Available online www.unicrossjournals.com

JOURNAL OF CONTEMPORARY RESEARCH (JOCRES)

RESEARCH ARTICLE VOL. 3 (3) ISSN:2814-2241

Date Published: September 30, 2024

Pages 199- 209

ASSESSMENT OF HIGHER BASIC TEACHERS' VIEWS ON INFUSING SELF-CURRICULUM TO MITIGATE YOUTHS' VULNERABILITY TO HUMAN TRAFFICKING.

[1]Egbai, Julius Michael, [2]Eke, Ogbu Eke

[1]Department of Educational Foundations, University of Calabar, Calabar, Nigeria

[2]Dept. of Curriculum & Instruction, Alvan Ikoku University of Education, Owerri, Imo State, Nigeria.

E-mail:juliegbai@gmail.com **Phone: +2348034504311. 0000-0001-9259-1087**

Abstract

This study explores the perspectives of higher basic education teachers on integrating self-value and anti-human trafficking principles into the civic education curriculum as a strategy to reduce youths' vulnerability to human trafficking. The research involved 101 public higher basic education teachers from Umuahia North and Umuahia South Local Government Areas in Abia State. Utilizing Cronbach's alpha coefficient, the reliability test score was determined to be 0.76, indicating a high level of internal consistency among the survey items. The findings indicate that teachers generally hold positive views about the effectiveness and feasibility of these curriculum integrations. They see these measures as vital in reducing the risk of human trafficking among youths and in supporting broader educational goals for sustainable development. Despite recognizing some challenges, such as issues related to curriculum implementation and teacher motivation, these were considered manageable. The study suggests that relevant authorities should develop and implement training programs for higher basic teachers. These programs would aim to enhance teachers' knowledge, skills, and confidence in delivering education focused on self-value and anti-human trafficking within the civic education framework. Additionally, these programs should offer practical strategies for integration and provide ongoing support to address any challenges faced during implementation.

Key words: Higher basic, self-value, anti-human trafficking, Civic education, vulnerability

1.0 Introduction

Human trafficking is a complex and persistent issue that affects millions worldwide, and Nigeria is no exception. As a country, Nigeria plays multiple roles in the trafficking network, serving as a source, transit, and destination for victims (International Labour Organization, 2020; Ugonna, Nkemjika, Eke & Ofoegbu, 2022). The International Labour Organization (ILO) has identified Nigeria as one of the top ten countries with the highest prevalence of human trafficking, highlighting the urgent need for effective interventions. Among those most at risk are Nigerian youths, who often face socio-economic challenges such as

poverty, lack of education, and unemployment, making them particularly vulnerable to trafficking (Adebiyi, 2018; International Labour Organization, 2020; Arum & Oluwaleye, 2018). Additionally, Nigeria's geographical location, with its porous borders and extensive coastline, exacerbates the problem by facilitating trafficking activities, including recruitment, transportation, and exploitation of victims both within and across its borders.

In Nigeria, human trafficking takes on various forms, including forced labour, sexual exploitation, domestic servitude, child marriage, and even organ trafficking (United Nations Office on Drugs and Crime, 2020; Smith, 2011). Victims often come from disadvantaged backgrounds and are lured with false promises of better opportunities, education, or employment. Vulnerable populations such as children, women, migrants, internally displaced persons (IDPs), and persons with disabilities are particularly at risk of falling prey to traffickers.

Civic education emerges as a crucial tool in the fight against human trafficking in Nigeria. It empowers young people with the knowledge, skills, and values necessary to recognize, resist, and combat trafficking in their communities. Civic education fosters critical thinking, social responsibility, and active citizenship among students, enabling them to understand the root causes and consequences of human trafficking (Anifowose, 2018). By providing a platform for discussing topics related to human rights, social justice, and ethical behavior, civic education helps students develop a deeper understanding of the factors that contribute to vulnerability to trafficking, such as poverty, lack of education, gender inequality, and corruption (Okojie & Okojie, 2019).

Moreover, civic education equips students with the necessary skills to identify and report trafficking situations, thereby contributing to the prevention and prosecution of traffickers (Anifowose, 2018). Through interactive learning activities, role-playing exercises, and community service projects, students learn to recognize the signs of trafficking, protect themselves and others from exploitation, and advocate for policy changes and support services for trafficking victims. Furthermore, civic education promotes empathy, tolerance, and respect for human dignity, which are essential values for fostering a culture of solidarity and support for trafficking victims (Okojie & Okojie, 2019). By instilling a sense of empathy and compassion in students, civic education encourages them to take a stand against injustice and support efforts to rescue and rehabilitate trafficking survivors.

Self-value education also plays a significant role in preventing human trafficking in Nigeria. It empowers individuals, especially youths, to recognize their inherent worth, assert their rights, and resist manipulation and exploitation by traffickers. Many victims of human trafficking in Nigeria come from vulnerable backgrounds characterized by poverty, lack of education, and limited opportunities (International Organization for Migration, 2020; Eke, Ugonna & Nwachukwu, 2021). Traffickers often prey on individuals with low self-esteem, who may be more susceptible to promises of better opportunities, employment, or education. By incorporating self-value education into the

civic education curriculum, educators can help students develop a strong sense of self-worth, self-confidence, and self-efficacy, which are essential protective factors against trafficking (Adebiyi, 2018; Rosenberg, 2019).

Moreover, self-value education empowers students to recognize and assert their rights, make informed decisions, and resist peer pressure and manipulation. By learning to value themselves and their abilities, students are less likely to fall victim to traffickers who seek to exploit their vulnerabilities and coerce them into exploitative situations (Okojie & Okojie, 2019). Furthermore, self-value education fosters resilience and assertiveness among students, enabling them to set boundaries, assert their autonomy, and refuse to engage in activities that compromise their safety and well-being. By promoting assertiveness and self-advocacy, self-value education empowers students to speak up against injustices and seek help when needed, thereby reducing their vulnerability to trafficking (Adebiyi, 2018). Incorporating self-value education into the civic education curriculum is also essential for promoting gender equality and challenging harmful gender stereotypes and norms that contribute to vulnerability to trafficking, particularly among girls and young women. By fostering a culture of respect, equality, and empowerment, self-value education helps create safer environments for all students, regardless of gender, and reduces the risk of exploitation and abuse (Anifowose, 2018).

The theoretical underpinnings of this educational approach draw on several perspectives. Social learning theory suggests that individuals learn through observing, imitating, and modeling the behaviors, attitudes, and values of others (Bandura, 1977). In the context of human trafficking prevention, this theory supports the integration of self-value and anti-human trafficking principles into the civic education curriculum as a means for students to learn about the dangers of trafficking, develop critical thinking skills, and adopt pro-social attitudes and behaviors. Empowerment theory emphasizes enhancing individuals' agency, self-efficacy, and participation in decision-making processes (Zimmerman, 1995). By integrating self-value education into the curriculum, students are empowered to recognize their intrinsic worth and assert their rights, thus reducing their susceptibility to exploitation and manipulation by traffickers.

Additionally, the concept of civic engagement, which involves active participation in democratic processes and collective efforts to address societal challenges, is integral to this approach (Checkoway, 2011; Zimmerman, 1995). By infusing the civic education curriculum with self-value and anti-human trafficking principles, students are encouraged to engage critically with issues of human rights, social justice, and citizenship, fostering a sense of responsibility to combat human trafficking and promote the well-being of vulnerable populations.

Previous studies have explored the integration of self-value and anti-human trafficking principles into civic education in Nigeria, providing valuable insights into the potential impact and effectiveness of such initiatives. Adebiyi (2018) examined the role

of civic education in human trafficking prevention in Nigeria, emphasizing the need to incorporate anti-trafficking principles into curriculum content and pedagogy. Similarly, Anifowose (2018) highlighted the role of schools in raising awareness, promoting critical thinking, and fostering social responsibility among students. Okojie and Okojie (2019) explored the influence of self-esteem on academic achievement among secondary school students in Nigeria, underscoring the link between self-worth and resilience against negative influences, including trafficking.

Despite these insights, there remains a notable gap in the literature regarding the perspectives of higher basic teachers on this topic. Teachers play a crucial role in implementing educational interventions aimed at preventing human trafficking and promoting the well-being of Nigerian youths. Their perspectives and experiences can provide valuable insights into the feasibility, effectiveness, and potential challenges associated with integrating self-value and anti-human trafficking principles into the civic education curriculum at the grassroots level. Understanding teachers' views is essential for informing evidence-based policies and practices that address human trafficking in Nigeria. By identifying teachers' needs, concerns, and recommendations, policymakers, curriculum developers, and educators can design more effective strategies and interventions to mitigate youths' vulnerability to human trafficking and promote a culture of awareness, empowerment, and social responsibility.

Therefore, there is a clear need for empirical research that specifically examines the perspectives of higher basic teachers on infusing self-value and anti-human trafficking principles into the civic education curriculum. Such research would not only fill a critical gap in the literature but also provide practical insights for strengthening civic education programs and initiatives aimed at preventing human trafficking in Nigeria.

Research questions:

1. What are the views of higher basic teachers regarding the effectiveness and feasibility of incorporating anti-human trafficking principles into civic education curriculum in mitigating youths' vulnerability to human trafficking?
2. What are the perceived challenges faced by higher basic teachers in integrating self-value and anti-human trafficking principles into civic education curriculum, and how do they propose addressing these challenges?

2.0 Research method

This study sets out to assess higher basic teachers' views on infusing self-value and anti-human trafficking principles into civic education to mitigate youths' vulnerability to human trafficking. A descriptive survey design was used for the study. This design seeks information from respondents as the situation exists without manipulating any variables. The study was carried out in Umuahia North and Umuahia South Local Government Areas of Abia State. The population comprises 101 public higher Basic education teachers in the two Local Government Areas. The population also serves as the sample size because of the number. Instrument for data collection was

attitude questionnaire titled "Basic Education Teachers Questionnaire on Infusing Self-value and Anti human trafficking principles into Civic education" (BETQISACE). A 15-item questionnaire designed by researchers and validated by three experts in teacher education and educational psychology. The instrument has part 1 and 2. Part one sought for demographic information of respondent, while part two was made up of A and B which sought information to determine the vie of public higher Basic school teachers on the effectiveness, feasibility and challenges of infusing self-value and anti-trafficking principles in Civic education curriculum. The research questions had four response categories of Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD) scoring 4, 3, 2 and 1 respectively. The instrument was face validated by three experts in the Department of Psychology/ Measurement and Evaluation, Alvan Ikoku University of Education Owerri. Their contributions gave rise to the final instrument used for the study. The instrument was subjected to trial testing using Cronbach Alpha to determine its internal consistency using thirty-six primary school teachers outside the study population. The reliability of (BETQISACE) was 0.76. The instrument was administered to the respondents with the help of two trained research assistants which ensured 100% return. Data were analyzed using mean and standard deviation to answer the research questions. The decision rule was that any mean score of 2.50 and above was accepted otherwise it was rejected. The value of 2.50 was considered as a benchmark for decision making.

3.0 Presentation of results

Table 1, Views of higher basic teachers regarding the effectiveness and feasibility of incorporating anti-human trafficking principles into civic education curriculum in mitigating youths' vulnerability to human trafficking

Item Statement	Mean	SD	Remark
1. The integration of self-value education into civic education curriculum is feasible.	3.40	0.65	Accept
2. The integration of anti-human trafficking principles into civic education curriculum is feasible.	3.38	0.62	Accept
3. I strongly agree that infusing self-value education into civic education curriculum can enhance students' ability to resist manipulation and exploitation by traffickers.	3.70	0.74	Accept
4. I agree that incorporating anti-human trafficking principles into civic education curriculum can raise awareness among students about the dangers of human trafficking.	3.55	0.67	Accept

Item Statement	Mean	SD	Remark
5. I disagree that integrating self-value education into civic education curriculum would pose significant challenges in terms of curriculum development.	3.20	0.58	Accept
6. I disagree that integrating anti-human trafficking principles into civic education curriculum would pose significant challenges in terms of curriculum implementation.	3.15	0.61	Accept
7. I strongly agree that higher basic teachers are well-equipped to deliver self-value education within the framework of civic education.	3.65	0.72	Accept
8. I agree that higher basic teachers possess the necessary knowledge and skills to incorporate anti-human trafficking principles into their civic education lessons.	3.50	0.68	Accept
9. I strongly disagree that integrating self-value education into civic education curriculum would be redundant given existing school programs.	2.95	0.57	Accept
10. I disagree that integrating anti-human trafficking principles into civic education curriculum would be redundant given existing school programs.	3.10	0.63	Accept
11. I strongly agree that integrating self-value education into civic education curriculum can contribute to the overall well-being of Nigerian youths.	3.80	0.78	Accept
12. I agree that integrating anti-human trafficking principles into civic education curriculum can empower students to take action against trafficking within their communities.	3.45	0.70	Accept
13. I strongly disagree that higher basic teachers lack the motivation to integrate self-value education into their civic education lessons.	2.85	0.53	Accept
14. I disagree that higher basic teachers lack the motivation to integrate anti-human trafficking principles into their civic education lessons.	3.05	0.59	Accept

Item Statement	Mean	SD	Remark
15. I strongly agree that the integration of self-value and anti-human trafficking principles into civic education curriculum aligns with the broader goals of education for sustainable development.	3.70	0.76	Accept
Average mean	3.475	0.1827	

The table presents the views of higher basic teachers regarding the effectiveness and feasibility of incorporating anti-human trafficking principles into civic education curriculum in mitigating youths' vulnerability to human trafficking. From the data on the table higher basic teachers were of the view that incorporating anti trafficking principles into civic education curriculum will mitigates youths' vulnerability to human trafficking. This is because the mean scores in all the items in the table are above 2.5 cut off mark for positive view.

Table 2, higher basic teachers' perception on the feasibility of integrating self-value education into civic education curriculum in Nigeria. The table provided presents the perceived challenges faced by higher basic teachers in integrating self-value and anti-human trafficking principles into civic education curriculum, along with their proposed solutions. From the table the higher basic teachers were of the views that

Item Statement	Mean	SD	Remark
2. The integration of anti-human trafficking principles into civic education curriculum is feasible.	3.38	0.62	Accept
4. I agree that incorporating anti-human trafficking principles into civic education curriculum can raise awareness among students about the dangers of human trafficking.	3.55	0.67	Accept
6. I disagree that integrating anti-human trafficking principles into civic education curriculum would pose significant challenges in terms of curriculum implementation.	3.15	0.61	Accept
8. I agree that higher basic teachers possess the necessary knowledge and skills to incorporate anti-human trafficking principles into their civic education lessons.	3.50	0.68	Accept
10. I disagree that integrating anti-human trafficking principles into civic education curriculum would be redundant given existing school programs.	3.10	0.63	Accept
12. I agree that integrating anti-human trafficking principles into civic education curriculum can empower students to take action against trafficking within their communities.	3.45	0.70	Accept
14. I disagree that higher basic teachers lack the motivation to integrate anti-human trafficking principles into their civic education lessons.	3.05	0.59	Accept

the perceived challenges are surmountable as the mean items in the questionnaire are above the cut-off point of 2.25

4.0 Discussion

The discussion of this study highlights the positive perspectives of higher basic teachers regarding the integration of anti-human trafficking principles into the civic education curriculum. The data from Table 1 clearly shows that these educators view such integration as both effective and feasible in reducing youths' vulnerability to trafficking. This finding is consistent with previous research by Adebiyi (2018) and Anifowose (2018), who emphasized the critical role of education in equipping students with the necessary knowledge, skills, and values to recognize and resist trafficking situations. The mean scores above 2.5 for all items in Table 1 further support the teachers' belief in the efficacy of these educational interventions.

Similarly, Table 2 reveals that higher basic teachers also hold positive views on the feasibility of incorporating self-value education into the civic education curriculum. This aligns with the findings of Okojie and Okojie (2019), who highlighted the importance of self-esteem and resilience in protecting against negative influences, including trafficking. By fostering self-esteem and self-confidence, self-value education can serve as a protective factor against exploitation and abuse.

Despite the positive outlook, teachers do acknowledge certain challenges in integrating these principles into the curriculum. However, the mean scores for all items in Table 2 are above the cut-off point of 2.25, indicating that these challenges are considered manageable. This perspective aligns with Anifowose's (2018) call for comprehensive approaches to human trafficking prevention, including community-based education and advocacy initiatives. By identifying challenges such as curriculum implementation and teacher motivation, teachers can propose solutions and contribute to the development of effective strategies to mitigate youths' vulnerability to trafficking.

In conclusion, this study provides valuable insights into the perspectives of higher basic teachers on integrating self-value and anti-human trafficking principles into the civic education curriculum in Nigeria. The findings underscore the teachers' recognition of the importance and feasibility of these integrations in reducing youths' vulnerability to trafficking. Moreover, they see this integration as aligning with broader educational goals for sustainable development and contributing to the well-being of Nigerian youths. Although challenges exist, teachers are committed to overcoming them and promoting the safety and well-being of their students.

Based on these findings, several recommendations were proposed:

1. Relevant authorities should design and implement training programs for higher basic teachers to enhance their knowledge, skills, and confidence in delivering self-value and anti-human trafficking education within the civic education framework. These programs should provide practical strategies for integrating relevant content and pedagogical approaches into lessons effectively.
2. Comprehensive teaching resources and materials tailored to the integration of

self-value and anti-human trafficking principles into the civic education curriculum should be developed and disseminated. These resources should include lesson plans, case studies, multimedia materials, and assessment tools to facilitate engaging and interactive learning experiences for students.

3. Collaborative partnerships between schools, government agencies, non-governmental organizations (NGOs), and community stakeholders should be encouraged to support the implementation of civic education programs aimed at preventing human trafficking. These partnerships can facilitate the sharing of best practices, resources, and expertise, as well as the coordination of advocacy and awareness-raising activities at various levels.
4. Ongoing support, professional development opportunities, and incentives should be provided to address perceived challenges related to curriculum implementation. This may include mentorship programs, peer learning communities, and recognition schemes to encourage innovation and excellence in teaching.

References

Adebiyi, A. O. (2018). Civic Education and human trafficking prevention: implications for the Nigerian society. *Global Journal of Educational Studies*, 4(2), 1-9.

Anifowose, O. (2018). The Role of Civic education in preventing human trafficking in Nigeria. *Journal of Law, Policy and Globalization*, 76, 24-31.

Arum, E. U and Oluwaleye, J.M. (2018). Child labour in Nigeria: implication for development and sustainability. *Journal for Sustainability* 6(12): 2193-2215

Bandura, A. (1977). Social learning theory. Prentice Hall.

Checkoway, B. (2011). What is youth participation? *Children and Youth Services Review*, 33(2), 340-345.

International Labour Organization. (2020). Global Estimates of Modern Slavery: Forced Labour and Forced Marriage. ILO

Okojie, C. E., & Okojie, M. A. (2019). The Influence of Self-Esteem on Academic Achievement among Secondary School Students in Nigeria. Universal Journal of Educational Research, 7(5), 1066-1073.

Rosenberg M. (2019). Society and the adolescent self-image. Middletown, CT: Wesleyan University Press.

Schunk, D. H. and Pajares F. (2002). The development of academic self-esteem. In: Wigfield A, Eccles J,editors. Development of achievement motivation. San Diego, CA: Academic Press; 2002. pp. 16–32.

Smith, H. (2011). Sex trafficking, trends, challenges and limitation of international law. Human Right Review 12(3). 357-369

Ugonna, U;Nkemjika,O.; Eke, O.E.; & Ofoegbu, J.N.(2022). Self-esteem and anti-human trafficking concepts in teacher education for lower

vulnerability of youths to human trafficking. Nigerian Journal of Interdisciplinary Research Academy (NIRA). 3(2), 70-79

United Nations Office on Drugs and Crime Global report (2018) The International Labour Organisation (ILO)

Zimmerman, M. A. (1995). Psychological empowerment: Issues and illustrations. *American journal of Community Psychology*, 23(5), 581-599