

Using Affective Domain Components in Tackling Insecurity in Nigeria: Implications for National Development

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Abstract

Cognitive, Psychomotor and Affective domain are the three domains of learning. The paper identified that there is zero implementation of Affective Domain in Nigeria schools. The study discussed the inability of administrators and teachers to include affective domain ratings of students in schools as part of their overall performance. And that this is part of the reasons for increased violence and crime in the country. The study therefore recommends that policy makers and administrators should ensure that ratings and assessment of students in the Affective Domain should constitute part of their overall performance for better performance, reduction in crime wave, and for national development.

Keywords: Affective Domain, Tackling, Insecurity

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1. Introduction

The domains of learning namely, Affective, Psychomotor and Cognitive are veritable tools for inculcation of worthwhile behavior to learners. Each of these taps the innate qualities of the learner and the acquisition of these qualities creates an enablement for the learner to live a better life in future. It is therefore imperative that different strategies should be sought in delivering, observing, assessing and evaluating learners so that these needs and qualities are adequately captured for an acceptable attitudinal change in learners. It is also good to note that “every child matters” structure is global. This requires that all learners with different needs and qualities are counted, London School of management Education (2019).

In Nigeria, in recent time insecurity has become a household phenomenon, happening in almost the six geographical zones of the country, in the North-East it’s Boko Haram insurgency; in the North-West, it’s banditry; in the South East, it’s unknown gunmen; in the North-Central, it’s kidnapping and in the South South, it’s youths restiveness causing various degrees of violence and trauma on the people. This has brought to the fore the need for security experts and none security experts alike synergizing to fashion out a veritable way of tackling insecurity in the country.

However, many solutions have been advanced as to how the dreaded monster –insecurity can be dealt with. Some have proposed kinetic measure while others were apologists of non-kinetic method. But, no matter how laudable these arguments might appear, they are not fundamental. Therefore, the most fundamental in achieving security in the country and national development is the use of Affective Domain elements in tackling violence. Learning begins from early stage and internalization of facts grows with the child.

Every child from primary to secondary should be properly observed and adequately assessed in the Affective Domain of learning. Marks obtained by the learners are meticulously recorded as is the case with cognitive scores which eventually should determine learners overall performance. This is why Nande, Aboho and Maduwesi (2010) wrote that affective domain is the most neglected of the three classifications of educational objectives, namely cognitive and psychomotor domains. Learners should have and school administrators on the components of Affective Domain - such as love, politeness, kindness, honesty, humility, patience, sincerity, neatness, self-control, obedience, initiative, relationship with others, among others.

The clarity and sincerity of the teachers in the assessment and computation processes will determine the level of seriousness and degree of assimilation of the above elements of Affective Domain. This will mark the beginning of achievement of successes in this connection. The child learns to love, learns to relate well, learns to be humble, learns to show less aggression. He/she will equally grow up from the beginning to be honest, sincere, patient and kind. These constructs become part of their family life styles. For this reason, Shakeel (2019) opined

that Affective Domain promotes active engagement based on connections to students' personal interests and career goal. Absence of those heightens violence and insecurity. Sahara Reporters (2022) quoted Sultan of Sokoto as saying that if there is love, all the acrimonies, confusion and killing would not have taken place in Nigeria.

1.1 Statement of the Problem

The rate of violence and insecurity in Nigeria has assumed an alarming dimension. Day in day out, there are disturbing incidences of violence like killings, robbery, kidnapping, banditry, rape, assault and use of explosives. Unarguably, these have caused a lot of untold hardship, trauma and hopelessness to the people. Public places like Mosques, Churches and other institutions have been brought down with improvised explosives. Young girls in boarding schools have been abducted and raped. Pregnant women and religious leaders have been kidnapped and killed and in some cases, huge sums of money paid as ransom. Animals are not spared. Herds of cattle have been rustled, leaving their owners in a state of despair and loss.

What is more worrisome is that despite all forms of regulations and punitive measures taken by various tiers of governments and constitutional provisions against crime, criminal and violent activities by youths still persist in the country. We are aware that many factors could be responsible like family weakness, poverty and peer pressure. However, it is believed that youth who perpetrate this violence and insecurity lack milk of human kindness, love, patience, humility, obedience, among others. We also know that government has applied kinetic and non-kinetic measures, without success. The question that readily comes to mind is: can by thorough application of Affective Domain in our schools tackle violence and insecurity in Nigeria? This forms the main thrust of this work.

2. Literature Review

Literature related to this study was reviewed under the following subheadings: Affective Domain, Psychomotor Domain and Cognitive Domain.

The three hierarchical domains of learning (Affective, Psychomotor and Cognitive Domains) are used for classification of educational learning objectives into levels of complexity and specificity. This is Blooms Taxonomy (1956).

2.1 Affective Domain: This domain has to do with feelings, attitudes, and emotions of the learner. Sub-topics of Affective Domain are: Receiving Materials – which has to do with listening attentively to lessons in class. Responding to Materials – This includes active participation of the child in class or during group discussion.

Valuing:- The third sub topic of Affective Domain of Learning is valuing. This includes the ability to see the worth of something and express it. Here, the learner shares his/her views and ideas as discussed in the class.

Organisation – The ability of students to prioritize a value over another and creates a unique value system is known as organization, London School of Management Education (2019).

Characterization:-This is another subtopic of Affective Domain. This level involves the ability of the learner to internalize values and allow them control the activities and attitude of the child. This is the level Affective Domain of learning can be used in tackling insecurity. The individual at this level internalizes the importance of love, kindness, patience, humility, politeness, honesty, sincerity, self-control, obedience, neatness, initiative and good relationship with others, as against anger, aggression, lying, violence, cheating, slander and all manners of evil. Whenever the outcome of what is taught is internalized, an individual/student begins to show sense of responsibility, among others, rather than pre occupation with criminality. This is why (Kadavath, 2022) wrote that irresponsible people can cause mental stress and anxiety to others. He further said that irresponsible person can harm entire social group.

2.2 Psychomotor Domain:

This is one of the three domains of learning. It is all about the physical development. Psychomotor learning is the development of organized patterns of muscular activities guided by signals from the environment. It has to do with developing the manipulative skills or activities of a learner. According to Richter (2022) there are seven

levels of Psychomotor Domain namely:- Perception - that is ability to process sensory information, example: closing your room window because water is coming in as it rains.

Set:- This is the second level of psychomotor domain. It means being able to read beforehand what is to happen or having fore knowledge of what is to happen in a given situation. Example: students know what the teacher wants to do when the teacher says turn your back after the count of three.

Guided Response:- This is the third level of psychomotor domain. It talks about the early stage of learning. It is when a task that is complex to the learner is attempted under the guidance of an instructor or expert. Sometimes, it involves trial and error. Example, using a recipe book as a guide when learning how to cook egusi soup.

Mechanism:- This is the fourth level of Psychomotor domain. It talks about using preliminary skills or pre-existing skills to carry out a given task or assignment. Example, transferring the knowledge of driving a car to riding a motor cycle.

Complex Overt Response:-This is the level of expertise. It means the ability to constantly and consistently execute an assignment and accurately make a prediction of the outcome. It means ability to perform complex task correctly. Example, using knowledge gained in school to produce improvised explosive or one displays competence while manipulating computer.

Adaptation: This is the sixth level of psychomotor domain. It is the ability to develop one's skill so well as to modify manipulative skill to fit new requirements. Example, in performing, carrying out a task on a car that is not spoilt and there is no risk the new task.

Origination:- This is the last level of Psychomotor Domain. This means ability to show originality from a learned skill. This means what is produced emphasizes originality, creativity and beauty as well as a result of highly developed skills. Example, the learner composes a new poem observing the techniques of literacy devices.

One is not in doubt about the successes of the youths in this regard. We hear and see youth innovations on cars, flying objects, motor cycles, industrial machines and the likes. There are also good language communicators as well as professional footballers. Disciplines like engineering, computer studies, vocation studies and technical drawing, have in no small measure enriched and expanded the manipulative knowledge frontiers of the youths. This is why Borrego-Balsalobre, Martinez-Moreno, Diaz-Suarez (2021) stated that psychomotor skill play a fundamental role, in so far as they help children/youths to mentally organize the outside world through their bodies.

The perfection shown in this domain has equally given rise to the manufacture of improvised explosives which has given impetus to the exacerbation of criminality in Nigeria.

Nkwam-Uwaoma, Nsude and Nwachukwu, (2017) opined that the rate of rioting, killing, rape, assault, kidnaping, robbery, use of explosives and the likes by youths in Nigeria is increasing without measure. At this point, the argument is that these criminal minded youths at primary and secondary schools were bereft of the understanding, assimilation and internalization of the principles or tenets of Affective domain of learning. It therefore, becomes apparent that if these youths were exposed to the components of Affective domain, observed by their teachers, their scores carefully recorded and those scores or ratings included in the final computation of their results, it is most probable that incidence of crime and violence would have been reduced in Nigeria.

2.3 Cognitive Domain

This domain of learning talks about the thinking mind of the learner. It is all about the intellectual capacity of the learner. Indeed Editorial Team (2021) defines Cognitive learning as a style of learning that focuses on more effective use of the brain. It is called Blooms Taxonomy. It belonged to an educational psychologist named Benjamin Bloom. This domain discusses the six intellectual skills a learner acquires as he/she develops in learning. It is sequential and a learner graduates from simple to complex. They are:

Knowledge: A learner recalls or recognizes information that was given or what was taught. The learner is asked to write, list, label, state, and name. This enables the teacher to know whether or not the learner has gained knowledge.

Comprehension: The learner understands and interprets what was taught. The teacher uses words (verbs) like summarize, describe, explain, illustrate to assess the learners level of understanding.

Application: This is the third step; the learner applies what is learnt on his/her own. The learner selects and uses materials given to solve a problem independently. To know whether a child can apply what has been taught, the teacher uses these words (verbs) apply, solve, demonstrate, and use.

Analysis: This is the fourth step. It involves breaking down statements or questions in order to make conclusions. To know if a learner has learnt, the teacher assesses him/her with these words (verbs) analyzes, contrast, compare.

Synthesis: This is the fifth level. A child gets a new concept or meaning through combination of ideas. To say whether the child has attained this level, the teacher assesses him/her with these words (verbs) design, develop, create, invent.

Evaluation: This is the final stage of cognitive domain. At this level a learner critiques what is taught and passes judgment. The teacher knows whether the child has learnt or not by using these words (verbs) to assess him/her critique, justify, judge.

From the above, one learns that cognitive domain aims at developing the mental skills and the acquisition of knowledge of an individual. Cognitive domain of learning is important for a learner because it enhances understanding and improves problem solving skills, boosts confidence in a learner and promotes long term learning as it makes it possible for a learner to connect previous knowledge with new materials. It is in this connection that Indeed Editorial Team (2021) opined that not only can cognitive strategies make you a better learner, but they can make you more likely to excel in your profession.

It must be stated that this is the only domain among the three that is favoured in schools across the nation. This is to say that most institutions in the country mainly assess the cognitive domain of learners, partially assess the psychomotor domain but never attempt to assess the Affective domain. Because youths are assessed in this domain, a lot have been achieved by them in the domain. We are aware that every year schools turn out students with remarkable results in First School Leaving Certificate Exam (FSLCE), Senior School Certificate Exam (SSCE), University degrees, Diplomas etc. In this domain, students are sufficiently taught and effectively assessed. Processes of teaching, learning and assessment are made known to the learners. And adequately they prepare themselves for the various examinations. Resultant effect of that is a resounding success.

The writer feels it is not the same with the assessment of pupils/students in the Affective domain. With regard to the Affective domain assessment, it is either students are not diligently observed or not observed at all. In most cases, those who were observed would have marks assigned to them in the various components of Affective domain. But regrettably, these marks will not be taken into account in the process of students result compilation. Failure of schools to take into account the various ratings of students in the Affective domain of learning in the computation of students results may be responsible for incidences of crimes and violence in Nigeria.

This is so because what are to be observed and assessed in the Affective domain will help in the reduction of crime in Nigeria. For example, if a child is to be observed and scored on : love, humility, politeness, kindness and patience and if the child understands that the graded ratings he/she merits forms part of the terminal sessional result, diligently and meticulously from day one to the last, he/she exhibits conducts in congruent with the various identified variables for observation and assessment. Gradually, these variables would become part of the learner and eventually, he/she grows up to love rather than hate; to show humility rather than stubbornness; to show politeness rather than arrogance or aggressiveness; respect rather than assault and insult. Balasubramanian, (2021) wrote that examination opens the doors for better personality, improving skills of mathematical reasoning, communication, logistics, science and expressive nature of the subject which will provide the platform to add the 'ability', subtract the ' failure' and multiply their success.

3. Methodology/Analysis

A look at these dossiers from (below) different schools will reveal schools' attitude to scores or ratings in the Affective Domain. The first school, CSS, Ejule Effective and psychomotor traits were clearly written out but after the terms exam, the form master or form mistress ruled across it. The second dossier was from SHMCE. The owner of the dossier performed creditably in the cognitive domain like the first student. Unfortunately, the school did not do anything with her Affective and Psychomotive domains.

The third dossier belonged to a student from M.I.S.S, Ejule looking at it, you discover that the student was assessed in the cognitive like the previous ones, but coming to Affective and Psychomotor sections of the report card, the student was duly rated but unfortunately, again, these ratings did not constitute in any way part of the student's performance. The implication of this to national development is that, our children grow lacking love, patience, kindness, humility, among others. At the slightest provocation and challenge in life, they resort to violence and crime. Something positive is therefore begging for an answer.

MINISTRY OF EDUCATION, LOKOJA

COMMUNITY SECONDARY SCHOOL

EJULE, OFU L.G.A, KOGI STATE

TERMLY CONTINUOUS ASSESSMENT DOSSIER FOR SENIOR SECONDARY SCHOOLS

Name of Student _____ L.G.A Ofu Age _____
 School C.S.S Ejule Class SS 2B Term 2ND Year 2022
 Number in Class 37 Attendance _____ Days out of _____

KEY TO GRADES: "A" Distinction 75 & Above "B" Very Good "C" Good	WEEKS 1-4 CLASS WORK	WEEKS 5-8 MIDTERM TEST	WEEKS 9-12 CLASS WORK	END OF TERM EXAM	TOTAL SCORE	CLASS AVERAGE	HIGHEST IN CLASS	LOWEST IN CLASS	POSITION IN CLASS	LETTER GRADE	CLASS TEACHER'S REMARKS AND SIGNATURE	"B" EFFECTIVE TRAITS			
	10	10	10	70	100%										
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	
SUBJECT	COMPULSORY Basic subjects which will enable students offer Arts or Science in Higher Education											CHARACTER TRAITS RATING SCALE 5-1 Attentiveness _____ Attendance _____ Reliability _____ Punctuality _____ Perseverance _____ Neatness _____ Sense of Responsibility _____ Politeness _____ Spirit of Cooperation _____ Self Control _____ Relationship with Staff _____ Curiosity _____ Initiative _____ Honesty _____ Industry _____ Humility _____ Organisational Ability _____ Tolerance _____ Leadership _____ Respect for others _____ Courage _____ "C" PSYCHOMOTOR SKILL Handwriting _____ Fluency _____ Drawing/Painting _____ Games/Sports _____ Handing W/Shop _____ Tools _____ Gymnastics _____ Musical Skills _____ Construction _____ KEY TO RATINGS 5=Excellent 4=Very Good 3=Good 2=Fair			
English Language	5	5	5	5		48	68	52	46	B					
Mathematics	5	5	8			85	78	80	20	A					
Physics															
Chemistry															
Marketing						71				A					
Hausa/Ibo/Yoruba															
Weaving, Drying & Bleaching															
Animal Husbandry															
Biology	5	10	10	-	-	10	35			F					
Geography															
History / Government						58	80	55		C					
Literature in English	5	-	5	5	-	40	55	95	20	C					
Economics						5	5	66	5	F					
Agricultural Science															
C. R.K. / I.R.K.	5	5	5	5	-	21	41	96	22	4 th	D				
Computer Science															
Accounting/Book-Keeping															
Commerce															
Further Maths															
Civic Education	10	10				40	60	95	20	B					
French															
Maximum Marks Obtainable	900											Marks Obtained	441		
Total Number of Subjects:	9														
Overall position in Class	14 TH											out of	87	Average	49
Form Master's Remarks	Good											Name	Alphonsus S.	Signature	[Signature]
Guidance & Counsellor's/Comments												Name		Signature	
Principal's Remarks/Comments	Work Harder											Name of Principal	Mal S.	Signature	[Signature]
Signature															
Office Stamp												Next Term Begins	17 DEC 2021		

Final Assessment (A - Distinction B - Very Good C - Good D - Fair E - Poor)



SACRED HEART MARIST COLLEGE EJULE

SACRED HEART MARIST COLLEGE EJULE, P.M.B. 1006, OFU-L.G.A. KOGI STATE.



Name	
Class	SSI A
Session	2021-2022
Term	Annual Result

Sex	Select
Number In Set	65
Class Average	35.12
Student Average	82.74

General Performance	28%
Grade Performance	82.74%
Psychomotor Performance	0%
Affective Performance	0%

Cognitive Domain

SUBJECTS	FIRST TERM	SECOND TERM	TOTAL	Grades	Remarks
AGRICULTURAL SCIENCE	78.00	89.00	83.5	A	EXCELLENT
ANIMAL HUSBANDRY	81.00	89.00	85	A	EXCELLENT
BIOLOGY*	80.00	87.00	83.5	A	EXCELLENT
CHEMISTRY	76.00	79.00	77.5	A	EXCELLENT
CIVIC EDUCATION	92.00	85.00	88.5	A	EXCELLENT
COMPUTER SCIENCE	89.00	82.00	85.5	A	EXCELLENT
CHRISTIAN RELIGIOUS STUDIES	81.00	89.00	85	A	EXCELLENT
ECONOMICS	89.00	84.00	86.5	A	EXCELLENT
ENGLISH LANGUAGE	69.00	77.00	73	B	VERY GOOD
FURTHER MATHEMATICS	68.00	82.00	75	A	EXCELLENT
GEOGRAPHY	95.00	83.00	89	A	EXCELLENT
GOVERNMENT	89.00	93.00	91	A	EXCELLENT
HISTORY	95.00	96.00	95.5	A	EXCELLENT
LITERATURE IN ENGLISH	93.00	82.00	87.5	A	EXCELLENT
MATHEMATICS	77.00	74.00	75.5	A	EXCELLENT
PHYSICS	83.00	74.00	78.5	A	EXCELLENT
RELIGIOUS AND MORAL EDUCATION	72.00	61.00	66.5	B	VERY GOOD

PSYCHOMOTOR Domain (1-5)

Skills	Rating
GAMES	NAN
CARRYING OUT ASSIGNMENT	NAN
NEATNESS	NAN

AFFECTIVE Domain (1-5)

Skills	Rating
POLITENESS	NAN
OBEDIENCE	NAN
COMMUNICATION	NAN

FEES FOR NEXT SESSION:

- -
- -
- -
- -
- -
- -

Total Marks Obtained: **1406.5 / 1700**

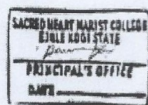
Position overall in SSI (cumulative): 9 out of 65

Dean's Comment:

Status:

Cognitive Keys


75.00 - 100.00	A (EXCELLENT)
65.00 - 74.99	B (VERY GOOD)
55.00 - 64.99	C (GOOD)
50.00 - 54.99	P (PASS)
0.00 - 49.00	F (FAIL)



REV. BR. PAUL ANGULU, FMS
 Management

Next Term Begins:
 23rd April, 2022





MIDWAY INTERNATIONAL SECONDARY SCHOOL

P.O. BOX 84, EJULE, OFU L.G.A. KOGI STATE

S.S.S. REPORT SHEET


NAME OF STUDENT: _____
 CLASS: SSONE TERM: 2nd YEAR: 2021/2022
 ATT. REG. NO: 12 NEW TERM BEGINS: 2-5-22

C.A.T.	Exam	Total	GRADE	Position	B. AFFECTIVE & PSYCHOMOTOR DOMAIN REPORT				
					BEHAVIOURS AND ACTIVITY				
					5	4	3	2	1
1 THE ENGLISH LANGUAGE	23	61	84	A	2nd				
2 MATHEMATICS	30	60	90	A	10th				
3 PHYSICS	24	64	88	A	13th				
4 CHEMISTRY	26	65	91	A	4th				
5 BIOLOGY	24	62	86	A	4th				
6 FURTHER MATHS	30	70	100	A	1st				
7 ECONOMICS	10	45	55	P	1st				
8 AGRICULTURAL SCIENCE	29	69	98	A	1st				
9 GEOGRAPHY	22	53	75	B	6th				
10 GOVERNMENT	20	60	80	A	3rd				
11 LITERATURE IN ENGLISH	28	27	55	P	16th				
12 CHRISTIAN REL. KNOWLEDGE (CRK)	26	36	62	C	9th				
13 ISLAMIC KNOWLEDGE									
14 CIVIC EDUCATION	24	60	84	A	3rd				
15 COMPUTER SCIENCE	30	68	98	A	1st				
16									

17. Communication

KEYS TO GRADES
 5 - Excellent
 4 - Good
 3 - Fair
 2 - Poor
 1 - Very Poor

Total Mark Obtained: 1,146 Out of: 1,400 Average Mark: 81.8
 Position: 5th Out of: 71 Pass/Fail: PASS
 Form Master's Comments: Handwriting student.
 Next Term School Fees: _____
 Director's Comments: You can do better than this.


 Director's Signature

3.1 Conclusion

From this paper, it is known that assessment of students in cognitive domain is properly carried out in Nigeria schools. However there is partial compliance with regard to psychomotor domain. But there is zero compliance and assessment of students in the Affective domain. This explains why youths who lack love, patience, obedience, kindness, honesty and sincerity tend to abuse their manipulative skills (psychomotor) by engaging in improvisation of explosives to cause mayhem violence and insecurity. This impacts negatively on national development, it is therefore reasonable to conclude that if the various ratings of students in Affective domain in schools are taken into consideration or cognizance in the compilation and computation of their termly examinations, the rate at which violence and criminality occur in the country will be highly reduced. Not totally eradicated because violence and insecurity is synonymous with human society.

3.2 Recommendations

Based on the conclusion, the following recommendations were made.

1. Policy makers, Ministry of Education and Administrators should ensure that the ratings of students in the Affective domain constitute part of the overall performance. This can be done through legislation.
2. Adequate and qualified teachers should be recruited and properly motivated to observe and assess the students in the three domains. This will help to improve performance generally.
3. Provision of adequate facilities especially in sports must be of utmost priority. This will help in the diversification of students' interest in different sporting activities.
4. Affective domain ratings or assessment must constitute part of students continuous assessment score.
5. Ministry of Education and policy makers should develop instrument or tools for measuring character traits and attitudes of learners.

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