Kebbi State. The study is purportedly meant to assuage confident in the mitigation, transformation and mortification violent conflicts. These are to be achieved through Alternative Dispute Resolution (ADR) by extending the frontier of peace and harmonious relations among the heterogeneous groups of the State and Nigeria as a whole. More pertinent, the expedition is in addition anticipated as a synergy to complement government efforts in the struggle to combat crimes and corruption leading to violent conflicts from the grassroots area. Above all, the salient factor for the teaching and training is significantly to inject the knowledge for mitigation, prevention, mortification, management and translation of positive conflicts resolution in extending the frontier of peace and security in Kebbi State.

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