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RESOLVING LEARNING CHALLENGES OF INTERNALLY DISPLACED LEARNERS: A MULTIPLE INTELLIGENCE TEACHING-BASED APPROACH

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ABSTRACT

This study was aimed at resolving learning challenges of internally displaced learners using multiple intelligence based strategy. The study was guided by three research objectives. One research question was answered and two hypotheses were tested. The study was a pre-test- post-test quasi-experimental design. Thirty (30) students were exposed to multiple intelligence teaching strategies. The samples were selected through purposive sampling techniques. Data was collected using a combination of both Learners' Ability Test (LAT) for pre-test- post -test and interview. Collected data were analyzed using inferential (Independent t test and paired sampled t test). Data collected through interview were analyzed using thematic based method. Findings revealed that, some of the major learning challenges faced by the Internally Displaced Children in Non-formal learning centres include: inadequate instructional materials, learners' work-books and other related materials. It was also observed that, multiple intelligence- based teaching strategies is seeming to be effective on learning outcome of internally displaced learners because the p-value (0.000) is less than the level of significant (0.05). Results further revealed that, there was no significant difference in students learning outcome by gender with p-value (0.166) greater than the level of significant. The study therefore recommended that, Non-formal learning centers should come up with policies that focus on the educational needs of internally displaced learners in non-formal learning centers.

Keywords: *Multiple Intelligence, Learning Challenges, Internally Displaced, Non-formal Learning Centers*

Introduction

The educational system in Nigeria has been undergoing a continuous series of changes, resulting in corresponding adjustments to the curriculum. The curriculum's content has experienced numerous modifications due to various advancements within the Nigerian education system. Just as nothing in the world remains fixed and unyielding, the curriculum is also subject to change. Given the intricate nature of societal shifts, these changes become necessary in order to ensure that individuals within the society remain effective and functional.

Recognizing that the curriculum serves as a conduit for achieving educational objectives, such changes are introduced into school programs to align these objectives with the evolving needs and aspirations of the society. In the present era, our society promotes a pedagogy rooted in diversity. As such, the existing curriculum must acknowledge the richness of human variation and individual distinctions. Consequently, the methods of educational instruction in schools must be

structured to accommodate a wide array of students.

On the other hand, conflict of insurgency of the recent years has brought the rapid influx of internally displaced persons into Maiduguri, the Borno state capital, which resulted to population growth; overstretching existing school structures; challenges of access, retention, and school completion for the children of the internally displaced persons (UNICEF 2021). According to the UNICEF report in 2021, the internal displaced children in Borno face unique challenges: having fleet their homes to find safety after experiencing violence, trauma or loss of their loved ones. Compounding this situation, the Covid-19 pandemic has complicated the existing challenges in accessing quality education. To support the internally displaced children in the state, the report further submit that donor agencies and Non-governmental organizations provide packages such as the provision of vocation skills acquisition and non-formal education to young people. The education of displaced children in an essential part of providing them with some of form of knowledge, emotional stability and security.

The non-formal educational programme for the internally displaced children teach an accelerated curriculum, aiming to get these children catch up and matriculated into formal schools in nine months. The non-formal centers operate an inclusive class instruction, where every child is given lesson at same time under same roof by the same teacher using multi-grade teaching strategies at time. The learner-centered approach may not necessarily accommodate the general class setting provided in the non-formal school. Thus, the need to explore the best strategy to teach those children with different needs under the care of the same teacher for a just period of 6 months.

Every child has more than one intelligent as claims by Gardner, which is often not tapped by teaching in the conventional practice. As such, teachers should employ different strategies that can ignite learners' different learning capabilities for effective learning. For this, employing the idea of multiple intelligence as a teaching strategy may resolve the general all-inclusive classroom teaching in the non-formal learning settings as a result of emergency.

This research work focuses on application of multiple intelligence teaching– based strategies which is a learner –centered learning strategy, which also focuses on identifying learner talent, and learning preference and providing the best way for learning, to address the issue of resolving the learning challenges of internally displaced children through adopting. Despite the fact that education is a vital prerequisite for protecting children from hazardous, exploitative labour and makes a lot of difference to the survival, growth and development of children. And the fact that education requires learners to be able to use the knowledge and skill gained to create something new, be able to make sensible opinions, communicate and work with other learners to build a more optimal ability. Internally displaced children are more likely to miss out on such knowledge and skills than their peers. Internally displaced children have certain needs that are distinct from the general population, due to their unique needs and vulnerability that arise as result of force displacement. A major challenge facing internally displaced children in Borno State is to get expose to a positive learning environment and gaining access to

educational opportunities. Displacement often presents specific barriers to teaching and learning. The major effects of displacement that relate to education includes loss of human resources, pressure on the already overstretched educational infrastructure in the host community and of lack of resources to purchase learning materials among other issues which leads to internally displaced children learning challenges.

Theoretical Framework

This study focused on application of Howard Gardner's Multiple Intelligence teaching-based strategies as an instructional strategies in resolving learning challenges of internally displaced children in non-formal learning centers. The multiple intelligence theory teaching strategies is a new approach to education that has the potential to transform the way teachers deliver instruction as well as how students receive information. Bas (2016) stressed that multiple intelligence theory is not just an intelligence theory, it is more accepted as a method of instruction beyond just improving student's modality of intelligence with it eight ways of teaching and learning styles. Similarly, Abdi, Laei and Ahmadyan (2013) observed that multiple intelligence teaching strategies can provide various intellectual learning activities and can create an environment in which students can learn comfortably, encouraging student deeply and meaningfully to engage in the learned topics which is the solid and strong learning basis for learners. Hence, the researcher believes application of multiple intelligence teaching-based teaching strategies in instructions can help in creating a learner-centered and stimulating learning environment to help non-formal learners in the internally displaced learning centers resolve their learning challenges.

Literature Review

Internal displacement stands as one of the most significant tragedies in recent history, with internally displaced persons (IDPs) being among the most vulnerable members of the human population (United Nations, 2004). The report also emphasizes that the magnitude of internal displacement, stemming from various causes such as violent conflicts, man-made crises, and natural disasters, has evolved into a global challenge. The 2004 report on education for refugees and internally displaced persons highlights the indispensable role of education in preparing these individuals for life, employment, and active participation in democratic societies. Their circumstances are far from ordinary and require resolution through options such as repatriation, integration within the host community, or resettlement. While awaiting such decisions, it is imperative to ensure educational provisions that cater to every possible outcome and at all appropriate educational levels.

Olusegun and Ogunfolu (2019) stressed that restricted humanitarian access to insecure rural areas may impede the learning of children displaced there, and sparsely populated rural areas in some countries have no education facilities at all. Areas where armed groups or the military were based. Gender-based violence and harassment may occur when going to and from school, which keeps many internally displaced girls at home. Cavas and Cavas (2020) conducted a study on education of internally displaced children with specific reference to provisional and challenges and found out

that, learning problems of internally displaced children were associated with the lack of materials, inadequate teachers, lack of sufficient classroom and physical facilities were the major barrier faced by internally displaced children in their schools.

In a recent research conducted by Abu-Ghaida (2021), an investigation was carried out to identify the primary obstacles and advantageous aspects related to educating children who have been displaced. The results indicated that obtaining more comprehensive educational data is necessary to enhance the formulation of policies tailored to the distinctive requirements of displaced communities. This information becomes crucial both during the implementation of interventions and for evaluating their efficacy, thus guiding the development of future policies Onuoha and Ckukwu (2022) conducted a study on challenges of internally displaced person in Bakasssi Camps in Cross River state. Their findings revealed that, internally displaced persons face overwhelming challenges in Bakasssi IDP camp.

Many studies have been carried out in the areas of multiple intelligence theory, multiple intelligence pattern of teachers and learners as well as its practices, however, some of these studies were reviewed in this study. Temur and Dogan (2007) conducted research to investigate how teaching activities aligned with the theory of multiple intelligences impact the math achievements and retention of information among fourth-grade students. The findings demonstrated that employing the multiple intelligence teaching approach effectively improved math education. However, there was no significant variation in learning outcomes based on gender. Another study was carried out by Abdulkadir, Gundogdu, and Eissa (2009) to evaluate the efficacy of programs based on the theory of multiple intelligences in enhancing specific reading skills among fifth-grade primary students with learning disabilities. The outcomes revealed that the utilization of multiple intelligence methodologies proved more successful in enhancing reading comprehension and word recognition skills for students in the experimental group compared to the control group, which was taught using conventional methods.

Winarti, Yuanita, and Nur (2018) explored the efficacy of employing a teaching strategy based on Multiple Intelligence theory to enhance the science process skills of junior high school students. The findings indicated that the use of the Multiple Intelligence strategy had a positive impact and served as a significant predictor for the development of students' various intelligences. Samuel (2019) investigated how employing instructional strategies aligned with Multiple Intelligence theory affected the achievements and attitudes toward Basic Science among upper basic 11 students in Nasarawa state. The study revealed that the application of Multiple Intelligence instructional strategy significantly influenced the achievements and attitudes of upper basic 11 students toward the taught Basic Science concepts. Winarti, Yuanita, and Nur (2019) also conducted a quasi-experimental study aimed at examining the effectiveness of a teaching strategy based on the Multiple Intelligence theory. This strategy aimed to enhance both the multiple intelligences and science process skills (SPS) of high-achieving junior high school students. The results demonstrated a significant disparity in the multiple intelligence gain scores between the

experimental and control groups, favoring the experimental group.

Babajide and Oluyomi (2020) investigated the impact of employing a Multiple Intelligence teaching approach on the academic achievements of physics students in senior secondary schools in Lagos state. Their findings unveiled interpersonal intelligence as the predominant multiple intelligence among senior secondary physics students. The study also indicated a notable effect of the treatment (Multiple Intelligence Teaching Approach) on the physics students' achievements, with the approach yielding favorable outcomes. Similarly, Ode and Erabi (2020) conducted a study on the effectiveness of multiple intelligence theory-based instructional strategies on the academic achievements of Basic Science students in Benue state. The outcomes revealed a significant difference between the mean academic achievement scores of students exposed to multiple intelligence-based instructional strategies compared to conventional instructional strategies. Bowker (2020) undertook a study that examined the benefits of integrating Howard Gardner's Multiple Intelligence theory into teaching practices through classroom observation, literature review, and teacher interviews. The results highlighted that integrating the Multiple Intelligence theory into teaching practices resulted in heightened teacher-student engagement and a conducive environment that facilitated students' maximized learning and comprehensive understanding.

Faith, Agboghoroma, and Maureen (2022) explored the impact of multiple intelligence-based instructional strategies on the achievements and interest levels of secondary school Biology students in Delta state. The results showed a significant variance in mean achievement and interest scores between students taught Biology using multiple intelligence-based instructional strategies and those taught using the lecture method, favoring the former. Panezai and Mahmood (2022) conducted a study to assess the effects of the Four Mode Application Technique (4MAT) on the multiple intelligence scores of Biology students with distinct learning styles. The study demonstrated that students of varied learning styles taught using 4MAT exhibited higher multiple intelligence scores compared to their counterparts taught through conventional methods.

Ekarika et al. (2022) conducted a comparative study assessing the impact of employing multiple intelligence teaching strategies at two levels against the direct instruction method on basic science achievement among pupils in Calabar, Cross River state. The quasi-experimental study design employed pre-test, post-test, and control groups. The findings revealed that pupils taught basic science through multiple intelligence strategies outperformed those taught using the direct instruction method. Hasanuddin, Siregar, and Tarigan (2022) investigated the influence of Multiple Intelligence learning strategies and gender on student achievement in Genetics. The study's results underscored that Multiple Intelligence learning strategies wielded a significant instructional effect on students' achievements in genetics."

Research Question

1. What are the learning challenges of Internally Displaced Children in Borno State Non-Formal Learning Centres?

Research Hypothesis

H_{01}: Multiple intelligence teaching strategy has no significant influence on learning outcome of Internally Displaced Children in Borno State Non-Formal Learning Centres.

H_{02}: Multiple intelligence teaching strategy has no significant influence on learning outcome of Internally Displaced Children in Borno State Non-Formal Learning Centres by age group.

Research Method

This study employed a Quasi-experimental design. Thirty (30) internally displaced learners were exposed to multiple intelligent based teaching strategy. A pre-test was administered prior to the commencement of the treatment and post-test was also administered after the treatment phase. Purposive sample technique was used in this study. A personal data sheet and an assessment test prepared by the researcher in Basic science, an interview for learners and Instructional Module was used to examine the impact of multiple intelligences teaching-based strategies in on learning outcome among internally displaced children in non-formal learning centers. The test items were prepared by the researcher taking into consideration the ability of learners, suitability of the content, previous knowledge related to daily life situation and content of the unit learned. The test prepare by the researcher was given out for both content and face validation to two basic science subject teachers, the head teacher of both learning centers and experts. Data collected were analyzed using descriptive statistics (frequency, percentage and ranking) and inferential statistics (paired sample t-test and independent sample t-test).

Data Analysis and Results

Research Question: What are the learning challenges of Internally Displaced Children in Borno State Non-Formal Learning Centres?

Table 1: Learning challenges of the Internally Displaced Persons in Non-formal learning centres in Borno State

S/N	Learning challenges	Frequency	Percentage	Rank
1	Inadequate Instructional materials	10	37.04%	1st
2	Difficulty in understanding language of instruction	09	33.33%	2nd
3	Financial problem	07	23.33%	3rd
4	Inadequate facilities	04	14.81%	4th

Table 1 show major learning challenges faced by the Internally Displaced Children in Non-formal learning centres. Results revealed that, inadequate instructional materials like text-books, learners work-books and other related materials were not obtainable as majority of the children claim that some of their parents could not afford to provide these materials, difficulty in understanding language of instruction, financial problem and inadequate facilities. Instructional materials are basic requirement that learners are expected to come to school, however, most internally displaced learners revealed that they are unable to get these materials.

Table 1 show that 37. 04% of the respondents revealed their inability to get educational materials, resulted to their low performance in their learning centers. About 33.33% of the respondents claims that the language of

instruction is barrier to their learning. 23.33% of the respondents revealed that financial issues as a problem to their learning and 14.815% of the respondent's dwell on inadequate facilities as adequate classes and conducive classroom as a factor that hinder their learning.

Hypothesis One: Multiple intelligence teaching strategy has no significant influence on learning outcome of Internally Displaced Children in Borno State Non-Formal Learning Centres.

Table 2: Paired sample t-test on the effect of multiple intelligence teaching-based strategies on learning outcome of internally displaced learners

	Mean	N	SD	df	t-value	p-value	Remark
Pre-test	11.03	32	4.922				
				31	-6.171	0.000	Reject H_{02}
Post-test	16.25	32	6.164				

Results from table 2 revealed that, multiple intelligence-based teaching strategies are effective on learning outcome of learners taught basic science because the p-value (0.00) is less than the level of significant (0.05). Therefore, the null hypothesis of the intervention of multiple intelligence-based teaching strategies does not have significant effect was rejected and hence multiple intelligence-based teaching strategies are effective on learning outcome of learners taught basic science. The results indicate multiple intelligence teaching- based strategies have significant effect on learning outcome of internally displaced learners. This implies that multiple intelligence intervention is more effective in enhancing learning outcome of the learners.

Hypothesis Two: Multiple intelligence teaching strategy has no significant influence on learning outcome of Internally Displaced Children in Borno State Non-Formal Learning Centres by age group.

Table 3: Independent sample t-test on the mean difference of post-test result of experimental group by age

Age Group	N	Mean	SD	T	df	p-value	Remark
12-14 years	19	19.53	4.88				
				1.423	28	0.166	Accept H_{05}
15 and above years	11	16.82	5.27				

Table 3 gives the mean difference in learners learning outcome when taught using multiple intelligence-based strategy by age group. Results revealed that, there was no significant difference on learners' learning outcome when taught using multiple intelligence teaching approach by age with p-value (0.166) greater than the level of significant (0.05). Therefore, hypothesis three is accepted.

Discussion of Findings

Internally displaced children in non-formal learning centers are grappling with challenges of learning deficiency with few of them being able to read for meaning by the age of 11. They have been out of school for

extended period of time and require support in basic numeracy and literacy and support to adapt to an accelerated learning program. During the interview session they were able to reveal that some of them from rural areas, where their initial means of instruction in their former school was local language of the community, thus, they find difficult to understand what is being taught to them, they find it difficult to understand the language of instructions in their learning centers. About 33.33% of the respondents revealed that, the language of instruction has act as a hindrance, to their learning. Preventing them from understanding what is being taught in their classes and limit their performance in their learning centers, since they find it difficult to understand the language of instruction in their respect learning centres.

The third learning challenges of the internally displaced children is on the issues of economic responsibility. About 23.33% of the internally displaced children in the selected learning centers revealed that they are often used as cheap source of labour in their host communities, instead of going to school. They often miss lessons because their labour is needed to contribute to their families to sponsor their education, young boys were usually engaged with agricultural work during raining season to generate income that will provide the family's basic needs. And at times working on farm, in return get financial assistant to settle their school fees and transport themselves to school and back home in a situation where they are leaving far from their learning centers. The girls on other hand were employed as house help, sell things on the streets or hawk and also work on the farm during raining season to make money.

Conclusion

The researchers' physical visitation to the non-formal learning centers and the learner's responses on the availability of learning facilities also revealed that, adequate educational services and educational infrastructure are lacking and not well organized, where educational facilities exist they either abandon classes of the host school or temporary make shift in internally displaced person camps. The researcher is of the view that inadequate facilities for teaching and learning may have a direct implication on learners' performance. 14.81% of the respondents revealed that in the host learning centers, they sit on the bare floor to received lesson during cool and hot weather.

Recommendations

Based on the findings of this study, the following recommendations were made:

i. Non-formal learning centers should come up with policies that focus on the educational needs of internally displaced learners in non-formal learning centers.
ii. The agency for mass literacy in collaboration with the ministry of education should provide all needed instructional facilities for the effective application of multiple intelligence teaching- based strategies in non-formal learning centers.
iii. There is need for teachers and learning facilitators to address different learning challenges of internally displaced children

iv. There is need for teachers to be oriented with multiple intelligence and multiple intelligence teaching strategies so as to meet the learners' need.

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