

**PERCEPTION OF WOMEN PARTICIPATION IN DIGITAL EDUCATION
RESEARCH FOR SUSTAINABLE SOCIAL ADJUSTMENT IN CALABAR
URBAN, NIGERIA: IMPLICATION ON EDUCATIONAL PEACE AND
SECURITY**

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Abstract

The need for women to arise to the issues that affect their continuous existence, engagement and contribution to the economy of their nations and the world at large, has become critical particularly in this digital age. More than ever before, the role of women in education and research in particular, in building and sustaining security and peace of their communities as well as in social adjustment to lives in these communities is being hastily called for, particularly in the presence of “crisis” atmosphere under which these communities presently and consistently exist. The purpose of this study was to assess public perception of role of digital women in education research, sustainable security, peace building, and social adjustment among communities in Calabar, Nigeria in order

to take decision and consolidate on their future role in these areas in Nigeria. This study became necessary in the face of the disturbing changing social, cultural and post-Covid-19 environment, characterized by insecurity. Eight (8) research questions guided the study, among which is what level of participations are being made by women group in Calabar to embark on meaningful /digitalized research in education matters, enhance security and foster social adjustment? Descriptive survey design was adopted for this study to make description of the current situation possible. Data collection was through questionnaire, observational techniques and interview from purposefully selected target group in the political wards of Calabar Municipality and Calabar South Local Government Areas that made up Calabar Urban. Well validated survey data obtained was analysed using descriptive statistics and thematic analysis. The study found that women participate in fostering education research, sustainable security and peace building in Calabar Metropolis, but the level of digitization remains low. The study concludes that the public perceives the digital role of women in education as critical in fostering good research in education, sustainable security and social adjustment. Given this, it is recommended that government and all stakeholders including international agencies, should proactively involve all women and girls with respect to empowering them with more digital skills and resources as well as offer more protection in the cyber space and with their relatively rising influence, will reduce the inequality gap.

Keywords: *Digital Women in Education Research, Sustainable Security, Peace Building, Social Adjustment, Nigeria*

INTRODUCTION

Education has over the decades proved to be the greatest investment of economic, social, political and cultural development. Despite the views of African and other societies which placed less value on women than their male counterparts, many women have continued to make in-roads into areas of life that place them as significant contributors of the development of their communities and the nation. In almost all areas of life, women are gradually taking off these obnoxious beliefs that tended to place a lid on what they could do, and are making deliberate efforts at assuming their roles not only in the home front and “in the other room” (quoted from President Muhammadu

Buhari) but in areas such as education research, security, peace building and ensuring social adjustments in all communities where they exist. Women's participation in all of these areas particularly in post-conflict nation -building can be an important step and ingredient for achievement of equitable, peaceful and a more prosperous society (RAND National Security Research Division, 2008; www.rand.org).

The position and role of women in embracing digitization in nation-building and the importance of motivating and including them (the digitized women) in research and other activities meant to usher in development cannot be overemphasized. Digitization, digitalization and digital transformation are all synonymously used in the context of this paper to show a transition from analog processes in the way women carry out their research, their security and peace building activities as well as adjustment roles in their various communities. It also involves streamlining the processes to improve efficiency in their tasks, and eventually unlocking new value by innovating their processes, strategies and touching their output or creating wholly new value propositions through their use of new technology.

In the area of educational research, women's inclusion and their presence can perceivably play a central role both as litmus test and as an active variable in the process to bring the needed development attached to research which is akin to nations that have embraced the open-door policy and given both women and technology a pride of place. Today, in those nations, many women are being developed through education research as people armed with digital tools particularly the people - focused transformative tools to develop others professionally, build research linkages or connections by cooperation and collaboration, and stay inspired. In developed climes too, women are increasingly involved in making innovative research enquiries that lead to advancement and transformation in different areas that add up to their nations' development.

Generally, research as defined by Idika (2015), is an investigation undertaken in order to provide solution to a problem. It Involves investigations for unique solutions that meet the questions of our time especially in a period of lingering health issues and other biting insecurity challenges being experienced in our communities today; this role is a task that cannot be down played. Digitizing the research and other activities of women in the areas covered by this research will no doubt lead

to enhanced performance and output, a peaceful and progressive society where sense of fulfillment arising from equality, access, fairness and inclusiveness will be the better part of women. This is because digitizing the roles of women would necessarily begin with ensuring that the women themselves receive the supports from their environment including the Government, Non-Governmental agencies, international organizations etc., to be digitally empowered to perform such roles. In research carried out by Amadi (2015), it was found that the use of social media platform for research by male respondents was significantly higher than that of their female counterparts. In another study, the digital research skills of problem identification, literature search, data collection/analysis, reporting and referencing were found to be more among the male than their female lecturers (Ali, 2009; Eze, 2013; Joshua, Nwogwugwu and Ikiroma 2015; Idika, 2016). Joshua, et al (2015), noted the helplessness of the female researchers in carrying out research data analysis because of inability to efficiently operate computers or use research analysis packages like the SPSS.

The need for skills to tap large internet resources which are current, accessible anytime at the convenience of the researcher and with flexible sending formats, cannot be ignored. It is obvious that facilitators trained on ICT and internet use can be used to train others, even though Njoku (2006) observed an attitude in some facilitators that crystallize into almost a total indifference and lack of interest in ICT skills. Several studies have been reviewed on the need for ICT and internet skills among researchers, particularly females (Archibong, Ogbiji, & Anijaobi–Idem, 2010; Idika, Oyong, Asor & Kebbi, 2012; Idika, Idaka & Ukpork, (2012).

Accordingly, some of the studies have shown some inadequacy of use of internet for research while others have not. Asim (2007) carried out a study to determine independence in internet use among tertiary institution teachers in some universities in Nigeria. A sample of one thousand, six hundred and seventy (1,670), consisting of males (1220) and females (450) university teachers drawn through stratified random sampling technique. Data collection was done through questionnaire from the 1,670 respondents. Analysis of data was done by the use of simple percentage. The results showed that with respect to the teachers' skill of typing on computer, 65.3% of respondents needed some form of assistance while 65.2% could only send email

successfully when assistance is rendered. 76.6% of respondents would gladly receive some assistance to access a website while 72.5% would need help to download a document from a website. The result also showed that nearly all the teachers involved in the study (97.6%) would not demonstrate the skills required to design a website unaided. This review has therefore, exposed the urgent need to investigate the literature (internet) search skills of researchers particularly in the research activities of females in Calabar Urban for feedback that can lead to improvements and position women for their future role in this and other connected areas in the digital age.

Archibong et al (2010), in a survey using a sample of 300 academic staff drawn from universities in Cross River State, investigated their ICT competence and challenges to ICT use. The result showed that majority of the staff (53.3%) rated their ICT competence as low. The findings further showed that the combination of staff that indicated that they were either competent or very competent on ICT utilization in all the indices measured, including e-mail as a means of forwarding a reviewed information, data analysis, e-learning and so on, was below 50%. The indication by academic staff for use of ICT for purpose of research was also below 50%. In this research area are also women who form the population of unskilled users of research technologies and internet resources.

In another survey carried out by Idika, Idaka & Ukpore (2012) on ICT availability and utilization, 600 science teachers were drawn through disproportionate stratified sampling from 2009 teachers (male and female) who attended re-training workshops in the 3 senatorial centers in Cross River State, Nigeria. The result which was analyzed using one sample mean t-test, showed that both availability and utilization of IT systems in schools in Cross River State, are significantly low. It was implied that the low utilization could not be divorced from inadequate ICT skills among teachers in this area.

With these findings, it is not surprising that Archibong et al, (2010) reported that teacher training in the use of ICT is a key policy for efficient learning. This training to improve online skills and professional quality, can come through regular workshops, seminars and conferences as well as in small learning communities. If such virtual supporting networks (communities) can be provided for women and girls in this digital age, much help would have been assured for this group of

persons. But the literature so far explored are tending towards inadequate technological skills among women and girls. This under scores and brings to light the relevance of the UN vision for ensuring that all women and girls get digitized as a means of closing the inequality gap and influencing their roles and output in the right direction.

Women can utilize digital resources in research to tackle enormous problems much easier than going the analogue way which had been the case. With digitization, conducting inquiries into issues, raising questions not previously asked with the intent to discover and apply new facts or the possibility of acquiring more knowledge about issues that are already known may relatively become an easier task for women, hence, the need to sustain further effort at transforming scientific research among women in Africa. Research has long been associated with any scientific activity; it is systematic, controlled, empirical and critical investigation of problems that are expected to yield valid results. Research is equipped with these characteristics to solve any nation's challenge irrespective of the complexity, magnitude and in any sector, be it Education, Women Affairs, Trade and Industry, Agriculture and Environment, Health, Security, Science and Technology, etc.

Women embarking on transformative research in education are simply involving in very important activity, following a systematic approach to solve educational problems. Most of these problems are concerned with how best to help a learner by ensuring that he or she receives attention that fosters development in all domains - in the knowledge area, in character and skills. For instance, what digital instructional strategies are more effective to optimize learning in the lives of our children and others particularly in the post-Covid-19 where forced implementation of the "new normal" in all educational activities in schools calls for increased innovative search for and use of digital resources/ methods including open educational tools, virtual realities/augmented reality tools, digital storytelling tools, social media platforms, online collaboration, survey and data analysis tools etc., These digital resources are also needed by researchers in order to arrive at findings that may inform the right policy decision on how best to contain issues of concern to the nation while still enhancing educational activities.

Education is an umbrella that covers all issues, which relate to human existence: challenges relating to security, peace building and social adjustment have all come to be interesting subjects

that are covered by educational research. Therefore, this paper seeking to discover the role of digital women in education research, sustainable security, peace building and adjustment in the face of the global crisis period is aimed in the right direction. It is hoped that the finding of this research will make the exposition that will position women with better opportunity to solve issues that challenge their environment better in future.

Sustainable security is one of the variables of the study and a heart desire of the globe today. Security means protection; it is a state of stability and continuity of livelihood, predictability of life and property in a given place, a situation that exists as a result of the establishment of measure for the protection of people, information and property against hostile individuals (Basti and Akin, 2008). An environment is secure when it is in a state of safety and there of factors that enhance peace, happiness and peaceful co-existence for effective participation in social activities. When the environment is devoid of the above serenity, it is said to be insecure. This has been the situation in many communities in Nigeria including Calabar as attested by many writers (Ukwayi, Angioha and Ayi, 2019; Idika and Dada, 2016; Bekwai, Yisa and Jega, 2014; Emeka, Ojo-agba, Ogbob, 2021). Insecurity in our environment has caged many residents, leaving them in a state of knowing what to do, but seemingly lacking control and ability to take defensive action against those forces that portend danger to the people. Channel television of 25th March, 2017, reported high level of insecurity in Calabar that constantly scared its residents (<https://www.channelstv.com>).

The security problem has assumed a global dimension as the world today is bedevilled with a lot of crises that threaten sustainable security, peace building activities and social adjustment besides the seeming inadequate digital means of getting at solution to most of the challenges among men, women and society in general. In describing the situation in Calabar, Idika and Dada (2016) and Orji (2019) identified insecurity, unemployable skills, poverty, corruption and development challenges in the education sector as among the numerous ills faced by the Nigerian society. The authors separately noted that theses ills are auto-developmental, much of which can make a society unhealthy and by extension insecure. A society where there is no sustained security, peace building structure cannot be socially well adjustment. A society dominated by social violence, terrorist harassments, corrupt activities, tribal conflicts, herdsmen invasion, kidnapping, banditry, arm

robbery, ritual killings and a host of others can hardly experience social progress. Insecurity apart from constituting threats to lives and property can hinder business activities and discourage local and foreign investors, all of which act to stifle the economy (Achumba, Ighomereho and Akpo-Roharo, 2013).

Olabanji (2014) noted the alarming level of insecurities in Nigeria has fuelled the crime rate and terrorist attacks in different parts of the country, leaving unpalatable consequences for the nation's economic development. A seeming great bickering violence and insecurity from the different sections, segments and layers of the citizenry whose freedom and rights have been perceived to be variously curtailed by the deliberate action and inaction of those in authority. Insecurity at border community threatens the peace and social adjustment of members of society and society's development in general. The news media are replete with unsavoury news of different forms of violence and crime. The case and effect of insecurity in Nigeria are reported to have become unprecedented, affecting the activities of all individuals including women and educational institutions in the country, and needing more digitalized approach and system for solution.

Recent happenings as noted by Akintunde and Musa (2016) indicate that whatever forms insecurity manifests, it does disrupt school activities and causes poor school attendance among students. Obiechim, Abam and Nworgu (2016) carried out a survey on perceived impact of school environmental insecurity on teachers' productivity using a descriptive research design with a population comprising 6,089 teachers in 258 public secondary schools in Anambra state, Nigeria. A sample size of 611 teachers was selected through stratified random sampling technique. Mean and rank order was used in answering the research questions while z-test statistical analysis was used to test the hypothesis at 0.05 level of significance. The findings revealed that environmental insecurity disrupt effective teaching, learning and other activities as well as level of overall productivity and threats to the attainment of educational goals.

Bakwai, Yisa & Jega (2014) and Abdullahi (2014) related the incidence of kidnapping, killings, bombings, robbery, political and economic assassination and its psychological and other effects on girls, and their participation in basic primary schools in Northern Nigerian. The authors asserted that in situations of insecurity, female learners are more vulnerable to the menace of such

insecurities and by so doing, their attendance and enrolment is low. When schools are located at a distance which parents believed is far and not safe for the female child, the possibility of them attending those schools is slim. Consistent with this position, it was noted that insecurity in society has made parents especially the northern parents to become over protective of their girl-child and this has untold effect on gender participation in the North (Bakwai and Sarkin-Kebbi, 2015). Insecurity directly and indirectly threatens the education of women calling for reasons why women need be equipped with digital effort to help transform their society. According to Shannon (2017), about 263 million children are out of school, with 202 million of these in secondary schools. 130 million of them happen to be girls. 15 million girls of primary school age estimated never set foot in a classroom. Aramide, Leif and Shannon (2010) citing UNESCO (2008) noted that the children who are not in school are proportionately female, impoverished and rural.

Eleonora, Michele, Vasco and Roberto (2017) held that if education must remain a catalyst capable of distinguishing between animals and human beings and how to adapt to the changing society, every effort worth making must be made to ensure school completion in terrorism dominated area. The Policy (FRN, 2014) places much emphasis on inculcation of national consciousness and unity in diversity on the acquisition of appropriate knowledge, ability skills, competence and self-reliance. In view of the policy statement above, this present author avers that fundamentally digital education could be relied upon to solve the problem of the society. The researcher notes that digital education on its own cannot make the needed impact rather it is the vulnerable group who receives digital education that can use such as instrument for strategic and transformative peace building to ensure effective social adjustment in society. Transformative Peace building would include adding technology to enhance early warning and response efforts, violence prevention, advocacy work, civilian and military peacekeeping, military intervention, humanitarian assistance, ceasefire agreements establishment of peace zones. It has been noted earlier that women exist in all areas of human endeavour, recognizing the need and equipping them along with their male counterparts can further close the inequality gap. <https://www.beyondintractability.org>. Strategies for peace building include; Conflict prevention, Conflict management, Conflict resolution and transformation, Post conflict reconciliation, Peace treaty and agreements between people or country or state. These and more other peace building roles are being assumed because the men

and women involved have received proper education and training to do so. Such training can become enhanced with digitization.

Throughout human civilization, the overriding national objectives of education are (a) intellectual development, which is the cultivation of mental facilities, (b) self-realization, self-knowledge, self-understanding and self-exploration in order to maximize the positive and minimize the negative aspects of the human personality, society and nation (c) Development, mental and physical health (d) Worship (e) character development, which is necessary for just and peaceful society (f) Beauty, appreciation, enjoyment and skills necessary for maintaining life, economic property, political stability and social upliftment (g) Value inculcation (FRN,2014).

Education remains an instrument for change in human knowledge, character and behaviour. It is seen as a process which enables an individual to distinguish between true and false, good or bad, the right and wrong conduct. The purpose of education in sustainable development of the society cannot be over emphasized. Education has potent force and power to impact change in any area of man's life. Hence in terms of security and peace, education for sustainable development (ESD) empowers learners (for example women in education) with knowledge, skills, values and attitudes to take informed decisions and make responsible actions for environmental integrity, economic viability and a just society. ESD is recognized as a key enabler of all sustainable development goals and achieves its purpose by transforming society (UNESCO, 2020). The present study touching sustainable security, peace building and social adjustment aligns with the Sustainable Development Goals (SDGS) number 16 which is, to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and include institutions at all levels. COVID-19 pandemic impact on this SDG number 16 has been in the aspect of increased frequency and intensity of conflicts in countries. Groups and individuals blame others for their situation. The situation is not different in Nigeria, where blames are being traded among the ethnic groups on the groups most incriminated for causing insecurity in the country.

Another issue threatening peace and security had been the high risk of spread of COVID-19 in prisons due to overcrowding (Balkhair, 2020, UNDP, 2020, World Bank, 2020, UNESCO, 2020), most of which remained unresolved and live with us today. Peace building for sustainable security

in Nigeria should be the collective effort of all able men, women and youth, equipped alike with the digital strategies to tackle the challenges. This study's focus is on the role of women in education research in engendering security in the country. This study is pursued with the view to establish the extent to which women play the various roles in education research, sustainable security, peace and building social wellbeing of citizens and society in general.

THEORETICAL FRAMEWORK

The study is anchored on Neil Smelser (1902) structural strain theory that argues that psychological consequences (social adjustment, peace) are created and driven by social factors (insecurity).

LITERATURE REVIEW

Previous literature as reviewed above have shown more opportunities for use of digital platforms, skills for research, peace building, etc being opened more to men. Many women than men express helplessness in operating computer, in handling analysis of data; they lack skills to tap large internet resources, and majority show lack of interest in ICT skills and technologies that many men are flying with. This could be part of the reason of the widening gap of inequality in roles on a daily basis.

STATEMENT OF PROBLEM

The heart cry of the United Nations like any other humanitarian organization is to close the gap of inequality of men and women in every aspect of life, but this is a far cry from our reality in Africa. Which presents us with a problem that needs to be solved especially in this era of digitalization.

RESEARCH QUESTIONS

The following research questions guided the study

1. What is the extent of women utilization of digital educational research tools?
2. what are the types of insecurity experienced in your locality?
3. What is the prevalence of the identified insecurity in your locality?

4. socially how has insecurity impacted on people, business, scheduling and education in your locality?
5. What do you understand by peace building?
6. Can you identify those responsible for peace building in your locality?
7. What level of participation do women have in education research, sustaining security, peace building and social adjustments of persons in your locality?
8. Can you say that participation of women in education research has influenced their roles in sustaining security, peace building, and social adjustments?

METHODOLOGY

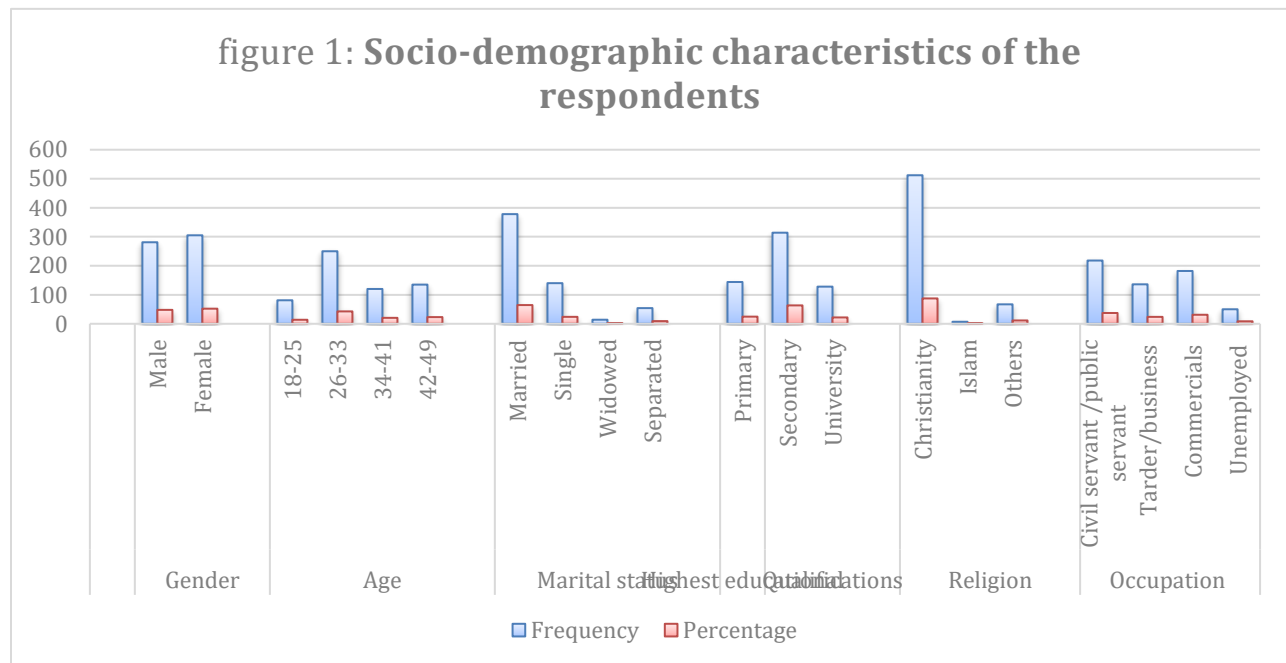
The survey research design was adopted for the study. The study's location is Calabar Urban or Metropolis as popularly referred; comprised of Calabar Municipality and Calabar South Local Government Area of Cross River State. Calabar has common boundaries with Odukpani to the North, Akpabuyo to the north east and Akwa Ibom State to the West and South. The area is economically busy with hotels, restaurants, markets and high-class eateries, shopping malls and other trending small-scale business-like Lotto Nigeria, Naija Bet, Mobile Money Shops. The area has three major transport routes for goods and human transport. These routes are air, land and water. Observation shows that most kidnapers and arm robbers escape through water or land to their hideouts. The nature of recurring incidences in the metropolis of these traces of insecurity informed the researchers' discretion to choose this area of this study. The population of the study covers the people living in Calabar Municipality with population of 179,390 and in Calabar South with population of 191,630 (2006 Census). Both male and female who have attained the statutory age of 18 and above were part of the survey. The sample of the study is 586 with 281 male and 305 female. The purposive and accidental sampling techniques were adopted for the study. Data was collected using a peer reviewed instrument titled 'Sustainable Security Peace Building and Social Adjustment Interview/Questionnaire' (SSP-SADIQ). Descriptive statistics and thematic analysis were used to answer the eight (8) research questions of the study. The selected questions were ones that passed the 50% and above from the themes.

RESULTS**Demographic characteristics of respondents in the study area****Table 1: Socio-demographic characteristics of the respondents**

Variables	Sub- variables	Frequency	Percentage
Gender	Male	281	47.95
	Female	305	52.04
Age	18-25	81	13.82
	26-33	250	42.66
	34-41	120	20.47
	42-49	135	23.03
Marital status	Married	378	64.50
	Single	140	23.89
	Widowed	14	2.38
	Separated	54	9.21
Highest educational Qualifications	Primary	144	24.57
	Secondary	314	63.35
	University	128	21.84
Religion	Christianity	512	87.37
	Islam	7	1.9
	Others	67	11.43

Occupation	Civil servant /public servant	218	37.20
	Trader/business	136	23.80
	Commercials	182	31.05
	Unemployed	50	8.53

Figure 1: Bar Chart of socio-demographic characteristics of the respondents



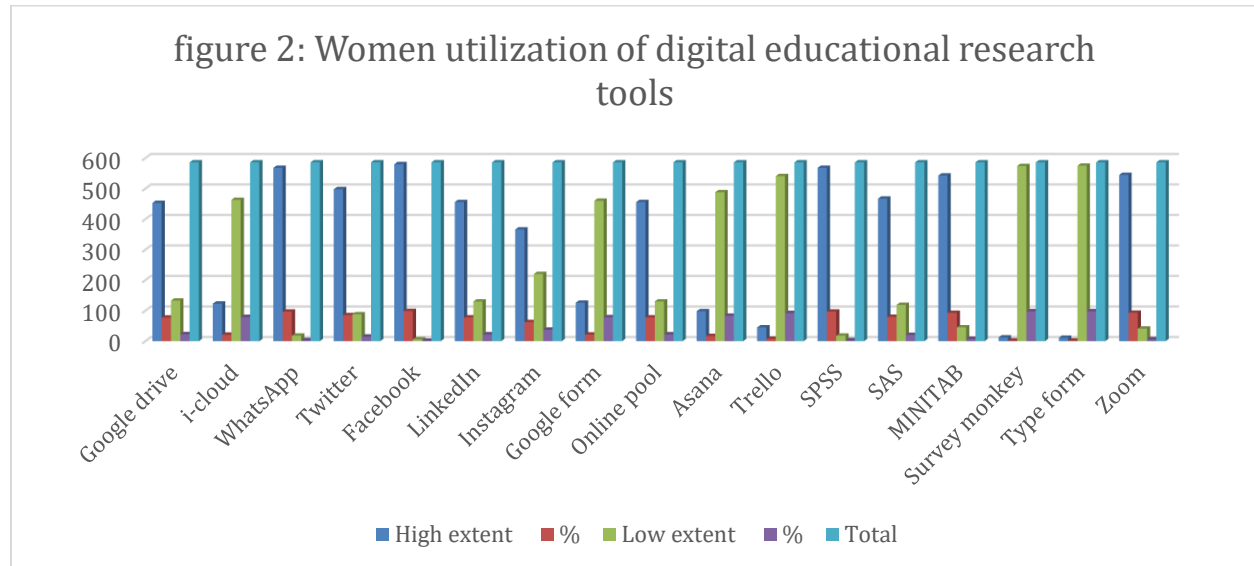
From the results in table 1, female respondents dominated the study 52.04%. With respect to age, 26-33 (42.66%) years were more, followed by 42-49 years 135 (23.03%), while the least of the respondents were those in the categories of 18-25 years 13.82%. The respondents who were married had 378 (64.50%), followed by singles with 140 (23.89%), while the least were those of separated 54 (9.21%). From educational qualification, those who fell in the categories of secondary education were more in number 314 (63.35%), followed by primary education 144 (24.57%). From religious background, Christians in the study had 512 (87.37%), followed by others 67 (11.43%). Finally in terms of occupation, civil servant/public servant outnumbered other occupations in the study 218 (37.20%), the commercials had 182 (31.05%) and the least were the unemployed 50 (8.53%). The results are presented in figure 1.

Research question one: What is the extent of women utilization of digital educational research tools?

Table 2: Women utilization of digital educational research tools

Items	High extent	%	Low extent	%	Total
Google drive	453	77.3	133	22.7	586
i-cloud	123	20.99	463	79.01	586
WhatsApp	568	96.93	18	3.07	586
Twitter	498	84.98	88	15.02	586
Facebook	580	98.98	6	1.02	586
LinkedIn	456	77.82	130	22.18	586
Instagram	366	62.46	220	37.54	586
Google form	126	21.5	460	78.5	586
Online pool	456	77.82	130	22.18	586
Asana	98	16.72	488	83.28	586
Trello	45	7.68	541	92.32	586
SPSS	568	96.93	18	3.07	586
SAS	467	79.69	119	20.31	586
MINITAB	543	92.66	45	7.34	586
Survey monkey	12	2.05	574	97.95	586
Type form	11	1.88	575	98.12	586
Zoom	545	93	41	6.1	586

From the result in table 2, women highly utilized Facebook 580 (98.98%), WhatsApp 568 (96.93%), SPSS 568 (96.93%), twitter 498 (84.98%), MINITAB 543 (92.66%), but have low utilization of Typeform 11 (1.88%), survey monkey 12 (2.05%) Trello 45 (7.68%), Asana 98 (16.72%) and all other forms of digital educational research tools, perhaps not common to them. The results are shown in figure 2.



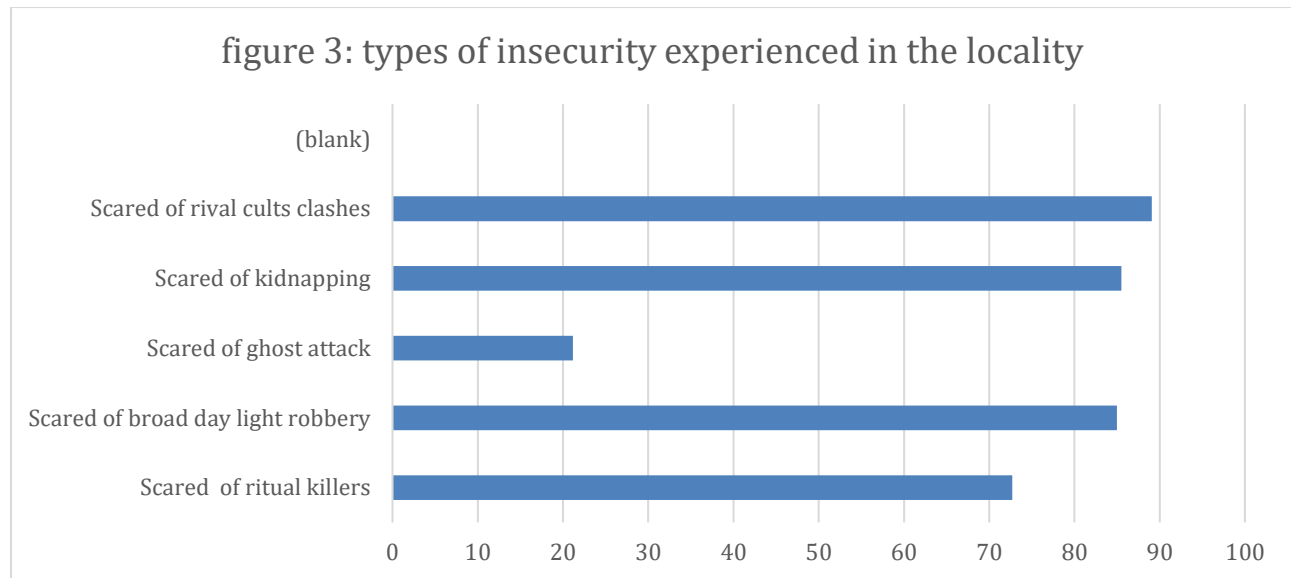
Research question two: What are the types of insecurity experienced in your locality?

Table 3: Thematic analysis shows the following themes and their responses.

Items	Yes	%	No	%	Total
Scared of ritual killers	426	72.70	160	27.3	586
Scared of rival cults clashes	522	89.08	64	10.92	586
Scared of broad day light robbery	498	84.98	88	15.02	586
Scared of kidnapping	501	85.49	5	14.51	586
Scared of ghost attack	124	21.16	462	78.84	586

Table 3 revealed the types of insecurity experienced in the locality. The result shows that those who were Scared of rival cults clashes were more in the study area 522 (89.08%), followed by

scared of kidnapping 501 (85.49%), and the least were those in the category of Scared of ghost attack 124 (21.16%). The results are also shown in figure 3.



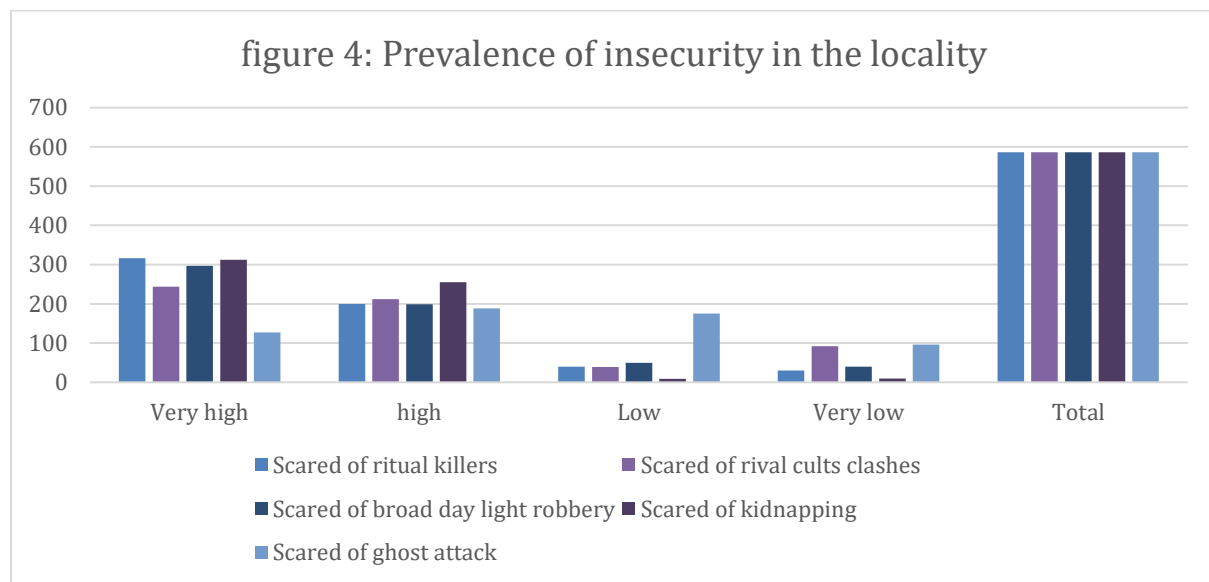
Research question three: What is the prevalence of the identified insecurities in your locality?

Table 4: Prevalent insecurities in the locality

Item	Very high	high	Low	Very low	Total
Scared of ritual killers	316	200	40	30	586
Scared of rival cults clashes	244	212	39	92	586
Scared of broad day light robbery	297	199	50	40	586
Scared of kidnapping	312	255	9	10	586

Scared of ghost attack	127	188	175	96	586
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Table 4 shows the prevalence of identified insecurities in the locality with the highest 316 respondents agreeing that they were scared of ritual killers, followed by Scared of kidnapping 312, and the least were those Scared of ghost attack 127. see the chart showing the results.



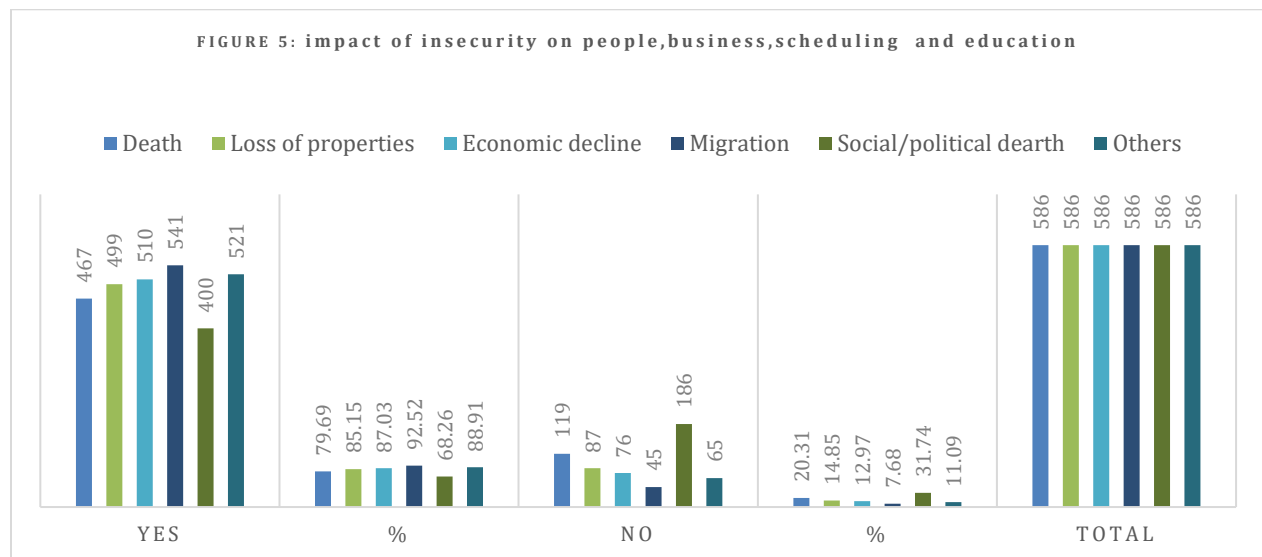
Research question four: socially how has insecurity impacted on people, business, scheduling and education in your locality?

Table 5: Impact of insecurity on people, business, scheduling and education

Relative impact of insecurity	Yes	%	No	%	Total
Death	467	79.69	119	20.31	586
Loss of property	499	85.15	87	14.85	586
Economic decline	510	87.03	76	12.97	586

Migration	541	92.52	45	7.68	586
Social/political death	400	68.26	186	31.74	586
Others	521	88.91	65	11.09	586

Table 5 describes the social impact insecurity has on people, businesses, scheduling and education in the locality. This has been grouped in themes with migration as the top most impact 541 (92.52%), followed by others 521 (88.91%), economic decline 510 (87.03%), loss of property 499(85.15%), death 467(79.69%), social/political effect 400 (68.26%). Results as shown in figure 5.



Research question five: discussed in the next session.

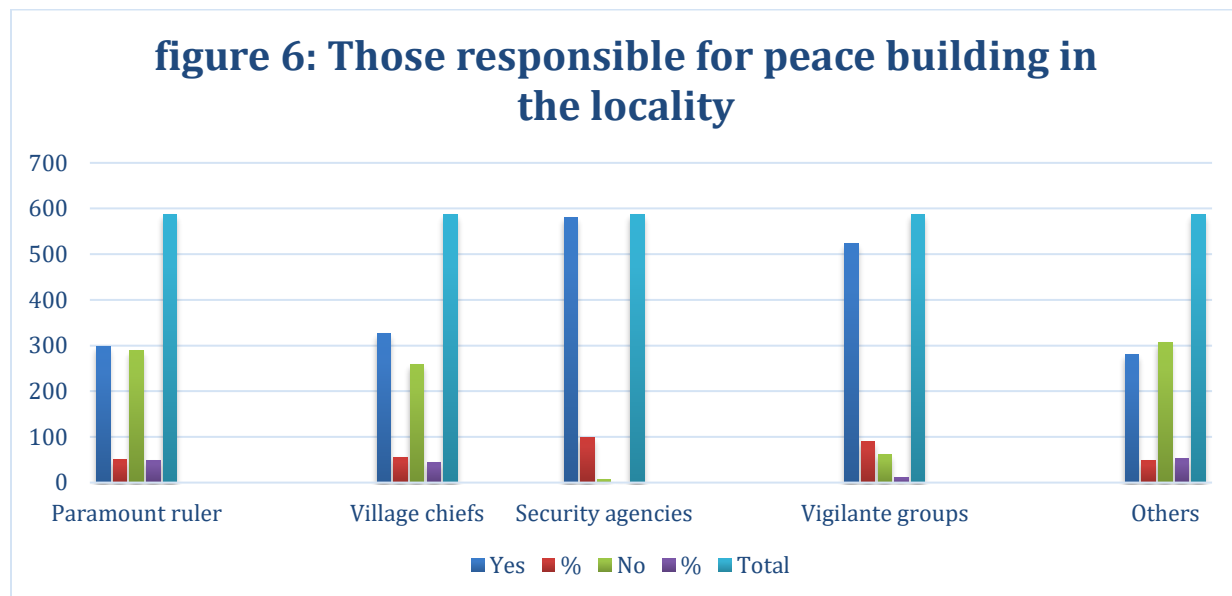
Research question six: Can you identify those responsible for peace building in your locality?

Table 6: Those responsible for peace building in the locality

Peace builders	Yes	%	No	%	Total
Paramount ruler	297	50.68	289	49.32	586
Village chiefs	327	55.80	259	44.20	586

Security agencies	580	98.98	6	1.02	586
Vigilante groups	524	89.42	62	10.58	586
Others	280	47.78	306	52.22	586

Table 6 revealed the percentage of those engaged in peace building in the locality. while security agencies dominated the number, having this 580 (98.98%), vigilante groups with 524 (89.42%), village chiefs 327 (55.80%), paramount rulers 297 (50.68%), all other groups 280 (47.78%) respectively in this order. See the results as presented in the line graph in figure 6.



Research question seven: What is the level of participation of women in research practices, sustaining security, peace building, and social adjustment?

Table 7: Level of participation with respect to research practices, sustaining security, peace building and social adjustment

Items	High	%	Low	%	Total
Participation in educational research	440	75.00	146	25.00	586
Sustaining security	235	40.10	351	59.90	586
Peace building	210	35.84	376	64.16	586
Social adjustment	395	67.41	191	32.59	586

Table 7 shows the perceived level of women role participation in the locality. Participation in educational research accounted for 440 (75.00%), the adjoining roles were social adjustment 395 (67.41%), sustaining security 235 (40.10%) and peace building 210 (35.84%) in that order.

The result is also presented in figure 7.



DISCUSSION OF FINDINGS

The findings as shown in the first research question is that women generally utilized digital tools in research in Calabar urban. However, the extent of utilization has not been found to be high. Some of the digital tools such as Facebook, WhatsApp, SPSS, twitter and Zoom were found to be high in their usage by women researchers, this was however not surprising as most of these tools are for social interaction and majority of women have found them too as useful for extending their businesses online. Contrarily, the use of majority of the digital tools including Trello, asana, google

forms, survey monkey and type forms which are professional research tools were found to be low in their usage implying that though these tools exist women in research are yet to discover their uses and, in some cases, lack the skill to use them. It is difficult to utilize what is not known. These findings corroborate the results of a number of authors who concluded that the use of ICT tools and internet resources for research by women is low (Asim, 2007; Ali, 2009; Archibong, et al, 2010; Joshua, et al, 2015; Amadi, 2015; Idika, 2016). This therefore calls for the need to create more awareness among women researchers towards the use of digital tools.

The findings of this study in research question two as revealed from the thematic analysis of respondents indicated that they feared rival cult clashes type of insecurity most. Other dangerous forms of insecurity revealed by the study are scared of kidnapping, scared of ghost attack, scared of ritual killers and scared of broad day light robbery. This finding goes to confirm the studies of (Olabanji; Bakwai, Yisa & Jega; Abdullahi; 2014; Idika & Dada, 2016; Orji, 2019) which established the different forms of insecurity including kidnapping, robbery, killing, cultism, political assassination and in all these the female learners are the most vulnerable. This underscores the need for the provision of digital tools for females to aid reduce their vulnerability by being able to report live incidents and location in cases of danger.

The findings of this study in research question three, indicated the prevalent insecurity challenges among women researchers in Calabar urban locality. Accordingly, respondents enumerated their prevalence thematically according to high, low and very high, with those in the category of fear of being killed for or kidnapped for rituals, outnumbering the rest of the dangerous and alarming types of insecurity identified in the locality. These results have found support in the findings of Olabanji (2014) who noted the alarming level of insecurity in Nigeria that has fuelled the crime rate and terrorism attacks in different parts of the country leaving unpalatable consequences that act to hinder the nation's progress, growth and economic development. School completion can however be ensured for the girl child and women who are determined irrespective of the level of insecurity especially in the face of the digital e-learning resources (Eleonora et al, 2017; FRN, 2014).

The findings of the research question four that posed as determining socially how insecurity has impacted on people, business, scheduling and education in the locality, thematically found

responses that implied many have lost their lives and property, migration enmasse being the most dominant experience of people in the locality due to insecurity. Others expressed that in social interaction, fear has increased among all people, distrust, apathy, and aggressive tendencies are all consequences of insecurity found in Calabar urban. People devised crude means of self-protection against attack; include use of pepper spray, carrying of penknives; people secured their windows and doors with iron burglary protectors. Infact many households have shown tendency of being more apprehensive in recent times.

It was also perceived by the general public that business owners now close their shops earlier than they used to. The 6pm-6am curfew placed by the government of Cross River did not go well with many business owners because they experienced low sales, low returns to investments and many different ways that have depressed the economy of the locality, needing urgent attention of government and other stakeholders to increase efforts in combating insecurity in the area.

Educationally, many schools experienced school closure especially during the pandemic. Consequently, poor school attendance among students, lateness and absenteeism have come to add to many other effects of insecurity in the school system. These observations align with that of Akintunde and Musa (2016) noted that whatever forms that insecurity manifests, that it disrupts school activities, causes poor school attendance among students. Also, in line with the impact above are the findings of Aramide, Leif and Shannon (2010) citing UNESCO (2008), Shannon (2017), Bakwai and Sarkin-kebbi (2015), Basti and Akin (2008), Ukwai et al, (2019), Emeka et al, (2021), that insecurity has affected a large number of individuals especially women and have subjected them to lack, poverty leaving many with frustrations and unable to live a fulfilled life. This is why the UN and all other voices are calling on women and girls to embrace digital tools to help cope with the present technological age, and to enable them affect their lives and that of the society.

In response to the research question five that demanded the respondents' perception of what peace building meant to them, the responses showed that peace building includes the following: Settling dispute, reconciliation of parties in conflict, promoting dialogue, understanding people's situation and compromise, conflict prevention and living in tolerance. The responses are in tandem with the

strategies of peace building as highlighted earlier (<https://www.beyondintractability.org>), and suggests enhanced training with the use of digital tools for better peace keeping of men and women. It is however, surprisingly observed from the responses of the public that women who have been envisioned in almost all professions could not be significantly linked to the basic role of peace building. This finding could ignite a signal for women to be encouraged with the tools for peace building in Calabar and globally.

The answer to research question six in identifying those responsible for peace keeping in the locality came as a confirmation of the public perception of women in the task of peace building. The responses showed that those that are responsible for peace keeping including the security agencies (as topping all others), vigilante groups, village chiefs/ Ntoes, paramount rulers exposed this role as prerogative of men with just a few adding women among the group identified as others. From the results, it can be noted that the role of women as security agents in peace building is yet to assume significance and the encouragement by way of digitally equipping them to play this role significantly might be one of the many relevance this study will bring to bear in order to continuously close the widening gap of gender inequality. This finding is in tune with general belief in Africa held about the woman that her place is in the 'kitchen and the other room' (President Muhammadu Buhari in one of his speeches, on a lighter mood). Notwithstanding, Balkhair; UNDP; World Bank; and UNESCO;(2020) share same opinion that given the security challenging environment that came with Covid-19 pandemic, peace building for sustainable security in Nigeria should be the collective effort of all men, women and youth in order to sustain an environment that will encourage growth and development.

The answers to the research question seven requiring the respondents' opinion on the participation of women in digital research in education, sustainable security, peace building and social adjustment of persons in the community, indicated that women have been involved in those tasks especially in research and social adjustment where their participation was rated highest. The relatively high performance associated with women in social adjustment is not surprising as this role can obviously be linked with the basic duty of a woman at the home level which is concerned with ensuring the adjustment and survival of the home. Further, many persons including women

are grossly undertaking research activities for the focus of appraisal and promotion. This however, is a limited focus that through adequate enlightenment and provision of digital supports can be addressed by policy makers and enforcers. However, their rating in peace building further reflects the need to ensure more presence of women and encouraging them with new technologies needed to function effectively in this field. This finding has drawn adequately from the results of previous researchers who indicated that a major way to improve research in education is through adherence to new technologies and empowerment by way of funding, training, retraining in workshops and other forums (Idika, Idaka and Ukpore, 2012; Asim, 2007, Archibong et al, 2010, Amadi, 2015).

The respondents' answers to research question eight as deduced from table seven showed that participation of women in digital research in education has influenced their participation in other roles including sustainable security, peace building and social adjustment of persons in their communities. Through their research practices in education, women gain the truth that makes them knowledgeable, bold, confident and outspoken to negotiate peace in their family, community and their society at large. It is for this reason that research in education has been described and pursued by many nations as a veritable tool for national development (Idika, Orji and Idika), and can be an effective means of bridging the gap of gender inequality especially as more and more women accept the call for digital literacy.

CONCLUSION

The purpose of this study was to explore public perception of role of women in digital research in education, sustainable security, peace building and social adjustments among communities in Calabar Urban, Nigeria with the aim to position women for greater role in future. The study found that women participate in research in education and this task has influence on the other roles played by women especially in social adjustments. The extent of use of a good number of digital tools for research is low in the area. With the different insecurity forms found to exist in Calabar causing identifiable grave impacts in the locality, the study however, notes that the respondents believed that fostering innovative research in education among women can influence future participation in helping to stem the tide of insecurity and engendering the building and sustenance of peace as well

as enhancing adjustment of persons in the society. The study concludes that the public perceives the role of women in digital education research as critical in fostering sustainable peace, security and social adjustment.

RECOMMENDATIONS

Perception can be a reality. Therefore, this study recommended the following:

- i. Some digital platforms are paid platforms, so government, the offices where women work and other stakeholders can pay for premium services so they can have access to all the digital tools for researchers.
- ii. Government and International agencies can invest in training programmes for women to learn how to effectively use, just like their male counterparts some or most of these digital tools.
- iii. Provisions for empowerment of women with both digital skills of research and digital resources to enhance their roles as education researchers. Creating awareness of new technologies among women through training platforms including regular workshops, in-service training, seminars and conferences by Stakeholders (Govts, Managers of schools/Institutions, NGOs/ Private Agencies, International Agency Sponsorships, Collaborations).
- iv. ICT tools deployment to Women Centres including laptops, adequate provision of internet services and other facilities to encourage women and girls and to sustain their interest and effort in the digital sphere.
- v. Government should encourage the adoption and use of these digital tools by women and other custodians of peace building in Calabar to help them in the best digital way in combating the various insecurities identified in their areas. Women can be able to keep loved ones updated on their locations, and transmit live videos of happenings in real time.
- vi. Education / training programmes for women in peace building should be organized to acquaint them on how to negotiate peace in the study area.
- vii. There is need to address digital devices that otherwise act as barriers to inclusion and to deploy the internet of things in areas such as peace keeping and security.

viii. Government has a key role to play in providing women with the right skills to enable them face the competition and succeed in the digital economy, while also ensuring their safety in the internet space.

The key issue of gender inequality or status in connection with the variables of study, will be a thing of the past if they are sufficiently empowered to keep pace with their male counterparts in gaining the high-speed networks for growth.

ix. Proactive involvement of government in addressing all issues that affect women full participation in research, security, peace building and social adjustment of persons in their communities e.g., in the betterment of all women as rightful citizens of Nigeria.

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