

STUDENTS' PERCEPTION OF THE TEACHING TECHNIQUES ADOPTED BY THE
UNIVERSITY OF ABUJA CENTER FOR DISTANCE LEARNING AND CONTINUING
EDUCATION FOR THE TEACHING OF PEACE AND CONFLICT RESOLUTION
STUDIES: IMPLICATION FOR SOCIAL STUDIES EDUCATION

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ABSTRACT: *This work was hinged on assessing students' perception of teaching techniques adopted by the University of Abuja Centre of Distance Learning and Continuing Education for Peace and Conflict Resolution Studies: Implication for Social Studies Education. Distance education is a kind of programme that adopts various instructional materials to help bridge the gap between teachers and learners even when in its original form, the programme is designed to be done at a specific pace, location and space available at a given time. The learners on their own equally engage in different modes of equipping themselves with the desired objectives of their academic work. This work had been able to identify the various approaches the programme has recommended for the teaching of Peace and Conflict Resolution Studies and what efforts the students have made in learning the course. Data obtained from only the 500 level students of the Center were through purposive sampling technique and were analyzed using descriptive statistics; that is, simple frequency, percentages, mean, standard deviation and decision rule. The two null hypotheses of the study were tested with result presented. All the hypotheses were tested at 0.05 (5%) level of significance using ANOVA. Based on the findings, it was recommended that the necessary audio-visual materials be made available for teaching, the lecturers should be giving assignments to the students from time to time, so as to help improve their perception towards the techniques being adopted for teaching PCRS. It also recommended that the Center can improve on the lecturers' knowledge of the subject matter of the course by organizing seminars, workshops and conference that bother on this area of study. They can equally assign more groups of student to lecturers who are well-versed in the area of PCRS.*

KEYWORDS: *Distance learning education, Peace and Conflict Resolution Studies and Social Studies Education.*

INTRODUCTION

Education remains a tool that promotes freedom from ignorance and timidity. Education being what it is, can be transmitted through various means available to both the instructor and the learner. The world is a globalized village at present and for this reason, there exists diverse ways learning can take place so as to enable a good number of people have access to it. Today, the world advocates for flexible learning which like the name implies, means that learning can occur using different measures at any point in time so long as the objectives of such learning are achieved at the end of the day. Therefore, as it is being proposed, learning can take place in the physical one-on-one classroom arrangement or through available flexible. Choices of how, what, when and where to learn are all agreed upon by both teachers and learners.

Nigeria, at present, is wearing the fabric of volatility, chaos, insurgency, crises, instability and other actions capable of destabilizing homes, religious worship centers, work environment, university campus, markets and others. It therefore becomes necessary for learning institutions to help in managing the situation by offering relevant courses and also adopting better ways of teaching them for better comprehension and practice. However, the Center as established world over, is not without hitches as these have affected the performance of students over years and may obstruct the aim behind the establishment of this area (Peace and Conflict Resolution Studies) of study. It is based on this; the study sets out to access students' perception of the teaching techniques adopted by the University of Abuja Center for Distance Learning and Continuing Education for the teaching of Peace and Conflict Resolution Studies and its implication for Social Studies Education.

Clarification of concepts

Distance learning (education) and its nature

The term, distance education was first made popular in the 1970s in Europe (Lioarakis (2018) and has gradually metamorphosed into what it is at present in the hands of educational handlers. According to Lioarakis (2018); Distance education is linked to absolute freedom of choice when it comes to the means employed in communicating and conveying information... on one hand, unlike primary and secondary education, it is not itself a complete formal system or educational level, and while it is not an educational policy or strategy in the manner of lifelong learning or continuing education, nor does it belong to the sphere of adult education which is aimed at particular population or age groups and is generally linked to lifelong learning and continuing training.

This style of education is universally accepted and it is meant to satisfy the educational needs of students who may not be physically present at an institution and the types are synchronous distance learning, asynchronous distance learning, hybrid distance learning, computer based distance learning, fixed time online courses and open schedule online courses. And as in the case of flexible learning, distance education enables students have open accessibility to knowledge, freedom of time for learning, freedom of pace for learning, freedom of place/location for learning and open programming (Simplyinfo.net). Similarly, Nasseh (2018:1), states that, communication between teacher and student is vital element of successful distance education. Distance education means education that uses one or more of the following technologies. (i) To deliver instruction to students who are separated, from the instructor; and (ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. And the technologies to use in actualizing this style of learning may include (i) the internet (ii) one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fibre optics, satellite, or wireless communication devices (iii) audio conferencing, or (iv) video cassettes, DVDS and CD-ROMs (Southeastern Oklahoma State University).

Curran and Murphy (1991) cited in Assie- Lumumba [Ed] [2004], clearly indicate that countries like Kenya, Malawi, Tanzania, Zambia and Zimbabwe operate distance education programs that are capable of matching up with the level of technological advancement recorded the world over. In tracing the history of distance education in Nigeria, Fayomi, Adepoju & Ayo (2015) in citing Adu, Eze, & Salako, (2013) point out that: The history of distance education in Nigeria dates back to the correspondence education as a means of preparing candidates for General Certificate in

Education, a prerequisite for the London Matriculation Examination. The first indigenous distance learning programme was an English Radio Programme of Nigeria Broadcasting Corporation that followed independence in 1960. The programme was primarily targeted at primary and secondary levels and covered core courses at both levels with more emphasis placed on the teaching and learning of Science, Mathematics and English. The technology driven distance learning came into existence almost the same time with the first indigenous distance learning with the emergence of educational television programmes of the then National Television of Nigeria (NTV)

In addition to the need for this kind of education, the Center for Distance Learning Continuing Education (CDLCE) Students Handbook (1992:12) of the University of Abuja, Nigeria, describes the concept as an innovation in education. It came as a result of the growing demand to democratize and liberalize education, which cannot easily be achieved by the traditional method. The basic aim of distance education is to enhance access to education for a lot of people who are interested in improving themselves educationally and professionally. Similarly, Agboola (2000:27-28) states that, distance education grew out of the need to enable people continue their education so as to help eradicate or reduce the level of illiteracy in the country. The idea of distance education is to help satisfy the needs of the students as well as those of the society. According to him, the need for equalizing educational opportunities for all citizens is a reason for establishing distance education institutions hence, it embraces students representing different categories such as working class, primary and secondary school dropout, those who could not gain entry into conventional educational institutions as a result of inability to make JAMB or due to economic hardship. In addition to these, are the further knowledge seekers, desirous of changing from one area of study/career to another and also for the sake of those wishing to acquire a certificate (Agwu, 1991:108).

The mode of teaching at distance learning centers the world over varies from those of face-to-face classroom arrangement, self-study, peer group learning, use of audio-visual materials to the use of assignments and printed materials. Apart from China, India, Pakistan, Europe, USA, Korea, Japan and some other countries around the world, the prevailing instructional materials used by most distance learning institutions in developing countries are majorly printed materials (the main text of the course written into units and the guide for teaching the course) and then recently radio and computer (having a camcorder). Furthermore, the students (a good example are those in University of Abuja Center) on their own, organize different learning techniques that come in the forms of self-study, study tutorials and private lectures (from non-staff of the University). At this point students are free to choose a space, location and pace on how they do their learning.

Peace and Conflict Resolution Studies

This is a multidisciplinary course and cuts across every discipline and the administration of schools (Alimba, 2009). This, according to her, is so because, peace education is not just about adding topics or themes to the curriculum but about mind transformation through the acquisition of appropriate skills, values and attitudes which will empower the learner to seek and maintain peace wherever he finds himself/herself.

The teaching of Peace and conflict resolution entails a holistic adoption of the principles of education as a course. This is an area of discipline that influences effective learning that can equip

a person to function efficiently in his environment. Peace education goes beyond subject matter; so issues to be included should reflect on all aspects of human behaviour and endeavours in life. This is an area of learning that was introduced to the Nigerian Universities after series of workshops were held in its honour in 2005. It was made possible by the University of Peace (UPEACE) in collaboration with the National Universities Commission (NUC). At present, it is offered in some (University of Abuja being one of them) Universities as one of the courses in General Studies unit and tagged GST 222.

Statement of the problem

The Academic Brief approved for the University of Abuja and as contained in the CDLCE Students' Handbook (1994:3), stipulates that, the Centre for Distance Learning & Continuing Education aims at providing Nigerians with the opportunity of improving their academic standing through distance learning, part time courses, sandwich programmes and continuing education classes. Upon the initiation & inception of this programme, different approaches have been adopted in teaching its courses so as to satisfy the various objectives set out by the different programmes. The need for this area of study was premised on ascertaining the effectiveness of the different approaches used in teaching Peace and Conflict Resolution Studies at the Center. This drive becomes necessary due to students' fair performance in the course over years now and the public common perception that, distance education students are not sound due to ineffective teaching informed by not done in a normal face-to-face learning environment (Harrison, 2011). These presentations are worrisome since the incessant occurrences of instability at homes, communities and larger society would require more hands, equipped with right knowledge and skills to manage them for a better coexistence.

Theoretical framework

As indicated by Moore (1993), there have been numerous attempts to formulate a theory base for the field of Distance Learning Education and advice that theoreticians and practitioners should stop emphasizing points of difference between distance and traditional education, but should rather, endeavor to identify common educational problems upon which a central, theoretical framework for distance learning education can be hinged upon. However, there are different theoretical constructs under Distance Learning theory of which, Transactional Distance is one of them. According to Moore (1993), this concept encompasses the distance that exists in all educational relationships. It is basically centered on the amount of dialogue that occurs between the learner and the teacher who are operating from two different ends. He also states that, greater transactional distance occurs when an educational programme has more structure and less student-teacher dialogue, as might be found in some traditional distance education courses.

This paper clearly builds its thrust in the position of Transactional Distance Learning theory which posits that, 'greater transactional distance occurs when an educational programme has more structure and less student-teacher dialogue.' Though a great distance between teachers and students may occur due to how the programme is structured, students endeavor to fill up the gap through self-help initiatives. His position under this theory also expresses the extent some students go in administering self-help strategies to acquiring knowledge of the content of their courses. This adopted strategy of independent learning further help to manage the distance between students and their teachers because class works help to create a guide to what should be learnt through other

external means. This attempt obviously defeats the conventional/traditional style of teaching where learning is typically teacher-centric.

In furtherance to Moore's position is the proposal made by Saba & Shearer (1994). According to these authors, there should be a system dynamics model to further examine the relationship between dialogue and structure in transactional distance concept. They concluded their study by stating that as learners' control and dialogue increase, transactional distance decreases. In relation to this, is Gorsky & Capsi's (2005) position in pointing out the relationship existing between dialogue and transactional distance. According to these authors, 'as one increases the other decreases.' They also agreed by saying that, what determines effectiveness of instruction is the amount of transaction between the teacher and the learner and not the location where teaching and learning process is taking place.

Purpose of the study.

The main purpose of this study is to assess students' perception of teaching techniques adopted by the University of Abuja Centre for Distance Learning and Continuing Education in teaching Peace and Conflict Resolution Studies: Implication for Social Studies Education. In specific terms, the study is aimed to assess students' perception of:

- i. the effectiveness of the teaching techniques adopted by the programme in teaching Peace and Conflict Resolution Studies.
- ii. the effectiveness of students' adopted strategies in learning the contents of Peace and Conflict Resolution Studies.

Research questions

The following research questions were generated to satisfy the purpose of this study.

- i. What is the perception of students on the effectiveness of teaching technique adopted by the programme in teaching Peace and Conflict Resolution Studies?
- ii. What is the perception of students on the effectiveness of their adopted strategies in learning the contents of Peace and Conflict Resolution Studies?

Research Hypotheses:

This study sought to test the following hypotheses:

H₀₁: There is no significant difference in the effectiveness of teaching techniques adopted by the programme in teaching Peace and Conflict Resolution Studies.

H₀₂: There is no significant difference in the effectiveness of students' adopted strategies in learning the contents of Peace and Conflict Resolution Studies.

METHODOLOGY

The study adopted a descriptive survey design. The students were drawn from B.Ed Mathematics, B.Ed Economics, B.Ed English Language, B.Ed Geography, B.Sc Sociology, B.Sc Economics and B.Sc Geography. The population was made up of 500 level undergraduate students of the University of Abuja Centre for Distance Learning and Continuing Education. A sample size of 149 was chosen through purposive sampling technique. This technique was adopted due to the limitation the researcher encountered in getting through to a good number of this level of students as and when the study was being conducted.

Method of analysis was the use of descriptive statistics; that is, simple frequency, percentages, mean, standard deviation and decision rule. All the hypotheses were tested at 0.05 (5%) level of significance using ANOVA. The instrumentation adopted for the study was the questionnaire on Students' Perception of the Teaching Techniques adopted by the University of Abuja Centre for Distance Learning and Continuing Education in teaching of Peace and Conflict Resolution Studies: Implication for Social Studies Education and titled SPTTUACDLCEPCRSSSE. Items for the questionnaire were drawn from the research questions and respondents responded by ticking any of: effective, very effective, partially effective or completely ineffective.

RESULTS

Demographic characteristics of respondents

Research question 1: Students' perception of the effectiveness of teaching techniques adopted by the programme in teaching Peace and Conflict Resolution Studies.

Gender	Frequency			Percent		
Female	81			54.36		
Male	68			45.64		
Total	149			100		
Age	Frequency			Percent		
20-30	0			0		
21-31	55			35.57		
32-42	43			30.87		
43-53	38			26.85		
54-64	13			6.71		
65-75	0			0		
76-86	0			0		
Total	149					
Marital Status	Frequency	Male	Female	Male(%)	Female(%)	
Single	42	30	12	67.29	33.71	
Divorced	2	1	1	0	100	
Married	104	37	67	37.5	62.5	
Widowed	1	0	1	0	100	
Total	149	68	81			
Educational	Sample size	Male	Female	Male(%)	Female(%)	
HND, first degree, Post	18	10	8	61.11	33.89	
ND, NCE or equivalent	30	13	17	43.33	56.67	
GCE O/level/SSCE Or	101	45	56	45.56	54.44	
Total		149				
Courses of study	Sample size(N)	Male	Female	Male(%)	Female(%)	
B.Ed/Mathematics	20	12	8	60	40	
B.Ed/Economics	15	6	9	40	60	
B.Ed/English Lang.	40	14	25	37.5	62.5	
B.Ed/Geography	7	5	2	71.43	28.57	
B.Sc/Sociology	22	13	9	63.64	36.36	
B.Sc Economics	30	12	18	40	60	
B. Sc Geography	15	6	10	40	60	
Total	149	68	81			
Level of Respondents		500				

Table 1: Teaching techniques adopted by the programme					
A	Items	mean	SD	Decision	
Use of Audio-Visual Materials					
i	The chalk board is used effectively by lecturers	3.79	0.8	Effective	
ii	The DVD & CD are judiciously used by the lecturers in teaching.	1	1	ineffective	
iii	The speakers help to project the lecturers voices while teaching.	1	0.7	ineffective	
Sectional Mean/StDev		1.93	0.8	Ineffective	
B The use of printed materials					
		Mean	SD	Decision	
i	The study materials made available by the Center contain useful information on PCRS.	3.65	1	Effective	
ii	There is availability of the recommended textbooks for PCRS.	3.12	1.2	Effective	
iii	Students are willing to get the recommended text books.	3.12	0.8	Effective	
iv	Students prefer getting books outside the Center's recommended texts.	4.37	0.9	Effective	
v	The texts donot contain simple language/incomprehensible	2.73	0.7	Effective	
vi	There are no illustrations in the recommended text.	1.46	0.9	Ineffective	
vii	The contents of the text recommended are inadequate	3.2	1	Effective	
Sectional Mean/StDev		3.09	0.9	Effective	
C The use of Assignments					
		Mean	SD	Decision	
i	Assignments are rarely given assignments.	3.12	0.8	Effective	
ii	Students contract assignment to someone else for assistance.	2.79	0.6	Effective	
iii	Students do not get to understand the content of the assignments given.	3.23	1	Effective	
iv	Students refuse to do assignments.	2.69	1.2	Effective	
Sectional Mean/StDev		2.96	0.9	Effective	
D The use of face to face method of teaching					
		Mean	SD	Decision	
i	Lecturers come from diverse programmes of stud y to teach the course.	3	0.8	Effective	
ii	The number of specialized lecturers for Peace Studies is few.	3.05	0.7	Effective	
iii	The methods of teaching are lecture/discussion/brainstorming/problem solving and inquiry.	2.92	0.9	Effective	
iv	The lecturers are adequate but not well versed in the subject matter of PCRS.	2.24	0.6	Ineffective	
v	The lectures are diligent, tolerant and cooperating	3.54	0.9	Effective	
Mean/StDev		2.95	0.8	Effective	

Section A from table 1 above shows responses of students' perception of the effectiveness of teaching techniques adopted by the programme in teaching PCRS. The analysis on the table with sectional mean 1.93 shows that the use of Audio-Visual materials is ineffective. Section B from table 1 above shows responses of students' perception on the effectiveness of the use of recommended printed material for teaching PCRS. The analysis on the table with sectional mean 3.09 shows that the use of printed material is effective. Section C from table 1 above shows responses of students' perception on the effectiveness of the use of assignments in the teaching of PCRS. The analysis on the table with sectional mean 2.96 shows that the use of assignments is effective. Section D from the table 1 above shows responses of students' perception of the effectiveness of the adoption of face-face method of teaching PCRS. The analysis on the table with sectional mean 2.95 shows that the use of face to face method of teaching is effective.

Research question 2

Students' perception of their adopted strategies in learning the contents of PCRS.

Table 2: Adopted learning strategies of PCRS

G	Items	Mean	SD	Decision
	The use of self-study			
i	The use of computers has improved my understanding of the content of PCRS	2.39	0.9	Ineffective
ii	I am not ICT compliant	2.95	0.9	Effective
iii	I understand better by reading the recommended text and other relevant materials	3.3	0.8	Effective
	Mean/StDev	2.88	0.8	Effective
F	The use of cooperative tutoring/learning (grouping).	Mean	SD	Decision
i	Group members made up of students organize tutorials among themselves.	2.37	1.2	Ineffective
ii	Group of students organize private teachers for further teaching.	3.38	0.7	Effective
iii	I learn better using private teachers and tutorials held by my group members	2.44	0.8	Ineffective
	Sectional Mean/StDev	2.73	0.9	Effective

Section G from table 2 above shows responses of students' perception of the use of self-study in learning the contents of PCRS. The analysis on the table with sectional mean 2.88 shows that the use of self-study is effective. Section F from table 2 above shows responses of students' perception of the use of cooperative tutoring and learning in learning the contents of PCRS. The analysis on the table with sectional mean 2.73 shows that the use of cooperative tutoring and learning (grouping) is effective.

Hypotheses testing

The two null hypotheses of the study were tested with result presented. All the hypotheses were tested at 0.05 (5%) level of significance using ANOVA and T-test respectively.

Null hypothesis one (Ho1): There is no significant difference in the effectiveness of teaching techniques adopted by the programme in teaching Peace and Conflict Resolution Studies.

Table 3. Result of the test of significant difference in students' perception of the effectiveness of teaching techniques adopted in teaching PCRS.**Tests of Between-Subjects Effects**

Dependent Variable: Mean response

Source	Type III Squares	Sum of Df	Mean Square	F	Sig.
Corrected Model	3.047 ^a	3	1.016	1.384	.286
Intercept	128.994	1	128.994	175.779	.000
Teaching Techniques	3.047	3	1.016	1.384	.286
Error	11.008	15	.734		
Total	167.642	19			
Corrected Total	14.055	18			

Source: SPSS v25 Output

Decision Rule

Since the F_{cal} value of 1.384 and a p-value of 0.286 is greater than the level of significance of 0.05 (5%), hence we do not have sufficient information to reject the null hypothesis (H_0) which states that there is no significant difference in the effectiveness of various teaching techniques adopted by the programme in teaching Peace and Conflict Resolution Studies. This implies that the adopted teaching techniques do not differ, thus, any of all the teaching techniques adopted by the programme is equally effective for the studying of PCRS.

Null hypothesis two (H_{02}): There is no significant difference in the effectiveness of students' adopted strategies in learning the contents of Peace and Conflict Resolution Studies.

Table 4. Result of the test of significant difference in students' perception of the effectiveness of the adopted learning strategies of the contents of PCRS.

T-Test

Teaching Techniques	N	Mean	Std. Deviation	Std. Error Mean
The use of self-study	3	2.8800	.45902	.26502
The use of cooperative tutoring/learning (grouping).	3	2.7300	.56400	.32563

t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed		.357	4	.739	.15000	.41984
Equal variances not assumed		.357	3.842	.740	.15000	.41984

Source: SPSS v25 Output

Decision Rule

Since the t_{cal} value of 0.357 and p-value of 0.739 which is greater than at 0.05 (5%) level of significance. Thus, the null hypothesis (H_0) which states that there is no significant difference in the effectiveness of various adopted strategies in learning by the programme in teaching Peace and Conflict Resolution Studies cannot be rejected. This implies that the students' perception on the effectiveness of the learning strategies adopted for the studying of PCRS is not different; hence any strategy can serve as they are equally effective.

DISCUSSION OF FINDINGS

The available findings shows that different efforts are being put in place by the Center and the students to attain the goal governing the initiation of the Center and that of a course like Peace and Conflict Resolution Studies. In all, the findings disclose that there is no significant difference in students' perception of the effectiveness of the teaching techniques adopted in teaching PCRS with

regards to the adopted techniques by the Center and that, students' adopted learning strategies are effective since they have not posed any significant difference in their effectiveness.

The overall finding of using audio-visual materials to teach shows that there is no effective use of these teaching techniques by the lecturers. The usefulness of audio-visual devices in teaching any course cannot be over-emphasized. Stephens [2007] states that, lack of advanced technology skills can lead to an unsuccessful experience. Schools have a responsibility to adopt a proactive policy for managing technology barriers. Similarly, Oblinger [2000] asserts the usefulness of technology by stating that, the modern use of electronic educational technology [also called e-learning] facilitates distance learning and independent learning by the extensive use of information and communications technology [ICT], replacing traditional content delivery.

The availability of these devices enables a lecturer give a clearer understanding, and grant students the ability to preserve what is being taught, irrespective of location, pace and space. Ode [2014], in attesting to this, states that, studies have shown that there is significant difference between the use and non-use of audiovisual material in teaching and learning. Although this statement stands to be a good reason for the need of the availability, importance and usage of audio-visual materials in teaching and learning process, there were no sufficient information to reject the null hypothesis (H_0) which states that 'there is no significant difference in the effectiveness of various teaching techniques adopted by the programme in teaching Peace and Conflict Resolution Studies' as supplied by the respondents. This implies that the adopted teaching techniques do not differ, thus, any of all the teaching techniques adopted by the programme is equally effective as others.

In addition to the teaching techniques adopted in teaching PCRS at the Center are those of printed course materials, use of assignments and face-face [conventional] method. All these are proven to be effective. The findings provided also indicate an impressive supply of written materials for the course which have equally assisted the students have a guide to what is expected of them even when they employ private lecturers. Etuk, Akpanumoh, Etudor and Ngerebara, [2006] in Ofoha [2012], confirm the importance of course materials by stating that, well designed and well written course modules engender good levels of learning achievement among students and facilitate effective achievement of educational objectives.

The self-help strategies adopted by the students in learning the content of Peace and Conflict Resolution Studies at the Center prove effective to some extent since there are no sufficient reasons to say otherwise. Dzakira [2005] clearly opines that learners who are dynamically occupied in their learning will begin to feel empowered. They will be able to take charge of their learning and as a result, their individual achievement and self-direction will arise. They will be better DLs.

Understanding the process of learning at a distance and developing a sense of self-discipline are very important in such learning process and could be other challenges some of these students might have had as indicated in the findings. A good number of the respondents did not participate in the self-help attempts provided and this can pose a serious challenge in internalizing the content of the course.

CONCLUSION AND IMPLICATION FOR SOCIAL STUDIES EDUCATION

The available findings from this study clearly indicate mixed reactions of students on why their performance in PCRS is not too impressive. Improvement in all the lapses recorded can partly be done through making available and using of technological devices. This can help the students learn better having known the importance of these devices in learning, especially under this form of education where distance between students and their lecturers stands to grow wider and needs something that can help them retain information received in class, for a long time.

The role of problem solving in managing challenges of life was equally highlighted as indicated in the students' personal effort in learning the contents of PCRS. Worth noting here are the problem-solving methods adopted in learning PCRS. The essence of problem-solving strategies cannot be over emphasized in man's daily dealings. These instances clearly hinge on what Social Studies Education equips its learners with. Practitioners under this area of study are developed along the line of being able to identify and manage problems in society with the aid of every available and suitable tool. These strategies are equally available for Peace Studies to adopt. The values of Peace and Conflict Resolution Studies remain veritable tools needed for managing diverse issues in the society and efforts to help students have a good grasp of what is expected of them under this course of study should not be handled with levity.

Recommendations

The following recommendations are made for the effectiveness of the teaching and learning techniques adopted for Peace and Conflict Resolution Studies at the University of Abuja Centre for Distance Learning and Continuing Education.

- i) The students should be able to have easy access to various learning materials (audio-visuals included) to improve their performance in PCRS;
- ii) The lecturers should be giving assignments to the students from time to time, so as to help improve their perception towards the techniques being adopted for teaching PCRS; and
- iii) The center can improve on the lecturers' knowledge of the subject matter of the course by organizing seminars, workshops and conferences that bother on this area of study. They can equally assign more groups of student to lecturers who are well-versed in the area of PCRS.

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