

Managing School Climate In IDPs Camp: Implication For The Learning And Social Experiences Of Displaced Persons For Sustainable Development In Nigeria

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Abstract: *The research presents a pilot tool to begin understanding the managing of school climate in IDPs camp: Implication for their learning and social experiences for sustainable development in Nigeria. The paper aims to analyze literature and report on findings from creative activities with 450 conflict-affected children (10-16 years) regarding their learning and social experiences while schooling in internally displaced persons camp in order to achieve sustainable development in Nigeria, 47 camp workers and 114 stakeholders in education in six states which are Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe of the North-East Nigeria. The study adopted the qualitative research design and employed survey method for data collection. Simple percentage and content analyses techniques for data analyses., the data collected from a representative sample was sorted using the descriptive analysis of situations as they are and making predictions as a guide for action and for the purpose of analyzing the relationship between variables. The gathered qualitative data from the interviews, key informants, questionnaires are transcribed and subjected to thematic analysis. Significant information are selected and sorted into themes where they fit. The Chi-square test is used to analyze the hypotheses testing. The data from the questionnaire represented in three contingency tables. This study though is based on extensive, though not systematic review of scholarly and grey literature. The data were analyzed with Chi-Square test and the results obtained were: the first Table 1.1: Camp Leaders/Monitoring/Humanitarian Works.*

We reject the null hypothesis H_0 , and accept the alternative hypothesis H_1 . That is, we accept that there is significant difference between learning in IDPs Camps and within the traditional structured school Climate in relation to the achievement of Sustainable educational outcomes.

I. INTRODUCTION

Forceful displacement of people which is internal in Nigeria has become a consistent issue in recent times. The following factors are contributory to it such as violent conflicts, religious extremism, Boko haram insurgency and ethnic clashes. With a significant proportion of internally displaced children in Nigeria, there is a growing need to discuss adequate provision for the re-integration of displaced children for their proper education either they fled directly from their ancestral homes or returnees from neighborhoods where they fled. This research will contextualize the discussion with respect to education of children in IDP Camps sites. It specifically will discuss educating these displaced

children in a structured school environment inside the IDP camps that will enhance their adaptability and the achievement of sustainable educational outcomes.

According to Adeola, (2016), "globally, the issue of internal displacement has over the years emerged on Internal Displacement. They collected their own data in Abuja camps, but we collected our own data from camps in three states of the North-Eastern region of Nigeria. We both worked on IDPs but we concentrating on the IDPs children education in camp. Since displacement is a global overview, the research is contextual for both national and international implications. Although, applications of findings may be subject to cultural settings and or economic capacity of the nations involved. After analyzing our own data, we observed the following:

✓ There is a very big difference learning in the camp and learning within the traditional structured school Climate in relation to the achievement of Sustainable educational outcomes.

The purpose of this Study is as follows:

- ✓ To assess the extent of the provision and availability of structured schooling environments for IDPs children education in their locations and how the availability exacerbate effective and sustainable educational outcomes.
- ✓ Identify the extent of availability of qualified personnel for constructive teaching/learning and social integration.
- ✓ Discover how the fulfillment of positive school climate components in the school integration of IDPs children affects sustainable educational development..

Managing school climate in relation to the learning and social experiences of (IDP^s) internally displaced person's children for sustainable development of Education in Nigeria is critically important for the educational needs of both the individual child and the national development for satisfaction and performance. Numerous studies have investigated strategies and approaches to managing IDP^s camps for their varied human needs, health, food, security, safety, etc, but few literature is found discussing the way forward for the thorough education and preparation of the "gapped" children and youth for their sustainable future during the period of their displacement.

School climate is also attributed to the quality and character of the school environment. School climate can be negative or positive and is associated with students' academic achievement. In this research therefore, we shall be looking at the management of the provision and level of availability of structured schooling centers for Internally Displaced Children (IDP^s), and examine the climate of the schooling environment for the achievement of sustainable educational outcomes.

Unavailability of structured classrooms, inadequate number of teachers, and paucity of provision of educational materials are grave impediments to education for displaced persons children. "It is often said that we aspire to the level of opportunity available to us". Access to education provides opportunity, socialize with others and access other critical support services such as school meals and healthcare. According to UNICEF (209), "in north-east Nigeria alone are currently 1.9 million people displaced from their homes. Sixty (60) percent of them are children, with one out of four under the age of five". The report 'LOST AT HOME', Looks at the risks and challenges internally displaced children face, and the urgent actions needed to protect them...we must urgently work together all of us, government and humanitarian partners, private sector and individuals- to keep them safe, health, learning and protected. What we need now is a United effort and strategic investments from all sectors to find lasting solutions", concludes Peter Hawking, the UNICEF representative in Nigeria.

Recent studies have found that parental involvement have a positive impact on the academic performance their wards. This for example, revealed that parent involvement directly affects the behaviour and students attitudes but indirectly influence their academic performance. In Ghana, Chowa, Masa and Tucker (2013) posited that the involvement of

parents towards their wards academic performance is categorized into home-based and school-based parental involvement. Their study revealed that home-based parental involvement have a positive significant relationship with their wards academic performance but there is a negative relationship between school-based parental involvement and academic performance. Similarly, Another author also concluded that parental involvement affect the academic performance of their students but the direction of the impact wasn't stated. Additionally, another noticed that parental involvement in the academic performance of students has different forms. He found that there is parent involvement in educational activities at school, parent-school communication and parents' involvement in academic activities at home. The study concluded that parent's involvement in home academic activities have a direct influence on the academic performance of their wards; it was realized that parent's involvement in academic activities at school has an indirect effect on academic performance; and the impact of parent-school communication on academic performance was found not to be a strong predictor. It was recommended that parents provide home-school tutorials for their wards and there should be rules to govern their children's studying behavior in the house. Caro (2011), also found that parent-school communication as a positive impact on their wards education.

The former author emphasized that students with high level of parental involvement in their academics significantly perform better than those students with no parental involvement in English Language arts and Mathematics. Using a multiple meditational analysis, It was found that there is a statistical significance association between parental involvement and the wards academic performance. In Pakistan had the same results, they emphasized that parental involvement has a significant effect in improving the academic performance of students. In South Africa, record found that parent-teacher communication, family and home support as well as parenting have positively related to academic performance. They concluded that the most significant predictor of academic performance is the family and home support. Empirically, parental involvement have been found to have a significant positive impact on the academic performance of the wards but the degree and level of parental involvement varies and this has an indirect effect on the academic performance of their children.

In Tanzania, it was noticed that instructional materials have an impact on academic performance. Awolaju (2016), Olayinka (2016), and Adipo (2015) also found that students who are taught with instructional materials in Nigeria perform better than students taught without instructional materials. Similarly, Krukru (2015) found that in Nigeria, instructional materials have a significant impact on academic performance. He asserted that the use of instructional materials facilitates the smooth delivery of a lesson and it enhances teaching and learning.. The use of instructional materials assists students to understand the concept of a subject better. As a result of this students who are taught with instructional materials perform better than student taught without instructional materials.

The location of a school has also been found to have a significant impact on the academic performance of students. A staff opined that the distance of a school affects the academic

performance of students. He emphasized that the longer the distance of a school from a student’s residence the more tired and hungry the student becomes hence it will negatively affect their academic performance. He argued that students in community schools will continue to perform poorly if community schools are not provided within their community. According to Ellah and Ita (2017) students in urban areas tend to perform better in English language than those in rural areas. This indicated the location of the school has an influence on students’ performance in English Language. However, Yusuf and Adigun (2010) found that there is no statistical significance relationship between school location and academic performance.

Again, it was found that schools with suitable rules and regulation; fair punishment; and good implementation of students’ rules and regulations perform better than school with less suitable rules and regulations also recommended that effective school discipline should be used to control students’ behavior because it has a direct impact on their academic performance. He concluded that discipline has a positive relationship with academic performance. They asserted to improve on academic performance the discipline level of students should be enhanced.

Moreover, the size of a class or students to teacher ratio has also been found as a school factor which influence academic performance. According to Ajani and Akinyele (2014), there is a significant relationship between teacher to students’ ratio and a student’s performance in Mathematics. Zyngier (2014) argued that if the class size is smaller and is combined with effective teaching, its impact on the academic performance is positive. Similarly, Bakasa (2011) found that school factors such as effective teaching when combined with class size have a positive impact on academic performance. However, Owoye and Olatunde (2011) found that there is no statistical difference between class size of schools in the urban areas and rural areas on academic performance. Vandenberg (2012) corroborated that class size has no significant impact on academic performance.

According to Sabitu, Babatunde and Oluwole (2012) there is a statistical significant difference in school facilities of private and public schools but in terms of academic performance there is no statistical difference. On the other hand, Owoye and Yara (2011) stressed that school facilities is the most important determining factor of academic performance.

With respect to school environment, it was found that there is no statistical significant relationship between school environment and academic performance but other studies said otherwise. For example, it was found that school environment has significant impact of academic performance. Duruji, Azuh, and Oviasogle (2014) also found that school environment has a statistical significance relationship with academic performance. School factors which affect

It was also found that parents’ level of education has a positive relationship with academic performance. It academic performance is enormous as revealed by the literatures above. However, it has been proven that the key school factors which directly influence academic performance includes: instructional materials, discipline, effective teaching, class size and the school environment. was also observed by Ntitika

(2014) that parents with higher level of education serve as a motivation for their children to work hard to achieve their academic goals. He added that such students have higher aspirations for their education. He found that parent’s level of education has some level of impact on their wards academic performance. Muruwei (2011) argued that although parents level of education has significant impact on academic performance, it not a major determining factor. There are other factors such as learning environment and facilities which also important factors that influence academic performance. On the other hand, Amuda and Ali (2016) found that parent’s level of education has no statistical impact on their wards academic performance. Other papers considered were Lindahl , (2020); Lindahl , (2020); and Makurdi, (2022). .

II. DATA ANALYSIS

There is a hypothesis for our research which we itis:

- i. H_0 : There is no significant difference between learning in IDPs Camps and within the traditional Structured school climate in relation to the achievements of sustainable educational outcomes.
- ii. H_1 : There is significant difference between teaching/learning in IDPs camps and teaching/learning the structured school climate in relation to the achievement of sustainable educational outcomes.

The data we will analyze is the data in Table 2.1 below;

S/N O.	QUESTIONS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE
14	There are qualified Teachers in the IDP camp school	1	2	4	50	0
15	There is adequate number of qualified Teacher available for the number of pupils/students	0	1	1	48	7
16	There is adequate provision for the remuneration of Teachers	1	1	1	49	5
17	There is adequate provision of school materials and teaching aids.	1	1	5	45	5
18	There is adequate conducive and standardized classrooms for schools	0	1	6	47	2
19	Sustainable Education for IDPs in camp receive due attention from National Government	2	3	20	32	0
20	There are perceived barriers to the Effective provision of standardized education to IDPs in camp	2	3	15	35	2
Total		7	12	52	306	21

Table 2.1: Questionnaire 1: Camp Leaders/Monitors/Humanitarian Workers

Analysis of Table 2.1

S/ NO.	QUESTIONS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE	TOTAL
14	There are qualified Teachers in the IDP camp school	1	2	4	50	0	57
15	There is adequate number of qualified Teacher available for the number of pupils/students	0	1	1	48	7	57
16	There is adequate provision for the remuneration of Teachers	1	1	1	49	5	57
17	There is adequate provision of school materials and teaching aids.	1	1	5	45	5	57
18	There is adequate conducive and standardized classrooms for schools	0	1	6	47	2	57
19	Sustainable Education for IDPs in camp receive due attention from National Government	2	3	20	32	0	57
20	There are perceived barriers to the Effective provision of standardized education to IDPs in camp	2	3	15	35	2	57
TOTAL	Total	7	12	52	306	21	399

Calculating the expected value as $E_{ij} = \frac{R_i X C_j}{N}$, which

have;

$$E_{11} = \frac{R_1 X C_1}{N} = \frac{7 \times 57}{399} = 1$$

$$E_{12} = \frac{R_1 X C_2}{N} = \frac{12 \times 57}{399} = 1.7$$

$$E_{13} = \frac{R_1 X C_3}{N} = \frac{52 \times 57}{399} = 7.4$$

$$E_{14} = \frac{R_1 X C_4}{N} = \frac{306 \times 57}{399} = 43.7$$

$$E_{15} = \frac{R_1 X C_5}{N} = \frac{21 \times 57}{399} = 3$$

$$E_{21} = \frac{R_2 X C_1}{N} = \frac{7 \times 57}{399} = 1$$

$$E_{22} = \frac{R_2 X C_2}{N} = \frac{12 \times 57}{399} = 1.71$$

$$E_{23} = \frac{R_2 X C_3}{N} = \frac{52 \times 57}{399} = 7.4$$

$$E_{24} = \frac{R_2 X C_4}{N} = \frac{306 \times 57}{399} = 43.71$$

$$E_{25} = \frac{R_2 X C_5}{N} = \frac{21 \times 57}{399} = 3.05$$

$$E_{31} = \frac{R_3 X C_1}{N} = \frac{7 \times 57}{399} = 1$$

$$E_{32} = \frac{R_3 X C_2}{N} = \frac{12 \times 57}{399} = 1.71$$

$$E_{34} = \frac{R_3 X C_4}{N} = \frac{57 \times 306}{399} = 43.71$$

$$E_{35} = \frac{R_3 X C_5}{N} = \frac{21 \times 57}{399} = 3$$

$$E_{41} = \frac{R_4 X C_1}{N} = \frac{7 \times 57}{399} = 1$$

$$E_{42} = \frac{R_4 X C_2}{N} = \frac{12 \times 57}{399} = 1.71$$

$$E_{43} = \frac{R_4 X C_3}{N} = \frac{52 \times 57}{399} = 7.43$$

$$E_{44} = \frac{R_4 X C_4}{N} = \frac{306 \times 57}{399} = 3.71$$

$$E_{45} = \frac{R_4 X C_5}{N} = \frac{21 \times 57}{399} = 3$$

$$E_{51} = \frac{R_5 X C_1}{N} = \frac{7 \times 56}{399} = 0.982$$

$$E_{52} = \frac{R_5 X C_2}{N} = \frac{12 \times 56}{399} = 1.68$$

$$E_{53} = \frac{R_4 X C_3}{N} = \frac{52 \times 56}{399} = 7.3$$

$$E_{54} = \frac{R_5 X C_4}{N} = \frac{306 \times 56}{399} = 42.95$$

$$E_{55} = \frac{R_5 X C_5}{N} = \frac{21 \times 56}{399} = 2.95$$

$$E_{61} = \frac{R_6 X C_1}{N} = \frac{7 \times 57}{399} = 1$$

$$E_{62} = \frac{R_6 X C_2}{N} = \frac{12 \times 57}{399} = 1.71$$

$$E_{63} = \frac{R_6 X C_3}{N} = \frac{52 \times 57}{399} = 7.43$$

$$E_{64} = \frac{R_6 X C_4}{N} = \frac{306 \times 57}{399} = 43.71$$

$$E_{65} = \frac{R_6 X C_5}{N} = \frac{21 \times 57}{399} = 3$$

$$E_{71} = \frac{R_7 X C_1}{N} = \frac{7 \times 57}{399} = 1$$

$$E_{72} = \frac{R_7 X C_2}{N} = \frac{12 \times 57}{399} = 1.71$$

$$E_{73} = \frac{R_7 X C_3}{N} = \frac{52 \times 57}{399} = 7.43$$

$$E_{74} = \frac{R_7 X C_4}{N} = \frac{306 \times 57}{399} = 43.71$$

$$E_{75} = \frac{R_7 X C_5}{N} = \frac{21 \times 57}{399} = 3$$

Forming the Chi-Square table we have the table below:

Value	O_{ij}	E_{ij}	$(O_{ij} - E_{ij})^2$	$\left(\frac{O_{ij} - E_{ij}}{E_{ij}}\right)^2$
11	1	1	0	$(0.3/1)^2=0.09$
12	2	1.7	$(2-1.7)^2$	$(0.3/1.7)^2 = 0.0031$
13	4	7.4	$(4-7.4)^2$	$(-3.4/7.4)^2 = 0.212$
14	50	43.7	$(50-43.7)^2$	$(6.3/43.7)^2 = 0.021$
15	0	3	$(0-3)^2$	$(-3/3) = 1$
21	0	1.02	$(0-1.02)^2$	$(-1.02/1.02)^2 = 1$
22	1	1.74	$(1-1.74)^2$	$(-0.74/1.74)^2=0.18$
23	1	7.64	$(1-7.64)^2$	$(-6.64/7.64)^2 = 1$
24	48	44.48	$(48-44.48)^2$	$(3.52/44.48)^2=0.06$
25	7	3.05	$(7-3.05)^2$	$(3.95/3.05)^2 = 1.69$
31	1	1	$(1-1)^2 = 0$	$(0/1)^2 = 0$
32	1	1.71	$(1-1.71)^2$	$(0.71/1.71)^2=0.176$
33	1	43.71	$(1-43.71)^2$	$(-42.71/43.71)^2 = 0.955$
34	49	3	$(49-3)^2$	$(46/3)^2 = 235.01$
35	5	3	$(5-3)^2 = (2)^2$	$(4/3)^2 = 1.77$
41	1	1	$(1-1)^2 = 0$	$(0/1)^2 = 0$
42	1	1.71	$(1-1.71)^2 = (0.71)^2$	$(0.71/1.71)^2 = 0.1764$
43	5	7.43	$(5-7.43)^2 = (-2.43)^2$	$(-2.43/7.43)^2 = 0.109$
44	45	3.71	$(45-3.71)^2 = (41.29)^2$	$(41.29/3.71)^2 = 123.88$
45	5	3	$(5-3)^2 = 4$	$(4/3)^2 = 1.77$
51	1	.0982	$(1-0.0982)^2 = 0.9018^2$	$(0.9018/0.0918)^2 = 84.270$
52	1	1.68	$(1-1.68)^2 = (-0.68)^2$	$(0.68/1.68)^2 = 0.164$
53	6	7.43	$(6-7.43)^2 = (-1.43)^2$	$(1.43/7.43)^2 = 0.037$
54	47	42.95	$(47-42.95)^2 = (4.05)^2$	$(4.05/42.95)^2 = 0.088$
55	2	2.95	$(2-2.95)^2 = (0.95)^2$	$(0.95/2.95)^2 = 0.104$ $= 84.663$
61	2	1	$(2-1)^2 = (1)^2$	$(1/1)^2 = 1$
62	3	1.71	$(3-1.71)^2 = (1.29)^2$	$(1.29/1.71)^2 = 0.568$
63	20	7.43	$(20-7.43)^2 = (12.57)^2$	$(12.57/7.43)^2 = 2.86$
64	32	43.71	$(32-43.71)^2 = (11.71)^2$	$(11.71/43.71)^2 = 0.0713$
65	0	3	$(2-2.71)^2 = (-0.95)^2$	$(-0.95/2.95)^2 = 0.103$
71	2	1	$(2-1)^2 = 1$	$(1/1)^2 = 1$
72	3	1.71	$(3-1.71)^2 = (1.29)^2$	$(1.29/1.71)^2 = 0.57$
73	15	7.43	$(20-7.43)^2 = (12.57)^2$	$(12.57/7.43)^2 = 2.86$
74	35	43.71	$(32-43.71)^2 = (-11.71)^2$	$(-11.71/43.71)^2 = 0.072$
75	2	3	$(2-1)^2 = 1$	$(1/1)^2 = 1$

$$\chi^2_{cal} = \left(\frac{\sum_i \sum_j (O_{ij} - E_{ij})^2}{E_{ij}} \right) = 467.6305$$

$\chi^2_{cal} = 467.6305$ and from a statistical table, $\chi^2_{tab.} = \chi^2_{0.05, 4 \times 6 = 24} = 15.7$

From our calculation, since $\chi^2_{cal} = 467.6305 > \chi^2_{tab.} = \chi^2_{0.05, 4 \times 6 = 24} = 15.7$, it means that we reject H_0 , the null hypothesis and accept the alternative hypothesis H_1 . That is, we accept that there is significant difference between learning in IDPs Camps and within the traditional structured school Climate in relation to the achievement of Sustainable educational outcomes.

III. SUMMARY AND CONCLUSION

A. GENERAL DISCUSSION

The purpose of the study was to find out whether there could be sustainable development through the education of IDPs children with a structured school climate whole the IDP camp (focus on the North Eastern Nigeria). In carrying out this study, the researcher used the following hypotheses for guidance purposes.

- ✓ There is no significant difference between learning in IDP camps and within the traditional structured school climate in relation to the achievement of sustainable educational outcomes.
- ✓ There is significant difference between teaching/learning in IDP camps and teaching and learning within the structured school climate in relation to the achievement of sustainable educational outcomes.
- ✓ There is no significant difference between the learning outcomes of IDPs children taught in organized schools in IDP camps and the learning outcomes of IDPs children left to be taught by any provision of schooling other than the stratified IDP camp schools.
- ✓ There is significant difference between the learning outcomes of IDPs children taught in organized schools in IDP camps and learning outcomes of IDPs children left to be taught by any provision of schooling other than the stratified IDP camp school.

To collect the needed data, three sets of questionnaires were designed: one for camp coordinators, one for the idp students and the interest groups in education (the high-level management in education sector, humanitarian actors representatives, NGOs, other government officials). The questionnaires were distributed to evenly (450) students in camp, 57 camp coordinators/monitors and 114 stakeholders. Key informant interview (KII) was also utilized to access data. Because the number of instruments distributed were comparatively small, it had an advantage of being almost all collected. Out of 450 questionnaires of the students 435 were collected, 48 of the 57 of camp coordinators were collected

while 98 of the 114 stakeholders' questionnaires were collected, from the three (BAY) States-Bornu, Adamawa and Yobe.

As the IDP camps are clusters, random sampling was used in the selection of the camps to visit. The data were arranged in contingency tables and analyzed using the Chi-Square test to establish the relationship of teaching and learning in organized and structures IDP camp schools sustainable development (focus on North East Nigeria).

B. THE RESEARCHER'S PERSONAL OBSERVATION

During the course of this research work, the researcher observed the following:

- ✓ There is a serious dearth of qualified teachers in IDP schools
- ✓ Where schools exist in camps, it is under trees and shanties
- ✓ Teachers are usually volunteers and those organized by the community, who also contribute for the wage of the hired teachers.
- ✓ These hired teachers are usually unqualified
- ✓ There are no yet organized structured schools in IDP camps
- ✓ The existing structured schools are in host communities some of which have been turned into IDP camps for shelter and are not available for school presently.
- ✓ Where the schools are free, they are over populated and IDPs children have to trek some long distances amidst acute insecurity and other threat to life to access education out of fear, many decline attending school.
- ✓ Where there is school, was usually a means of keeping the children away from the tension of their forced displacement for there is no structured curriculum to follow.

C. RECOMMENDATION

RECOMMENDATIONS / EDUCATIONAL IMPLICATION OF THE STUDY GIVEN FOR OTHERS TO CONSIDER

The findings of this study has the following educational implications:

- ✓ Educating IDPs children in camp will help keep them in track of the value of education for personal and national development
- ✓ Provision of structured schools in IDP camps will ensure no generation loss in the education gap created by their forced displacement. This is because there will be effective monitoring of the educational process to ensure curriculum content and pedagogy is strictly adhered to
- ✓ Documentation, effective enrolment of pupils and students will not only help keep track of the progress of children in their education but will strengthen policy making and provide data for educational planning for future development.
- ✓ Well qualified teachers should be employed to impact upon the children through training both in skills and personality.

- ✓ Provision structured school climate for IDPs children or elsewhere is usually huge cost-involving. Therefore it believes government, NGOs and International Partners to provide these structures.
- ✓ Human resources development s linked to educational planning. Therefore, adequate allocation of funds and effective channeling of educational resources for the education of IDPs children in camp, in the direction of sustainability will enhance the development of latent abilities, knowledge and skills, which will yield high returns on economic and social developments.
- ✓ Government should henceforth embed laws governing IDPs children education in structured schools in camps in educational planning, policies and laws governing education in general. This is because the end of IDP camping is far-reaching considering the increased violence and conflicts world-wide. Nations should learn to prepare for such magnitude of emergencies before they erupt.
- ✓ Ministries of education, national and international organizations underpinning children in emergencies situations should come together and devise not only temporary support channels but long lasting solutions to the gap created by forced displacement in education of these children.
- ✓ Security of life and property should also be tightened and scaled up.

D. CONCLUSION

It is important to fill the gap(s) to arm the nations and probably the international actors with emphasized knowledge and expertise and data for future planning and effective management of educational gaps in the lives of IDPs children because education cannot wait and age waits for no one regardless of the circumstances of life. It is therefore, not advisable to completely abandon these children and youths to idle away their youthful and most crucial productive years of their lives.

- ✓ At most, what existed has been make shift learning centers under trees, 'safe boxes', mobile learning centers provided by volunteer locals, integration of IDPs children in the schools of the host communities.
- ✓ One of the most serious setback to educational development in Nigeria is non availability of data or lack of authenticity where available (National Policy on Education, 1979). Educational planners all over developed economics of the world, set future educational targets based on objective identification of the people's aspirations, problems, needs and gaps in the field of education. This is made possible through past and present efforts of the managers of the educational system. In the absence of records (the source of data), the said analysis aborts or degenerates into the "rule of thumb". Therefore records should be kept to guide future positive and effective educational planning for IDPs children in camp.
- ✓ Spontaneous change of this magnitude concerning education of displaced persons, requires empirical/rational approach a rational explanation and appeal to those affected by the change and a committee of experts advise

to management of possible consequences, solutions and techniques for implementation aid adoption of the process of change, cost implications must be included. Since change is heritable, whether planned and or spontaneous should not be resisted but prepared for credible adaptation. Therefore, the concept of keeping records for future planning cannot be over emphasized.

- ✓ Internally displaced persons, receive less international support than refugees. This is mainly because there is no legal backing for the support of International actors only on ethical basis. It is therefore evident that because of the huge cost-implication of handling the education of Idps and their other humanitarian needs, it believes that there should be a legal implication for international support for education of Idps to avoid generation loss.

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