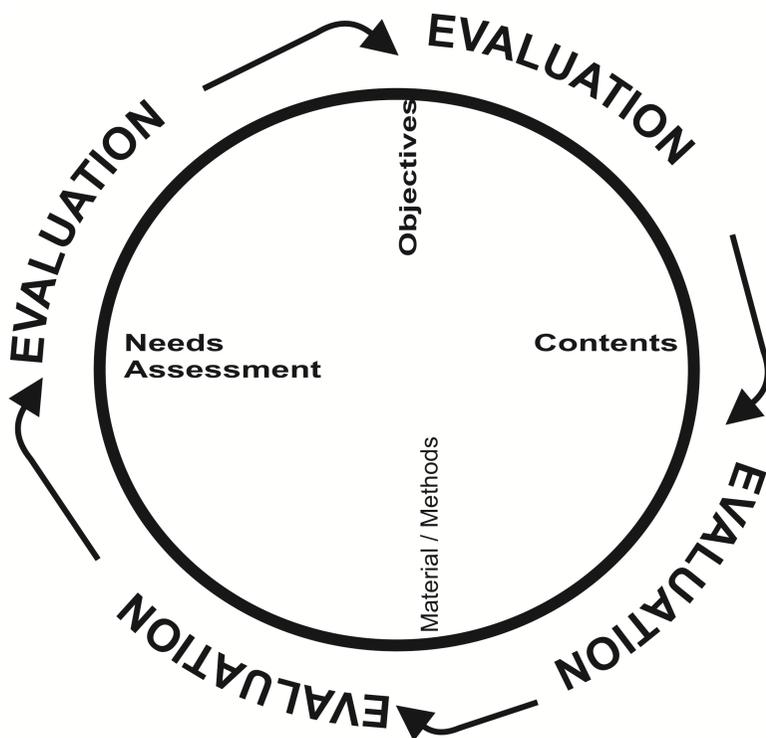


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This Journal is a forum for the dissemination of research findings and reports on curriculum development, implementation, innovation, diversification and renewal. In developing a curriculum, it is often necessary to use the experiences of the past and present demands as well as practices within and outside the system to design a desirable educational programme. Problems and issues in comparative education are relevant in shaping the curriculum. In the same vein, issues relating to the constant training and re-training of teachers are very relevant.

Articles which present the results of empirical educational research, discuss theoretical framework for innovation in education or advocate new ideas are welcome. The Journal accepts articles from scholars in all fields related to curriculum study from all parts of the world. However, particular interest is shown to papers in the following areas:

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## **ASSESSING THE PEACE EDUCATION CONTENT OF LIBRARY AND INFORMATION SCIENCE EDUCATION CURRICULUM OF UNIVERSITY OF ABUJA.**

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### ***Abstract***

*The study assessed the Peace Education content of Library and Information Science Education Curriculum in University of Abuja. The department of library and information science of the University was used as the target population with a total of 69 courses offered at the various levels of study in the department. Total enumerative sampling technique was adopted for the study based on the small size of the population. Course contents were critically examined to determine the existence of peace education contents and possible integration into other courses of study in the department. The instrument used in collecting data for the study was checklist of courses offered at undergraduate level in Library and Information Science (BLIS) department of the University and approved by National University Commission (NUC) against the perceived peace education content. Findings from the study revealed availability of peace education curriculum content at the 200 level of study and infusion of some components of peace education in some courses. Based on the findings, the researchers recommended teaching of peace education from homes, infusion of more peace education components into courses offered in the department, organizing of symposiums, conferences and seminars for students and teachers among others.*

**Key words: Assessment; Peace education; Library; Information science; Education; Curriculum.**

### **Introduction**

The University of Abuja was established in January, 1988 and academic work commenced in 1990 with the matriculation of the pioneer students. Its

establishment was informed by the imperative to provide an institution of higher learning within Abuja, whose objectives will be in line with the ideals that informed the conception of the city by the Federal Government of Nigeria. The University's national outlook means it will also make its services accessible to other states of the federation. The University was established with a dual mode to provide the regular or conventional academic programme and a distance learning programme. The objectives of the University are to encourage the advancement of learning and to provide to all persons without distinction of race, creed, sex, or political conviction the opportunity of acquiring a higher and liberal education among others.

Currently, the University has 11 faculties with varying numbers of departments, a College of Health Sciences, Post-Graduate School, a science based remedial programme, Consultancy Services Unit, the centre for Distance Learning and Continuing Education and a Computer Centre. The department of library and information science is under the faculty of education. For library and Information Science (LIS) professionals to function effectively in the 21<sup>st</sup> century, their products should acquire the necessary values, knowledge, attitude, skills and behaviour obtainable from Peace education.

Peace education is a new discipline which is being introduced in the existing curriculum in the world. It is mandatory for reducing violence and developing positive thinking. The integration of peace education into the school curriculum will enhance effective teaching-learning of peace education, culture, habits, attitudes and knowledge right from school system and whole society will be peaceful. National policy on education (NPE) (2014) provided that all levels of Nigerian educational system must inculcate the values of respect for the worth and dignity of man and liberty and develop moral and spiritual values of interpersonal and human relations.

Peace education is an approach of empowering people and giving knowledge and skills for managing the conflicts at all levels. According to Basharat and Wajeheha (2019) peace education is the ensuring force for the presence of justice and the condition of the absence of structural and physical violence. Peace education is the systematic ways of individual trainings towards non-violence, love, compassion, fairness, good welfares, cooperation and good interpersonal relationship in the society (Ogundele, Musa and Jimba 2015). Gutek (2006) defined peace education as careful effort to teach the children, youth and adult people about the root causes of conflicts and treats to war. Peace education is the procedure of providing peace related knowledge, morals and skills to the people. In this way, changes occur in behaviour for resolving problems (UNICEF 1999) Peace education according to Basharat and Wajeheha (2019) is a major tool for the

reduction and control of conflicts and can create the consciousness among individuals for understanding the threats of conflict and violence. They opined further that peace education transports enthusiasm and generates constructive efforts that empower the people for peace. Basically, peace education develops in people the capacity for peace. It is a mechanism of changing the attitudes of the people for avoiding conflicts, resolving conflicts and stimulating a culture of peace. Education is considered a major tool of maintaining peace and condemns all those events and occurrences which destabilise the equality, justice and patience in the societies. It is mandatory that students be taught about the root causes of war, encounter and conflicts. They should be giving the knowledge of global humanitarian laws, rights of human and different techniques of security and protection.

Basharat, Azhar and Wajeeha (2019) while surveying incorporation of peace education in existing secondary level curriculum and teachers practice identified areas of peace education to be included in the curriculum such as education for conflict resolution, human rights education, and developmental education, global and environmental education. Their findings revealed that teachers favoured the inclusion of peace education as a compulsory subject at secondary education level. Also in North Cyprus, Ozkutlu (2018) investigated “Peace” perceptions of special education students in North Cyprus: a metaphorical approach, quality and quantity. His findings revealed the urgency of providing peace education in schools.

Asembo and Lumadi (2014) in their survey research investigated students' *perception of quality of curriculum design of higher education in peace and security studies*. Sample size of the study comprised 152 students undertaking various courses in peace and security. Their findings observed lapses in the design of peace and security studies curriculum as regards practical training, content integration and flexibility. Peace education can be considered for immediate action and included in the curriculum of institutions of higher learning.

Curriculum is the planned experiences offered to a learner in school and consisting of three components namely; programme of studies, programme of activities and programme of guidance. It is the anchorage of educational values and a tool for achieving results that would benefit any country in the world (Umeano, Adene and Onwu 2019). It is a programme designed for certain group of learners within a time frame to achieve the intended behavioural outcomes. According to Olarionye, (2019) curriculum is the systematic body of materials and organized plan put together for modifying the behaviour of a person in his/her environment. In this connection, materials would include the objectives

and the knowledge to be acquired, while the plan includes the instructional activities and resources designed to affect the materials. Curriculum has been conceptualized as all learning experiences to which pupils or students involved in formal education are exposed to for purposes of changing their behaviours in terms of knowledge acquisition, skills development and character modification (Anikweze & Ugodulunwa 2019). Ajibola, (2008) called for redefining the Nigerian curriculum at all levels of education. Thus, redefining the curriculum is a form of educational reformation to meet up with the 21<sup>st</sup> century economy with peace education inclusive.

Basharat, Azhar and Wajeeha (2019) enumerated components of peace education to be included in the curriculum. These areas include Education for conflict resolution, human rights education, developmental education, global education and environmental education. In the views of Ogundele Musa and Jimba (2015) policy makers, curriculum planners and implementers and school administrators should join hands towards effective integration of peace education into subjects like social studies, government, general studies, civic education and entrepreneurship education subjects. This was collaborated by Odejobi and Adesina (2009) that suggested that History, social studies, Geography, Government and Religious studies should be taught as aspects of peace education. Peace education can be infused into other subjects due to demand for more books, researchers, instructional materials, new curriculum and teachers. These subjects have the concepts, methods and strategies of peace education in Nigerian schools. Dinn (2018) opined that if necessary, government should make peace education an integral part of the school curriculum, though it does not mean that peace education becomes a subject of its own.

Mohamad and Ifiandra (2022) investigated early childhood peace education curriculum and their findings revealed eight core values of a culture of peace that can be included in the components of peace education for early childhood education. These core peace values includes self awareness, understanding of differences, positive relationship with peers, pro-social behaviours, listening and speaking skills, understanding feelings and expressing them, conflict resolution skills and relationship with community and nature. Surveying peace education curriculum in the context of education sustainable development (ESD), Dinn (2018) found out that Indonesia is trying to successfully implement peace education in their curriculum. Its attempt for peace education and global citizenship education are not full-fledged yet except for introducing globalization in the curriculum and teaching and learning about multi culture and peaceful life.

Notwithstanding the appreciable high number of published works on peace

education, such as Dinn (2018) on peace education curriculum in the context of education sustainable development, Mohamad and Ifiandra (2022) on Early childhood peace education curriculum and Ogundele, Musa and Jimba (2015) on peace education program in Nigerian schools: problems and prospects, no effort was made to unravel assessment of peace education content in various courses of study curricula in the LIS department of the Universities neither was there any attention paid to University of Abuja. Therefore, assessment of peace education content of the library and information science curriculum offered in University of Abuja is considered apt.

### **Statement of problem**

The importance of peace education for harmonious living in today's modern society cannot be over emphasized as undergraduate students are expected to possess adequate knowledge, values, skills and behavioural changes that will enable individuals prevent conflict and violence. However, some University undergraduates find it difficult to live peacefully within the University environment. Efforts have been made by school authorities which include as mounting of bill boards on campuses, organizing lectures and even rustivating some students engaged in unruly behaviour, yet the problem has not been solved. This has led to the inability of undergraduates to live harmoniously on campus and in the society. This problem may persist if a lasting solution is not proffered. Since University undergraduates belong to different departments and study different courses, if elements of peace education are infused in their courses, it may help them to imbibe the expected peace culture. It is based on this premise that this study was conceived to assess the peace education component in the curricula of the department of library and information science (LIS), University of Abuja.

Specifically, the objectives of the study are to:

1. Identify the various courses offered in the department of library and information science (LIS) department of the University of Abuja.
2. Examine if peace education is one of the courses offered by students in the department of library and information science of the University.
3. Determine if the LIS curricula content addressed peace education components such as values, knowledge, attitude, skills and behaviour

### **Research questions**

The study was guided by the following research questions:

1. What are the various courses offered in the department of library and

- information science of the University of Abuja?
2. Does the curricula content of the department of LIS of the University of Abuja contain peace education as a stand-alone course?
  3. To what extent does the LIS curricula content address components of peace education such as values, knowledge, attitude, skills and behaviours?

The findings of the study would be beneficial to stakeholders such as undergraduate students who will imbibe the spirit of peace. Lecturers in the University will know the strategies to adopt in inculcating harmonious living among students while government at all levels would be abreast with strategies to control violent behaviours in the society.

### Method

The study adopted a survey research design. The department of library and information science of University of Abuja was the target population with all the 69 courses offered at the undergraduate level from 100 to 400 levels. There was no sampling because of the small size of the population, which is the number of courses offered in the department. The instrument used in collecting data for the study was checklist of courses offered at undergraduate level in the department of Library and Information Science (BLIS) of the University and approved by National University Commission (NUC). The curricula were obtained from the University library at the mini campus of the University. The content of the various courses were examined to determine the existence or non existence of peace education content and the infusion of peace education contents into other courses of study in the University. Data collected was analyzed using frequency counts and percentages.

### Results/discussion of findings

**Research question 1:** What are the various courses offered in the department of library and information science of the University of Abuja?

#### 100 level 1<sup>st</sup> and 2<sup>nd</sup> semester

**Table 1: courses offered at the University of Abuja**

COURSE	CODE	COURSE TI TLE	CREDIT UNIT	STATUS
LIS	101	Introduction to library and Information Science	3	C
LIS	103	Libraries, Information and Society	2	C
LIS	105	Introduction to Digital Libraries	3	C

LIS	107	Introduction to Library Application Packages	2	C
LIS	109	Sociology and Library and Information Science	2	C
STA	101	Introduction to Statistics (Elective)	2	E
GST	101 A	Use of English	1	C
GST	103	Nigerian Peoples and Culture	2	C
Total credit units			17	
LIS	102	Library and Information Environment	2	C
LIS	104	Library and Information Routines	2	C
LIS	106	Basic Information Skills	2	C
LIS	108	Communication Skills	2	C
LIS	110	Education and Libraries	2	C
GST	102	Philosophy and Logic	2	C
GST	104	Science and Society	2	C
GST	101 b	Use of English	1	C
GST	122	Use of Library	1	C
Total credit units			16	

**200 level 1<sup>st</sup> and 2<sup>nd</sup> semester courses**

LIS	201	Information Organization 1	3	C
LIS	203	Bibliographic Information Systems and services	3	C
LIS	205	School Libraries and Media Resource Centres	2	C
LIS	207	Philosophy of Library and Information Science	2	C
LIS	209	History of Nigerian Libraries	3	C
LIS	211	Library and Information Systems and services for Young People	2.	C
CSC	200	Introduction to Computer Science	2	C
GST	203	Nigerian People and Culture	2	C
Total Credit units			19	

COURSE	CODE	COURSE TITLE	CREDIT UNIT	STATUS
LIS	202	Information Organization 11	3	C
LIS	204	Management Information Systems and Services	2	C
LIS	206	Information Users	2	C
LIS	208	Foundations of Archives and Record Management	2	C
LIS	210	Public Information Centres	2	E
LIS	212	Information Sources and Services	2	C
LIS	214	Hardware Technology	2	C

LIS	216	Reference/Information Sources and Services	2	C
GST	222	Peace and Conflict Resolution	2	C
		Total credit units	19	

**300 level 1<sup>st</sup> and 2<sup>nd</sup> semester**

COURSE	CODE	COURSE TITLE	CREDIT UNIT	STATUS
LIS	301	A.V. Resources in Libraries and Information Centres	3	C
LIS	303	Collection Development	3	C
LIS	305	Academic Information Systems and Services		
LIS	307	Information Organization 111: Principles of Cataloguing	3	C
LIS	309	Information Sources in Humanities (Elective)	2	C
LIS	311	Information Sources in Education (Elective)	2	E
LIS	313	Research and Quantitative techniques	2	C
LIS	315	Technical Services in Library and Information Centres	2	C
LIS	317	National Information Systems and Services	2	E
GST	301A	Introduction to Entrepreneurship Studies 1	2	C
		Total credit units	23	
LIS	302	Introduction to Publishing	2	C
LIS	304	Information organization IV	3	C
LIS	306	Information Representation and Retrieval	2	C
LIS	308	Special Libraries and information Centres	2	E
LIS	310	Information Sources in Science and Technology (Elective)	2	E
LIS	312	Information Sources in Social Sciences (Elective)	2	E
LIS	314	Software Technology	2	C
LIS	316	Preservation, Conservation and Security of Information Sources	2	C
LIS	318	Information Systems and Services for Rural Dwellers	2	E
GST	301B	Introduction to Entrepreneurship Studies 11	2	C
		Total credit units	21	

**400 level 1<sup>st</sup> and 2<sup>nd</sup> semester**

COURSE	CODE	COURSE TITLE	CREDIT UNIT	STATUS
LIS	401	SIWES in Libraries and Information Centres	6	C
LIS	403	Final year project	4	C
LIS	405	Government Publications	2	C
LIS	407	Inter-Library cooperation and Information Networks	2	C
LIS	409	Library and Information Consultancy	2	C
LIS	411	Revenue Generation in Libraries and Information Centres	2	C
LIS	413	Automation in Libraries	2	C
LIS	415	Legal Information Sources and Services (Elective)	2	E
Total credit units			22	
LIS	402	Serials management	2	C
LIS	404	Information Science	3	C
LIS	406	Database Design and Management	2	C
LIS	408	Marketing Library and Information Services	2	C
LIS	410	Application of ICTs in Libraries and Information Centres	2	C
LIS	412	Libraries and Information Centres Management	2	C
LIS	414	Code of Conduct and Ethics in Library and Information Science	2	C
Total credit units			15	

The above table 1 indicated all the courses that are offered in the department of library and Information science, University of Abuja for undergraduate programme. 17 courses are offered at the 100 level with 16 credit units while 17 courses are equally offered at the 200 level with 19 credit units. At the 300 level, 20 courses are offered with 21 credit units. 15 courses are offered at the 400 level with 15 credit units.

Findings revealed that a total of 69 courses with a total of 71 credit units are being offered from 100 to 400 levels in the library and information science department of the University of Abuja. 9 courses comprising STA 101, LIS 210, 311, 317, 308, 310, 312, 318 and 415 are electives while the remaining 59 courses are compulsory. LIS 305: Academic information system and services does not have any credit or status.

**Research question 2:** Does the curricula content of the department of LIS of the

University of Abuja contain peace education as a stand-alone course?

A critical assessment of the various courses offered in the department of library and information science of the University of Abuja indicated that peace education is offered in the LIS department at 200 level of study as GST 222: Peace and conflict resolution. The course is compulsory in nature and every student is expected to register and pass it before graduation. The integration of peace education into the school curriculum will enhance effective teaching-learning of peace education culture, habits, attitudes and knowledge right all through the school system and this may lead to the whole society being peaceful. The findings support the provision of the National policy on Education (NPE) that all levels of Nigerian educational system must inculcate the values of respect for the worth and dignity of man and liberty; and develop moral and spiritual values of interpersonal and human relations. Basharal, Azhar and Wajejha (2019) collaborated the provision and revealed that teachers favoured the inclusion of peace education as a compulsory subject at secondary school level. It is mandatory that students be taught about the root causes of war, encounter and conflict as revealed by Ozkutlu (2018) on the urgency of providing peace education in schools.

**Research question 3:** To what extent does LIS curricula content address components such as values, knowledge, attitude, skills and behaviour?

**Table 2:** Checklist of peace education components at the department of library and Information science (LIS) of UNIABUJA

		VALUES	KNOWLED.	ATTITUDE	SKILLS	BEHAVIOUR	FREQUENCY	%
COURSE TITLE	CODE							
Nig. People & culture	GST103	v					1	8
Science & Society	GST 104							
Communication skills	LIS 108		v		v		2	17
Library, info. & society	LIS 103	v				v	2	17
Peace & conflict resolution	GST 222	v	v	v	v	v	5	41
Code of conducts and ethics in library and information science	LIS 414			v	v		2	17
<b>Total</b>							<b>12</b>	<b>100</b>

Table 2 above indicated checklist of six courses offered in the LIS department of the University of Abuja perceived to have components of peace education. Assessing the availability of peace education content, GST 222: peace and

conflict resolution contained five components translating to 41% while LIS 108: communication skills, LIS 103: library, information and society and LIS 414: code of conducts and ethics in library and information science contained two components each translating to 17%. GST 103: Nigerian people and culture contained only one component translating to 8%. Findings revealed that most of the GS courses surveyed contained components of peace education which are infused into the courses except GST 104: science and society. This is in agreement with the views of Alfonso (2014) that teaching peace education in Nigerian schools will enable the students to develop and acquire the basic skills, values and abilities to develop peace culture, interpersonal, cultural attitudes like respect for elders and constituted authorities, living in harmony and honesty. He went further to suggest that policy makers, and other stakeholders should join hand towards effective integration of peace education into subjects like general studies, social studies, civic education entrepreneurship etc. It is necessary for government to make peace education an integral part of the school curriculum, though it may not be a stand- alone course. Basharat, Azhar and Wajeaha (2019), collaborated the findings and opined that it is the responsibility of the specialist and experts in peace education to discuss with the students on the peace related knowledge, skills and values for nurturing worldwide harmony and social justice. Furthermore, the enumerated other areas of peace education to be included in the curriculum such as education for conflict resolution, human rights education, developmental education, global and environmental education.

### **Conclusion**

The importance of peace education in the curriculum of undergraduate students of library and information science of University of Abuja cannot be overemphasised as peace education is a process that prepares young people for global responsibility and enables them to understand the nature and implications of global independence. From the findings of this study, it could be concluded that the department is offering peace education as a stand- alone course while some components of peace education is infused into some other courses of study in the department. The major components of peace education such as values, knowledge, skills etc are well taken care of in the department of LIS of the University of Abuja.

### **Recommendation**

The following recommendations were proffered based on the findings of the study:

Peace education concepts should be taught right from the home to University level.

Peace Education curricular content should be offered at all levels of LIS department of the University of Abuja.

Infusion of more peace education components into the LIS department curricular of the University of Abuja.

A unit of Peace Education should be created as part of the General Studies Course of the University.

Conferences and seminars should be organised for students and lectures on the importance of harmonious living in the society.

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## TEACHERS' MOTIVATION AND INSTRUCTIONAL DELIVERY EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS IN CALABAR EDUCATION ZONE

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Cross River State, Nigeria.*

### **Abstract**

*The purpose of this study was to investigate the relationship between teachers' motivation and their instructional effectiveness in secondary schools in Calabar Education Zone of Cross River State. Two hypotheses were formulated to guide the study. A sample of two hundred respondents was randomly selected for the study. Vroom (1964) expectancy theory was used. Data for the study were collected through the use of a questionnaire. Pearson product moment correlation analysis was considered the most appropriate statistical technique for data analysis. All hypotheses were tested at 0.05 level of significance. The finding of the study revealed a significant relationship between teachers' motivation and their instructional delivery effectiveness. Based on the result of the study, it was recommended that teachers should be adequately rewarded to bring out their effectiveness in classroom instruction delivery. In-service training, workshops and seminars should be organized for teachers. This will help to boost the teachers' confidence and also enhance their ability for instruction delivery effectiveness.*

**Keywords:** Teachers' motivation, instructional delivery effectiveness, teaching and learning.

### **Introduction**

Education is an indispensable ingredient of development and a fundamental right of every individual. Also, as a power catalysing agent, it

provides mental, physical, ideological and moral training to individuals, so as to enable them have full consciousness of their purpose in life and equip them to achieve that purpose. In fact, education is a systematic instruction for the development of character or mental power (Kamla-Raj, 2010). Kituyi, Musau and Thinguri (2021) stressed that effective instructional delivery is important in teaching and learning. The ability of a teacher to deliver instruction effectively will result in the following: (i) It will make teaching more interacting; (ii) bridge the communication gap between the teacher and the students; and (iii) high degree of interest which is necessary in stimulating learning will be created. It is pertinent to note that teachers' instructional delivery effectiveness depends not only on the teacher's competency, but also on how motivated a teacher is. Instructional delivery strives well in a conducive learning environment.

There is the problem of reward system, nobody wants to work for nothing; and gone are the days when teachers accept to get their rewards when they get to heaven; as many of them are not even sure of going to heaven. So teachers want their reward here on earth. Therefore reward system to a greater extent determines how effective an instruction is delivered by the teacher. According to Ogunu (2019) poor academic performance has been identified as a problem in Nigerian secondary school public examination. This problem has been blamed on teacher's insensitivity on how to deliver instruction effectively. This situation does not only generate concern, but also re-crimination and counter re-crimination. The government on its own part blames the situation on the poor administration of schools by the principals and lack of commitment duty by teachers. Parents on their part lay the blame on government for inadequate funding and nonchalant attitudes of teachers to their jobs. Teachers on the other hand blame the occurrence on the government for lack of funds and on students' apathy toward their academics. In all these re-crimination and counter re-crimination, little attention is paid to teachers' reward system.

The hallmark of an organization success is effective employee performance. However employee's effort will be driven to this objective if their expectations of fair and just reward system are met (Yamohah, 2014). According to Armstrong, it consists of an organization's integrated policies, processes and practices for rewarding its employees in accordance with their skills, competencies, contribution and their market value without any bias. Teachers are expected to render high job performance because of their crucial role in education. However, they are sometimes accused of laziness, purposeful lethargy, lack of dedication and zeal to work. While teachers on their part argue that the existing reward system does not satisfy their basic needs and aspirations

(Ubom & Joshua, 2004). Patts (1995) also posited that reward is the benefit that arises from performing a task, rendering a service or discharging a responsibility. The main work reward for performing work is salary or wages. Aside salary and wages, many employers also offer pension benefits, paid lunch, child education, health insurance, official car, beneficial loans, bonuses and many more. Reward system is an important tool that management uses to influence employees motivation. In other words, management uses reward system to attract people to join the organization, keep them coming to work and motivate them to perform to high levels (Agwu, 2013).

Educational professionals have overly recognized the importance of reward on teachers' motivation and achievement, it is evident that a good number of trade dispute between teachers and their employers are pivoted on the reward. It is through these various dispute backdrops that Ikeji (1992) observed that throughout history of the teaching profession, the determination and scheduling of teachers' salaries have been very controversial. Onyene (2000) opined that at all levels and sizes, every educational institution would be in jeopardy if the workforce (teachers specifically) is haphazardly employed, poorly remunerated, not rewarded for incidental contributions and not exposed or given other fringe benefits or incentives. It therefore follows that matters of educational policies and principles will remain mere wishful thinking if teacher-related concerns like remunerations are not taken as a matter of compulsion for human resource management in our schools.

Oyebanji (2011) reported the presence of operational and managerial problems. These problems ranging from monster of fund unavailability to total absence of Herzberg motivator (hygiene incentive packages, especially the material and the monetary). The poor salary package and the irregular mode of payment adversely affect teachers' performance in the classroom. Peterson (2003) in his view says that the current school environments are a reward of scarce setting for professional work and often seem to work against teachers' best efforts to grow professionally. Ekundayo (2013) lamented that inspite of the role teachers played in the education system, there was abundant evidence suggesting that teachers were neglected in terms of support and welfare. Teachers' welfare need to be seen as a viable motivational factor for the survival of the teaching profession and the educational system. According to Gbenga and Yakub (2018), teachers want to give the best education to their students, so they need to be rewarded like other professions. There is another alternative route to motivate teachers effectively. Increasing teachers' allowance in rural areas is a necessity for actualisation of good performance from the students. They will have interest

to stay in rural areas and the urban centres will be decongested. For instance, nurses are being paid shift allowances, doctors are paid call duty allowances, and journalists are paid dressing allowance. What will be used to distinguish teaching as a profession? It is teachers' peculiar allowance. Government needs to find a means to compensate and motivate teachers (Gbenga & Yakub, 2018).

The success of every educational system depends on the quality and quantity of its factors or production (human and material resources). Of all the factors, the human resource appears to be the most important because without human efforts, all other factors are inept. This is why it is necessary to train and retrain the staff of any organization for better production. According to Peretomode and Peretomode (2001), training is a planned organisational effort concerned with helping an employee (teacher) to acquire specific skills, knowledge, concepts, aptitude and behaviours to enable him/her perform more efficiently on his/her present job, that is, to improve on the performance. The success of education depends on trained staff. We cannot replace trained staff with any other type of instructional material (Hanif & Saba, 2002). The importance of teachers in any educational system cannot be over-emphasized. This is because the quality of staff in any educational system determines to a great extent the quality of the system itself, and professional staff in particular are crucial to the formulation and successful implementation of education policies and programmes in any country. However, teaching is a high social service in every country of the world. Trained teachers are indispensable in the effort to develop the nation. The business of the school is to educate and the most important resource in the school is the teacher. Teaching is indeed a challenging profession and the teacher is the main factor in the learning environment of a child (Peretomode, 2007). Monity and Inyang (2020) maintained that having prior knowledge about a career is important to developing and nurturing interest in the career. Career training and development is the starting point in proper personal function as regards a particular relevance to effective use of human resource. According to Nakpodia (2010), one of the useful aspects of human resource management is the training and development of staff. Training is a process of teaching a worker how to perform tasks. It is a means of altering a worker's behaviour and attitude in order to increase the opportunities for improved work performance. Training also enables workers to develop better understanding of their work and provide the ability to cope with organizational, social and technological changes. In order for a teacher not to be static, he should undergo training and develop his career to be able to meet up the 21<sup>st</sup> century advancement and innovations.

In order to achieve the goals and objectives of educational systems, particularly in Post-Primary Education Board, there is need for staff professional development. Peretomode (2001) explained that employees may become obsolete and rustic if they do not update themselves with new work skills and knowledge about work, organization and environment. He highlighted the determinants of training and acquiring more conceptual knowledge, skills and competencies both in teaching areas and non-teaching areas, obtain a high academic or professional qualification in school/organization hierarchy, to meet up with the new changes in the educational system, the new methods, techniques and technological development, to keep the staff in the system, procure job security.

Okoye (2018) in her study endorsed the concept of in-service training for teachers. The author stressed that there is need to upgrade quality of teachers, school system and institutions offering education in order to achieve effective programmes of selecting and preparation. The more qualified a teacher is the more effective and efficient the instructional delivery will be. Career development according to the author, boosts the teachers' confidence and enhances their ability to deliver instruction effectively. Igwebuikwe, Monity and Abam (2019) added that a good teacher and indeed practising teachers end up becoming great teachers by not just using text books or attending classes but, seeking knowledge further either in conferences or workshops. However, under the university policy of staff development and training, holds that an organization/institution committed to the support of staff development and training which is geared towards development of knowledge, skills and awareness of staff, will improve the effectiveness and efficiency of individual. The efficient functioning of the organization/institution depends on its support for the provision of staff development and provision for academic relatedness.

### **Statement of the problem**

In recent times, there have been complaints from all quarters of the Nigerian society that the standard of education has fallen. Students' performance in standardized examinations, such as West African Examination Council (WAEC), Senior School Certificate Examination (SSCE), General Certificate Examination (GCE), Unified Tertiary Matriculation Examination (UTME) and even the National Examination Council (NECO) continues to fall below expectation from year to year. This has negative impact on the quality of students from secondary schools to the tertiary education and which also affected the quality of graduates produced from the tertiary institutions. Overtime, this poor

academic performance has been blamed on the teacher. As it is, there is noticeable decline in the teacher's effectiveness in secondary school as observed from the poor performance of students in internal and external examinations. According to Ogunu (2019) poor academic performance has been identified as a problem in Nigerian secondary school public examination. The need for teachers to effectively deliver instruction cannot be overemphasized. This is because the quality of the product (students) from the school is dependent on the quality and effectiveness of instructional delivery. It is on this note that the researchers seek to investigate teachers' motivation (teachers' reward system and career development) and instructional delivery effectiveness among secondary school teachers in Calabar Education Zone.

The study used the expectancy theory by Vroom (1964). The theory explains the behavioural process through which individuals choose one behavioural option over another. It also explains how they make decisions to achieve the end they value. This expectancy-value model states that a behaviour is motivated by the subjective probability of successfully reaching the behavioural goal. This theory was originally contained in the valence-instrumentality-expectancy (VIE) theory. The theory states that three perceptions can affect a person's motivation: valence, instrumentality and expectancy. Valence according to Vroom (1964) refers to value while instrumentality is the belief when a thing is done, it leads to another thing, and expectancy refers to the belief that the person has about what he or she can do to reach the goal (an action or effort which leads to outcome). Expectancy theory has implications for teachers' pay changes. The changes in pay must be valued by teachers. Any monetary reward or incentive must be consequential enough so that teachers regard it as being worthwhile. Teachers must perceive that they can and will attain the positive rewards before they will be motivated. Teachers must understand the criteria for receiving a reward and, believe they have the skills and ability to meet the criteria.

### **Research questions**

1. To what extent does teacher reward system relate system relate to their instructional delivery effectiveness
2. How does career development significantly relate to instructional delivery effectiveness

The following hypotheses was formulated to guide the study

## Hypotheses

1. There is no significant relationship between teachers reward system and their instructional delivery effectiveness.
2. There is no significant relationship between career development and teachers' instructional delivery effectiveness.

## Method

The design for the study was a survey design. This design was adopted because of the characteristics and generalize the results from the sample on the population. The research area is **Calabar Education Zone of Cross River State. The zone is made up of seven local government areas namely; Calabar South, Calabar Municipality, Akpabuyo, Bakassi, Odukpani, Akamkpa and Biase. The zone is bounded in the north by Yakurr Local Government Area, in the south by the Atlantic Ocean, in the west by Abia and Akwa-Ibom States and in the east by the Republic of Cameroon. The inhabitants in the rural area in Calabar education zone are mostly farmers, traders, fishermen and civil servants. The inhabitants in the urban areas are mostly civil/public servants who reside in Calabar south and Calabar municipality. Calabar education zone is a growing industrial, commercial and educational centre. It also ranks among the earliest citadels of academic intellectualism, western education and cradle of civilization in Nigeria; the headquarter of the old Calabar province in the colonial administration, the capital of the South-Eastern state, the capital of both the old and present Cross River state. The area also has the earliest schools.**

The population of the study comprises all teachers in public secondary schools in Calabar education zone. There are 2,096 secondary school teachers according to Post Primary School Board (PPSMB), Cross River State. The sampling technique adopted for this research was random sampling technique. The sample of the study was made up of 200 teachers randomly selected for the study. This constituted 10% of the population of the study.

The instrument used for this research was a questionnaire called: Teachers' motivation and instructional delivery effectiveness questionnaire (TMIDEQ). The items on the questionnaire were sorted out based on the variables they were to measure. The questionnaire which was structured in a four-point Likert type scale was positively and negatively worded, it was made up of twenty

(20) items with five (5) options such as: Reward System, Teacher career Development, quality of instructional development, Teacher Effectiveness and Teacher Reward System. It was analysed using Pearson product moment correlation analysis.

**Results**

The study was on teachers' motivation and instructional delivery effectiveness among secondary school teachers in Calabar metropolis of Cross River State.

**Table 1: Pearson product moment correlation analysis of teachers' reward system and teachers' instructional delivery effectiveness.**

Variable	N	$\bar{x}$	SD	r-cal
Teachers' reward system	200	14.75	2.70	0.173*
Teachers' effectiveness	200	13.00	2.39	

\*Significant at 0.05 level, df = 198, critical r = 0.138

The result of analysis in table 1 showed that the r-calculated of 0.173 was higher than the r-critical of 0.138 when tested at 0.05 significance level having 198 degree of freedom. This shows that the result is significant. Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted.

**Table 2: Pearson product moment correlation analysis of teachers' career development and teachers' instructional delivery effectiveness.**

Variable	N	$\bar{x}$	SD	r-cal
Teachers' career development	200	14.22	2.28	0.500*
Teachers' effectiveness	200	13.00	2.39	

\*Significant at 0.05 level, df = 198, critical r = 0.138

The result of analysis in table 2 showed that the r-calculated of 0.500 was found to be higher than the r-critical of 0.138 when tested at 0.05 significance level and at 198 degree of freedom. This implies that there is a significant relationship between teachers' career development and teachers' effectiveness in classroom instruction delivery. Based on the result of the finding the null hypothesis which states that there is no significant relationship between teachers' career development and teachers' effectiveness in classroom instruction was rejected

and the alternate upheld.

### **Discussion**

The finding on hypothesis one based on the result of the analysis in Table 1, produced a significant result. Therefore, the null hypothesis was dropped and the alternative hypothesis retained. This by implication means that the reward system is important if the teachers are to perform their job creditably. Thus, the more regular and consistent the reward system is, the greater the job performance of teachers and vice versa.

This finding agrees with the finding of Yamohah (2014) who stated that employees' effort will be driven to the objective and goals of any organization if their expectations of fair and just reward system are met. This means that the better the reward system, the more the employees will give in their best. The finding of this research work is also in line with Okoro (1998) who lamented that in spite of the role played by teachers in the education system, there was abundant evidence suggesting that teachers were neglected in terms of support and welfare. In his conclusion, he stated that teachers' welfare needs to be seen as a viable motivation factor for the survival of the teaching profession and the educational system. The present finding have it that there is no way teachers will not perform better when their salaries, fringe benefit, are paid as and when due. It therefore means that a poor reward system will cripple their effectiveness.

The result in table 2 showed that teachers' career development is significantly related with teachers' work effectiveness. From the data analysis presented in table 2 it was indicated that through in-service training, seminars, workshops, teachers have been able to improve themselves significantly and therefore deliver instruction in the classroom effectively. The finding of the research work is working in line with Nakpodia (2010) who revealed that one of the useful aspects of human resource management is the training and development of staff. According to Nakpodia, training is a means of altering a workers behaviour and attitude in order to increase the opportunities for improved work performance. In order for a teacher not to be static, he should undergo training and develop his career to be able to meet up with the 21<sup>st</sup> century advancement and innovations. The finding of the research work is supported by Peretomode (2001) who explained the employees may become obsolete and rustic if they do not update themselves with new work, skills and knowledge about work, organization and environment. He highlighted the determinants of training as acquiring more conceptual knowledge, skills and competencies both in teaching areas; obtain a high academic or professional qualifications to meet up

with the new changes in the education system, the new methods, techniques and technological development to keep the staff in the system. From the finding of this study and the findings from other authors, it can be seen that teachers' career development plays important role in their work effectiveness, by extension classroom instruction delivery.

### **Conclusion**

The result of the analysis revealed that both reward system and teachers' career development have significant relationship with quality of instructional delivery among secondary school teachers in Calabar metropolis of Cross River State. Teachers' motivation cannot be overemphasized. A school system with highly motivated teachers birthed quality and high performance among the students. This means that when teachers are motivated they will deliver their best in terms of instructional delivery.

### **Recommendations**

Based on the findings, the following recommendations were made:

1. Teachers should be adequately rewarded to bring out their effectiveness in classroom instructional delivery.
2. In-service training, workshops and seminars should be organized for teachers. This will help to boost the teachers' confidence and also enhance their ability for instructional delivery effectiveness.

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## PEACE EDUCATION AND NATIONAL DEVELOPMENT THROUGH ENGLISH LANGUAGE INSTRUCTIONAL DELIVERY

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### **Abstract**

*The study examined the importance of teaching peace education for national development through English language. The study was carried out among English language in public secondary schools in Rivers State, Nigeria. The study adopted a descriptive survey research design. It was guided by three research questions. The sample of the study comprised 250 English language teachers in public secondary schools in the state. This sample was drawn using simple random sampling technique and by balloting. A researchers' structured 34-item questionnaire tagged Peace Education, National Development and English Language Teaching Questionnaire (PENDELTO), which was designed on a 4-point rating scale and validated by three experts was used for data collection. The reliability of the instrument was determined using Cronbach's Alpha Method and a reliability index of 0.78 was obtained. The research questions were answered using mean and standard deviation while the hypothesis was tested using independent t-test analysis. The findings of the study revealed that teaching peace education through English language is beneficial for national development since English is both Nigeria's official language and the medium of instruction in Nigeria schools; and through it, the knowledge, skills, attitudes and competencies for acquiring right values for peace and acceptable behaviours that reject violence in school, home and community could be inculcated in students, thereby fostering national development. Based on the findings, aspects of peace education that could be taught and implementable instructional strategies for effective teaching of peace education through English language were recommended.*

**Keywords: Education, Peace education, National development and English language**

### **Introduction**

It is common knowledge that different kinds of conflicts abound in the world today. Many countries are putting in place measures, programmes and initiatives to either eradicate or reduce, to the barest minimum, the types of conflicts being experienced in these countries. Some of these conflicts include

but are not restricted to issues associated with religion, culture, xenophobia, racism, militarism, environment, politics, poverty, economy, ethnocentrism and all forms of violence. As observed by Gross (2017), conflicts have been in existence between different groups and culture (of the world). It is not surprising therefore, to see that conflicts can ensue between different people in different groups and could lead to violence even among pupils in primary school and students of secondary and tertiary institutions. For instance, UNICEF as cited by Zamaheva (2020) reports that about 150 million students globally face violence in their schools as a result of conflicts.

Nigeria, even though a developing country, is also caught in the web of different conflicts ranging from insecurity, tribal, ethnic, communal, economical to religious and political conflicts, which is currently ravaging the country. This could be what informed Ezegebe's (2023) submission that the future and existence of Nigeria is being threatened now like no other time in the history of its existence as a nation and that challenges such as banditry, (terrorism) and some ethnic (separatist) movements for self-actualization are some of the easy pointers to the existential threats facing Nigeria. No wonder the issue of peace education has taken the centre burner in all educational concerns all over the world. This is in realization that the gains of education, especially that of science and technology, will come to naught if the world is plagued with conflict (Igbokwe & Egbe, 2014). Consequently, peace education programmes (including initiatives and projects) around the world have represented a spectrum of focal themes such as nuclear disarmament, cultural diversity, prejudice, hunger, poverty and starvation (Yusuf, 2011) all in a bid to resolve or reduce different conflicts bedeviling different nations of the world and to foster peaceful conflict resolution, peace and tranquility and appreciation of peace values. Peace education programmes are transmitted through peace education.

Peace education has been defined and explained from different perspectives. For instance, Rank's (2012) assumption is that peace education has been qualified as education to create more peaceful societies or nations which also transform cultures of violence to culture of peace and is a life-long learning, that is, from childhood socialization to adult education. Peace education is actually a process of equipping learners with tools for promoting and developing knowledge, skills, attitudes and values necessary to bring about behavioural changes that will enable children, youths and adults to successfully prevent both overt and structural conflict and violence, to resolve conflicts peacefully and to create conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level (AL-Zyoud, Brown & Morgan, 2013

and Ikechukwu, 2014). Peace education is the process of imparting knowledge about how to live peaceably with people and inculcating in them, especially the youths, attitudes, skills, and behaviours needed for peaceful, non-violent co-existence and for living in harmony with oneself and others in one's society, nation and the world at large.

The importance of peace education to peaceful co-existence of people from different backgrounds and cultures has been harped on by researchers such as Al-Zyoud, Brown & Morgan (2013) and Khaliq, Ghani & Ilyas (2020) who explain that peace education serves to stabilize and secure human lives, (properties) and society; encourages reflection, critical thinking, cooperation, multiculturalism and responsible actions based on the virtues of dignity, equality and respect; enables people to acquire respect for life, a desire to end violence and skills to promote practice of non-violence through education, dialogue and cooperation. The researchers further explained that peace education helps to create awareness of the inner conflicts and violence and how to find solution to these conflict so as to ensure that people live in harmony, understanding, calmness, accord and with patience. In the words of Khaliq, Ghani & Ilyas (2020), “peace education is just like medical education where a doctor learns from different ways of treating the sickness or illness. Same is the case with students who were taught peace education. They learn to fix all those problems caused by violence. Violence is a form of pathology, a social disease” (p.82).

These importance of peace education indicate that peace is an indispensable ally for national development. Making the teaching of peace education imperative at all levels of education, especially at the secondary school level, is a welcome development since. According to Huseyinhaci, Derviskayimbasioglu, Gazi & Aksal (2016), the development of a nation is based on the (nation's) quality of education. Peace education fosters national development because it is both a philosophy and a process that is concerned with the acquisition of knowledge about different manifestations of peace and violence as well as peacemaking skills. It is a process of inculcating elements of peace education into learners to enable these learners develop the ability to manifest tolerance, the skills for non-violent conflict resolution and the sense of dedication to the establishment of a culture of peace (Akurole, 2010). It means, therefore, that for any nation where there is peace, there is very high tendency for national development. A peaceful society is a lead way to promoting national development. This understanding provides a pathway for both teachers and students to gain critical thinking, attitudes of respect, tolerance and problem-solving skills to cooperate and relate in peaceful manner within their immediate

environment and society at large.

The goal of peace education is to enable students, especially those at the secondary school level, adopt a positive attitude regarding the different issues they face in life and acquire skills necessary for peaceful resolution of conflicts, especially in the classroom and in turn impact positively on the society. Ajala (2013) is of the opinion that peace education influences students in all levels, standards and approaches that can provide an environment favourable to human life. Aguba (2010) notes that it is expedient for curriculum planners to make peace education an integral component of subjects, that is, either as a separate subject or integrated to subjects' curriculum so that students can be educated on how to peacefully live together as one. There is need, therefore, for peace education programme in schools' curriculum (and interpreting the peace education curriculum through English language instructional delivery) as a means of catching them young to minimize the spirit of intolerance that endangers conflict all over the world (Ogunyemi and Adetoro, 2013). This will empower students with necessary knowledge of peace, skills and competence to address issues and conflicts without resorting to violence. Therefore, stakeholders like the government, parents, teachers, textbook writers among others need to support students and wards to actively participate in the peace education programmes.

Teaching peace education through English language instructional delivery is very needful as it plays a crucial role in national development. Using an international language like the English language to educate students on the core values of peace will, according to Khali, Ghani & Ilyas (2020), aid in personality development, character building, creating harmony and sense of proportion by overcoming the problems of conflict, anxiety, hypertension, anger and aggression, which are the obvious personality trait of growing children at the age of 12 to 22 years. Doreche (2022) emphasizes that the objectives of peace education are to help students learn and practise such traits/skills as caring, empathy, perseverance, kindness, love, compassion, responsibility, commitment, respect, courage, honesty, cooperation, justice, integrity, tolerance, gratitude, diligence, wisdom and self-discipline. This implies that a country whose students possess these traits is a nation poised for national development. It also means that if peace education is taught at this stage, students are likely to imbibe peace values, hold on to them and make peacemaking a part of their character and life style, which in turn prepares them as human resources for national development.

One sure way of inculcating peace values in students is to constantly

and consistently educate them and English language is the most widely used language for educational instructions. Using the English language to teach peace education to students in secondary school, especially Nigerian students, is of high importance because English is not only Nigeria's official language but also a core subject and the medium of instruction in all Nigerian education institutions as recommended by the Nigerian government. Despite their diverse cultural and ethnic differences, English is the language that has the potentials of bridging the differential gap among these students. It could help students to better understand themselves so as to resolve conflict without resorting to violence or to engage in any destructive revolution. Education is a process, act or ability to impart knowledge and anticipating that such knowledge will produce the desired behavioural change. Knowledge, they say, is power. This means that armed with knowledge, one has become empowered with possibilities that may bring about liberation from ignorance and also experiences that could widen one's worldview, broaden one's horizon and open one's insight to perceive the world and happenings around them from clear and realistic perspective. However, it is unfathomable to impart knowledge, which in this case is knowledge of the importance of peaceful coexistence, in whatever capacity without a language, whether spoken, written or sign language. The paper therefore, suggests imparting the knowledge of peace education through the English language.

It is assumed that students could understand the concept of peace education and peace values if the teaching is carried out using the English language. The reason for this assumption is not far-fetched. The use of English, as an international language, is growing with time because it is the only medium for communication in many countries and English is also used widely in the literature and media section to publish books. Most of the writers write in the English language because vast majority of readers know only the English language and they can describe their ideas best in the English language (Yastibaş, 2021). It is further noted by Yastibas that peace education can be integrated into English language teaching and learned by students while they study English in primary, secondary schools and at universities.

From the above discussion, it is crucial to suggest that peace education and its programme be integrated into the English language curriculum so that teachers can teach with the already established (peace education integrated) curriculum. Again, peace education programme is a tool to encourage and support students to discover their own personal resources, develop their resources regarding choices, hope and inner strength, which will lead them to

the prospect of individual peace. Therefore, there is a need to spread peace education programme with a school curriculum especially secondary schools English language studies curriculum. Through the programme, students will be taught to develop and adopt a tolerant attitude towards others (Hunter, 2006). Students are empowered with knowledge, attitudes, values and behaviours to live in line with themselves, others and their environments. Teaching peace education will enhance the development of insight, mental ability and resolve to handle situations of injustice, conflict and maintain a culture of peace hence, the need for its incorporation into English language studies curriculum and its interpretation in the English language classroom.

Teaching peace education to students in secondary schools is theoretically hinged on theory of democratic peace of Kant (1975). Immanuel Kant's theory of democratic peace is a theory in which learners see themselves as moral legislators and as such, they have the obligation to regard others as ends-in-themselves and thus, not engage in violence towards others. In other words, each person has the responsibility to act in a peaceful manner. It is relevant to this study because when students are exposed to the contents of peace education, they are likely to act and live peaceably with others both in the classroom and the society, especially if it is transmitted to them via the English language which is the language of instruction.

Literature is replete with diverse studies conducted to explore the importance of peace education curriculum and enabling its instruction through English language instructional delivery as exemplified by the studies such of Oluwatoyin (2016); Jimba, Agada & Inyang (2020); Sulyman, Olaniyi & Eliasu (2020); Samra & Rafaqat (2021) and Rubab, Yousuf & Dahar (2021). For instance, the study of Oluwatoyin (2016) on the effect of integrating peace education in the Nigeria education system, particularly its inclusion into English language studies curriculum, showed that it could help in reducing crime, violence and other social vices in Nigeria and that such inclusion also has implications for English language teachers and students learning the English language. For instance, in ensuring effective instructional delivery of peace education, the English language teacher has to play the role of a teacher, a model, a coach, a counsellor, a facilitator and a peace maker to the students being taught as peace education is presented in the classroom. In playing these roles, Asamonye (2014) suggests that the English language teacher must teach and emphasize values that promote sustainable economic, (personal development), social development and national development. In addition to teaching and emphasizing peace values, it is important that the teacher organizes the classroom environment and structure the English language lesson contents in such a way that prepares

students to become peacemakers. Such preparatory lesson contents may include peace ethics, qualitative moral values, attitude, social ethics and behaviour of cultures such as respect for elders, loving and caring for one another, greeting of elders and even peaceful slogans.

Another implication of peace education through English language teaching is that those teachers who are not knowledgeable about the concept of peace education, how to inculcate its values and its associated activities that promote peace, are to strive and update their knowledge by reading, asking questions, attending conferences and workshops and probably undergoing specific training where best practices on peace education are taught by intellectual peace education ambassadors. According to Harris & Morrison (2003), the training of a teacher is a very crucial and important aspect of peace education since students' minds are easily influenced by what they learn from their teachers. Therefore, teachers, through training, could become qualified peace-making ambassadors in order to show good example of what they are teaching. It is hoped that teachers' knowledge of sociology and psychology of violence acquired during such training will enable them to learn to deliver peaceful classes, encourage the use of critical-thinking and problem-solving skills. It will also help them to promote activities that activate peace, fair play, equity, justice, tolerance for one another, unity and conflict resolution by engaging students in debates, group discussions, dramatization, storytelling and presentations that would make them express their opinions without fear of intimidation and in a peaceful classroom environment.

Teaching and promoting peace through English language teaching requires instructional methods and strategies that place more emphasis on learning, critical inquiry and discovery method than competitive learning approach. Instructional materials or resources (including instructional methods and strategies) improve students' knowledge, abilities and skills to monitor their assimilation of information and contribute to students' overall development and upbringing (Marbas, 2019). It is, therefore, the responsibility of every teacher to introduce experience-based learning, group work and discussion methods in classroom lessons (Abida, 2013). This means that teachers are not to dominate the teaching-learning process but rather promote an open atmosphere for discussion in which students feel free to participate. Also, students are to learn to take up independent viewpoints and make a contribution towards solving problems and resolving conflicts situations. The researchers believe that this study will be significant to English language teachers to understudy current peace education practices to be integrated for enhanced English language teaching. It will also be

beneficial to educational policy makers to make policies to encourage implementation of peace education in English language teaching and for curriculum planners to include peace education in their next curriculum review. For future researchers, this study will serve as reference resource and make room for further studies. It is against this backdrop that the study investigated peace education and national development through English language teaching at the secondary school level in Rivers State, Nigeria. To carry out this investigation, three research questions were posed:

### **Research Questions**

1. What are the benefits of teaching peace education to secondary school students through English language for national development?
2. What aspects of peace education are to be taught through English language to secondary school students for national development?
3. What instructional strategies could be adopted for effective teaching of peace education to secondary school students through English language?

### **Research Hypothesis**

**Ho<sub>1</sub>:** There is no significant difference between the mean responses of male and female English language teachers on the benefits of teaching peace education to secondary school students through English language for national development

### **Method**

The study adopted a descriptive survey research design. Specifically, it involved a non-experimental qualitative design in which participants' opinions were determined by administering a questionnaire developed from the three research questions that guided the study. The participants of the study were English language teachers in public secondary schools in Rivers State. Simple random sampling technique was used to select 250 English language teachers that participated in the study. According to the Rivers State Ministry of Education (2022), there are 23 Local Government Areas (LGAs) in the state. By balloting, ten LGAs (Obio/Akpor, Eleme, Ahoada East, Ikwerre, Etche, Degema, Okrika, oyigbo, Gokana and Omumma) were drawn. From each of the selected LGAs, five public secondary schools were selected making a total of fifty (5 x 10 = 50) schools. From each of the 50 schools, five English language teachers were randomly selected whether they are males or females making a total of 250 (5 x 50

= 250: 83 males and 167 females; 192 urban and 58 rural) participants that constituted the sample for this study. The Peace Education, National Development and English Language Questionnaire (PENDELQ), which was validated by three experts served as the instrument for data collection. The experts were requested to use their expertise to determine the appropriateness of the instrument in eliciting reliable responses from the participants. Their corrections and suggestions were incorporated in the production of the final copy of the questionnaire. PENDELQ was a 34-item questionnaire divided into three clusters and designed on a four-point scale of Strongly Agree, Agree, Disagree and Strongly Disagree. Cronbach's Alpha Method was used to determine the reliability of the instrument because it was polytomously scored. Its reliability index was 0.78 hence, it was considered reliable enough for the study. The researchers were assisted by research assistants who were regular English language teachers in the selected schools to administer the research instrument. The research questions posed were answered using mean and standard deviation. Accepting or rejecting any item was based on having a mean score of above or below 2.50 which was set as the criterion mean for taking decision. The hypothesis was tested using t-test at 0.05 alpha level of significance.

## Results

**Table 1: Analysis of Demographic Data and Distribution of Participants used in this Study**

Variables	Frequency	Percentage (%)
Gender		
Male	83	33.2%
Female	167	66.8%
Total	250	100%
Age		
25-29	28	11.2%
30-34	73	29.2%
>35	149	59.6%
Total	250	100%
Location		
Urban	192	76.2%
Rural	58	23.2%
Total	250	100%

Data in Table 1 show the demographic data and distribution of the 250 English language teachers that participated in the study. The data reveal that 83 (33.2%) teachers were male participants while 167, representing 66.8% of the participants, were female teachers. The data also show that 28 (11.2%) of the teachers were between the ages of 25 to 29 years; 73 representing 29.2% were between the ages of 30 to 34 years while 149 representing 59.6% of the participants were between 35 years and above. Also, 192 (76.2%) of the participants were teachers who teach

English language in the urban areas of Rivers State while 58, representing 23.2% of the participants, teach in the rural areas. The implication is that more female teachers and more teachers from the urban areas of Rivers State participated in the study. Most of the teachers were 30 years and above.

**Table 2: English Language Teachers' Responses on the Benefits of Teaching Peace Education to Secondary School Students through English Language**

SN	Item Statement	X	Std. Dev.	Dec
	<b>Benefits of peace education include the following:</b>			
1	Inculcating in the students skills, attitudes and knowledge for effective communication.	3.9	0.87	SA
2	Enabling students to acquire the right values for peace and national development.	3.6	0.84	SA
3	Equipping students with acceptable mode of behavior that reject violence.	3.7	0.72	SA
4	Developing mental abilities and competences of students to promote national development.	3.9	0.68	SA
5	Providing students with modes that aid them maintain cordial relationship at home, school and community.	3.1	0.83	A
6	Helping students to think rightly and have critical sense abilities that promote peace and national development.	4.0	0.64	SA
7	Creating in students the consciousness of self-awareness and alertness towards national security and development.	3.5	0.76	A
8	Motivating students towards peaceful coexistence and respect for human right/dignity.	3.6	0.73	SA
9	Helping to control aggressive behaviour, violence and conflict among students thereby enthroning peaceful relationship.	3.3	0.84	A
10	Motivating efforts to always seek peace, reconciliation, justice and fair play	3.9	0.67	SA
	<b>Cluster Mean</b>	<b>3.65</b>	<b>0.76</b>	<b>SA</b>

Table 2 is the mean responses and standard deviation of English language teachers on the benefits of teaching peace education through the English language. From the data, all the items had mean values ranging from (M= 4.0 to 3.1). These values are higher than the 2.50 set as criterion mean. The standard deviation ranged from (SD= 0.87 to 0.64). The cluster mean of 3.65 is an indication that all the items listed in Table 1 are acceptable to all the teachers as the benefits of teaching peace education through English language.

**Table 3: English Language Teachers' Responses on the Aspects of Peace Education to be taught to Secondary School Students through English Language**

SN	Item Statement: Aspects of peace education to be taught in secondary schools include the following:	Mean	Std. Dev.	Dec
1	Peace consciousness for sustainable future	3.23	0.96	A
2	Conflict resolutions and non-violence	3.67	1.26	SA
3	Democracy and respect for human dignity	3.26	1.14	A
4	Peace education and national development	2.96	0.99	A
5	Social responsibility and sense of justice	3.09	1.09	A
6	Rights, freedom and responsible citizenship.	3.82	0.68	SA
7	Identification of causes of conflict and crisis	3.61	1.04	SA
8	Peace analysis, management and media process	2.76	0.88	A
9	Security and preservation of human life	3.71	0.72	SA
10	Justice, equity and fair play negotiations	3.15	1.17	A
<b>Cluster Mean</b>		<b>3.32</b>	<b>0.99</b>	<b>A</b>

Data presented in Table 3 show the mean responses and standard deviation of teachers on the aspects of peace education that could be taught through English language for national development. The results reveal that all the items had high mean values and standard deviation that ranged from M=3.82 to 2.76) and (SD=1.26 to 0.68) respectively. The cluster mean of 3.32 is an indication of a unanimous agreement among the teachers that all the aspects of peace education listed in Table 2 are to be taught to students through English language.

**Table 4: English Language Teachers' Responses on the Instructional Strategies for Effective Teaching of Peace Education to Secondary School Students through English language**

SN	Item Statement: Instructional strategies for effective teaching of peace education include the following:	Mean	Std. Dev.	Dec
1	Promoting participatory learning on peace education in English language	2.95	0.92	A
2	Exposing students to peace education through discussion forum, workshops and seminars	3.09	0.52	A
3	Incorporating effective use of technology-enhanced peace-making devices that promote collaboration and group interest	3.74	0.76	SA
4	Constant and consistent training of students in using web-chatting that promotes peace	2.96	0.65	A
5	Involving students in role plays to cultivate both cognitive and affective learning empathy and understanding	3.62	0.67	SA
6	Exposing students to peace education through cooperative group work	3.88	0.71	SA
7	Promoting problem-solving, consensus building and negotiations on peace education program	3.14	0.53	A

8	Utilizing simulation games to facilitate peace education among English language students	2.82	0.74	A
9	Approval of guided visualization or imagination exercises to aid students to form photographic memory of peace values	3.11	0.58	A
10	Using think-pair-share strategy to improve listening skills of students on peace issues	2.82	0.91	A
11	Playing vocabulary games with English register of words associated with peace values	2.92	0.69	A
12	Emphasizing the use of dialogues to foster mutual understanding and respect among students	3.54	0.49	SA
13	Engaging students in field trips to places like war museum or prisons to make them feel the consequences of violence	3.87	0.88	SA
14	Enhancing peace-building behaviour among students through love, caring and sharing	3.74	0.50	SA
<b>Cluster Mean</b>		<b>3.30</b>	<b>0.68</b>	<b>A</b>

Results in Table 4 are the mean responses and standard deviation of English language teachers on the strategies of various instructional strategies for effective integration of peace education into the English language for national development. The result show that the mean values of all the items were high as they ranged from (M=3.88 to 2.82) while the standard deviation ranged from (SD= 0.92 to 0.49). By implication therefore, the cluster mean of 3.30 shows that all the teachers agree that all the strategies listed in Table 3 are effective for teaching peace education through English language.

**Table 5: Independent T-test Analysis of Male and Female English Language Teachers' responses on the benefits of Teaching Peace Education to Secondary School Students through English Language**

Respondents	N	Mean	SD	Df	Std Error	t-cal	P-value (2tailed)	Decision
Male	83	38.76	5.18	216	.319	-2.01	0.69	NS
Female	167	57.48	3.89					
<b>Total</b>	<b>250</b>	<b>96.24</b>	<b>9.07</b>					

Results in Table 5 indicate that the t-calculated value of  $t(216) = -2.01$ ,  $P > 0.05$ . This means that P-value is greater than the 0.05 set as the criterion level of significance hence, the null hypothesis is accepted. This implication is that the difference between the mean responses of male and female English language teachers on the benefits of teaching peace education to secondary school students through English language for national development is not statistically significant. It means that male and female teachers did not differ in their opinion about teaching peace education through English language.

## Discussion

Results in Table 1 indicated that both male and female English language teachers participated in the study but the females were more than their male counterparts. This finding supports Danner's (2014) assertion that females account for a large majority of tertiary, secondary and primary school teachers in Nigeria. Also majority of the teachers were above 30 years and English language teachers who teach in urban secondary schools were greater in number. This finding indicates that while many young people seem not to fancy the teaching profession because it appears to be a profession for the *old*, majority of those who venture into the teaching profession prefer teaching in urban areas.

The findings of the study also showed that teaching peace education through English language is beneficial for national development. Apart from the benefits of inculcating in students the knowledge, skills and attitudes for effective communication with people; enabling students to acquire the right values for peace and national development and equipping them with acceptable behaviours that reject violence in school, home and community, students, through such teachings, also develop their mental abilities and competencies to promote peace for national development. More so, consciousness of self-awareness and alertness towards national security and development and motivating students to seek peace, reconciliation, justice and fair play are also created in them through the teaching of peace education via the instrumentality of the English language. This finding corroborates Doreche's (2022) assertion that the objectives of peace education are to empower students with knowledge and skills to practice peace and become peacemakers in the society.

The findings further indicated that the aspects of peace education to be integrated into English language teaching for national development include peace consciousness for sustainable future; conflict and non-violence resolutions; peace education and national development; social responsibility and sense of justice; rights, freedom and responsible citizenship; identification and causes of conflict and crisis; peace analysis, management and media process; security and preservation of human life; and justice, equity and fair play negotiations. These aspects of peace education are very necessary because by teaching them, students are likely to acquire knowledge and skills that may help them reduce crime, violence and other social vices in order to live in a peaceful manner both in school, home and nation thereby fostering national development. This finding aligns with that of Akudolu (2010) who identified eight aspects of promoting culture of peace such as respect for life, non-violence, sharing, listening to understand, preservation of the planet, tolerance and solidarity,

equality of men and women and democracy. With peace education, students seek to achieve the actualization of peace and harmony, national security and unity, social justice and national development.

It was further revealed that the anticipated national development which could materialize through peace education may not be realistic without effective instructional strategies to promote the teaching of peace education. The findings revealed that strategies such as cooperative group work and discussion forum, web-chatting, technology-enhanced peace making devices, role plays, problem-solving and negotiations, simulation games, guided visualization, think-pair-share strategy, use of dialogues and field trips are very instrumental for teaching peace education through the English language. This finding is in line with Abida (2013), who pointed out that it is the responsibility of the teacher to introduce and use appropriate instructional strategies that would enable students to participate and make contributions towards national development. In support of Abida, Marbas (2019) notes that instructional materials or resources (including instructional methods and strategies) improve students' knowledge, abilities and skills to monitor their assimilation of information and contribute to students' overall development and upbringing. English language is vast and also has a wide scope hence, it is important that different instructional strategies are utilized by teachers to teach peace education in order to accommodate different kinds of learners in the classroom. Again, applying different instructional strategies may help to capture students' interest and motivate them in such a way that they become bold and courageous enough to also seek for justice, equity and fair play without engaging in conflicts or violence or to even express their opinions without fear of intimidation within inside and outside the classroom.

The testing of the null hypothesis as presented in Table 5 indicate that there is no significant difference between the mean responses of male and female English language teachers on the benefits of teaching peace education to secondary school students through English language for national development. This findings agrees with that of Otemuyiwa & Onasanya (2020) who found no significant difference between the mean responses of male and female entrepreneurship subject teachers on the challenges of utilizing ICT tools for teaching Entrepreneurship subjects in the federal capital territory, Abuja. English language is a core subject and a veritable instructional medium for teaching in Nigeria because Nigeria is multi-lingual and has multi-ethnic characteristic and environment. It is therefore, not surprising that male and female English language teachers did not differ in their opinion of accepting that English language is beneficial for teaching peace education for national development.

## **Conclusion**

The study focused on the importance of teaching peace education through English language curriculum for national development. It also revealed the aspects of peace education that could be taught through English language instructional delivery and various instructional strategies for effective teaching of peace education for national development. The study therefore, recommended among other things that the training of English language teachers should be intensified to enable them acquire knowledge and skills to use appropriate instructional strategies for effective teaching of peace education in secondary schools using the English language and that English language curriculum should be reviewed to reflect relevant aspects of peace education to be taught at secondary school level in order to promote national development.

## **Recommendations**

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

1. Various instructional strategies such as listed in this study, should be explored by English language teachers. This is because inappropriate instructional strategies can hamper effective teaching of peace education thereby retarding national development national development.
2. Policy makers should make policies to encourage integration of peace education into English language curriculum for teaching and learning process thereby making it imperative for peace education to be taught not only through English language but in various related subjects and at all levels of education.
3. Aspects of peace education such as listed in this study, could be incorporated into English language reading comprehension and taught to students. Peace values and lessons learnt by students from the teaching of such aspects could help in promoting national development if put into practice.
4. Curriculum planners should include peace education in their curriculum review, especially the English language curriculum. Such inclusion may propel English language teachers to understudy current peace education practices both in Nigeria and other nations of the world and bring them into the English language classroom.

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## **CURRICULUM FOR PEACE EDUCATION AT THE SECONDARY SCHOOL LEVEL: A BASIC NECESSITY IN THE FACE OF CURRENT INSECURITY, SECESSIONAL AGITATION IN NIGERIA.**

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### **Abstract**

*Insecurity is an issue in Nigeria that needs to be handled by all. It is now a topic of discussion in all media houses, social gathering, churches, mosques, political manifestos etc. all discussing how the issue will be controlled or eradicated in all spheres of life. No Nation can said to be free from the current insecurity challenges that are ravaging the world. Education, therefore, becomes the cornerstone which peace and co-existence can be attained, the promotion of knowledge, skills, attitudes, and values that will enable children, Youth, and adults to prevent conflicts and violence through behavior changes is the primary goal of peace education, which has a vital role to play in achieving world peace both inside and outside of our educational system. This paper “Peace Education at the Secondary School level: A basic necessity in the face of current insecurity, secessional agitation in Nigeria” discusses the secondary school curriculum, peace education, current curriculum content of the secondary education, the level of insecurity secessional agitation in Nigeria today. The causes of insecurity and reasons for sessional agitation, challenges of using education to handle the insecurity and challenges of using education to achieve peace in Nigeria. The paper also discussed strategies to be used to achieve peace in Nigeria through education and to handle issues of secessional agitation in all regions of Nigeria. The paper ends with discussions on federal character inclusion, thereafter gives brief recommendations.*

**Keywords:** Curriculum, Peace Education, Secondary School, Insecurity, Secessional Agitation,

### **Introduction**

The power of education can do wonders for the evolution of humankind. Without

a comprehensive and equitable educational system, no country can hope to flourish economically. To a considerable degree, a country's safety and stability are tied to its capacity to serve its population with an effective education system. For example, the right to education is explicitly recognized in the Universal Declaration of Human Rights (UNESCO, 2019). Education is a top priority in Nigeria, as shown by the country's national strategy on the subject, which recognizes its value as a means to achieve sustainable national development. It went on to say that education is the most effective tool for transformation, and that a cultural shift in a society's intellectual and social viewpoint requires a "revolution in education" (FRN 2013).

Globally, there seems to be an ever increasing wave of insecurity occasioned by the recourse of countries, groups and individuals to using violence to respond to disagreements or conflicts. The resultant effects are unquantifiable as there exist to be a plethora of concrete evidences concerning the loss of lives and properties, psycho-emotional traumas added to deplorable conditions suffered by attacked individuals, groups and countries. It could therefore be implied that the world is hurriedly becoming an insecure place to live in due to these man-made or propelled violent acts. Consequently, the challenges and pressures posed by these violent acts resulting in insecurity have legitimately compelled institutions, nations and international bodies such as the United Nations to seek for approaches and strategies in managing conflicts non-violently by seeking to evolve peaceful resolution procedures. One of such ways is the teaching and learning of the principles of peace education in educational institutions, including the secondary schools which the curriculum of the secondary schools should include themes and topics that are related to peace issues and how to solve the insecurity problems in the society.

Modern political thinking has drawn a relationship between security and development. It is in line with this that McNamara, in Badmus (2005), conceptualized that in modern thought, security has become synonymous with development and concluded that without security, there cannot be development. It could, therefore, be in this regard that countries around the world; including Nigeria has strategically adopted education as an instrument for social transformation and economic growth by including peace education in the secondary school curriculum (FGN 2014). Therefore curriculum for peace education at the secondary school level: a basic necessity in the face of current insecurity, secessionist agitation in Nigeria, will be discussed using the under listed sub-headings.

Concept of curriculum, Concept of Peace education, Current curriculum content

of the secondary education in Nigeria, The level of insecurity secessionist agitation in Nigeria today, Causes of insecurity/reasons for secessionist agitation in Nigeria, Challenges of using education to achieve peace in Nigeria and Strategies to achieve peace in Nigeria through education.

### **Concept of Curriculum**

Educational institutions in every culture have always seen curriculum as a structural set of interacting forces through which to actualize the dreams, aspirations, needs, and visions of the society. Curriculum is, and always has been, a mirror held up to the society to reflect its values, norms, and practices. As the population increases, so do the demands of the society, and she must adapt her lifestyle accordingly. The current felt need of the society is insecurity, secessionist agitation, and how to use curriculum for peace education in the secondary school level to solve the identified felt need (Udosen, 2013). In such cases, it is necessary to review and update the curriculum in order to meet the current imperatives and thereby serve the people well.

The concept of curriculum is a changing one, and over the years, the concept has been defined in various terms. This is not usually explainable, as human society is a dynamic one.

Learning experiences, both formal and informal, that help students develop into well-rounded individuals who can make positive contributions to society and the world are collectively referred to as a student's curriculum (Ogunyemi, 2009). The key idea behind this definition of curriculum is that it is an ever-evolving process that adapts to the needs of a society as it evolves. Curriculum for peace education at the secondary school level is appropriate given the current societal tendency toward insecurity, including secessionist activity.

### **Concept of Peace Education**

As many academics as there are, peace may be defined in a variety of ways. Peace has been variably defined as the "lack of hostilities," "complete freedom," and "perfect balance." Peace is the antithesis of war and calls on the parties involved to work together to find solutions to conflicts.

Peace is no longer defined as the absence of conflict, but rather as the harmonious interaction between people and their physical and social surroundings.

According to Nwafor, (2007:113)

*Peace has been an age-long desire for human beings but it is becoming scarcer as the world is getting more sophisticated... The League of Nations was found in 1919, now United Nations, with the aim of bringing*

*peace to the world. In spite of all efforts, more sophisticated weapons of war are being designed and developed.*

President John F. Kennedy once said, "War must cease, or humanity will." Some individuals think that we should try to change people's fundamental beliefs and worldviews by teaching them about the culture of peace. Therefore, both within and outside of the classroom, peace education is still a vital component of our efforts to bring about global harmony.

To eliminate the biases, prejudices, and hatred that lead people to choose war over peace, violence over nonviolence, exclusion over inclusion, discrimination over acceptance, and destruction over building, formal and informal education both in and out of school are considered components of peace education.

Nwafor (2007:15) observed that

*Peace education is concerned with respect for persons, personal relationships, conflict resolutions, social justice, sharing the world's resources, cooperation and community. Peace education deals with oppression, sexism, racism, injustice and recognition that violence has to do with power. Peace education involves a radical approach to the curriculum, the structure of schools and the personal relationship within the schools. Peace education is a concern for the planet, the environment and connectedness of human to other life. Peace education will make a study war and its causes, will consider alternative ways of dealing with conflicts, developing the machinery for resolving conflicts internationally, nationally and personally. Peace education is not confined to schools but involves the as it moves to affect the whole society.*

Researchers and teachers have had diverse conceptions of peace education based on their own experiences and perspectives.

According to Badmus, (2005:48)

*Peace education is a process of promoting knowledge, skills, attitude and values needed to bring about behavior changes that will enable children, youths and adults to prevent conflict and violence, both overt and structural; to resolve conflicts peacefully and to create conditions conducive to peace, whether at an intra-personal, inter-personal, inter-group, national or international level.*

Peace education builds on learners skills and capabilities that enable them effect positive social change in communities and the world. Hence the content that will equip the learner needs to be in line with the aspirations of the society through the curriculum content.

### **Current Curriculum Content of the Secondary Education in Nigeria**

In Nigeria, students go from elementary school through secondary school before entering higher education. Secondary education's overarching mission is to better prepare students for college and subsequent careers (FRN, 2014). Specifically, secondary education shall:

- Higher education opportunities should be made available to all primary school students regardless of gender, socioeconomic class, religious affiliation, or racial heritage.
- Motivate your kids to strive for personal growth and academic success.
- Promote national harmony by highlighting the bonds that bind us together despite our differences.
- Bring up a generation that can think for themselves, is sensitive to the needs of others, loves hard work and its inherent dignity, and appreciates the principles enshrined in our national aspirations.

For peace education to be carried out effectively in our secondary education level and considering the goals stated above, there are subjects that are related from the primary, secondary and tertiary education that addresses this issue.

#### **Excerpts from the current curriculum programs at the three levels of education in Nigeria.**

Any conscious effort directed at readdressing the societal decay and lack of peace and security is indeed an effort in the direction. Esu and Enu (2009), agree that it has led to a paradigm shift in the school system and a need to strengthen the present curriculum by introducing in-depth experiences that reinforce peace and security. Thus, the table below; according to Mbachu and George, 2018, shows excerpts from the present educational curriculum at the three levels of education in Nigeria.

#### **Curriculum for primary education**

Primary classes 1-3 (lower basic)

- English Studies
- One Nigerian Language
- Mathematics
- Religious and National Values
- Christian Religious Studies
- Islamic Studies
- Civic Education
- Security Education

#### **Primary 4-6 (Middle Basic)**

- The same as lower basic

#### **Curriculum programme for junior secondary education**

Grades 7-9 (upper basic)

- English Studies
- One Nigerian Language
- Mathematics
- Social Studies
- Civic Education
- Security Education
- Religion and National values

**Curriculum content for senior secondary education**

Post basic education

- English Language
- Mathematics
- Christian Religious Studies
- Islamic Studies
- Nigerian Language

*(Source: NPE 2014; 23-33).*

**Excerpt of the curriculum content at the tertiary level**

- Developmental Psychology
- African Traditional Religion and Culture
- Peace and Conflict Resolution
- Religion, Ethnicity and Gender
- Citizenship and Moral Education
- Religion Integration

*(Source: Faculty of Education; Niger Delta University curriculum content prospectus).*

**The Level of Insecurity Secessional Agitation in Nigeria Today**

For a country to be considered insecure, conditions must exist where its fundamental institutions for the advancement of core values and socio-political aims, and for meeting the legitimate aspirations of the people, are threatened.

**(Robert, 2014).**

Life and property are under jeopardy, and there is no conducive environment for individuals to pursue their rightful interests in an insecure society. Insecurity may also refer to a risk to one's own safety, the safety of one's state, or the safety of one's country. Multiple levels of insecurity were identified by Alemika (2009).

- Physical insecurity – violent personal and property crimes,
- Public insecurity – violent conflicts, insurgency and terrorism
- Economic insecurity – poverty, unemployment,
- Social insecurity – illiteracy, ignorance, disease of illness, malnutrition, waterborne diseases discrimination exclusion.
- Human right violations – denial of fundamental rights by state and non-state actors in different states.
- Political insecurity – denial of good and social democratic governance.

Nigeria has a chronic problem with insecurity that has extended to all of the country's regions.

The current state of insecurity in Nigeria is a major cause for alarm among law-abiding residents, the majority of whom continue to ponder how their country could have possibly descended into this dark place, where nobody feels safe, and where the situation is actually getting worse rather than better.

An increase in cybercrime, armed robbery, abduction, domestic crime, extrajudicial executions, herder farmer disputes, ritual killings, and banditry are all plaguing the southwest of Nigeria.

Herder-farmer confrontations, kidnappings for separatist agitation, random gun assaults, and banditry are all common in the region's south and east.

Militancy, kidnappings, and environmental activism continue to be a problem in the south-south.

More than a decade has passed since the Boko Haram uprising and the rise of the Islamic State in West Africa Province first sparked a humanitarian catastrophe in the region's north and northeast. Meanwhile, the northwestern region is plagued by banditry, ethnic cleansing, and other criminal activity. For this reason, it's instructive to remember that insecurity in Nigeria has become a political Achilles' heel, causing tens of thousands of deaths and a great deal of material destruction.

Ideyi Obasi provides a standard account of how growing security concerns and intercommunal violence in Nigeria seem to be bolstering the separatist movement there and elsewhere. The Indigenous People of Biafra is one such movement; it seeks to establish a sovereign nation in a region of Nigeria that has been trying to secede for more than 50 years. Ideyi Obasi, an ex-Biafran combatant of about 74 years old, still believes in independence, but he has warned that violence should be avoided at all costs. "War is bad and should be avoided at all costs to prevent the unnecessary loss of life among youngsters". He hoped that they could resolve their differences peacefully.

The indigenous people of Biafra (IPOB) are a separatist organization that created an armed security force a few months ago. Their goal is to counter Fulani

herdsmen, who are often at the center of racial tensions in the area. But the government of Nigeria views the group as subversive, so they've taken action. In places where this has been accomplished, the armed organization has been met by a military crackdown. In 2017, IPOB's activities were prohibited by the government. IPOB is headed by British Nigeria activist Nnamdi Kanu. Independent People of Biafra (IPOB) aspirations have been deemed unlikely to succeed by several Nigerian political experts including Jibrin Ibrahim. They have a right to demand secession, but it would be very difficult for Nigeria to really split apart. We've been a family for over a century, through vast migration and widespread intermarriage.

In recent months, a Yoruba separatist movement has emerged, with supporters advocating for the establishment of a new nation called the Oduduwa Republic. The proposed republic would include the southwestern region of Nigeria, including the nation's commercial hub of Lagos.

With all these insecurities and secessionist agitation it has gotten to the point where presidential guard was attacked in Abuja. Also of note, is that most of these attacks took place when the security agencies attached to those places just we draw or remove their personnel from those locations and nobody is held accountable.

Another issue of insecurity is the case of Kuje prison attack where the number of inmates that escaped cannot be identified or mentioned due to the issue of not having a working data bank or accurate population of the Citizens. It is expected that exports will rise as these movements get more agitated in the run up to the 2023 election. Given the state of affairs in the Nigerian government, continuing the battle is not worth the risk. Increased demands for secession are being heard as a result of Nigeria's current state of insecurity. Personal, collective. Citizens in these places are frustrated with the government's lack of concern in protecting them.

### **Causes of Insecurity/Reasons for Secessionist Agitation in Nigeria**

In Nigeria today the most frequent, subject of discussion is the issue of insecurity, this is because people live in fear at home of armed robbers, fear of being harassed, kidnapped or killed. As Nigerians, we feel very insecure in our own country. Terrorism, inflation, corruption, injustice, recession kidnapping etc all these words are heard from discussions and media houses every day. Especially the television set is turned on, what one sees or the screen sometimes causes panic and agitation in the hearts of many. Many in the Nigerian population are unhappy with the current political system. They believe that structures are not there to satisfy their needs. They believe their people have been severely marginalized,

rendering them powerless. Even more, Barri Olusegun Bangbose, the National Coordinator of Concerned Advocates for Good Administration (CAGG), has said that the absence of good governance in the nation is contributing to the rising unrest among ethnic groups and the resulting instability. To check agitation and insecurity, the country must be restructured to address the marginalization and injustice meted on some sections of the country.

It is the feeling of discrimination and non-accommodation of some regions and ethnic groups in the federal character that feeds agitation; you can't mistreat people and expect them to keep quiet.

The Yoruba's are agitating because they are not happy with a stranger staking their land, killing them and raping their women. People are afraid of fraud, rape election violence, human trafficking, militancy, political assassination, and terrorism. This is because these issues occur daily. One is not sure who the next victim will be. People have no value for sanctity of lives any longer.

Some of the causes are:

- **Commercial and Regional Crises:** There are conflicts in Nigeria between the Fulani herdsmen and farmers in Benue, Taraba, Adamawa, Zangara and Enugu State which led to the loss of lives of many Nigerians. People can no longer assess their farms for fear of being killed or kidnapped. Crops and farms lands are taken over by Bandits and weeds. This act of crises has caused serious sessional agitation in so many zones of the country.
- **Poverty:** According to Olugbeko, Adunayo and Ajagha (2014), The United States administration argued that the youth of the North were especially susceptible to recruitment by Boko Haram and other extremist groups due to their low levels of education, high rates of unemployment, and desperate need to escape the impacts of poverty. The marginalization of a group of people always leads to all the worst behaviors that can be imagined in a society or a government. The rate of poverty in Nigeria is very high and the lead at which it is rising over the years is in steady forum. The National Bureau of statistics as cited by Ahiuma-young (2016) disclosed that 112 million Nigerians are living below the poverty line. The failure of successive governments to address the high and increasing law of perversity has made Nigeria a fertile, group for various insecurity issues like secessional agitation presently confronting the country.
- **Environmental Degradation:** The disenchantment due to the Impoverish condition of the Niger Delta region despite the fact that the region generates the wealth of nation and the neglect of the region by both the federal

Government and the oil exploration companies has triggered insecurity and secessionist agitation, through violence in the region. The secessionist agitation has resulted to the attack and destroying of oil pipe installations and the kidnapping and killing of oil company workers. Soil erosion and loss of vegetation are contributing factors to environmental degradation in the north east, as pointed out by Dambazau (2014). The Niger Delta experiences environmental deterioration owing to oil contamination of water.

- **Illiteracy:** Adamu (2017) noted that Nigeria has over 60 million illiterate populations which is a serious concern to the country. One of the causes of insecurity secessionist agitation in Nigeria is illiteracy. The perpetrators of the act are Boko Haram, Fulani's herdsmen, kidnappers and militant, they are mostly illiterates or school drop-outs. In fact, the literary translation of Boko Haram which means western education is sin attest to the fact that illiteracy is a serious cause of insecurity secessionist agitation in Nigeria.
- **Ethnic and Regions Marginalization:** There are some regions that are left out in the area of ethnic inclusion, equity and federal character discrimination.
- **Corruption:** According to Transparency International, Nigeria is one of the world's most corrupt nations. There is no honest politician in Nigeria who, claims George (2017), wants to "eliminate" corruption. Corruption has lead to many agitations in the countr, where those in power favour their friends, relations and political associates. When they are cut with corrupt acts, they are posted out of that office or sent to a different area or out of the country with their families. When a citizen from a particular area has looted the treasury of the country and when caught, he moves to the ruling party and his sins are forgiven. These tend to cause secessionist agitation among people from particular regions, believing that they have been left out of the national cake that needs to be shared.
- **Porous Borders:** Foreigners with ammunition and arms have been able to easily enter Nigeria via its porous borders, contributing to the country's instability and fueling secessionist movements. This makes the citizens wanting to fight back since the policies concerning protecting lives and properties is not carried out effectively. It's no secret that terrorist groups and criminal gangs have easy access to armaments because to the proliferation of firearms and the availability of these weapons thanks to porous borders (Robert, 2017).

### **Challenges of Using Education to Achieve Peace in Nigeria**

Cooperation, tolerance, compassion, fellow emotions, love, effective respect for seniors, assisting the poor and needy—these are only some of the moral and social qualities that students learn via education. The obstacles confronting schools as they try to accomplish these goals are:

- i. Inappropriate Curricula for the nomads:** The majority of the people tends to remain in one place for their whole lives, therefore that's who the current standardized curriculum caters to. Nomadic peoples' unique situations and experiences are not taken into account in this kind of curriculum. Nomadic students, according to Nafisatu (2008), have a hard time connecting to and comprehending the world around them. Because of this, understanding course material is almost impossible. This meant that the conventional curriculum was a huge deterrent to their interest in school.
- ii. Lack of Pedagogical skills:** The ability of the teacher to impart knowledge to the learners goes a long way to determine the impact education will have on the learners in terms of character reformation and transformation.
- iii. Too much politics in the educational Sector:** Education brings about total national development in all encompassing manner, i.e. social, economic, cultural, spiritual, moral, educational, etc. Obanya (2014) explains that a national climate is a prime factor in promoting national security; a weak national political base is a major trigger for political bubble burst that can lead to insecurity and secessionist agitation. Political dictators determine the shape of educational policy. Which further dictate educational processes in schools that consequently condition educational products (outcome results). The evidence is all over, so many dilapidated school buildings without facilities or out worst, outdated infrastructure are seen all over the public schools in Nigerian.

Qualified/professional teachers are no longer being recruited at virtually all levels of education probably due to the insecurity. Declining national values: Weak leadership by example, ineffective political action, the allure of fast money, increased globalization, pervasive media coverage, peer pressure, etc., have all been blamed.

### **Strategies to Achieve Peace in Nigeria through Education**

Curriculum is a bridge between the school and the society. The school curriculum must be directed towards transformation of the rising generation so that it may address societal problems of insecurity secessionist agitation etc.

- Curriculum programmes developed should cover the three levels of education which will include informal and proper implementation, effective supervision and monitoring should be carried out.
- Teachers should be abreast and acquire necessary pedagogical skills to impart knowledge to different categories of learners.
- Politics of deceptions should be avoided as regards to education matters, thus proper and real investments in education should be done.
- Overhaul the country (Nigeria), constitution to address issues of agitation for secession and enthrone justice and equality.
- Parents and leaders should live by example to promote ethical values.
- Causes of regional conflicts and agitations should be looked into and addressed squarely with all amount of sincerity.
- There should not be exclusion in some ethnic group in the security architecture of the country.
- Nigeria Constitution should come up with structures on how some regions and ethnic groups will not be marginalized.
- There should be a round table discussion to enable all regions live peacefully.

### **Conclusion**

It is an accepted fact that insecurity secessionist agitation streams in all regions of Nigeria and there is need to address the issue with education. All sections of the country must be made to find greater accommodation in national affairs rather than the prevailing system where some sections are treated as second class citizens. There must be equity and federal character inclusion, no ethnic discrimination in Nigeria should be entertained. Issue of marginalization and frequent secessionist agitation to enable Nigeria survive. All these are achievable through education, since education is an antidote to insecurity because education is concerned with nurturing human potentials for continuous regeneration of security, thereby contributing to ameliorating the human condition and enhancing communal and regional co-existence.

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**TENETS OF HIDDEN CURRICULUM ADOPTED IN PEACE RESTORATION/CO-EXISTENCE AND THEIR ATTENDANT EDUCATIONAL DEVELOPMENT OF ABAKALIKI EDUCATION ZONE OF EBONYI STATE.**

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***Abstract***

*The future of every society is determined by its political, economic and educational provisions and these conditions can only be attained through peaceful co-existence between communities. Ezza and Ezza-Ezillo communities in Abakaliki Education Zone of Ebonyi State crises has shown how communal co-existence could be interrupted thereby affecting the peace and educational development of an area. The crises started as a tussle for a small piece of land between the communities which defied all sorts of settlement at the onset with its attendant destruction of lives and properties. With the tactical approach of the Ebonyi State Government team and other peace keeping agencies, peace was finally restored at the long run; hence the need for this study that examined the tenets of hidden curriculum adopted in peace restoration/co-existence and their impact in the educational development of Ezza and Ezza-Ezeillo communities in Abakaliki Education Zone of Ebonyi State. Two research questions were developed to guide the study. Ex Post Facto Design was employed in the study as it concentrated mainly on unstructured interviews with stakeholders, reports and extracts from Government peace pact proceedings, gazettes and mediating teams' reports. The data gathered from secondary sources were descriptively interpreted based on the report as there was no manipulation of data and presented in tables. The findings of the study showed that the mediating teams tactically used the tenets of hidden curriculum embedded in the communities' cultural values, links and ancestral descents as peace initiates for them to trace their roots of peaceful co-existence. Again, the mediating teams culturally involved the traditional position in order to get to their levels for amicable*

*resolutions. As a result of peace restoration/co-existence, the educational development of the area was enhanced among others. Recommendations were made among others that Government of Ebonyi State should monitor the rebuilding processes and compensate those who lost their close relatives and properties.*

**Keywords: Hidden Curriculum; Peace Restoration; Co-existence and Educational Development**

### **Introduction**

The future of every society is determined by its political and the educational provisions and these conditions can only be attained in a peaceful atmosphere. Peaceful co-existence has now become a global concern for the nations of the world as no meaningful progress can be made in conflict and war situations; hence the United Nations' Millennium Development Goal 16 is designed for attainment of peace and national development. As a result, developing nations like Nigeria use the global practice of peace education as their own means of modernization and development; hence the need for proper curriculum planning and its implementation (Otite, 2019).

Proper curriculum planning and its implementation will go a long way to curb incessant threat to peaceful co-existence in Nigeria. Offorma (2018:5) reiterates the main aim of World Council for Curriculum and Instruction as the “cultivation of the culture of peace”; hence Nigeria University Commission (NUC) deemed it necessary to introduce the course “Peace Studies and Conflict Resolution” as a core course in universities. Cordell and Wolff (2019) states that the goal of peace education is to enhance confidence building and rebuilding damaged relationship through a sense of collective value. The authors emphasize that curriculum processes and practices should focus on the production of peaceful citizens. Peace education is culturally enshrined in the tenet of hidden curriculum which individuals incidentally practice knowingly or unknowingly.

Hidden curriculum according to Ogah, Eze, Mbah and Emesini (2019) is an aspect of learned curriculum that lies outside the boundaries of the schools' intentional efforts. The content is intended to produce changes in students' values, perceptions and behaviors; hence it serves as an agent of socialization that produces unique culture and functions. The authors emphasize that hidden curriculum prepares students for various roles in the society after school by making them mature and prepared for adulthood and life in the society. Again Udosen as cited in Offorma (2018) posits that hidden curriculum contributes to the total education of children because through its tenets, they are prepared to

take their rightful place in the adult world. In the process, they learn the virtues that are highly cherished by all societies such as hard work, respect for constituted authority, cooperation, tolerance, accommodating the views of others, fair competition and peaceful co-existence among others. These tenets are not specified in the planned curriculum, but they are however learned and internalized by children in their overall growth and development wherever they are. The present study examined the application of these tenets in the restoration of peace, leading to peaceful co-existence and the educational development of Ezza and Ezza-Ezeillo communities in Abakaliki Education Zone of Ebonyi State.

In a peaceful society, people could work together to resolve conflicts, enhance development and treat each other with justice and respects and satisfy their needs. According to Dennis as cited in Enuke (2020), schools and educational activities rarely escape the ravages of violent conflicts. This is because conflicts lead to loss of lives/properties, physical and psychological trauma which parents, teachers, students and the entire communities' experience. In addition, the school calendar is distorted and prolonged as it takes time to carry out post conflict reconstruction, recruitment of new staff and re-building of educational structures. Again, internally displaced persons do occupy some safe areas of the schools and military base, especially in the region of the dispute. O'Malley (2017) observes that during conflicts, educational facilities are usually destroyed willfully which leads to the collapse of the education system and the educational rights of citizens of the affected areas.

Many contemporary Nigerian communities have experienced several cases of communal conflicts that have led to confrontation and violent clashes resulting to loss of lives and properties. Enuke (2020) recounts the origin of violent clashes between communities in the study area which included Ezza, Ezeillo, Izzi and Mgbo clans who had lived peacefully in the stretch of land in and around Enugu - Abakaliki Highway. The author notes that there has been peaceful co-existence among these heterogeneous clans till the tussle for a small parcel of land erupted in 2008 which escalated into a conflict that claimed lives and led to the destruction of properties of both indigenes, non-indigenes and passersby in the highway for nearly two years 2008-2010.

In the peace restoration moves, inquiries were made by the negotiating teams through observation to identify the cause of the dispute in order to find lasting solutions. Again, expression of views held in common by members of the communities were sought to feel their pulse on the issues under dispute (Enuke, 2020). Reiterating further on these peace moves based on tenets of hidden

curriculum, Bar-Tall (2020) points out that the procedure of developing trust and safe social cohesion within and between the affected communities were achieved amicably. This restoration was achieved through strengthening the capacity of community based institutions like community development councils, peace councils and traditional rulers' council, federal and state governments' negotiation teams among others. Mba and Nwagwu (2017) observe that the negotiation teams succeeded in removing initial suspicions and were able to establish a peace building mechanisms. As this confidence level was reached, warring communities came together to sign the peace pacts and the introduction of cultural activities to unite both children and adults in the areas.

According to Biran (2017), the use of third party in settling conflicts goes a long way in peace restoration through peace education and public enlightenment. The peace restoration moves in the study area involved the government of Ebonyi State Reconciliatory Team, NGO Team, and Council of Elders within and outside the state, Traditional Rulers' Council, Public Relation Experts and Church Leaders. These negotiation teams stressed the ancestral brotherhood and relationship of the warring communities and their joint oath taking of abhorrence of bloodshed between them. Mbah and Nwagwu (2017:685) note that “there is an apparent ethnic homogeneity and myth of common descent which invariably forbade the people of the area from shedding each other's blood”. With the resolution of the major disputes in the area, a conducive environment was initiated for development to take place; hence the educational development of the area that has been enhanced. These actions by the negotiation team that led to the restoration peace among the warring communities has led to the present study.

The purpose of this study was to ascertain how the tenets of hidden curriculum helped in the restoration of peace, peaceful co-existence and educational development of Ezza and Ezza-Ezeillo communities in Abakaliki Education Zone of Ebonyi State. Specifically the study sought to find out the tenets of hidden curriculum that:

1. Led to the restoration of peace/ co-existence in Ezza and Ezza-Ezeillo communities in Abakaliki Education Zone of Ebonyi State.
2. Enhanced the educational development of Ezza and Ezza-Ezeillo communities in Abakaliki Education Zone of Ebonyi State.

The following research questions guided the Study:

1. What are the tenets of hidden curriculum and their applications that led to the restoration of peace and co-existence of Ezza and Ezza-Ezeillo communities in Abakaliki Education Zone of Ebonyi State?
2. What are the tenets of hidden curriculum and their applications that led to

the educational development of Ezza and Ezza-Ezeillo communities in Abakaliki Education Zone of Ebonyi State?

**Method**

The study adopted Ex Post Facto research design which deals specifically on secondary data without manipulation. This study adopted this design type because the main data were gathered from secondary sources through unstructured interviews and extractions from government gazettes and reports of mediating teams for the restoration of peace in Ezza and Ezza-Ezeillo communities in Abakaliki Education Zone of Ebonyi State and the way forward. Stakeholders and observers gave on the spot report on the conflicts and resolution procedures. The data collected were based on the narration of those interviewed and the official documents released after peace has been restored in the area. The collected data were analyzed descriptively, presented in tables and interpreted based on extracted records/oral narrations and evidences.

**Results**

The findings that helped to answer research question one are presented in Table 1  
**Table 1: Tenets of hidden curriculum applied for the restoration of peace and co-existence in Abakaliki Education Zone of Ebonyi State.**

S/N	Main Theme	Sub-elements	Result and impact
A.	<b>Tracing the Ezza and Ezza-Ezeillo’s cultural roots/origin</b>	<p><i>Cultural roots/Origin</i></p> <ul style="list-style-type: none"> <li>• Reminder/emphasis on their sources of ancestral links</li> <li>• Narrations on binding covenants</li> <li>• Oath taking of not spilling each other’s blood</li> <li>• Reminder on procedures of settling conflicts</li> <li>• High respect for council of elders and their counsels</li> <li>• Expectations from the elders/groups at all times</li> <li>• Town crier’s roles in alerting the communities of urgent situations</li> </ul>	<p><i>Agreement to:</i></p> <ul style="list-style-type: none"> <li>• Live together peacefully</li> <li>• Farm together</li> <li>• Carryout inter- cultural trades and exchange</li> <li>• Exchange of farm products</li> <li>• Performing traditional ceremonies together</li> <li>• Inter-marriage</li> <li>• Vigilante groups working together in peace.</li> </ul>
B	<b>Cultural Values Emphasis thus:</b>	<p><i>Elements of their culture/values:</i></p> <ul style="list-style-type: none"> <li>• Need to be one’s brother’s keeper</li> <li>• To protect lives and properties of each other</li> <li>• Not taking the laws of the land for granted</li> <li>• Cultural ties emphasis and their practice</li> <li>• Listening to elders’ advice and counsels</li> <li>• Cultural procedures of resolving conflicts</li> <li>• Full participation in ceremonies/activities that link them together</li> </ul>	

<b>C</b>	<b>Dialoguing in the traditional way</b>	<p><b>Mediating teams' Procedure:</b></p> <ul style="list-style-type: none"> <li>• Consultation with kinsmen and elders</li> <li>• Citing of local/cultural issues and how to resolve them.</li> <li>• Use of PTA in the area for further peaceful enlightenment</li> <li>• Inputs of local vigilantes</li> <li>• Religious leaders' intervention through religious activities with "Jesus" as the Prince of Peace</li> <li>• Military personnel involvement and their roles to resolve conflicts through their presence in the area</li> </ul>
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(Source: Field work data: 2021)

Table 1 reveals the tenets of hidden curriculum applied in the restoration of peace in Abakaliki Education Zone of Ebonyi State that have led to peaceful co-existence. The major approaches were tracing their cultural roots/origin, cultural values emphasized and dialoguing using traditional methods. Their elements were highlighted like ancestral links, blood covenant, oaths taking settling procedures, need to be your brother's keeper, cultural ties and not taking the laws of the land for granted.

The study revealed that traditional ways of dialoguing with the concerned groups involved consultation with kinsmen and elders, use of PTA, local vigilantes, religious leaders and military personnel that traditionally chipped in their peaceful resolves from their perspectives. The resultant impact of the use of these tenets include: agreement by those concerned to live together in peace; farm and trade together, exchange of farm produce; carrying out their cultural activities together, inter marry and their local vigilantes operating for their common interest. This tends to point to the educational principles of known to unknown in teaching and learning; for example, using their known common basis to get to the root of the problems and their solutions.

Research Question 2 was answered using the data in Table 2.

**Table 2: Tenets of hidden curriculum applied that have enhanced the educational development of Abakaliki Education Zone of Ebonyi State.**

S/N	Main Theme	Sub-elements	Educational Impact of Peace Restoration/co-existence in the area
A.	<b>Tracing the Ezza and Ezza-Ezeillo's cultural roots/origin</b>	<p><b>Cultural roots/Origin</b></p> <ul style="list-style-type: none"> <li>• Reminder/emphasis on their sources of ancestral links</li> <li>• Narrations on binding covenants</li> <li>• Oath taking of not spilling each other's blood</li> <li>• Reminder on procedures of settling conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Restoration of damaged educational structures with modern ones</li> <li>• Construction of modern educational structures and infrastructure expansion</li> </ul>

	<ul style="list-style-type: none"> <li>• High respect for council of elders and their counsels</li> <li>• Expectations from the elders/groups at all times</li> <li>• Town crier’s roles in alerting the communities of urgent situations</li> </ul>	<ul style="list-style-type: none"> <li>• Youths returning en mass to start schooling</li> <li>• High enrollment in schools as a result of peaceful atmosphere</li> </ul>
B	<p><b>Cultural Values Emphasis thus:</b></p> <p><i>Elements of their culture/values:</i></p> <ul style="list-style-type: none"> <li>• Need to be one’s brother’s keeper</li> <li>• To protect lives and properties of each other</li> <li>• Not taking the laws of the land for granted</li> <li>• Cultural ties emphasis and their practice</li> <li>• Listening to elders’ advices and counsels</li> <li>• Cultural procedures of resolving conflicts</li> <li>• Full participation in ceremonies/activities that link them together</li> </ul>	<ul style="list-style-type: none"> <li>• High enthusiasm to learn by youths, leading to better study habits.</li> <li>• Free and safe movement of educational materials, leading to effective teaching and learning.</li> <li>• Increase educational activities within and outside the area.</li> </ul>
C	<p><b>Dialoguing in the traditional way</b></p> <p><i>Mediating teams’ Procedure:</i></p> <ul style="list-style-type: none"> <li>• Consultation with kinsmen and elders</li> <li>• Citing of local/cultural issues and how to resolve them.</li> <li>• Use of PTA in the area for further peaceful enlightenment</li> <li>• Inputs of local vigilantes</li> <li>• Religious leaders’ intervention through religious activities with “Jesus” as the Prince of Peace</li> <li>• Military personnel involvement and their roles to resolve conflicts through their presence in the area</li> </ul>	<ul style="list-style-type: none"> <li>• Smooth running of educational programmes leading to the development of the area</li> <li>• Regular supervision of schools, thereby enhancing effective teaching and learning</li> </ul>

(Source: Field work Data, 2021)

Table 2 reveals those tenets of hidden curriculum applied and the educational impact made in the area as a result of peaceful co-existence and restoration. The table shows that as a result of peaceful restoration and agreement to co-exist, major educational landmarks were recorded like: reconstruction of damaged school structures with modern ones; students returning back to school with high enrolment recorded, good study habits; free and safe movement of human and material resources; increase educational activities and regular supervision by educational authorities. All these have led to significant educational and general development of the area.

### Discussion of findings

Table 1 reveals the major tenets of tracing the Ezza and Ezza-Ezeillo communities' cultural roots/origin; cultural values emphasis and dialoguing using traditional strategies. These involved using elders, peace makers, age grades, reminder of their cultural ties and origins. These observations tallied with the stand point of Mbah and Nwangwu (2017) who pointed out that the people of the study area have common descents and ethnic homogeneity and myths which forbid spilling of blood in the land. The authors noted that the

negotiation teams succeeded in using the tenets embedded in this cultural links to restore peace in Ezza and Ezza-Ezeillo communities

Furthermore, Bar-Tal (2020) observes that the tenets of hidden curriculum leads to the development of trust and safe social cohesion within and between groups of affected communities, leading to peaceful negotiations and resolutions. Buttressing further the findings, Cordell and Wolff (2019) further reiterated that the goal of peace education is to enhance confidence building and rebuilding damaged relationships through a sense of cultural values. The negotiating teams tactically applied the techniques of the peace education that achieved tremendous results, leading to peace restoration and co-existence among the warring communities. According to Biran (2017), the use of third parties in settling conflicts goes a long way in peace restoration/co-existence using these tenets on the educational development of the study area.

A closer look at Table 2 showed that with peace restoration, reconstruction of educational facilities with modern structures were enhanced; building of new structures, youths' zeal to resume schooling, free flow of educational resources and generally, increase in educational activities were initiated, leading to the overall development of the area. The findings is in tandem with Millennium Development Goal 16 which emphasizes the attainment of peace for national development. Offorma's (2018) observation lends credence to this goal when she stated that peaceful co-existence has now become a global concern as no nation can make any meaningful impact during crises or conflicts. According to O'Malley (2017), during conflicts, educational facilities are destroyed; hence in peaceful restoration, they are rebuilt even with better structures.

The findings were in line with the peace moves of the negotiating committee who noted that with the building up of the confidence of the communities, their damaged images and structures can also be rebuilt. Furthermore, Enuke (2020) observes that through peaceful moves, conflicts are resolved, people could work together and initiate developmental projects. So far, the study findings revealed that the tenets of hidden curriculum can go a long way to touch lives and resolve conflicts at grassroots level in order to ensure lasting peace and sustainable development at any level.

### **Conclusion**

The study x-rayed the tenets of hidden curriculum adopted in peace restoration/co-existence and their impact on the educational development of Ezza and Ezza-Ezeillo communities in Abakaliki Education Zone of Ebonyi State. The study findings revealed that the peace negotiating team tactically

employed the tenets of cultural roots, ancestral links, cultural values emphasis and negotiating using cultural under tones to restore peace and to usher in peaceful co-existence among the warring communities in Abakaliki Education Zone of Ebonyi State. The findings also showed that with the restoration of peace, the educational development of the area was enhanced with the building and re-building of structures, students' zeal to learn and rapid flow of educational materials among others.

### **Recommendations**

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

- 1) Ebonyi State Government should properly monitor the peace pact to ensure there is no violation of the laid down agreements.
- 2) The State Government and its agents should monitor the re-building of houses and schools to ensure it follows the stipulated pattern.
- 3) Proper compensation should be made to those who lost their beloved ones and properties in order to comfort them.
- 4) The State Government should monitor from time to time, the activities of the military personnel mounted in the area to avoid unnecessary intimidation and harassment of civilians within the area.
- 5) The State Government should quickly monitor some pockets of violence, some of which are politically motivated in order not to escalate to major crises that will endanger lives and properties again.

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## ACTIVE LEARNING INSTRUCTIONAL STRATEGIES THAT INFLUENCE PEACE AND NATIONAL DEVELOPMENT AT THE SECONDARY SCHOOL EDUCATION LEVEL

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### **Abstract**

*Conflicts, violence, insecurity, food shortage have plunged the nation into a harsh economic instability and impacted on every sector; section, ethnic and religious affiliation. Hence the study is focused on active learning instructional strategies (ALIS) that can inflame peace and national development in Nigerian secondary schools. Active learning instructional strategies (ALIS) are teaching strategies that are hinged on learner-centered. Learners are actively involved, they construct their knowledge, and there is collaboration, communication among learners in a given group made of different learners from different backgrounds. They work as a team and develop skills for resolving conflicts and work towards achieving the group's goal. Having examined peace and peace education, national development, objectives of secondary school education, some of the active learning instructional strategies (ALIS) and some of ALIS' impacts on learners, the researchers concluded that, ALIS develop in learners the requisite skills and knowledge in understanding oneself and another; managing and resolving conflicts and violence, thereby providing an avenue for peaceful coexistence among learners of different ethnic and religious affiliation. Recommendations were made to include, Active Learning Instructional Strategies (ALIS) should be introduced, implemented and monitored in Nigerian Secondary Schools and at all levels of the nations' education system, and Conferences, workshops, symposiums and retraining of teachers should be paramount to understand and acquire the skills needed for smooth implementation of ALIS.*

**Keywords:** Peace Education, National Development, secondary education

### **Introduction**

#### **Concept of Peace**

Peace is a catalyst for national development. Without peace, there is no development in the different areas of the economy – education, health, economy, Inter/Intra cultural relationship, agriculture, security and human capital

development. The rate at which insecurity, violence and other societal vices have taken over the nation is very alarming thereby questioning the peaceful co-existence of the nation. Peace according to oxford advanced dictionary (2015) is a situation or a period of time in which there is no war or violence in a country or an area. Creating a peaceful classroom enhances teaching and learning. The peaceful co-existence of different learners in the classroom comes through peace education. Nigeria is a multi-cultural nation made up of diverse ethnicity, this therefore, necessitates peaceful co-existence of the people. At present, the nation is battling with insecurity, political instability, religious intolerance and other forms of tribal conflicts, students unrest, group agitation in almost two third of the country, poverty and unemployment being at the increase and currently the redesigning of the Naira which has plunged the nation into confusion. These and many others not mentioned have negatively affected the peace and development of the country. This is to admit that, the economic growth of the nation is threatened. Ijomah (2016), defined peace as 'a suspension of conflict between or among people cast in social relation. The school being the first social outing of the learner who grows to become an adult gives the learner a soft landing in developing the prerequisite skills in peace thereby fostering a peaceful coexistence of the different people in this environment.

These emergent issues need to be made known to the youths who are in the majority of the population, that for any nation to grow and develop, there should be peace in the land, avoid conflict of any sort, fairness and equity. It is imperative that peace should be sought. On account of what insecurity, violence, conflict have done in the country, in the north East and South. Presently in the eastern part of the country, there are certain orders that people should not carry out any meaningful activity on a particular day of the week and if they dare, consequences follows. This therefore affects the economic growth of the people and increasing tension and conflict in the region as a result of no peace. The above insight ascertains the need to examine some active learning instructional strategies that inflate peace and national development among Nigerian secondary school students.

### **Concept of Peace Education**

Oluwatoyin (2016) saw peace education as the process of equipping learners with tools for developing knowledge, skills, values and attitudes needed for resolving differences and conflicts in non-violent ways and in living peacefully with one another, others and the environment. It is concerned with resolving

conflict of intrapersonal, interpersonal and inter group levels without violence. In a study by Oluwatoyin (2016), on the effects of integrating peace education in the Nigeria education system, the result revealed that with the inclusion of peace education in Nigerian school curriculum, the youths will maximize the spirit of tolerance and engenders conflicts crime, violence and other social vices will be reduced. Ezeoba (2012) opined that peace education is education for peaceful and non-violent co-existence. Education being perceived as an instrument “per excellence”. Aguba (2010) had it to be expedient on curriculum planners to make peace education integral component of subjects so that Nigerians can be educated on how to peacefully live together as one. (UNICEF, 1999) views peace education as the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent parent conflict and violence, both overt and structural, to resolve conflict peacefully; and to create conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. By implication, peace education is an indispensable tool for the development of necessary skills, knowledge, values and attitudes required by individuals who lives in a given society in the quest for a sustainable development. Peace education serves as a medium for learners that enables them develop skills and competencies in the management of conflicts, violent situations and live harmoniously in a diverse community.

The learner is able to accommodate and tolerate different behavior patterns within and around him, can solve problems without violence, fairness and equity will be entrenched. Obisike and Nwauzi (2018), did a study on peace education and sustainable development in South-South Nigeria. Result showed that peace education is one solution to the problem of South-South region of Nigeria in ameliorating, militancy, agitation, kidnapping, youth restiveness, conflicts and violence, when planned and domesticated in schools and national life.

### **National Development**

Education as enshrined in the National Policy on Education (2014) is an instrument for peace and national development. Society for International Development (2021) defined development as the process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. They stressed that, the purpose of development is a rise in the level and quality of life of the population, and the creation of expansion of local regional income, and employment opportunities, without damaging the resources of the environment. Inculcating the right type of

values, attitudes, skills and competences through education creates opportunity for development. When an individual is exposed to learning with adequate learning materials, methods and strategies and in a conducive learning atmosphere, learning will be maximized. This individual who was developed in the right skills will create a positive attitude toward the development of the nation. National development involves all and sundry who views the interest of the nation as paramount. A nation develops where there is peace and this development touches all aspects of the nation – agriculture, education, health, human capital development, environment and other areas. Where there is conflict, violence of any sort, no meaningful development will occur. Education of the people using apt methods and strategies has proven to produce a meaningful individuals in the society who have shown optimal competencies in their different fields of profession. When a nation is termed to be developed there is maximum measure of comfort on areas of infrastructure, education, health, environment, agriculture, power and others. They can satisfactorily look out for the disadvantaged people in the society.

Abdulganiy, Abiodun, & Surajudeen (2021), highlighted the implication of peace education for national development to include, stable educational system, citizen friendly government, uninterrupted economic activities, international relationship, sound health, security, peaceful coexistences and environmental peace. They went further arguing that, the teacher and teaching methods have roles to play in peace and national development. That for peace to reign and sustained, teachers should be methodical and skilled enough to initiate the culture of peace into any topic of any subject they teaches, they should employ methods that accommodate expression of different opinions and welcome those opinions no matter their sources, then correct the wrong in an encouraging way and praise the right responses or opinions in a cautious way.

Abdulganiy et al (2021), postulated discussion method of teaching to be used by the teacher for peaceful interaction among learners and develop self-confidence. Agreeing to the above assertions, Oyelade (2018) saw project method as a catalyst for peace education because it involves practical work where learners come together and share different ideas. Subramania (2016) asserted three goals in peace education and these are in three folds – first the building of awareness on the realities, root and consequences of violence, and the building of awareness in the roots of peace. Second is the building of concern and the development of the values of empathy, compassion, hope and social responsibility. Third is the call to action beginning with the resolve to change personal mindsets and

attitudes and doing something concrete about situations of violence, participatory education. Subramania (2016), advocated for a participatory education where learners are allowed to inquire, share and collaborate. It allows learners to engage in dialogue with the teacher or with co-learners. When learners are given the opportunity within the necessary skills to engage fully during classroom instruction, their potentials are harnessed; they work collaboratively, think critically, and communicates with each other in the group. Group coherence is encouraged.

### **Secondary School Education**

The National Policy on Education promotes patriotism, fairness, understanding and national unity in children at all stages of education. (FRN, 2014). Secondary education is the level of education gained prior to the tertiary level of education. At this level, learners are exposed to complex learning activities in many/different subject areas in preparation for higher certification and other life endeavours. Secondary education is a very indispensable stage of the Nation's education level and for national development. At this stage, the future of the nation is at stake, if the curriculum is not well planned and implemented, the higher stage of the education system will be in disarray.

The objectives of secondary education as stipulated in the National Policy on Education include among others:

- Provide opportunities for further education, irrespective of sex, social status, religious or ethnic background.
- Advance diversified curriculum to meet the differences in talents, opportunities and prospects.
- Offer trained manpower in the areas of applied science, technology and commerce at sub-professional goals.
- Foster national unity, stressing on the importance of the common ties that uphold our diversity.
- Raise a generation that can think for themselves, respect the views and feelings of others, respect the labour, appreciate those values specified under broad national goals and live as good citizens; and be skilled with technical and vocational skills essential for agricultural, industrial, commercial and economic development.(FRN, 2014).

In addition to the objectives, the policy states some of the following:

- Secondary education should be of six-year duration and be given in two stages, at Junior secondary school stage and a senior secondary school, stage, each stage being of three year duration (FRN, 2014). The Junior

secondary now known as basic 7–9.

- Notably that students who leave school at the Junior secondary stage may then go out on an apprenticeship system or some other school for out-of-school vocational training.

Having outlined some of the objectives and policies of National Policy on Education on secondary school level of education, it is therefore pertinent that this level of education requires a workable and functional curriculum accompanied by active learning instructional strategies that meets the global best practices based on constructivism which requires the learners to create knowledge by themselves. By constructing knowledge they develop the four Cs of learning – which include, creativity, critical thinking, collaboration and communication. These skills provide an apt opportunity for learners to see each other in a group as equal. There is harmony, understanding, everyone listens and allow one another to his/her view point,

In view of the complexities of the modern and global life, proper acquisition of knowledge, skills and attitudes, values through the traditional method – (teacher-centered method) is no longer adequate. Learners need to fit into the changing needs of the society, though flexibility, active participation, creating their own knowledge, and critically solving problems as they emanate because of the changing nature of the existing environment. This could be achieved when learning is anchored on Active Learning Instructional Strategies (ALIS). Using ALIS brings out the potentials in the learner. They are able to think critically, create learning, communicate freely and independently; and collaborate with one another irrespective of gender, religious and ethnic affiliation. Learning becomes meaningful and retention high.

ALIS is hinged on the constructivist approach to education. The proponents of constructivism Vygotsky, Bruner etc. believes that knowledge is not gained rather knowledge is constructed by the learner through active collaborative processes and such processes require learners to develop and utilize learning skills – The learning skills – Critical thinking/problem-solving-learners think critically about what is being taught, thinking critically leads to creativity and innovation-leading to communicating to one another in problem solving. Collaboratively, problems are shared and solved together by team work.

From the foregoing, learners are left to work out solutions to the problems. They engage one another and communicate freely using the skills. They encourage one another and respects one another's opinion thereby fostering peace among themselves. The duty of the teacher is to facilitate using adequate instructional strategies that will enhance the peaceful co-existence of the learners who are the

learning environment for national unity and development.

The following are some of the Active Learning Instructional Strategies (ALIS) proposed by the researchers that seems to inflate peace and national development when fully implemented and utilized by teachers and learners for the development of the nation. As observed by Subramarian (2016), teaching-learning approaches that are compatible with the goals of peace education are holistic, participatory, cooperative, experiential and humanistic. Subramarian (2016) maintained that cooperative participatory and cooperative learning allow learners to enquire, share and collaborate, participants work together and learn, rather than compete with each other. That cooperative learning aside from increasing motivation to learn, improves relations among students, challenges individualism, and reduces divisiveness and feelings of prejudice.

### **Active Learning Instructional Strategies that Inflate Peace and National Development.**

#### **1. Think-Pair-Share**

Think-Pair-Share is an instructional strategy where learners are grouped and work together to solve a common problem in a classroom setting. This strategy requires learners to work individually on the common problem and share it in pairs, finally in a large group. Think Pair-Share allow students to think critically, communicate with each other as they share individual ideas on a given topic. It promotes classroom participation and understanding.

#### **Application of Think-Pair-Share in Teaching Home Economics**

**Topic:** Food Nutrients, teacher engages students with materials, questions on individual level to;

**T-** 'Think' about what they know or have known about food nutrients

**P – (Pair).** Each student is paired with another student or a small group as applicable.

**S – (Share).** After a given time bound, students share their views with their partner and later a whole class sharing is made by summarizing each class responses.

Sumekto (2018) investigated the influence of Think-Pair-Share approach toward students' reading achievement of ninth grade students, result revealed among others that, there was increase in students' communication, discussion, decision taking, and collaborative skills, more so conflict reduction in groups' learning was recorded.

#### **Implication of Think-Pair-Share to Peace and National Development**

- i. It promotes collaborative work among peers irrespective of gender, ability, ethnic and religious group

- ii. It enhances students' idea with classmates and builds oral communication skills.
- iii. It aids focus attention; and listening skill improves
- iv. It improves interpersonal skills.
- v. It increases students' individual and group understanding.

**Empty Outline Instructional Strategy**

Broken lines are drawn and questions to be answered are attached and shared in groups or in pairs. This makes the activity interactive and gives room for communication and collaboration among peers. The blank spaces are to be filled with appropriate responses. Each group reads their answers to the hearing of their groups. Incorrect answers are corrected by another group or pair. Teacher makes last contribution where no group or pair has no answer to the question posed. For example;

Food nutrients include the following:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are some sources food nutrients.

Vitamins are derived from \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 \_\_\_\_\_ and \_\_\_\_\_ are some of the deficiency diseases caused by lack of protein in human body.

This strategy helps students recall, organize the main part of the lessons. It promotes collaboration, communication and critical thinking skills thereby creating knowledge structure. The individuals in the group develop right working attitude towards one another by working as a team hence, group conflict is reduced and peaceful coexistence enhanced because each pair or group presented their answers as a group not individual.

**Blended Instructional Strategy**

The “Blended” interactive learning strategy is designed to foster engaged learning. It provides learners the opportunity of giving different answers to a posed question. In blender strategy, the teacher poses a question, each pair or group is required to provide an answer to the question. One to two groups reads their answers. Teacher blends the different responses from the two groups by integrating their answers. Teacher continues by asking the next group to read their own answers and pick a new idea, answers that are not in the already read answers, integrate and blend the already blended answers from the read answers. Integration and blending continues until all group responses are added together

and this forms a whole and clearer answers to the question got.

Blender learning encourages mutual interaction and communication among learners. They work harmoniously in their group by providing answers to the question. They work as a team not individualistic. Each group member's view is considered before they could come to the whole class for the team's answer.

### **Jigsaw Instructional Strategy**

The Jigsaw is a cooperative learning strategy used in teaching middle basic to tertiary levels of education. Its effectiveness is a result of commitment in the groups work. The strategy encourages effective interaction, listening, engagement, peer tutoring, it gives each member a vital part to play in the group and success of each member leads to the success of the group. Each member leads to the success of the group and this makes the group work as a formidable team to achieve high success; Izuagba, Afurobi and Jeremiah (2014) asserted that, using Jigsaw instructional strategy, facilitates a warmer, closer friendship within group irrespective of racial, ideological and religious differences and self-esteem, academic performance of learners greatly improved.

For effective use of Jigsaw as an instructional strategy the following procedures a case study is given.

### **CASE STUDY**

A teacher has twenty-five students in a Home Economics class, teacher divides this class in small groups of five students each and this gives 5 groups  $25/5 = 5$ . This is called the home group. Each home group is expected to give their group a name for easy identification.

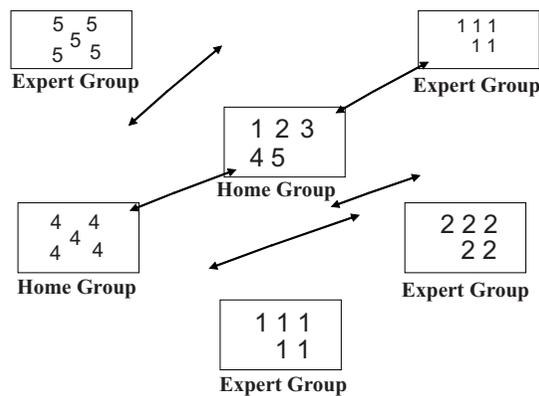
The teacher has five tasks to be solved in the Home Economics class. The theme is Puberty and Personal Hygiene. Teacher assigns number of each student in the 5 groups in this order 12345 into 5 places. A regrouping is done as all no 1s to one group, 2s to a group up until all the groups are grouped according to number. This new group is known as the expert group. It is called the expert group because each group has one question and will give answers to the question. Group one to question 1, group two to question 2 and others.

The questions are given thus;

- a. Meaning of puberty, and adolescent.
  - b. Signs of puberty in boys and girls.
  - c. Characteristics that are common in both boys and girls.
  - d. Menstruation- meaning, menstrual hygiene.
  - e. Body odour meaning, causes of body odour.
1. Students are given time to read through and answer the questions. But the

timing must be within the five allotted for the lesson.

2. Each member is to research on the question and prepare to say his result to the group he/she belongs.
3. What the teacher does is to facilitate and see how well each group is carrying out the assigned work. Teacher intervenes if any group is having challenges such as members being dominating or disruptive.
4. Bring back students to their home groups.
5. Let each student present his or her segment to the group start from no one to five. Urge students to ask questions for clarity.
6. Teacher goes round the groups to ascertain the progress of the presentation and ask questions to make the presenter clear some doubts if any.
7. A quiz might be given at the end of the session on the learned material to ensure that students do not take the session as a funfair.



**Note:** Sharing the group member maybe based on gender, ethnicity, race, mixed ability, personality and interest. It is not exclusive to these, but sometimes, the topic of discussion might be a determinant factor for grouping.

Jigsaw being a cooperative learning strategy is based on group dynamics and social interaction. This helps learning and enhance cooperation among students as it involves a whole class discussion and participation where no learner is left behind. It promotes and advances intra and intercultural understanding where every learner is understood and respected, critical thinking is also enhanced leading to creative ideas that promote national development. Learners communicate freely, share ideas among peers and construct their own knowledge. Hence, developing problem-solving skills that will help them to fit into the dynamics of the society.

### **Simulation Games**

Simulation means imitation. Contriving a particular situation (Izuagba, Afurobi, & Jeremiah, 2014). In simulation games instructional strategy the learner is placed in a real life situation. The teacher controls what happens in the class and uses them to aid students understanding of the learning outcomes. For instance, teaching of electioneering process in Government as a subject in Secondary School. The learners are exposed to a better feeling of the situation and how people (the electorate) can exercise their franchise as the nation is currently going to the polls. It enables learners understand the problems and how they can be resolved, and facilitates cooperative spirit. Another example could be that of simulating situation of marriage. This allows learners to have a feel on how two different ethnic groups can come together and live happily. The teacher contrives real life situation in the classroom by assigning roles to students to enable them interact. Through simulation students have a clearer understanding of human and environmental issues and ways of mitigating them. Situation of violence can be simulated and learners would be allowed to feel the impact of non-peace, time will be given for them to think out solutions on how to resolve the situation and equal opportunity given to the aggrieved parties. The idea of simulation game is not for winning but for increasing the spirit of the game, that is tolerance, development and give and take. Nwokocha (2015) posited that simulation games instructional strategy is child-centered and highly interactive among learners.

### **Dialogue**

As contained in gives the learners ample opportunity to dialogue among the groups and proffer solutions on how vote buying could be reduced in our society. Students airing their different views in their Subramanian (2016), dialogue as a strategy give students the opportunity to converse, rather than debate, about problematic issues. Debate is aimed at proving others wrong, while dialogue tends to find common grounds on issues being discussed. For instance, **Curbing Vote Buying in Nigerian Elections**. This groups create free communication and collaboration and a better understanding among peers.

### **Brainstorming Instructional Strategy**

Brainstorming is an instructional strategy that enables students think critically to a posed question or learning material. It allows learners think out many ideas on their own without the intervention of other students. This strategy provides diverse answers/solutions to any given problem from which most accurate

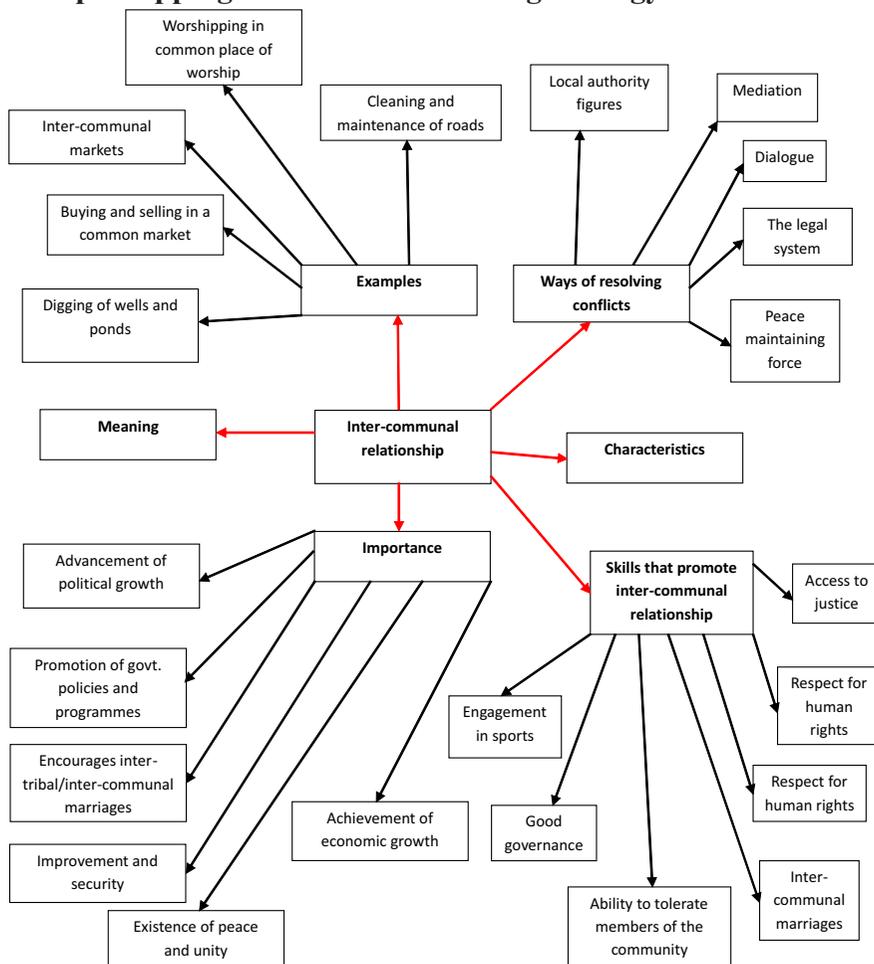
responses are taken. Students utter what comes to their mind. A child with special learning needs will say they don't know, however, with the strategy of brainstorming, the child says what comes to his mind as it relates to the topic. They work as a group to find solution to the problem given. It is all inclusive.

**Procedure**

In a small or large group, select a leader and a recorder.

- Define the problems or ideas to be brainstormed. Make sure everyone is clear on the topic being explored
- Set up the rules for the session and maintain to that.
- Give Summary of what was learnt for more clarity.

**Concept Mapping Instructional Teaching Strategy**



**Concept map** is a graphic representation of concepts that depict relationships between concepts. The teacher uses concept maps as a graphic tool to organize and construct knowledge for learners. Concept maps typically represent ideas and information as circles, squares, boxes which are connected with arrows labeled in downward branching from the said topic of discussion.

In using concept mapping, the teacher starts with the main idea, topic or issue to focus on. Connect the key concepts and relate to the main idea and rank hierarchically and connect concepts by creating links, phrases and words. Cross links are created to the basic links between the concepts for further illustrations of the relationship and enhance students' understanding of the concepts taught.

During this process, students contribute largely by identifying minor concepts that links to the main topic and everyone's view is considered based on the responses given. Students inculcate- a high degree of communication and collaborative skills and can critically think out other links from the main topic. They creatively link these subtopics by shearing ideas in their group thereby enhancing team work, and group coherence. For instance, teaching of **Inter-Communal Relationship in Senior Secondary School Civic Education**. Using a concept map, in teaching **Inter-Communal relationship** as illustrated in above.

Consequently, students who are deeply involved in identifying these sub-topics and concepts are believed to have developed the sense of oneness and togetherness which promotes the spirit of solidarity and healthy communal life culminating to a healthy and peaceful nation where sustainable national development is assured.

### **Conclusion**

The use of Active Learning Instructional Strategies (ALIS) in teaching are inexhaustible, for the want of space and time the researchers limit this work to the few strategies mentioned and treated above and suggests for further studies by other researchers who may wish to work on other strategies not treated. Care should be taken when choosing these strategies for teaching in order to achieve the set objectives and choose strategies that will convey the message of collaboration, creativity, critical thinking and communication among learners. Having extensively discussed some of the ALIS, and some reviews by other researchers seem to have a great impact on students' acquisition of knowledge, skills, competencies and attitudes needed for a better individual, peaceful and

national development .It can also be deduced to have affected them to live a positive life of fulfillment, in a peaceful environment, gained skills to resolve conflicts when the need arises leading to a healthy interaction and contribute to the pleasant and peaceful development of the society.

### **Recommendations**

Basically, the following recommendations were made by the researchers

1. Active learning instructional strategies should be introduced, implemented and monitored in Nigerian Secondary Schools and at all levels of the nations'education system.
2. Instructional strategies used by teachers be reviewed at intervals to meet with the global best practices.
3. Conferences, workshops, symposiums and retraining of teachers should be paramount to understand and acquire the skills needed for smooth implementation ofALIS.
4. Evaluation of the objectives of ALIS should be carried out at intervals to ascertain its effectiveness.
5. Subjects that promote students' team participation should be encouraged.
6. Teacher training institutes, colleges of education, faculties of education should be at the helm of educating teacher-trainees on these learning strategies for transfer in Nigerian secondary schools.
7. Provisions should be made by the stakeholders in Education for learning materials' implementation.

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## APPRAISING THE PEDAGOGICAL CONTENT KNOWLEDGE OF TEACHER EDUCATORS IN TEACHING PEACE EDUCATION FOR NATIONAL DEVELOPMENT

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### **Abstract**

*This descriptive survey was on appraising the pedagogical content-knowledge of teacher educators in teaching peace education for national development. The purpose of the descriptive survey was to determine the extent of MOUAU and AIFCE lecturers' pedagogical content knowledge (PCK) in teaching peace education for national development to teacher trainees. Two research questions were posed and one null hypothesis tested at 0.05 for the study. A purposive sampling technique was used to select 134 lecturers from School of Education Michael Okpara University of agriculture, Umudike (MOUAU) and 191 lecturers from school of education Alvan Ikoku Federal College of Education, Owerri. The instrument for data collection was appraisal questionnaire titled "Teacher-educators Pedagogical Content Knowledge on Teaching Peace Education for National Development (TPCKND) with a reliability coefficient of 0.73 determined using Cronbach Alpha. The findings showed that MOUAU and AIFCE lectures have high extent of pedagogical content knowledge as regard to teaching of peace education to teacher trainees. It was recommended among others that there is need for relevant authorities in teacher education curriculum to update the curriculum content of peace education to capture cyber education, hate speech and other prevailing factors that can trigger conflicts and violence into teacher education curriculum for sustainable peace and national development*

**Keywords:** Pedagogical content-knowledge, teacher educators, peace education, national development

### **Introduction**

At present, many women, children and the aged are silently suffering the effects

and consequences of violence in almost every country of the world. This violence cut across social strata: between children on the street, at school, in the family life and in community. There is religious, political, gang and ethnic violence. Most times youths are being used to perpetuate this violence for reasons which they have little knowledge about (Iwuamadi, Eke & Nwanguma, 2020). In Nigeria, violence seems to be institutionalized and normalized. Gruesome killings, kidnappings, ritual killings, cult/gang killings, arsons seem not to make news anymore as is now a daily occurrence. We see the Boko Haram and bandits' gruesome killing of defenseless and innocent people in the north, Fulani herdsmen that specialize in sacking villages and murdering innocent people at night, robbery and kidnapping in south east and west and militancy and pirate nefarious activities in the south- south. These crimes are majorly perpetuated by youths. And the ease with which guns and other dangerous weapons are paddled and made accessible to youths and the high rate of rapes, teenage suicides are quite alarming (Eke & Ugonna, 2017). One wonders if the curriculum content of Peace education which is a compulsory course in tertiary and teacher education institutions is fulfilling its utility value of inculcating tolerance, sanctity of human life and peaceful conflict resolution skills to Nigerian youths. Also, Do the trained teachers that are saddled with the responsibility of inculcating peaceful attitudes to pupils and students have adequate skills, knowledge and attitude needed to carry out this important societal expectations? These questions could be answered by appraising the pedagogical content knowledge of teacher educators in teaching Peace education for national development. This is based on the fact that teacher educators are the purveyor of this knowledge to teacher trainees, who in turn will transmit it to the students. This is one of the primary responsibilities of teachers and also expectation from the society. But we are seeing a continuous high rate of violence and killings in our society. This made it imperative for the researchers to investigate the pedagogical knowledge of teacher educators in teaching peace education for national development. As no country can experience sustainable national development without peace.

Peace as a concept can be subjected to many interpretations depending on the authors' perspective and the context of the discussion. Literarily, peace means absence of violence at a specific place and period. Peace according to Eke and Ugonna (2017), is a situation of quiet, calm, restfulness, public serenity, freedom from war, and concord of ideas among diverse people and communities. It is a condition in which there is no war between two or more groups or nations. Peace

suggests the climate of freedom from fear, intimidation and harassment, oppression and brutalization by external forces or agents. Though some researchers like Ibeanu (2006), Nabot and Nwafor (2012) observed that peace means social justice, social order and harmony. In other words, where justice reigns, social order and harmony will prevail, while conflict and violence will be minimal. To them this is what peace is all about. Hence, the presence of conflict and violence in any society necessitates the study of peace education in tertiary institutions curriculum.

Peace education is a facet of education that teaches individuals to understand the essence of respecting the views of others and to have tolerance attitude that promote peace, unity and goodwill. Haris and Synott (2002) view peace education as the practice of acquiring values, knowledge, attitudes, skills and behavior to live in harmony with one self, with others and with the natural environment. It is an aspect of education that inculcate values to individuals and groups. The importance of life skills and knowledge in the spirit of equality, respect, empathy, understanding and mutual appreciation among individuals, groups and nation. The knowledge of peace education enhances individuals or groups' level of human development, fighting poverty, unemployment, prejudice, violence conflict, discrimination and violence against women and children (Nabot and Nwafor, 2012). Peace education program also include in it the knowledge, values, custom and application of culture in having a better understanding of oneself, others and respect for societal values, norms and sensibilities. It include preventing or managing the bad culture of prejudices, negative stereotypes and crisis or misunderstanding among various ethnic groups in Nigeria.

Peace education also addresses the problems of structural and cultural violence. Structural violence consists of deliberate policies and structures put in place by government that cause human suffering, death and harm, while cultural violence includes cultural norms and practices that create discrimination, injustice, and so on (Ibeanu, 2006). It is also concerned with the development and discovery of knowledge about the causes of war and the conditions of peace component in the society. Peace education is aimed at ameliorating the escalating level of violence in various forms so that individuals can live and work in a relatively peaceful atmosphere that could ultimately engender “a global culture of peace” (Jibrin, 2018). It intends to develop in the individual skills, attitudes, and knowledge with cooperative and participatory learning methods and an environment of tolerance, care and respects. Where the contents of peace education are inculcated in and imbibed as well as practised by the individuals, there will be

appreciable level of national development.

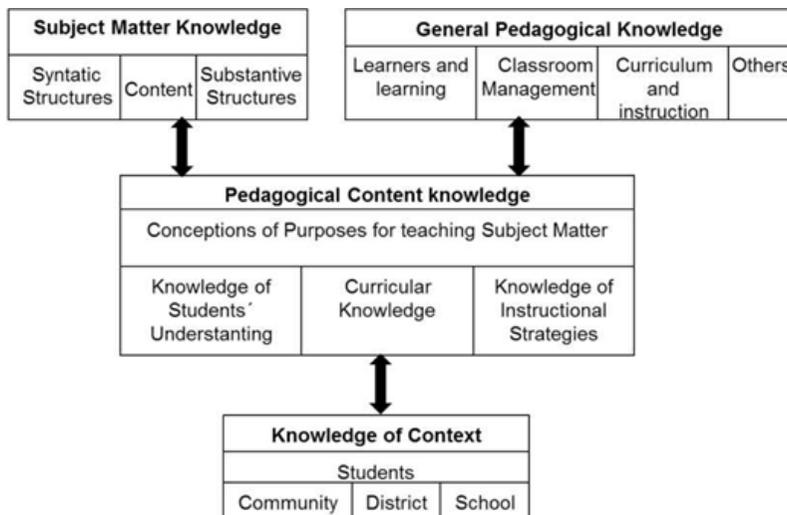
Development as a concept has been subject of definitional pluralism. It is quite a fluid word to define. Though, efforts have been made by learned scholars to intellectualize development. Gboyega (2003) sees development as an idea that embodies all attempts to improve the conditions of human existence in all ramifications. It implies improvement in material wellbeing of all citizens, not the most powerful and rich alone. It seeks to improve personal physical security, livelihoods and expansion of life chances. Naomi (2005) believes that development is usually seen to involve not only economic growth, but also some notion of equitable distribution, provision of health care, education, housing and other essential services with a view of improving the individual and collective quality of life (Naomi, 2005). Nwankwo (2015) views development as a process of societal advancement, where improvement in the wellbeing of people are generated through strong partnerships between all sectors, corporate bodies and other groups in the society. It is important to know that development is not only an economic exercise, but also involves both socio-economic and political issues and all aspects of societal life. But in this paper, development is seen as embracing changes that improves the human elements, who in turn improve the society – environment, social institutions, and per capita income.

National, according to Longman dictionary of contemporary English (2022), refers to a phenomenon that embraces a whole nation. National development therefore can be described as the overall development or a collective socio-economic, political as well as religious advancement of a country or nation. This is best achieved through development planning, which can be described as the country's collection of strategies mapped out by the government (Ezema, 2012). This development plan cannot be a reality in atmosphere of violence and killings, hence the need to appraise the pedagogical content knowledge of teacher educators in teaching peace education for national development.

Pedagogical content knowledge (PCK) concept was initially introduced by Shulman (1986). Shulman (1987) defined PCK as the special combination of content knowledge and pedagogy. Shulman conceptualized PCK in two categories. The first category is the knowledge of teaching strategies and representations that suggest how to organize, represent, and adapt the subjects that are taught. The second category is the knowledge of students' subject understanding at different levels. These two components are the unique professional expertise of teachers who act as the bridge connecting content and pedagogical knowledge. Though Shulman initiated the concept of pedagogical content knowledge, there were criticisms on the concept. They include: lack of

theoretical and empirical basis for the presence of PCK as a separate category in the knowledge base of teachers, static view of PCK as a type of factual knowledge that could be acquired and applied independently from the classroom context, the possibility of theoretically and empirically distinguishing PCK from content knowledge, PCK has a very narrow framework under two categories and that PCK cannot be normative, as it can vary according to culture (Depaepe, Verschaffel, and Kelchtermans, 2013) . As a result of the obvious flaws in Schulman's initial PCK, several scholars from different subject areas restructured Shulman's PCK model in different ways in an attempt to clarify the borders between PCK and other types of knowledge (Nurullah and Nihat, 2015). Grossman (1990) and Marks, 1990 divided PCK into four components: (a) knowledge of students' understanding, (b) knowledge of teaching strategies, (c) knowledge of teaching purposes, and (d) knowledge of curriculum.

Grossman expanded Shulman's PCK model by adding knowledge of teaching strategies and knowledge of curriculum as separate components in PCK. Grossman (1990), systematized and created a comprehensive model of all the components of teachers' knowledge base (Fernandez, 2014). According to this model, there are four components that intertwine and results in teachers' knowledge base. These are: GPK, CK, PCK and knowledge of context. PCK is central in this model and is considered the force that is able to transform general pedagogical knowledge, with the contribution of content and context



PCK helped to explain the complex relationship between knowledge of subject and knowledge of teaching a subject by using appropriate methods and

evaluation tools. PCK is the fusion of all needed knowledge, in order to teach and learn a subject (Depaepe, Verschaffel, & Kelchtermans, (2013). In Grossman's framework, PCK has four elements:

- Teachers' knowledge and beliefs in regard to the purposes of teaching a subject to students of different levels
- Knowledge of students' previous knowledge on the subject and possible misconceptions
- Knowledge of curriculum in order to foster connections between a subject and across different subjects
- Knowledge of different strategies for instruction. (Segall, 2010)
- Knowledge of context is presented as a component of teacher knowledge that informs teachers' decisions based on the individual characteristics of the community, the district and the school where they are located.

Specifically, Pedagogical content knowledge is a dimension of teacher's knowledge that distinguish between the content expert and the experienced teacher. A content expert is one who possesses content knowledge while the experienced teacher possesses specific content knowledge for teaching. This is to say that PCK involves the teacher's understanding of the content they teach and the teaching environment in which the teaching is involved. Teacher with effective PCK is a facilitator/mediator who consciously help learners construct meaning and sense of knowledge. This help to transform knowledge and skills in to forms accessible to learners. (Chang, 2005).

Thus, it is plausible to assess the PCK of teacher educators, to understand the extent to which they organized and conceptualized their PCK in peace education. This based on the fact that effective organization and conceptualization of content in peace education by teacher educators will go a long way of enhancing students' understanding of the knowledge, skills and attitude inherent in peace education content. It is on this basis that the researchers appraised teacher educators' pedagogical content knowledge in teaching peace education for national development.

### **Research Questions**

1. To what extent are the pedagogical content knowledge of teacher educators of MOUAU and ALVAN on teaching peace education for national development?
2. Are there any differences in the pedagogical content knowledge responses of teacher educators of MOUAU and ALVAN on teaching peace education for national development?

### **Hypothesis**

**Ho1:** There is no significant difference in the pedagogical content knowledge mean responses of teacher-educators in School of Education, Michael Okpara University of Agriculture (MOUAAU) and teacher-educators in School of Education Alvan Ikoku Federal College of Education (AIFCE) on teaching peace education for national development.

### **Methodology**

A descriptive survey design was used for the study. This study sought to appraise the pedagogical content knowledge of teacher educators of MOUAAU and AIFCE on teaching peace education for national development. It specifically determine if there are differences between the pedagogical content knowledge mean responses of teacher-educators in School of Education, Michael Okpara University of Agriculture (MOUAAU) and teacher-educators in School of Education Alvan Ikoku Federal College of Education (AIFCE) on teaching peace education for national development. The study was carried out in School of Education, Michael Okpara University of Agriculture (MOUAAU) with a population of 134 academic staff and Alvan Ikoku College of Education Owerri (AIFCE) with a population of 709 academic staff. The entire academic staff of School of Education MOUAAU was used as sample because the population is small while the purposive sampling technique was employed in selecting the second sample, in which the researchers used 191 academic staff in school of education AIFCE. The total sample was 325 teacher-educators. Instrument for data collection was appraisal questionnaire titled

“Teachers-educator Pedagogical Content Knowledge on Teaching Peace Education for National Development (TPCKND). This is a 13-item self-appraising questionnaire designed by the researchers and validated by three experts in Teacher Education and Educational Psychology, in Department of Curriculum and Instruction and Department of Psychology Alvan Ikoku Federal College of education Owerri. The instrument has part 1 and 2. Part one sought for demographic information of respondents while part two sought information to assess the PCK of teacher educator on teaching peace education for national development. The items had four response categories of Very high extent (VHE); High extent (HE); Low extent (LE) and Very low extent (VLE) scoring 4, 3, 2 and 1 respectively. The instrument was face validated by four experts in the Department of Curriculum Studies and Measurement and Evaluation, Michael Okpara University of Agriculture Umudike and Alvan Ikoku College of Education. 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 lecturers outside the study

population. The reliability of TPCKND was 0.73. The instrument was administered to the respondents with the help of two trained research assistants which ensured 100% return rate of the instrument. 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 regarded as High extent (HE) otherwise regarded as Low extent (LE). The value of 2.50 was considered as a benchmark for decision making. The t-test statistic was used to test the hypothesis at 0.05 level of significance.

### Presentation of result

Table 1: Appraisal of MOUAU and ALVAN lecturers on teaching peace education for national development?

S/N	ITEM STATEMENT	MOUAU			ALVAN LECTURES		
		$\bar{X}$	SD	REM	??	SD	REM
1	Peace education should involves knowledge that will help everyone respect sanctity of human life. This enhance national development.	3.46	0.83	H.E	3.51	0.90	H.E
2	Peace education should emphasis on conflict resolution skills. This creates peaceful environment and help in national development.	3.70	0.89	H.E	3.78	0.86	H.E
3	Teaching of peace education should involve the use of active learning collaborative strategies; this will inculcate in the learner respect for views of others.	3.35	0.73	H.E	3.33	0.75	H.E
4	Peace education should capture contents that will expose learners on the need to respect societal values, norms and sensibilities.	3.25	0.79	H.E	3.30	0.81	H.E
5	Peace education content should capture in it the importance of having life skills.	3.51	0.86	H.E	3.63	0.78	H.E
6	Peace education content should be able to help learners to have these life skills: self-awareness, creative and creative thinking, decision making and coping with stress and emotions. This help to create atmosphere of peace that advances national development.	3.04	0.53	H.E	2.99	0.52	H,E
	Peace education content should also captured content on selfesteem and self-worth. This will help to reduce cases of youth's involvement in political thuggery.	3.01	0.61	H.E	3.14	0.59	H.E

8	Basic tenets of equity, respect, empathy, understanding and mutual appreciation among individual and groups should be included in the content of peace education	3.21	0.54	H.E	3.10	0.61	H.E
9	Peace education content should include cyber education best practices and the do's and don't	3.03	0.61	H.E	3.07	0.58	H.E
10	Peace education content should involve skills and knowledge that will help learners make informed choices of rejecting extremism and fanaticism	3.51	0.81	H.E	3.40	0.83	H.E
11	Peace education should incorporate content that will help learners reject tribal prejudice, violence conflict and discrimination	3.95	0.90	H.E	3.92	0.81	H.E
12	Peace education should help learners to understand that peaceful environment enhances employment and reduces poverty	3.83	0.90	H.E	3.84	0.95	H.E
13	Peace education should equipped learners with requisite skills and knowledge to mitigate and constructively address structural and cultural violence.	3.51	0.61	H.E	3.61	0.68	H.E
Cluster mean		3.41	0.74		3.43	0.73	
		*HE		High extent			

Table 1. Shows that all the items on the questionnaire were of high extent as they had response mean greater than the instrument scale mean of 2.50. Also, the average mean (3.41) for MOUAU and (3.43) for the AIFCE are greater than the scale mean. This implies that teacher educators have adequate pedagogical content knowledge in teaching peace education for national development to teacher trainees.

Research Question 2: Are there any differences on the pedagogical content knowledge responses of teacher educators on MOUAU and ALVAN lecturers on teaching peace education for national development?

**Table 2: Summary of MOUAU and ALVAN lecturers mean response**

Group	N	Mean $\bar{X}$	SD	Difference in $\bar{X}$
MOUAU	134	3.41	0.70	0.03
ALVAN	191	3.43	0.73	

Table 2, shows that a mean difference of 0.03 exist between PDK responses of MOUAU and ALVAN responses on teaching of peace education for national

development to teacher trainees. What it means that the PDK responses of MOUAU and ALVAN differ slightly, but they are all of high extent.

**Hypothesis**

H<sub>01</sub>: There is no significant difference in the pedagogical content knowledge mean responses of teacher- educators in School of Education, Michael Okpara University of Agriculture (MOUAU) and teacher-educators in School of Education Alvan Ikoku Federal College of Education (AIFCE) on teaching peace education for national development.

Group	N	Mean $\bar{x}$	SD	DF	T. cal	P.value	Decision
MOUAU	134	3.41	0.70	323	0.13	0.74	Accepted
ALVAN	191	3.43	0.73				

The data above on Table 3 indicated that the t-calculated is 0.11 at 323 degree of freedom and p. value of 0.74 which is greater than 0.5 at 0.05 level of significance which indicates that we retain the null hypothesis. Therefore, there is no significant difference between the PCK mean responses of MOUAU and ALVAN teacher educators on teaching peace education for national development to teacher trainees.

**Discussion**

Result of the present study revealed the extent of pedagogical content knowledge responses of MOUAU and AIFCE teacher educators on teaching peace education to teacher trainees. Both the MOUAU and AIFCE teacher educators have high extent PCK regarding the teaching of peace education for national development. This is based on the fact that all the contents in the questionnaire items that will help to effectively enrich the peace education course content and bring about the desired objectives of equipping learners with requisite knowledge, skills and attitude that will promote peace were accepted by the teacher educators. And they see them as being appropriate to be included into security education course content. This result is in line with Chang, (2005) and Nurullah and Nihat, (2015) that effective pedagogical content knowledge of subject by a teacher is a pointer to effective delivery of course content to the learners.

Also, the study showed a little but insignificant difference between the PCK mean responses of MOUAU and AIFCE teacher educators on teaching peace education for national development to teacher trainees. This difference is expected because of peculiarities of human constructs, perceptions and responses.

### **Recommendations**

Considering the fact that MOUAU and AIFCE teacher educators PCK mean responses on teaching peace education for national development are of high extent. The following recommendations have been put forward:

1. There is need for the relevant authorities in teacher education curriculum to update the curriculum content of peace education to capture cyber education, hate speech and other prevailing factors that can trigger conflicts and violence into teacher education curriculum for sustainable national development
2. There is need to build capacity of teacher educators on how to effectively use learner-centered pedagogy in teaching peace education to teacher trainees.
3. There is need for Government to liaise with relevant educational bodies to provide infrastructural and instructional resources in teacher education faculties and schools to help teacher educators to effectively teach peace education courses.

### **Conclusion**

This study was carried out to appraise the pedagogical content knowledge of teacher educators on the teaching of peace education course. The result of the study shows that teacher educators have high extent PCK on peace education. Also no significant difference existed between MOUAU and ALVAN teacher educators pedagogical content knowledge mean responses on teaching peace education for national development.

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## PEACE EDUCATION CURRICULUM IN SECONDARY SCHOOLS: A PATHWAY FOR SUSTAINABLE DEVELOPMENT AND PEACEFUL CO-EXISTENCE IN NIGERIA

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### **Abstract**

*In Nigeria, there are several internal conflicts leading to insecurity in different parts of the country. The Boko Haram insurgency, Jos crisis, the Niger-Delta struggle for resource control, IPOB agitation, killing by unknown gunmen, numerous inter and intra communal crises, youth restiveness, various political crises, the farmers-Fulani herdsman crises, armed banditry, terrorism hostage taking or kidnapping, cultism and the life are the greatest challenges on national development and peaceful co-existence since the returned to democratic governance. The effects of these crises on national development are evident in the high rate of loss of lives, destruction of public utilities, serious economic losses individuals and cooperate organizations, as well as, lack of tolerance for one another and lack of peaceful integration. Thus, the promotion of peace that stimulates national development and the practice of peace and non-violence for children and young adult through peace education curriculum in secondary schools is imperative. The paper examined the concepts of peace education, curriculum and sustainable development. It equally examined the curriculum content for peace education in secondary schools in Nigeria. The paper also examined peace education curriculum, national development and peaceful co-existence. Finally, the paper recommended that curriculum planners, developers, education administrators should help on the basic tenets of peace education curriculum and be given adequate attention in secondary schools.*

**Keywords:** Peace Education, Curriculum, National Development, Peaceful Co-Existence, Secondary School

### **Introduction**

In recent times there have been observable crises and conflicts either as a

result of politics, region or otherwise. In some parts of the country incidents of conflicts abound. The North-East squabbles are very fresh in our memories. The country cannot be established as a united, strong and self-reliant nation if there is no spirit of understanding and mutual relationship among individuals. The National Policy on Education (2014) stated that the overall philosophy of Nigeria is to live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality, justice and one to promote inter-African solidarity and world peace through understanding. This objective is far from being achieved if the principles of peace are not inculcated into individuals. It is also very clear that no meaningful development process is attainable amidst violence and disharmony. The Nigeria Civil War is a typical example of an internal conflict that resulted in massive loss of lives and socio-economic decadence even till the present days.

Mkpa and Izuagba (2016) postulate that curriculum is the instrument through which the education system effects those needed changes in individual in order to transform the society into a better place. Viewed from this perspective, curriculum should reflect the social needs, problems, aspirations, morals, values, etc. which are considered worthwhile; otherwise it ceases to be engineered competitions in the world markets thereby making the socio-economic situations of the Third World countries like Nigeria more destitute. To embrace and cope with the competency and vibrancy of the 21<sup>st</sup> Century globalization, the third world countries have to struggle to survive through the nose and what is seen and experienced every-where is the survival of the fittest. Under this context, curriculum has to address the\* problems to be relevant and worthwhile, hence the need for peace education curriculum that is geared towards national development.

Abebe, Ubesso and Nyawalo (2006) explained that peace education as a unifying and comprehensive concept-seeks to promote a holistic view of education. However, its relevance is inextricably part of and is highly dependent on contextual specificity. UNESCO literature states that, peace education is more effective and meaningful when adopted accordingly to the social and cultural context and the need of a country. It should be enriched by its cultural and spiritual values together with the universal human values. It should also be globally relevant. Given such a framework, it is hard to find a universally accepted definition. Peace education is characterized by its many definitions. Dewey as cited by Abebe, Ubesso and Nyawalo (2006), defined peace education as a

curriculum which will make it more difficult for the flames of hatred and suspicion to sweep over the country in the future, which indeed will make this impossible because when children's minds are in the formation period we should have fixed in them through the medium of the schools, feeling of respect and friendliness for the other nations and people of the world. Stitz and Aline (2015) contend that the practice of peace education is an opportunity to promote the total welfare of students, advocate for their just and equitable treatment of youths and promote individuals and social responsibility for both educators and learners. In other words, through pedagogy and social action, peace educators demonstrate that there are alternatives to violence. Against this backdrop, this paper reviewed peace education curriculum, sustainable development and peaceful co-existence in Nigeria.

### **Concept of Peace Education**

More recently, numerous definitions focus on peace skills that empower students to tackle real-world issues and thus actively create peace in the world. Foundation (1999) Peace Education as defined in UNICEF documents refers to the process of promoting knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural to resolve conflict peacefully and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. According to Abebe et al. (2006), Peace Education is a process of developing knowledge, skills, attitudes, behaviours and values that enable learners to identify and understand sources of local and global issues and acquire positive and appropriate sensitivities to the problems, resolve conflicts and attain justice, in a non-violent way. It also makes it possible for humans to live by universal standards of human rights and equity by appreciating cultural diversity, respect for the earth and for each other. Curriculum covers informal, non-formal and formal education learnt, the learning experience, outcome of learning encounters and the learning environment.

The overriding goal of peace education in formal, non-formal and informal education is to develop in the learners the dispositions and confidence as agents of peace who can live in harmony with one self, others and the natural environment as well as promote peace, human rights and democracy in the society. The goal of Peace Education is based on the eight keys of Peace Education emanating from the United Nations resolutions and the Nobel Peace

Prieze laureates manifesto 2000 (Hawke Research Institute 2012) which are as follows: respect all life, respect the right and dignity of each human being, non-violence rejection of violence, obtaining just by convincing and understanding, sharing developing attitude and skills for living together in harmony, putting an end to exclusion and aggression, listening to understand, giving everyone a chance to learn and share through the free flow of information, preservation of the planet, making sure that progress and development are good for everyone and for the environment, tolerance and solidarity, appreciating that people are different and that everyone has something to contribute to the community, equality of men and women, ensuring an equal place for men and women in building the society and democracy, making decisions by having your say and giving others theirs.

### **Concept of Curriculum**

Sani (2013) described the curriculum as the educational experiences designed purposely for certain students within a specific time in order to accomplish the-set objectives. Additionally, curriculum is defined as planned learning activities for students, ran and monitored by schools in order to achieve its educational goals. Curriculum is fundamental to education. It serves as an instrument for guided instruction. Curriculum entails organized and intended interactions, which involve instructors, learners and learning resources in the school or in other appropriate instructional settings. Thus curriculum is a means through which societal values are translated by the educational institutions into tangible and memorable attestation. Curriculum portrays and transmits to the learners what the society considers worthwhile. Every society has its own peculiar conception of how its curriculum should be designed and the goals it should be aimed at. Curriculum combines objectives subject matter, learning activities and evaluation techniques as components that together serve as contributors of educational value. It serves a guide for schools to instill in the learners the desired knowledge, skills, attitudes and habits accepted by society. Periodic review of the curriculum to reflect changing realities of the modern world makes it salient to the needs of the society (Sani, 2013).

### **Sustainable Development**

Sustainable development continually evolving, and this makes its definition difficult. Kundan as cited by Ugoh, (2018) describe-s sustainable development as a construct, which envisions development as meeting the need of the present generation without compromising the needs of the future generation. However, this ability to meet the needs is determined by human capital (through

education, technology advancement, etc.) and through physical capital (machines, tools, etc). Ugoh argues that sustainable development is only possible or assured when it is agreed and indeed concrete steps are taken to raise the level of literacy and numeracy in any society.

Sustainable development is also, generally thought to have three components: environment, society, and economy. The well-being of these three areas is intertwined. For example, the need for a healthy environment to provide food and resources, safe drinking water, and clean air for its citizens. The sustainability paradigm rejects the contention that casualties in the environmental and social realms are inevitable and acceptable consequences of economic development (Nnabuo, & Asodike, 2016). Sustainable development has also been defined by the Nigeria Study/Action Team (NEST), 1991 as cited by Osuji, (2016) as “an approach that combines the development needs and aspirations of the present without compromising the ability of the future while also maintaining ecological integrity”. This implies, according to Osuji, a development process that is equitable and sensitive to ecological and environmental issues, depends on the initiative, resourcefulness and discipline of human beings who are the managers of development programmes.

### **Curriculum Content for Peace Education**

Jan (2015) classifies peace education curriculum content into three: knowledge, skills and attitudes.

Under **knowledge** there are such issues as recognition of prejudice; conflicts and war, peace and non-violence, environment/ecology; theories of conflicts, nuclear and other weapons, justice and power; theories of conflict analysis, prevention and resolution, culture, race, gender, religion, human rights, globalization, labour, poverty and international economy; international law and criminal court, United Nations, international systems standard and instruments. Health care, AIDS and Drug trade.

**Skills** involve issues relating to communication, active listening, reflection, co-operation, empathy and compassion, critical thinking and problem solving, artistic and aesthetics; mediation negotiation and conflict resolution; patience and self-control; responsible citizenship, imaginative leadership and vision.

Under **attitude** are ecological awareness, self-respect, tolerance, respect for human dignity and difference; intercultural understanding, gender sensitivity,

caring and empathy, nonviolence and world-mindedness resolution.

Jan (2015) noted that peace education curricula generally include instructions in conflict resolution, co-operation and independence, global awareness, social and ecological responsibility. Stitz and Aline (2018) remark that curriculum guides for younger children in America included nature study and care for the environment, teaching them that they can be responsible for the world they live in. Materials for older children included activity cards and videos presenting conflict scenarios aimed at teaching students to identify possible problems, to play roles and propose solutions.

In the United States in the 80's, Jan (2015) reports that peace education took the form of conflict resolution, for instance, in an effort to address issues surrounding the youth, such as school violence and high dropout rates, young people were taught communication and negotiation strategies as part of student's mediation. In the 90s teaching respect among other things has become a primary education focus in Peace Education.

The curriculum for Peace Education is concerned with planned objectives for learning the content, delivery strategies for achieving the objectives, evaluation to certify the extent the objectives have been achieved and the environment within which learning takes place. This curriculum is predetermined, organized and sequentially arranged. However, it is necessary to note that inclusion of Peace Education Curriculum in formal education includes both conscious classroom teacher directed work and incidental curriculum within the school. To achieve the goals of peace education through the conscious classroom teacher directed work, the integrative approach to Peace Education instruction and Element of Peace Education are integrated into all learning subjects and implemented bearing in mind the eight keys to promoting a culture of peace as well as the basic elements of Peace Education. The integration occurs at the levels of content, instructional methods and material. While developing and presenting the learning content of any subject of study, the teacher endeavours to identify and highlight any item or idea that is related to the basic element of peace education. The Basic Element of Peace Education are as follows

**Table 1: Basic elements of Peace Education**

<b>Peace dimension</b>	<b>Basic Elements</b>
Knowledge	peace, justice, human right, civic participation, emotional literacy, problem solving (including conflict resolution)
Values and attitudes	tolerance, caring, social equity, peace, justice, cooperation and solidarity, human right, active citizenship, gender, equity, self awareness, empathy, conflict resolution using peaceful means, promotion of sustainable environment, freedom of religious practice, compassion, respect for human life etc.
Skills	active listening, understanding, similarities and difference, cooperation, mediation, problem solving, trust, critical thinking, self:-reflection, self-esteem etc.

**Peace Education Curriculum, Sustainable National Development and Peaceful Co-existence**

It could be argued that in a society where most citizens are morally conscious and aided by a reasonable dose of peace education, disruptive conflicts could be relatively absent. Such a situation, no doubt, will engender social cohesion and a viable development.

1. Peace education, if properly designed and developed, will meet the near-explosive situations which have been compounded by the challenging security problems and armed conflicts in most parts of Nigeria. First, peace education will, to a reasonable extent, address the problems of structural and cultural violence.
2. Peace education, if introduced, will create an awareness that could minimize the degree of poverty and social inequalities - the basis of social restiveness in many parts of the country.
3. Peace education would have far-reaching effects on the national economy. This is so because the curriculum -contents, which should include among others; rights, civics and citizenship education, would frontally confront corruption - the endemic disease in our national fabric. Thus, the war against corruption and other social vices will not end, until it is fought in the sub-conscious minds of the individual citizens through peace education.
4. Furthermore, peace education, when introduced and properly adopted, could minimize, if not eradicate, the incidents of school violence resulting from cult-related activities, and the attitudes or behaviours of some overbearing- teachers and unruly students. The result of these anti-

social behaviours have in many cases disrupted educational programmes and activities, and also maimed and/or untimely terminated the lives of both students and teachers alike.

5. Moreover, Nigeria's twin problems - ethnicity and religious extremism, make the introduction of peace education inevitable. Many conflicts in Nigeria stem from tribal sentiments and religious intolerance. A well-conceived and articulated peace education programme that takes the heterogeneous nature of Nigeria into consideration, and implemented by dedicated and concerned cream of teachers, will facilitate national integration of various ethnic and religious groups, and thereby promote mutual relationships that can foster sustainable national development in all its ramifications.
6. In the political arena, politicians in this country have thrown morality, decorum, decency and probity to the winds, hence a needed panacea could be found in peace education so that future generations could save Nigeria from disintegration and economic collapse. The political leadership has encouraged many social vices such as tribalism (i.e. discrimination against a citizen because of his place of birth), corruption, nepotism, assassination of political opponents, among others. These can be checked or drastically reduced though a comprehensive peace education programme, designed for our leaders, who should be given periodic orientation courses while in office to ensure that those in the echelon of power can speak and flow in the stream of peace education.

### **Conclusion**

Peace education is a valuable tool for sustainable national development and peaceful coexistence in Nigeria. It will go a long way in equipping the society with the knowledge and skills that will bring about sustainable development and peaceful co-existence through better understanding of one another in society. Therefore, this paper examines the concept of peace education, curriculum, as well as examine the ways peace education curriculum may enhance sustainable national development and peaceful co-existence in Nigeria.

### **Recommendations**

It is therefore recommended that:

1. Government should organize conferences, workshops and seminars at the local, state and federal levels to educate the public on the need for

- peaceful co-existence.
2. Moral instruction, civic values and citizenship education should be emphasized and properly discharged in schools by teachers and school authorities. In this way, the learners will come to realize that good neighbourliness, respect for others' rights and opinions are prerequisites for community living.
  3. Government should constitute peace-keeping communities that will include trained peace educators to help forestall peace and harmony in warring parts of the country. In this way people will come to terms with the techniques and strategies for conflict resolution; and
  4. Educational Administrators, managers, curriculum planners, developers, stakeholders and indeed all those who are concerned with the business of education should, through the help of government agencies and aid be properly tutored on the basic tenets of peace education. Through this, peace education will be given rapt attention and recognition in schools.

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## FRENCH LANGUAGE CURRICULUM AS A TOOL FOR PEACE EDUCATION AND NATIONAL DEVELOPMENT AT THE JUNIOR SECONDARY SCHOOL LEVEL

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### **Abstract**

*The paper explored the potentials of the Junior Secondary School French language curriculum as a tool for the promotion of peace education and national development. It was necessitated by the prevailing palpable threats to peace and security crises in Nigeria despite the fact that the junior secondary school French language curriculum has very rich and interesting contents and learning experiences that could engineer the changes and progress that the country requires with regard to peace education and national development. The paper discussed the French language curriculum, peace education and national development to provide clarity and better understanding, and then progressed to explore the relationships that exist among the three concepts. Critical examination of the relationships showed that while the implementation of the curriculum was having positive impacts by inculcating in the learners the values of self-reliance, hard work, respect and tolerance, it was defective in the aspects of inculcating moral principles in human relations such as honesty, patience, contentment, and hope among others. Based on the conclusions, it was recommended, among others, that the government should ensure adequate provision of resources to minimize the gap between the intended French language curriculum and its achieved version in order to ensure that its full potentials for the promotion of peace education and national development are optimally harnessed.*

**Keywords:** French language curriculum, Peace education, National development.

### **Introduction**

Nigeria is in dire need of peace education and national development. The country is plagued by a myriad of problems such as insecurity, unemployment, extortion, injustice, kidnapping, greed, culture of impunity, human trafficking, corruption, stealing, armed robbery, promotion of mediocrity at the expense of excellence, lawlessness, bribery, cultism, ritual killing, internet fraud, terrorism,

banditry, insurgence, bad roads, flooding, menace of killer herdsmen, sexual harassment as so on. It is, therefore, not surprising that Kanu (2022) reports of the prevalence of heartbreaking level of poverty in the country. In fact, Ogbu (2018) had earlier reported that Nigeria had become the poverty capital of the world. The situation is so bad that Dakuku (2022) expresses fear that it may have become hopeless as it has defied all government efforts to tackle it. Nigerians are inundated with unpleasant news on daily basis. The *vanguard* newspaper of 5<sup>th</sup> July 2022, for instance, has the following headlines:

- Tension, as 300 herdsmen take over part of Delta community.
- Hoodlums raze Enugu INEC office; destroy 748 ballot boxes, 240 voting cubicles.
- Energy crisis: fuel shortage, persists as inadequate supply haunts operators.
- Kidnap of catholic priest: Edo acting governor assures of security in churches communities.
- Mob burns two suspected ritualists in Enugu.

The scenario above is, without doubt, a precursor to becoming a failed state. It is creating an atmosphere of fear and anxiety among the populace. No serious and productive activity can flourish in such an environment. One of the reasons that has been adduced for this unfortunate state of affairs in the country is poor implementation of peace education in schools (Ukwuezeh, Ogbu and Patrick, 2021). The threats to peace are also impediments to national development. Studies by James (2007), Ezugwu (2009) and Ngada (2011) show that development cannot be achieved without peace. James (2007) goes on to cite examples of countries like China, India, Malaysia, Japan and Singapore that embraced peace and reaped the attendant development while such other countries like Cambodia, Philippines, Myanmar and Sri Lanka got entangled in crises and got underdeveloped. This buttresses the desire for engraving in the hearts and minds of people the need and strategies for peace.

One of the school subjects that may serve as an effective intervention in the social order of Nigerian citizens through peace education is the French language. In the curriculum of the French language at the upper basic education level, for instance, one of its general objectives is that it "...seeks to be the synthesis of past Nigerian syllabuses as well as those of other countries and benefits from the experience of the past in order to fit into the present modern Nigerian content" (Nigerian Educational Research Development Council, NERDC, 2012:1). This and its other noble objectives place the subject at the forefront of peace education and national development. Its rich contents and the

learning experiences could be explored in the efforts to make students peace literate and peace conscious. It is in the hope of exploring this possibility that the present study is embarked upon to promote the French language curriculum as a tool for peace education and national development at the junior secondary school level. In doing that, the following concepts and headings are reviewed.

- French language curriculum.
- Peace education.
- National development.
- French language curriculum and peace education.
- French language curriculum and national development.

### **French Language Curriculum**

The French language curriculum is a set of three carefully prepared educational programmes. It consists of a programme for primary 4 to 6 level of education, a programme for junior secondary school 1 to 3 and a programme for the senior secondary school 1 to 3. The focus of this study is on the one for junior secondary school level. All the programmes are basically designed to provide the learners with sufficient skills and competence required to make the French language a tool of communication. According to NERDC (2012), four pedagogical steps are put at the disposal of the teachers to make the attainment of this objective easier and more effective. These pedagogical steps include aural comprehension, oral expression, written comprehension and written expression.

To make the tasks in the French language curriculum easier for both learners and teachers, the curriculum is divided into nine broad themes. These themes include identity, the immediate environment and description of daily activities for junior secondary one, movement, buying and selling, food and cooking for junior secondary school two and then description, narration and reinforcing acquired skills for junior secondary school three. This is in line with Rufa'i (2018)'s prescription that attention must be paid towards structuring a curriculum in such a way that key areas are clearly obvious in order to enhance implementation. In addition, all the units of the curriculum are divided into six columns, namely: aims and objectives, possible language expressions, vocabulary, grammar, phonetics and orthography, suggested class activities and teaching aids and finally evaluation.

As pointed out in the introduction, one of the general objectives of the French language curriculum at the junior secondary school level is to be the synthesis of past Nigerian syllabuses as well as those of other countries in the light of the present modern Nigerian context. In addition to that, the curriculum

“... seeks to encourage teachers to lead the learners to use French language as a tool for enhancing technological excellence in whatever discipline they may choose in future” (NERDC, 2012:1). Besides, a study by Eze, Okoro and Nnamdi-Chukwu (2020) shows that the curriculum possesses anti-corruption relevance to such vices like stealing, examination malpractice, injustice, mediocrity, disobedience, laziness and irresponsibility. With this quality coupled with the fact that the French language is Nigeria's second official language and a core subject at the junior secondary school level, it could be said that the French language curriculum at this level is helping in inculcating in the learners some elements of peace education.

### **Peace Education**

Peace education can be defined as the process of developing people's capacity for harmonious co-existence. That is why Harris and Synott (2002) describe it as a series of teaching encounters that draw from people their desire for peace, non-violent alternatives for managing conflicts and skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality. Giving it a different perspective, Akudolu (2011) defines peace education as the process of equipping people with the tools for developing knowledge, values, skills and attitudes that are needed for resolving conflicts at intrapersonal, interpersonal and intergroup levels without resorting to violence. In the light of this, Ani (2011) is in order when he simply defined peace education as a formal way of developing the culture of peace among people. This entails assisting the learners to acquire the ability to reason and select positive values for themselves and others. It is such values that prevent people from being uncaring and unnecessarily aggressive.

As a concept, peace education is gaining global attention on daily basis as a result of the unprecedented manner in which violence is erupting in human societies. Ogundare (2009) describes it as a practical education response to culture of violence and hatred-based values that many parts of the world are experiencing. In fact, peace education has been introduced as a separate general study course in the Nigerian tertiary education curriculum, and teachers at other levels of education are being prompted to integrate it in their content delivery even though it does not exist as a separate subject there (Nneji, 2011). This entails that traces of peace education topics are being studied across different subjects. Giving the details of the basic elements of peace education, Akudolu (2011:3) provides the example in the table below:

**Table 1: Basic Elements of Peace Education**

S/N	Peace Dimension	Basic Elements
1.	Knowledge	Peace, justice, human rights, civic participation, emotional literacy, understanding, etc.
2.	Values and attitudes	Tolerance, caring, social equity, peace, justice, gender equity, active citizenship, self-awareness, empathy, freedom of religious practice, compassion etc
3.	Skills	Active listening, understanding similarities and differences, cooperation, mediation, problem solving, critical thinking, self-reflection, etc.

It is the basic elements in the above table that peace education aims at developing in the learners. They include the learners' peace-related competencies in the cognitive, affective and psychomotor domains so that the learners could be wholly and all round developed in meeting the demand of their societies. The development of these basic elements of peace education in the learners would create the right conditions for proper human basic elements of peace education in the learners; and would create the right conditions for proper human relationships that can produce a collective resolve to make life livable for people in Nigeria again. All these will lead to sustainable peace and national development.

### **National development**

National development can be viewed from two perspectives, namely: the liberalist and the Marxist perspectives. According to Kanu (2022), the Marxist perspective views national development through the point of the framework that is used in measuring development while the liberalist perspective focuses on the transformation of the social systems from underdeveloped societies into those of developed ones through a process that covers all the aspects of human existence. It is from the liberalist standpoint that this study is reviewing the concept of national development. It is in this light that Lawal and Oluwatoyin (2011) describe national development as the overall development or a collective socio-economic, political as well as religious advancement of a country or a nation.

This idea of national development is often associated with modernization, material advancement, industrialization, scientific and technological progress as well as new knowledge about man and his environment. It involves socio-cultural transformation, advancement in educational level, media exposure, mass literacy, employment opportunities,

agricultural innovation, acquisition of digital literacy and the mass presentation of such image to the world. Countries of the world are classified as developed, developing or undeveloped based on these qualities. That is why Lichman (1972) describes a developed society as the one that has succeeded in providing a source of living for the majority of its inhabitants, stressing that in such society premium is attached to elimination of poverty, provision of food, shelter and clothing to its members.

It is clear from the review so far that national development is characterized by improvements in the quality of life, enhancing of social services and security, decrease in social unrest, wealth creation and more equitable distribution of wealth as well as utilizing and mobilizing of resources for greater national productivity and overall social benefit through the government. Education plays a major role in all these as it provides the necessary training that enables the citizens to create the needed peaceful atmosphere that would incubate both self and national development. Here lies the potential relevance of the junior secondary school French language curriculum in the promotion of peace education.

### **French Language Curriculum and Peace Education**

The French language curriculum for junior secondary school seems to have been planned with the understanding that the implementation of peace education is a trans-disciplinary endeavour that is supposed to take place in all learning spaces. Some suggested learning activities in it such as group work, games and role plays promote interactive learning processes which help the learners to listen to one another and in doing so develop respect for individual differences. As they listen to one another and engage in free self-expression, they develop the capacity to assess the consequences of their words and actions. It is this type of awareness and understanding that Etiubon and Ugwu (2009) regard as what lays the groundwork for the advancement of mutual understanding, the encouragement of tolerance and the promotion of co-existence.

It may not be surprising that the French curriculum creates peace dimension in its procedure because it originally aims at making it possible for the students to attain communicative proficiency in French. This communicative proficiency requires thinking and also that students acquire the skills of conducting themselves in socially desirable ways to ensure better human relationships. It is in view of such quality that Osam and Ekpo (2009) state that school subjects can be used to teach peace by being primarily directed towards developing the students' capacity for critical thinking and reflective skills. It

appears that the ways the instructional materials are suggested, selected and presented in the curriculum are not only based on their perceived ability to facilitate the learning of the presented content, but also on their capacity to contribute to the development of the knowledge, values and skills of peace education in the students.

In line with the above observation, available evidence shows that the upper basic education French language curriculum has the capacity to develop in the learners some values and attitude for living together in harmony. Studies by Eze (2016) and Eze, Okoro and Nnamdi-Chukwu (2020) for instance, portray the curriculum as an agent of ethical re-orientation in the inculcation of such qualities like discipline, orderliness, justice, obedience and so on. The same studies also reveal that the curriculum is defective in inculcating such values like contentment, hope, honesty, integrity and self-control. They also show that the curriculum lacked relevance to such vices like hatred, pride, impatience and greed. In spite of this obvious shortcoming, the fact that the curriculum is perceived as having the quality of instilling the value of justice in the learners enhances its potential as a tool for peace education because, as Osam and Ekpo (2009) put it, peace cannot be had without justice. It is justice that creates the peaceful environment that boost development. From here, one may explore the potentials of the French language curriculum for national development.

### **French Language Curriculum and National Development**

The French language curriculum for junior secondary schools fits into the goal of national development by the purposeful efforts in it towards the self-development of the learners. As has been earlier pointed out in the preceding section, it has been established that the curriculum is promoting the idea of self-reliance in the learners. This is good for national development because, as Akpan (2016) affirms, the goal of development in any sovereign nation is to achieve self-reliance. The curriculum tends to inculcate this by enhancing the students' power for the acquisition of sound reasoning in the process of developing their communicative competence. This increases their mental scope for productive abilities. Such improvement prepares the students not just for life, but also with the capacity of helping others to live more successfully by assisting them to solve their personal and community problems. The production of such positive behavioural changes in the students to make them useful to themselves and the society at large, according to Kanu (2022), contribute to national development.

One other thing to note in the junior secondary school French language curriculum with regard to national development is its ability to instill the spirit of

hard work in the students. This is clearly established in Eze (2016) and Eze, Okoro and Nnamdi-chukwu (2020). It is a well known fact that hard work is related to development. Hard work makes it more likely for significant positive and all-round progress to occur in the lives of people. It leads to improvement in the standard of living and quality of life of the people in terms of their welfare, growth and even in the structure of the economy. This epitomizes Silas, Micah and Andrew (2018)'s assertion that every human society possesses the potentials to evolve socio-economic transformation which will enhance its standard of living. After all, hard work is a known antidote to poverty according to African traditional belief. The upper basic education French language curriculum makes this idea of hard work palatable to the students through the suggestion of fascinating and cooperative learning activities that help them not only to desire engaging in them more, but also to see the need for cooperation with others in their life endeavours.

Also worthy of note concerning the French language curriculum and national development is the fact that it recognizes the need to give the students the necessary preparations that will adequately enable them to fit into the fast changing knowledge economy in the globe. This is clearly made obvious by one of its general objectives which is that “it seeks to encourage teachers to lead the learners to use French language as a tool for enhancing technological excellence in whatever discipline they may choose in future” (NERDC, 2012:1). This entails that the curriculum makes it more likely for the students to become the best that they are capable of becoming by preparing their minds to welcome innovation and adjust to change. It represents a process that equips the French language learners to play diverse roles in promoting dynamism and growth. This will be made possible because the technological enlightenment that it exposes the learners to will enable them, regardless of their area of specialization, to harness the necessary information globally for accelerated national development.

### **Conclusion**

The discussion so far has shown that the Nigerian French language curriculum is relevant to peace education and national development at the upper basic education level. Regarding peace education, the curriculum lays emphasis on interactive and participating teaching methods and techniques that enable the students to appreciate the fact that people are different and that everyone has something to contribute to the society. The resultant sense of tolerance, mutual respect and justice creates a mindset of peace consciousness in the students.

However, it has been pointed out that the curriculum is defective in inculcating some other values that include integrity and lacks relevance in addressing some vices that include impatience. These shortcomings may be as a result of the possibility that the general decay in the Nigerian education sector may have created some gap between the intended French language curriculum and its implemented version. In any case, this does not detract from the fact that the curriculum creates in the students the culture of peace and commitment to good citizenship. Here lies the connection between the curriculum and national development.

National development, as it has been established in the course of the discussion, is related to peace education. This is because the ability to maintain peace and order is related to a decent and progressive life. So, by developing in the learners the ability to make peace a way of life, the French language curriculum is equipping the learners with the rights skills, understanding, qualities and competences that will enable them to be meaningfully involved in the development of their environment. This is reinforced by the curriculum having as one of its general objectives the encouragement of technological excellence in one's endeavour because it will enable Nigerian French language learners to be well equipped with the necessary skills to achieve their full potentials and participate effectively in an increasingly interconnected global economy. Rooted in this desire for global competitiveness, the curriculum seems to have been structured to reflect the dynamics of nation building and national development.

In summary, the French language curriculum for junior secondary school is capable of developing the ability of the learners to take charge of their lives and situations. This is enhanced by its attempt to create in them a peaceful mindset that would lead to societal inventions and development. With its strong emphasis on the promotion of creativity, innovation and collaboration, the curriculum is packaged to meet the prevailing Nigerian quest for peace education and national development.

### **Recommendations**

Based on the conclusions reached on the relationships that exist among the Nigerian French language curriculum for upper basic education, peace education and national development, the following recommendations are made:

- i. French language teachers should participate in regular professional development activities in order to be able to implement the curriculum optimally and harness its potentials for peace education and national

development.

- ii. The government should ensure that adequate provision of resources are made to minimize the gap between the intended French language and its achieved version.
- iii. School authorities should make conscious effort to ensure that the culture of peace in French language classes is complemented by culture of peace in schools to sustain the curriculum's contributions to peace education and national development.

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## INCORPORATING PEACE EDUCATION INTO CHEMISTRY TEACHING IN SECONDARY SCHOOLS: IMPLICATION FOR NATIONAL DEVELOPMENT

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### **Abstract**

*In recent times, there has been an alarming increase in the rate of violence in different parts of Nigeria. This situation poses a lot of concern to many citizens and therefore needs urgent steps to curb. Peace education will be of great importance in addressing this issue since it enables individuals adopt positive attitudes about the different issues they face in life and develop the necessary skills to peacefully resolve conflicts. This will in turn impact positively on the society. Chemistry is the branch of science that deals with the study of matter and interactions between matter. The teaching of chemistry helps to inculcate scientific knowledge and stimulate science-oriented attitude in learners. Chemistry is a powerful tool for converting natural resources such as agriculturally based materials into products of industrial and economic importance. When the philosophy and theories of peace education are given attention and emphasized during the teaching of chemistry at secondary schools, it will help in producing peaceful graduates who will be much more involved in the development of the nation. This paper looked into the concept of peace education, rationale for integrating peace education in chemistry teaching, and strategies for achieving peace using chemistry education.*

**Keywords:** Peace education, Chemistry, Secondary education, National development.

### **Introduction**

The need to establish and maintain peace within an individuals' environment cannot be overemphasized. Peace is a concept that helps one to live in harmony with oneself and other people in the society. When there is peace in an environment, there is absence of social conflict in such a way that individuals go about their normal business and meet their needs. According to Rummel (2013) conflict refers to some form of friction, disagreement or discord arising within a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group. Conflict

can however, be between individuals within one group. Conflict pertains to opposing ideas and actions or antagonistic state (Brad, 2013). Conflict behaviours are manifestations of displeasures over contradictions in individuals' or groups' wants capacity and will. Conflict is universal as there is no society that is perfectly harmonious. Rummel (2013) noted that aggregate conflict manifestations are random across societies in relation to their specific structures and expectations. . It is natural for conflict to arise as a response to positive and negative factors of the development of a society

Some causes of conflict according to Massaquoi (2009) include:

- Poverty and inequality in the distribution of wealth which creates resentment of the wealthy, generates anger and hatred.
- Denial of human rights and collapse of the rule of law. These give room and impetus to individuals and groups resorting to illegal means to defend themselves or resist injustice.
- Breakdown in communication, which results from lack of proper information, lack of dialogue, misunderstanding and distrust Education has been recognized as an instrument of peace and development

In Nigeria, there have arisen many cases of conflicts and violence among the citizens in different parts of the country. Though, the government of Nigeria, with the support of partners and stakeholders, have invested enormous resources in the prevention and management of violent conflicts in the country, the manifestations of destructive conflicts have persisted as Nigeria continues to witness violent conflicts, particularly relating to the following: the Boko Haram insurgency in the North-East, the deadly farmers nomadic pastoralists conflicts predominantly in the North Central parts , piracy, oil bunkering and pipeline vandalization by militants in the Delta; and, kidnapping for ransom in the southern parts of the country (Takwa 2017). Nigeria from north to south and west to east is plagued by violent conflicts. The violent conflicts that have troubled Nigeria according to Omorovie, (2015) include ethnic conflicts, religious conflicts, political conflicts, terrorism, militancy, youth restiveness, electoral violence, and the like. From Nigeria's independence until now the country's story is coloured by conflicts, violence, warfare, and turbulence (Omorovie, 2015). The author maintained that the cost, effects, impact, and consequences of violent conflicts and warfare on human persons, social life, political arena, and economy are well documented and accounted for. There is growing realization that something must be done differently to effectively address Nigeria's current threats to peace and security. Inclusion of peace education in the national curriculum will be a veritable tool towards achieving this mission as this will help to empower the future generation

with the necessary skills to resolve social issues

Peace education provides in the mind of individuals a dynamic vision to encounter peace and avoid the violent images that dominate cultures; give citizens of all countries the needed information about how best to achieve security; provide citizens with the knowledge of how to manage interpersonal, intergroup and inter-ethnic differences that will prevent war and promote respect for different cultures (Onukwu and Ekpo, 2020). It also help students, learners and citizens appreciate the diversity of human existence; teach skills needed to move the world out of violence; and enable young people to learn about the problem of human rights and justice (Onukwu and Ekpo, 2020). Incorporating peace education in the teaching and learning of chemistry in secondary schools will go a long way to educate these future scientists on the core values of peace and hence help in curbing the issues of violence and insurgencies in Nigeria.

**What is Peace Education?** Peace education focuses on peacemaking strategies. It is related to the idea of promoting knowledge, values, attitudes, skills, non-violence, active commitment to the development and sustenance of cooperation and democracy. Gamut (2003) viewed peace education as the deliberate attempt to educate children and adults in the dynamics of conflict and the promotion of peace-making skills in homes, schools and communities throughout the world, using all channels and instruments of socialization. Harris and Synott (2002) described peace education as a series of “teaching encounters” that draw from people their desire for peace, nonviolent alternatives for managing conflict and skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality.

. Peace Education is crucial for the Nigerian educational system to achieve in schools. It has to do with training on the avoidance and management of violence, conflict, better human relationship, unity and internal cooperation among various tribes (Oluwatoyin 2016). The author maintained that it is the aspect of formal and informal education in school and out-of-school aimed at the elimination of groups' prejudice, stereotypes and hatred which make people prefer war to peace, violence to non-violence, exclusion to cooperation and destruction to construction. Peace Education therefore, is education for peaceful and non-violent co-existence (Ezeoba, 2012). Peace education activities promote the knowledge, skills and attitudes that will help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace. Core values of nonviolence and social justice are central to peace education. Non-violence is manifested through values such as respect for

human rights, freedom and trust. Social justice is realized by principles of equality, responsibility, and solidarity. To achieve these ideals, peace education programmes across the world address a wide range of themes. These include non-violence, conflict resolution techniques, democracy, disarmament, gender equality, human rights, environmental responsibility, history, communication skills, coexistence, and international understanding and tolerance of diversity (<https://www.peaceinsight.org/en/themes/peace-education>). Peace education focuses on reducing or ending violent conflict and the promotion of a culture of peace. Thus, the strategy used in peace education focuses on changes in both the mindset and the social and political structure of the society. Through peace education activities, the population will learn to have respect for life, promotion of all human rights and fundamental freedoms, promotion of the rights of everyone to freedom of expression, opinion and information, as well as being open to dialogue and cooperation

Peace education can be delivered to people of all ages, in both formal and informal settings. Peace Education programmes exist at local, national, and international levels, and in times of peace, conflict, and post-conflict. The major goal of Peace Education whether in formal or non-formal education is to develop in the learner the disposition and confidence as agents of peace who can live in harmony with oneself, others and the natural environment as well as promote peace, human rights and democracy in the society (Akudolu 2010). This can be achieved through the application of the under listed keys of peace education to instruction (Hawke Research Institute, 2010):

- Respect all life: respecting the rights and dignity of each human being
- Non-violence: rejection of violence, obtaining justice by convincing and understanding.
- Sharing: developing attitudes and skills for living together in harmony, putting an end to exclusion and oppression
- Listening to understand; giving everyone a chance to learn and share through the free flow of information.
- Preservation of the planet: making sure that progress and development are good for everyone and for the environment.
- Tolerance and Solidarity: appreciating that people are different and that everyone has something to contribute on the community.
- Equality of man and woman: ensuring an equal place for men and women in building society.
- Democracy; making decisions by having your say and giving others

theirs.

Imbibing these keys will result in the creation of a culture of peace among people. In other words, the application of these eight keys to instruction according to Akudolu (2010) will develop in individuals the ability to make peace a way of life and of doing things in the society. For proper implementation of Peace Education curriculum, it is advocated that peace prone instructional methods and strategies be used. These are methods and strategies that promote interactive learning processes and they include cooperative group work, peer teaching, problem-solving, discussion, role plays, meditation, consensus building, negotiations, and simulation {Oluwatoyin, 2016}. Since education was conceived as an instrument per excellence for enhancing peace, Adeoluma (2006), Aguba (2006) and Aguba (2010) respectively noted that it is expedient on educational planners to make Peace Education an integral component of subjects so that Nigerians can be educated on how to peacefully live together as one.

### **Strategies for Integrating Peace Education into Chemistry Teaching**

Chemistry is the study of matter and energy and the interactions between them (Helmenstine. 2010). Chemistry has also been seen as the scientific study of the structure of substances, how they react when combined or in contact with one another and how they behave under different conditions (Hornby, 2005). Chemistry is used in most fields of human endeavour: sciences, engineering and medicine and is closely related to physics and biology. Chemical knowledge is practical and useful. Chemistry is taught in such a way that it reflects on our immediate environment and developmental needs (Suleiman. 2010). Through the applications of chemical knowledge, many products and instruments have been manufactured which are known to have greatly impacted either negatively or positively in the development of the country. Products like water bomb, teargas, gunpowder, small arms and ammunitions and the sophisticated bombs are all chemicals of mass destruction produced through chemistry (Odo, 2016). Chemical knowledge is needed for improved agriculture, mining, petrochemical industries, textile industries, power generation among others. Chemistry serves humanity, keeping in mind the need for a cleaner environment and better quality of life for a vast majority of the population that have been denied the basic needs. In view of this, there is much to be done in inculcating the right attitudes in the citizens of the world more especially students to ensure that they have the necessary capacity to participate in human endeavours and live peacefully among themselves..

The attributes of science (chemistry inclusive) which are useful in peace-

building, according to Massaquoi (2009) include: Scientific knowledge, Scientific processes (experimentation and observation), Scientific mindset (knowledge and analytical arguments) and Science in application (tool for change and progress). When peace education is incorporated into the teaching and learning of chemistry, the students will be better prepared to live in harmony and tranquility and without conflicts and violence. Through practical activities in chemistry, students are equipped with appropriate skills such as the science process skills of measuring, recording, hypothesizing, experimenting, controlling variables, inferring etc. Proper acquisition of these skills enables each to endeavor to innovatively meet their own individual and societal needs, thereby ensuring self-sustaining communities (Sichangi, and Karanja, 2017). Also, knowledge of chemistry has helped man discover useful inventions such as technologies for improved farming, transport, building, and medicines, which have contributed to more peaceful societies. The teacher should make the students to understand the need to link the acquisition of these science process skills to the goal of raising individuals who could use the skills in each step of his/her daily life and attain self-reliance. Self-reliance is the ability of an individual to create job opportunities such that the individual is self-employed and possibly become an employer instead of an employee. Thus, acquisition of science process skills has been proven to reduce poverty. Imagine always being uncomfortable, malnourished, and fearful, not knowing where your next meal will come from if it comes at all. This fear can often lead to anger, and anger to violence. This is one driving force behind education for peace. If poverty were reduced, violence would follow suit. Such self-reliant individuals will not even have time and interest to be involved in contesting for the few white-collar jobs or natural resources available at the community or household level which normally results in terrorism and all sorts of conflicts.

Through chemistry teaching, certain social ethics and values such as honesty, rationality, objectivity making judgment based on reliable information, perseverance, conscientious, openness, being critical, and being responsible can be developed in our students. These are called scientific attitudes. To develop scientific attitude among chemistry students, they should be made to practice and observe chemistry through practical activities rather than learning it theoretically. This will enable them get the opportunity to feel and develop the components of scientific attitude in minds. An individual with good scientific attitude can understand the phenomena of nature and human behavior. Chemistry teachers should make the students to know that the scientific attitudes acquired should also be applied in ensuring peaceful coexistence of individuals both within and

outside school, respect for human rights and respect for all lives. These are part of the main keys of peace education. In the course of teaching the students the knowledge and principles behind the production of the nuclear warfare instruments, they should also be taught the need for violence rejection and obtaining justice by convincing and understanding and not resorting to war and conflicts. They should be taught that the main aim of producing those instruments should not be to use them negatively in resolving conflicts.

Our environment is a hugely complex system that includes the air we breathe, the land we live on, the water we drink and the climate around us. We must work to ensure that our developments in some areas do not adversely affect our environment whilst also ensuring that we mitigate any damage that has occurred. A detailed understanding of pollutants and their chemistry is important for interpreting health effects, regulating emissions, and developing pollution-reducing technologies. For example, chemists have created a "master chemical mechanism" that describes the chemical reactions involved in degradation of volatile organic compounds in the lower atmosphere. This helps policy makers to "test" how effective a piece of proposed regulation or legislation would be. (How chemistry is helping to improve the environment around us [https://www.rsc.org > global-challenges > environment](https://www.rsc.org/global-challenges/environment)). One of the major causes of conflicts in Nigeria is the issue of environmental pollution whether air, soil or water. The teacher should teach them the need to avoid violence among individuals by preventing all sorts of environmental pollution resulting from different chemical activities that takes place either in the industries or around us. Teaching the concepts of pollution (Air, soil and water), petroleum refinery etc. should be extended to the hazards involved and how to control them to make for peaceful living among individuals. To this end, if chemistry teachers should adhere to all these strategies suggested among others in the course of teaching and learning chemistry, peace education will be properly incorporated into chemistry teaching at secondary school level. This will help secondary school students to learn to imbibe the culture of peace from the early stage of their lives and thus work towards making the world more peaceful and equal for all.

### **Chemistry and Peace Education for National Development**

It is a reality that Nigeria as a nation is not developed in spite of the proposal of the successive governments as contained in the National Policy on Education. Chemistry Education as well as Peace Education are veritable tools for the

development of any country. Nwachukwu (2012) stated that a good science education programme is expected to achieve an appreciable national development. Chemistry can be used to find solutions to problems of everyday activities in science, industry, technology, government, and educational sectors. Almost everything in the universe is a chemical and the ability to understand and manipulate these chemicals is a lead way to the production of many other things ranging from modern food and drugs to plastics and computers (Madzima, 2020). Emendu (2014) stated that chemistry education plays important roles in enhancing the quality of teaching and research as well as ensuring that students are equipped with good knowledge to produce intensive goods and services to meet human needs for food, health care products and other materials which are all aimed at improving the quality of lives.

Through chemistry education, individuals learn newer and better methods of production for improved productivity. Knowledge from chemistry education is needed in the professional development and operations of some industries like cosmetics industry, brewery industry, chemical industry, textile industry, food processing industry, petroleum and pharmaceutical industries etc. These industries cannot do without chemistry education. It also helps us to understand, monitor, protect and improve the environment around us. Chemists are developing tools and techniques to make sure that we can see and measure air and water pollution. Furthermore, the causes, effects and solutions to some chemical and biochemical processes that occur in the natural environment like the greenhouse effect and ozone layer depletion are learnt through chemistry education. All these will make for a better management and development of the environmental sector.

Apart from industries, chemistry education also plays important role in the development of human resources required in the economy. It helps in inculcating science process skills in individuals thus, improving their human capital development. This invariably increases employability, productivity and earning power of such individuals. The developments that accrue from chemistry education can only be harnessed if the environment is peaceful and free of conflicts and violence. One of the paramount factors that affect the development of a nation is conflict and violence. Peace is one of the essential elements that will be found in the process of attaining National development. This is because it is only in a peaceful environment that the society can enjoy the full benefits of social, economic and political development as well as contribute towards nation

building. Supporting this assertion, Abdullahi, (2002) argued that no part of Nigeria can consider itself safe when other parts are burning the threat of anarchy. According to him, anarchy in any part of our country is the threat of anarchy in the entire nation. Our nation can develop meaningfully only in a peaceful atmosphere in which respect for human lives and property is a fundamental article of our national faith

Nigeria has experienced different dimensions of conflicts within the last four decades. Nwafor, (2012) opined that the intermittent military interruptions, the sectional or tribal militant groups, and the current Islamic sect insurgency-all have adversely affected the psyche of the nation, slowed down its development strides and rendered many citizens socially and economically hopeless and helpless. The author also observed that as a result of this unhealthy climate, apathy and anarchy permeate the entire national fabric. Moreover, violence among individuals and groups in a country has great consequences in the development of such country. Some of the causes of the conflicts may be as a result of lack of confidence in government because of its inability to show adequate concern for the welfare of its citizens. Thus, individuals and groups express their displeasure in different ways and forms which lead to violence. This is the case with the incessant strike actions by different trade unions in Nigeria like the Academic Staff Union of Universities (ASUU), Nigerian Medical Association (NMA), Nigerian Labour Congress (NLC), etc.; who in a way to express their displeasure over the inability of the government to meet up with their demands take up the option of stoppage of work which has hindered developments in different sectors of the economy like finance, education and health among others.

Inculcating Peace education into the citizens of different ages will help in reducing the high level of various forms of violence in the country. This will enable individuals live and work in a relatively peaceful atmosphere and be able to contribute meaningfully to the development of the country. If the contents of the curriculum of peace education which among others includes; rights, civics and citizenship educations are properly inculcated into the minds of the citizens, the endemic disease of both Structural and cultural violence will be confronted (Ibeanu, 2006). Peace education, if introduced, will create an awareness that could minimize the degree of poverty and social inequalities which are the bases of social restiveness in many parts of the country. From the foregoing, it could be seen that chemistry education and peace education are very important tools in

fostering the development of any nation and therefore they should be properly upheld.

## **Conclusion**

Scientific innovation forms the basis for sustainable national development and peaceful societies. Once equipped with appropriate skills, individuals can endeavor to innovatively meet their own and societal needs, thereby ensuring self-sustaining development. Chemistry education helps in providing students with quality of teaching and research as well as equipping them with good knowledge to produce goods and services to meet human needs for food, good health and other materials. To be able to achieve this, chemistry education should not only involve teaching basic concepts and facts, but should also equip learners with other skills, including ethics, values and attitudes, to be able to use chemical knowledge and contribute meaningfully in shaping their environments. This in turn will equip them with requisite knowledge, skills and attitudes to solve problems and ensure peace and development at local, regional and international levels. The amount of development and the quality of life of the people in a country are determined by the conditions of peace. Peace education should therefore be made an integral part of chemistry education in Nigeria to make for a well-developed country.

## **Recommendations**

Based on the deliberations, the paper recommends the following:

- School managers should endeavour to promote peace education in schools for peaceful coexistence and maximum security.
- Workshops and seminars should be organized for chemistry teachers to intimate them on the strategies they can employ to incorporate peace education in the teaching of chemistry.
- Chemistry teachers should encourage team work, cooperative studies, good science clubs, picnics and activities that promote friendliness among the students.
- Chemistry Teacher Education programmes need to incorporate courses in peace education to enable chemistry teachers to be conversant with peace culture.
- The teaching of chemistry should be geared towards inculcation of skills which will lead to innovations, creativity, wealth creation, and increased production of new products among the students.

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## PROSPECTS OF EFFECTIVE PEACE EDUCATION CURRICULUM IMPLEMENTATION AT TERTIARY EDUCATION LEVEL FOR ENHANCED NATIONAL DEVELOPMENT IN NIGERIA.

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### **Abstract**

*This study is a descriptive survey that investigated the prospects of effective peace education curriculum implementation at tertiary education level for enhanced national development in Nigeria. Two research questions guided the study. The population comprised all lecturers in public Universities in Nigeria. The multi-stage, cluster, purposive and simple random sampling techniques were used to select a sample of 104 lecturers from four public universities from two states out of the five states in the South-East, Nigeria. A twenty (20) items, two-section rating scale titled Prospects of Effective Peace Education Curriculum Implementation at Tertiary education level (PEPECITE) was used for data collection. The instrument was validated by three specialists in Educational Measurement and Evaluation, Social Science Education and Curriculum Studies. The reliability of the instrument was determined using Pearson Product Moment Correlation Coefficient (r) test re-tests method and a coefficient index of 0.70 was obtained. The research questions were answered using mean and standard deviation. Findings of the study revealed, among others, the prospects of effective peace education curriculum implementation which include inculcating the culture of peace and peaceful coexistence, positive character formation and transformation and use of dialogue against violence in conflict resolution. Findings also revealed some of the ways by which effective peace education curriculum implementation can be achieved such as training of teachers on new peace education content, teachers utilizing teaching methods, skills and instructional materials that highlight peace education as well as teachers practicing what they preach. The researcher recommended, among others, that teachers should be exposed to training on peace education literacy as one of the ways of promoting effective peace education curriculum implementation for national development in Nigeria.*

**Keywords:** Curriculum, peace education, peace education curriculum implementation,

## Introduction

In the recent years, world over, we hear rumours of wars, different forms of conflicts, insecurity challenges and instabilities among nations, ethnic groups and clans. Countries rise up and decide to assert authority over another country, while others call out for war. All these indicate the absence of peace and peaceful co-existence in such situations. Peace fosters unity, progress and development. Lack of peace attracts wars, violence, insecurity and unnecessary deaths. There is need to initiate sustainable peace and peaceful co-existence in the present drive for national development especially in Nigeria. How can peace be achieved, becomes the question. Peace can effectively be achieved through education, but how? Education is the veritable social instrument that can be used to drive sustainable peace and national development in any nation as it cuts across borders, age, tribal and cultural differences and biases. Ominyi, Ogba and Igu-Ntasiobi (2009) supports, that the best way to achieve peace is to educate people on the need for peace and co-existence. Thus, in using education as a tool, it calls for the development of peace education curriculum and ensuring its effective implementation to meet the desired purposes.

It is a known fact that the curriculum is the official planned document that contains all the learning content, experiences, activities, instructional materials, methodology and evaluation techniques that learners must be exposed to under the auspices of the school for total change in behaviour (Offorma, Ikonta and Ogunleye (2019); Chukwuma-Nosike, 2020 & Ezenwa, 2020). This implies that it is through the development of curriculum that new ideas, ways, concepts, attitudes, knowledge, skills about peace education can be accommodated and transferred to the learners for the benefit of the society. Some new curricula are planned and developed in order to use them to solve certain national problems while others are developed to include current knowledge, skills and aptitude. Hence, the development of peace education curriculum and its effective implementation especially at tertiary education level will help to reduce insecurity challenges and foster peaceful coexistence and promote national development in Nigeria.

The word 'peace' literally connotes a state of rest, harmony and stability. Best (2016) define peace as absence of war. Olumokoro and Oyitso (2007) describe peace as the presence of wellbeing, social justice, calmness, trust and justice. Eze and Okoro (2009) explain that peace is a state of creating and maintaining order in the society and resolution of conflicts by non-violent means. According to United Nations (UN) (2020), a culture of peace has been defined as a set of values, attitudes, modes of behaviour and ways of life that

reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations. Summarily, peace is a necessary order of living that is required in any society for its progress and national development.

Peace education is the process of teaching learners within the school environment knowledge, skills and values that will enhance peace and peaceful living and existence in the society. Various authors have made efforts to describe peace education from different perspectives over the years (Ominyi, Ogba and Igu, 2009, Akpan and Nsidibe, 2009; Kester, 2008 & Olumokoro, 2007). Ominyi, Ogba and Igu-Ntasiobi (2009) describe peace education as the learning process whereby the attributes of peace, non-violence, conflict management and resolution, are taught to individuals. Human rights and fairness attributes are transferred to the learners within the context of teaching and learning of peace education. According to Akpan and Nsidibe (2009), peace education enables behaviour modification of the learner especially when properly administered in a formal school setting. Kester (2008) sees peace education as process that seeks to equip students with the capacity to resolve conflicts without recourse to violence, which enables them to become responsible citizens who are open to differences and respectful of other cultures.

It will be ideal, if peace education is taught more elaborately at tertiary education level. Tertiary education level according to the Federal Republic of Nigeria, National Policy on Education (FRN, 2013) is the level after the senior secondary school level of education, where learners specialize in different courses upon completion of their secondary education. At tertiary education level, the learners who are mostly young adults are mature enough to understand the different tenets of peace and peaceful living and proceed with it to the larger society. Hence, this gives meaning to the need of transmitting peace education especially at tertiary education.

Every subject/course taught in the school must as a necessity have its own curriculum. Peace education curriculum is the blueprint that contains all the planned learning content, experiences, values, skills about peaceful co-existence that the learners must be exposed to at school by the teacher for a total change of behaviour. Nkang (2009:137) states that “Peace education curriculum ensures the impartation of a culture of peace and peaceful co-existence to the citizenry”. The aim of peace education is to counter a culture of war by promoting a culture of peace (Kester, 2008). Moral development, great relationship with peers and teachers, positive interactions in the classroom, school and society at large can be enhanced by appropriate development and implementation of peace education

curriculum at tertiary education level.

A curriculum document stays useless if it is effectively transmitted to the learners at the classroom level where curriculum implementation takes place. Curriculum implementation is the process by which the teacher and other participants in education transfer and transmit the content of the curriculum document to the learners. According to Mbakwem (2005), curriculum implementation is a very serious school business. This implies that curriculum implementation must be effective, intentional and meaningful so as to achieve the desired learning objectives. Thus, the teacher who is the chief implementer of the curriculum must take responsibility towards ensuring effective implementation of Peace education curriculum.

Evidences from previous studies such as Brooks and Hajir (2020), Olowo (2016); Rosen and Salomon (2011) & Nkang (2009) on importance of peace education have proven to result in improved culture of peace attitudes and cooperation among learners, decreased violence and dropout rates. Peace education approaches should aim to go beyond curriculum development and work on internalizing particular skills, competencies, values and practices, both within the classroom and beyond (Brooks & Hajir, 2020). Akudolu (2010) stresses that the goal of peace education in any formal educational setting, is to inculcate into the learners peaceful disposition, by being agents of peaceful living and coexistence among one another in a given society. While Ominyi, Ogba and Igu-Ntasiobi (2009) further restates that the tenets of peace education, which include human right consciousness, conflict management and international relations will go a long way to forestall national development. It will also reduce insecurity and democratic instability challenges witnessed in the recent years especially in different parts of Nigeria. In other words, there is great need to promote peace education curriculum delivery at tertiary education level in Nigeria.

This study is hinged on social learning theory -observational learning proposed by Albert Bandura (1977). The theory advocated that students tend to imitate and model a higher order person usually their teachers. This helps to reduce repetitive teaching and learning, promote positive reinforcement in the learners as well as helps in positive character formation. Since peace education helps to inculcate peaceful virtues, values and characters that can be acquired from one another, the theory advocates that the teacher can transfer all these to the learners by modelling them during curriculum implementation within the periods they are in contact with the learners. Teachers Modelling behaviours that are worthy of emulation especially during peace education curriculum

implementation in the classroom will go a long way to inculcate positive mindsets among the students.

Effective peace education curriculum implementation can be achieved by exposing teachers to varied trainings so as to be able to understand and identify new structural and cultural factors that sustain violence, and have the capacity to raise awareness among learners that will counter some of these factors within the school environment. Chukwuma-Nosike (2022) posits that teachers' use of innovative teaching skills such as illustrations, concrete examples, and stories currently in curriculum implementation promotes interest and speedy understanding among learners. Teaching methods used during curriculum implementation at tertiary education level sometimes determines academic achievement in the course. Teaching methods such as discussion, cooperative, participatory, role playing and collaborative modes that are learner-centered can be used to enhance peace education curriculum implementation. Also, teachers making lesson delivery to be lively, interactive and participatory will help gain the students' confidence and make for effective peace education curriculum implementation. This implies again that the role of the teacher in effective peace education curriculum implementation is very important in the achievement of educational objectives.

Through effective peace education curriculum implementation, the teacher emphasizes peaceful coexistence, peace management both in theory and practice. This the teacher can accomplish by consciously exhibiting virtues of empathy, unbiased and compassionate towards the students in their dealings within the classroom and school environment. Peace education curriculum contains all it takes to promote peace and peaceful coexistence among the citizenry. Being at peace always enables speedy national development and this can be seriously achieved through effective curriculum implementation of the course at tertiary education level. Thus, effective Peace education curriculum implementation in schools holds lots of prospects to the learner, society and the nation at large.

It has been observed by the researcher that despite the numerous prospects peace education curriculum offers to the learners; its implementation is faced with many challenges that have made it so far, ineffective. Peace education curriculum if effectively implemented will assist in reducing challenges such as insecurity, ethnicism, religious intolerance and fanaticism witnessed currently in the nation Nigeria. Thus, the question then is: what are the prospects of peace education curriculum implementation at tertiary education level for enhanced national development in Nigeria?

The purpose of this study was to ascertain the prospects of effective peace education curriculum implementation at tertiary education level for enhanced national development in Nigeria. Secondly, to identify ways effective peace education curriculum implementation can be achieved to enhanced national development in Nigeria.

The following research questions guided the study.

1. What are the prospects of effective peace education curriculum implementation at tertiary education level in Nigeria?
2. In what ways can effective peace education curriculum implementation be achieved to enhance national development in Nigeria?

### **Method**

This study adopted the descriptive survey design. The population of the study consists of all lecturers in Nigerian public universities. The sample size used for the study consists of one hundred and four (104) university lecturers selected from four (4) public universities from two (2) States in the South East through multi-stage, cluster, purposive and simple random sampling techniques. The multi-stage cluster, purposive and simple sampling techniques were used to select South-East geopolitical zone out of six geopolitical zones in Nigeria, two (2) public universities each totaling four (4) universities from Imo and Abia states out of the five South-East States of Nigeria. The purposive and simple random sampling techniques were used to select a sample of twenty-six (26) peace education lecturers' from each school.

The data collection instrument used for the study was a researcher-made four point rating scale titled: *Prospects of Effective Peace Education Curriculum Implementation at Tertiary Education* (PEPECITE) with response options (Strongly agree (SA), Agree (A), Disagree (D), and Strongly disagree (SD), which was later merged under two-broad columns as Agree and Disagree. The instrument was validated by three specialists in Social Science Education, Measurement and Evaluation and Curriculum Studies respectively. A reliability index of 0.81 was obtained using the Pearson Product Moment Correlation Coefficient (Pearson r) test re-test method of reliability. The instrument was administered and re-administered after two weeks interval on the same number of lecturers in Universities in Anambra State. The researchers made use of two drilled research assistants. All the copies of the rating scale were collected the same day administered, the respondents' answers were collated and subjected to analysis using the mean, pooled mean and standard deviation. Items on the rating scale with mean score of 2.5 and above formed the basis for acceptance (agreed).

**Results**

**Table 1: Lecturers' Mean responses on the Prospects of effective Peace Education Curriculum Implementation at Tertiary Education Level.**

S/N	ITEMS	TEACHERS RESPONSES		
		Mean (X)	SD	Result
	<b>Prospects of Peace Education Curriculum Implementation at Tertiary Education Level are:</b>			
1.	Inculcate culture of peaceful living and co-existence among learners	3.7	0.82	Agreed
2.	Promotes the use of dialogue in resolving conflicts	3.5	0.70	Agreed
3.	Developing increase knowledge and awareness on peace education	3.1	0.63	Agreed
4.	Ensures the acquisition of skills of critical thinking, conflict management, cooperation and empathy	3.4	0.71	Agreed
5.	Developing attitudes such as self-respect, respect, tolerance for others,	3.0	0.53	Agreed
6.	Helps to teach values and traditions of varied cultures in Nigeria.	3.1	0.61	Agreed
7.	Promotes character transformation and belief system among learners.	3.3	0.73	Agreed
8.	Removes ignorance and lack of awareness	3.2	0.64	Agreed
9.	Promotes insecurity and turbulence among the polity	1.3	0.45	Disagreed
	Grand Mean and Pooled Mean	24.5/2.7		

Table 1 shows the lecturers' responses in identifying some of the prospects of effective Peace Education Curriculum Implementation at Tertiary Education Level as shown by their mean responses to all items except one are above 2.5. The grand mean and pooled mean of 24.5/2.7 indicated respondents' high rating agreement by the lecturers that effective Peace Education Curriculum Implementation at tertiary education level holds the prospects of inculcating the culture of peaceful living and co-existence, character transformation and belief system, use of dialogue in resolving conflicts, increased knowledge and awareness on peace education, the skills of critical thinking, conflict management, cooperation and empathy and values and traditions of varied cultures in Nigeria among learners. Thus, the research question 1 was positively answered.

**Table 2: Lecturers' mean responses to ways effective peace education curriculum implementation can be achieved for national development**

ITEMS		TEACHERS RESPONSES		
S/N	Ways effective peace education curriculum implementation can be achieved are:	Mean (X)	SD	Result
10.	Teachers at tertiary level of education must practice what they preach - by modeling right behaviour and values that promote peace education.	3.7	0.78	Agreed
11.	Making peace education curriculum lesson delivery more interactive and participatory	3.4	0.70	Agreed
12.	Making Peace education Curriculum implementation to be gender and learner friendly.	3.3	0.64	Agreed
13.	Student and teachers tolerating all forms of cultural and individual differences	3.5	0.71	Agreed
14.	Adopt the use of teaching methods like role playing, discussion, problem solving, collaborative, cooperative during implementation	3.2	0.63	Agreed
15.	Developing friendly and open students -teacher relationship and disposition always	3.1	0.61	Agreed
16.	Not encouraging the show of understanding, love and empathy towards fellow students and teachers irrespective of background	1.4	0.38	Disagreed
17.	Encouraging student's meaningful participation, dialogue and communication, for easy cooperation during implementation	3.3	0.64	Agreed
18.	Exposing teachers to varied training opportunities on peace education	3.2	0.62	Agreed
19.	Utilize innovative teaching skills like illustrations, examples and stories for better clarity during teaching	3.7	0.78	
20.	Ensure that current instructional materials such as pictures, textbooks, movies that highlights peaceful coexistence are used during course implementation	3.5	0.72	
Grand Mean and Pooled Mean		35.3/3.2		

Table 2 highlights the lecturers' responses on some of the ways effective peace education curriculum implementation can be achieved for national development as shown by their mean responses to the items. Ten out of 11 items had above 2.5 while only one item had mean rating of 1.4. The grand mean and pooled mean of 35.3/3.2 indicates teachers' high rating agreement, that exposing teachers to training on peace education new learning content, teachers utilizing teaching methods, teaching skills and instructional materials such as discussion, role

playing and collaborative, illustrations, stories, examples, pictures and movies relating to peace education as well as practice what they preach which is modelling right behaviour and values that promote peace education during curriculum implementation are some of the ways effective peace education curriculum implementation can be achieved for national development in Nigeria. Again, the research question 2 was answered more affirmatively.

### **Discussion**

Research question 1 highlights some identified prospects of effective Peace Education Curriculum Implementation at tertiary education level for national development in Nigeria. All the respondents agreed that effective Peace Education Curriculum Implementation at tertiary education level holds the prospects of inculcating the culture of peaceful living and co-existence, character transformation and belief system, use of dialogue in resolving conflicts, increased knowledge and awareness on peace education, skills of critical thinking, conflict management, cooperation and empathy, values and traditions of varied cultures in Nigeria among learners in Nigeria. This agrees with the findings of Nkang, (2009) and Brooks and Hajir (2020) that teaching of peace education is important in formal school setting as it exposes the teachers and learners to various knowledge and skills about peace and ways of pursuing peaceful conflict resolutions. This shows how the prospects of effective peace education curriculum implementation will be of benefit to both the teachers and students at tertiary education level leading to sustainable national development in Nigeria.

Research question 2 identifies some of the ways effective peace education curriculum implementation can be achieved for national development. All the respondents agreed that exposing teachers to training on peace education new learning content, teachers utilizing teaching methods, teaching skills and instructional materials such as discussion, role playing and collaborative, illustrations, stories, examples, pictures and movies relating to peace education as well as practice what they preach which is modelling right behaviour and values that promote peace education during curriculum implementation are some of the ways effective peace education curriculum implementation can be achieved for national development in Nigeria. In other words, teachers are expected to exhibit and display appropriate values, behaviours and tolerance that promote peace and peaceful coexistence during and after curriculum implementation. This will promote effective peace education curriculum implementation at tertiary education level. This is in line with the findings of Olowo (2016) and Chukwuma-Nosike (2022), that

encouraging students' meaningful participation through discussions, dialogue and communication, during peace education curriculum implementation by teachers will promote peaceful cooperation among the students. Hence, teachers as chief implementers of the curriculum have great role to play in the effective implementation of the peace education curriculum to enable the achievement of positive result. In further corroboration, Rosen and Salomon (2011) & Acha (2020) stresses that exposing teachers to varied trainings that will enable them to understand and identify structural and cultural factors that sustain violence so as to curb them will help to promote peace education instruction within the school environment. This indicates how important continuous training of teachers on new contents of peace education will help to promote effective implementation of the peace education curriculum especially at the tertiary education level. Considering the global need for the existence of peace and peaceful coexistence to reduce insecurity and promote national development, effective peace education curriculum implementation will definitely help prepare tertiary education students to a future of peace for national development in Nigeria.

### **Conclusion**

Effective peace education curriculum implementation in Nigeria has become necessary. This is because the effective peace education curriculum implementation in Nigeria will inculcate into students at tertiary education level the culture of peaceful living and co-existence. It will help promote the use of dialogue against violence in conflict resolution. It will encourage behaviour modification and character transformation among the students as they model after their teachers. Continuous training and re-training of tertiary education teachers on new values and contents on peace education becomes one of the ways to achieve effective peace education curriculum implementation for national development in Nigeria.

### **Recommendations**

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

1. Effective peace education curriculum implementation at tertiary education level should be encouraged to inculcate the culture of sustainable peace and peace co-existence in our learners across the nation for national development in Nigeria.
2. Teachers should use teaching methods and skills such as discussion, role playing, use of examples, illustrations, and stories to make lesson delivery interesting, interactive and participatory so as to ensure

effective peace education curriculum implementation.

3. Teachers should endeavour to practice what they preach by exhibiting values such as tolerance, empathy, model good behaviour and student/teacher relationship, compassion towards the learners' during curriculum implementation so as to promote positive character transformation within the school environment.

4. Government and other stakeholders in education should ensure teachers are exposed continuously to diverse trainings and workshops on new learning content on peace education so as to ensure effective implementation of peace education curriculum at tertiary education level.

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## **PROMOTING PEACE AND STABILITY FOR NATIONAL DEVELOPMENT IN NIGERIA: IMPLICATIONS FOR CIVIC EDUCATION CURRICULUM IN SECONDARY SCHOOLS**

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### ***Abstract***

*Peace and stability are important aspect of national development. In Nigeria, successive government and concerned individuals put many efforts at promoting peace and national unity, and many policies have been formulated aimed at promoting national development. Recognizing the importance of Civic Education for promoting peace and national development in Nigeria, the Federal Government in 2007, directed that the teaching of Civic Education should be re-introduced in schools. Against this background, this paper, focuses on the implications of Civic Education curriculum in promoting peace and stability for national development in Nigeria. It examines the concepts of Civic Education, peace, stability and national development. It also discusses the relevance of Civic Education in the promotion of peace and stability for national development in Nigeria. The paper concluded that Civic Education is a potent tool for promoting peace and stability in Nigeria for sustainable national development. It was recommended among others that; for peace and stability to be promoted among students, Civic Education teachers should encourage active participation of learners physically, socially, emotionally and mentally in their teachings; Appropriate pedagogical training such as role play, dramatization, cooperative learning and simulation games should be organized for Civic Education teachers. Civic Education should be introduced at teacher education programmes.*

**Keywords: Peace, Stability, Civic Education, National Development, Secondary School.Introduction**

Peace and stability are essential in promoting individual and national development. They are critical to progress and development since they affect all aspects of development in a country. Peace and stability are prerequisite for the realization of sustainable national development. Exemplifying a virtuous circle of peace and stability, Weldemichael (2017) asserts that, peace and stability are the basis of development and development is the basis of peace and stability. The importance of peace needs not to be over emphasized. Thus, no country can develop or grow without peaceful coexistence among its population.

Nigerian society presently faces numerous crises that are weakening its peace and stability. Such crises create division between tribes and religious groups and undermine unity among the citizens of the country. These crises are occasioned by the failure of Nigeria's education system to serve as the glue that cements the various ethnic groups into a single cohesive entity (Iyamu, 2011). While, Enu, Unimna and Odidi (2017), expressed that throughout the 61 years of independence, Nigeria and Nigerians have known no peace as the issue of corporate existence and true federalism is on the decline. Nigeria as a nation today is at cross roads, this is because the country has gone through different forms of crises and conflicts since independence in 1960 which signifies that the country has a long way in achieving a lasting peace. It is evidently clear that since independence, Nigeria has and is still witnessing series of conflicts and instability such as terrorism, insurgency, bombings, abductions, kidnappings, banditry, armed robbery, rape, cultism, ethnic and communal clashes, political assignation and host of crimes. This has ranked Nigeria as 146<sup>th</sup> on the Global Peace Index and 8<sup>th</sup> least peaceful countries in Africa after South Sudan, Somalia, Democratic Republic of the Congo, Libya, Central Africa Republic, Sudan and Mali in the 2021 Global Peace Index (Olaiya, 2021). This has adversely affected nation-building and national development in Nigeria. To avert this ugly situation, many scholars recommends education as an instrument for development. In Nigeria, education is seen as the pivot of any meaningful development, be it social, economic, technological and political (Ezekwesili, 2006). Evidently, it is perceived not only as an instrument for accelerated national development but also the basis for the “Integration of individuals into sound and effective citizens” (Federal Republic of Nigeria, 2013:7).

Education is of paramount importance in effecting national development. Hence, the National Policy on Education (2013) aptly asserted that, education is the instrument per excellence for engendering the development of any nation.

Osere (2021) submitted that a nation that genuinely aspires to achieve overall national development in all spheres must of a necessity pay premium attention to its educational systems. To this end, therefore, section 4 (14c) of the National Policy on Education emphasizes the importance of citizenship education as a basis for an individual's effective participation and contribution to the life of the society. Thus, Nigeria needs human resources to move from violent and destructive patterns towards developing the potential for creative, constructive and non-violent capacities to deal with her current social and political issues. This is achievable if the government can embrace Civic Education as a strategy for achieving a desired peace and stability in Nigeria.

The necessity of re-introducing Civic Education in Nigerian primary and secondary schools, according to Ezeaku (2012), has become very obvious because of the dwindling national consciousness, national unity, social harmony and patriotic zeal. Ezeaku further stated that civic education is a very viable tool for peace building, particularly in heterogeneous democratic society like Nigeria. According to Falade (2011), the introduction of Civic Education was based on the resolve of Federal Government of Nigeria to strengthen democracy in Nigeria. The civic education curriculum seeks to address young Nigerians in the formative education years. The contents address issues that are important to developing young Nigerians into responsible and informed citizens. The curriculum is concerned with the development of values, social norms, knowledge, skills and democratic ideals in the citizens for national development (Yahaya, 2013). According to Ololobou (2010) the main philosophy behind the introduction of Civic Education curriculum in Nigerian schools is the promotion of national consciousness, national unity, citizenship, social and political harmony, mutual co-existence, value clarification and re-orientation, all of which are powerful ingredients for building a free, democratic, just, egalitarian, united, strong and self-reliant nation. It is against this background that, this paper intends to discuss the implications of Civic Education curriculum in promoting peace and stability for national development in Nigeria. In pursuance of this central theme, the paper therefore discusses the following:

1. The Concept of Civic Education
2. The Concept of Peace and Stability
3. The Concept of National Development
4. The place of Civic Education in the promotion of Peace and Stability for National Development in Nigeria
5. Conclusion
6. Recommendations

### **Conceptual Clarifications**

For proper understanding of the issues raised in this paper, there is need for clarification of certain concepts relating to the national development in Nigeria.

#### **The Concept of Civic Education**

The term Civic Education is used to describe various educational programmes, with different names, such as: Citizenship Education and Ethics, Civic Culture, Civic Values, Legal and Social Education (Niemi & Junn 1998); Civic Engagement, Political Education (Smith, Fountain, McLean, 2002); Democracy Education, Education for Democratic Citizenship, Human Right Education (United Nations Development Programme, 2004; Birzea, Cecchini, Harrison, Krek & Spajic-Vrkas, 2005) etc. Traditionally, Civic Education is used to provide insights into political traditions, principles, institutions and engagement in the political system of the state (Kahne & Wetheimer, 2006).

The earlier definition of civic education is the one given by Dudley (1977) as a political and directional instrument employed by governments in shaping the character, thinking and actions of their citizens. Civic education also refers to the teaching given to citizens on how to play their civic roles especially within the context and confines of national and global citizenship (Centre for Civic Education, 1991). That is, it is concerned with how citizens exercise their rights as free human beings (Carter & Elshatain, 1997). Finkel and Ernst (2005) viewed civic education as a formal mechanism for attempted attitude, values and behavioural change in newly democratizing societies through the means of classroom instructions for students. In Nigeria, civic education is generally defined to mean “the education that is concerned with development of values, social norms, skills and democratic ideals in the citizens” (Nigerian Educational Research Development Council, 2007). According to Utulu (2011), civic education becomes very relevant since it essentially seeks to introduce learners to the process of democratic socialization by promoting support for democratic behaviours and values among citizens. Ajayi and Adeleken (2012), also buttressed that Civic Education programme in Nigerian secondary schools is conceptualized in such a way that it encourages acquiring of civic values. It also deals with the question of nature and ways of regulating relations within a group or a community; it deals with attitudes towards other people or groups; it deals with ways of expressing one's own opinions and intercourse with other people and it especially teaches non-violent communication and techniques of peaceful solving of conflicts. On the importance and the need for civic education, Ajayi and Adelekan (2012) observed that Civic Education is an instrument of peace

and political stability in any nation.

Finkel (2003) advances that Civic Education is concerned with three basic elements or essential components: civic knowledge, civic skills and civic dispositions. Civic knowledge refers to citizens' understanding of the workings of the political system and of their own political and civic right and responsibilities (e.g., the rights to freedom of expression and to vote and run for public office, the responsibilities to respect the rule of law and the rights and interests of others). Civic skills refer to citizens' ability to analyse, evaluate, take and defend positions on public issues and participation in civic and political process (e.g., to monitor government performance, or mobilize other citizens around particular issues). Civic dispositions refers to the citizen's traits of private and public character essential to the maintenance and improvement of constitutional democracy, e.g., tolerance, public spiritedness, civility, critical mindedness and willingness to listen, negotiate and compromise. Moreover, Birzea *et al* (2005) identified four major characteristics and principles of civic education as follows: (1) A life-long learning experience; (2) An educational programme with aims at preparing individuals and communities for civic and political participation; (3) A programme that implies respecting rights and accepting responsibilities, and (4) A programme that values cultural and social diversity.

The Civic Education curriculum content contains issues germane to developing effective citizenship as indicated in the National Curriculum for Junior and Senior Secondary Schools. The content covers ten (10) major themes. These are Values, Citizenship, National Consciousness and National Unity, Human Rights and Rule of Law, Representative Democracy, Duties and Obligations of Citizens, Nigerian Constitution, Social Issues, Peace and Conflict Resolutions and National Economic Life (NERDC, 2013).

From the foregoing, it can be deduced that civic education in Nigerian secondary schools serve as a vehicle for enabling students to create awareness (knowledge), develop abilities and skills and embrace values and dispositions that will make them to be competent individuals committed to building, involved and responsible life in civil society with respect for human rights and freedom, peace, tolerance and gender equity, rule of law, understanding and friendship among ethnic, national and religious groups. Indeed, these are the basic requirements for sustainable national development and nationhood as stated in the National Policy on Education of 2013.

### **Concept of Peace and Stability**

There are many definitions of peace as there are different experts in the field.

According to Muhammad (2006), peace is the absence of real or imaginary tension or discord that could create disharmony among individuals, groups and nations leading to instability, confrontation, violence or war. Peace according to Oyebamiji (2001), is a state of quiet, calm, repose, public tranquility, freedom from war and concord of ideas among different people; it is a condition in which there is no war between two or more groups or nations. Peace has been described as living in harmony, mutual understanding and resolving interpersonal or communal conflicts without degenerating into disharmony and violence (Chula, 2009). Nwafor (2012), observed that peace evokes a climate of freedom from fear, intimidation and harassment, oppression and brutalization by external forces or agents. Said differently, peace is “a dynamic social process in which justice, equity, and respect for basic human rights are maximized, and violence, both physical and structural, is minimized” (Reardon & Cabezudo, 2002 cited in NOUN, 2006). Peace is considered to be a general condition where there is calm and order in a specific environment, mind or body. When there is peace, there is no disturbance of any sort as to cause things not to move in the way it should be (National Open University Nigeria, 2006). Peace in this paper is taken to mean lack of conflict and freedom from fear of violence, chaos and disputes among individuals or groups of people in Nigeria.

On the other hand, “*stability*” according to Oxford Advanced Learner's Dictionary of Current English (2005), 'is the quality or state of being steady and not changing or being upset in any way, (i.e., the degree of being stable)'. Stability refers to the degree to which a society and its institutions remain predictable and reliable. In fact, it is common for sociologists to state or assume that stability is a primary goal of society. Stability has three basic dimensions; social, political and economic stability. Social stability is about the condition of freedom from social disorder generally manifested in the form of inter-group conflict or violence. It is also the condition or environment in which people can live together in peace (Sengupta, 2004). Political stability can be defined as the nonexistence or absence of regular attacks on lives and property, widespread violence and civil conflict within the boundaries of a country (Sottiolotta, 2013). Political stability is therefore the absence of political instability in a political system. Political stability is that political activity that is directed towards maintaining the stability of status quo (Ponton & Gill, 1988). They further stated that the “aim of political system is to maintain equilibrium”. This mean that political stability is a process of conducting the political activities in accordance with rule of law.

Lastly, economic stability refers to an absence of excessive fluctuations in the

macroeconomy (International Monetary Fund, 2021). An economy with fairly constant output growth, low and stable inflation would be considered economically stable. Economic stability means that people have the resources essential to a healthy life. Factors affecting economic stability include affordable housing; employment that provides a living wage; things that support employment, like worker protections, paid sick leave and child care and access to reliable transportation (The Network for Public Health Law, 2020). This implies that economic stability allows people, the ability to access resources essential to life, including financial resources, quality housing and food, and a job that provides a stable living wage.

### **Concept of National Development**

National development refers to the activity of a nation to develop socially, economically, politically, educationally, technologically and scientifically to improve living standard of its citizens. According to Ibrahim (2011), national development can be regarded as the development, growth, progress, improvement and achievement of living to a higher majority of the citizens and from generation to generation. National development can be described as the overall development or a collective socio-economic, political as well as religious advancement of a country or a nation. This is best achieved through development planning, which can be described as the country's collection of strategies mapped out by the government (Lawal and Oluwatoyin, 2011). In its simplest sense, national development could be seen as the provision and creation of the conditions by which citizens of a nation attain the fulfillment of their basic human needs. This implies that national development is the ability of a nation to make progressive change from lower quality/standard of life to a higher, better and more qualitative life for the greater majority of its citizens in all aspects of development (socially, economically, politically, educationally, culturally, technologically and scientifically).

From the foregoing discussions, it is clearly shown, that peace and stability are of high importance in promoting national development of Nigeria. This is feasible through the teaching of civic education in secondary schools in Nigeria.

### **The relevance of Civic Education in the promotion of peace and stability for national development in Nigeria**

By its integrative and multidisciplinary nature, civic education has a lot to contribute to peace and stability for national development in Nigeria. Since education in Nigeria is seen as a means through which the nation strives to make its teaming youths become good citizens, the effective teaching and learning of

Civic Education in secondary schools in Nigeria will no doubt help in providing or enhancing peace and unity among students of the secondary education, as well as preparing them for roles as active citizens in their various communities. So also, an acquisition of the curriculum content in Civic Education by students in secondary schools will equipped them with the necessary knowledge, attitudes, values and skills germane not only for developing political awareness but also for preparing them as effective citizens. It is expected that these citizens would contribute enormously to peace and stability in the country.

The National Orientation Agency (2012) states that the main philosophy behind the teaching and learning of Civic Education in the Nigerian schools is the production of effective citizens and of forging a cohesive society that will support nation building by a way of classroom mediation of curriculum programmes. According to Bugaje, Yakasai and Muhammad (2018), Civic Education is a subject which exposes the individual to the need for imbibing productive attitudes and values such as patriotism, peaceful co-existence, hard work, diligence, honesty, mutual respect, loyalty, love, tolerance and self-discipline. This implies that Civic Education curriculum is fully enriched with the knowledge, skills, attitudes and values necessary to maintain peace and sustainable development in the Nigerian society.

In considering the nature and scope of Civic Education curriculum which entails the training and orientation of individuals towards the acquisition of civic values, civic skills and civic dispositions (values) in order to become functional and effective citizens. Karofi (2017) maintained that Civic Education equips the learners with skills and positive attitudes of togetherness, comradeship and cooperation towards a healthy nation, the inculcation of appropriate values of honesty, justice, peace, tolerance, integrity, hard work, fairness and spirit of social acceptance which are conditions to promote national integration, national unity and national development. One can therefore deduce from the above that more than any subject, Civic Education is better equipped to contribute significantly to issues of national development.

Civic Education uses its integrated approach in helping students to develop their political literacy and democratic values and principles for the promotion of functional citizenry. It propagates and inculcates the philosophy of living in unity and harmony as one indivisible nation founded on the principles of unity, love, justice, freedom, equality, fairness, respect for diversity, gender equality, and respect for human rights as necessary ingredients for national development. In a related development, Aibangbe (2004) assets that Civic Education raises a generation of individuals, who can think critically for themselves, respect the

views of others and appreciate all those values specified under the nation's broad national objectives. This means that a meaningful civic education teaching enables learners to think beyond their individual and ethnic interests; thereby making them to tolerate and respect the views of others. It is Civic Education that will enhance peace and national unity, stability and human rights. It considers social, political, economic, religious, cultural and technological aspects of life. In fact, Civic Education can be used to produce effective citizenship which is a basic requirement of building a strong and united nation. Civic Education fosters national discipline, national ethics and values all of which promotes national interest, peaceful co-existence, unity and national development. This is why a good and patriotic citizen should defend his country in times of crises or war. For this reasons Enu, Unimna and Odidi (2017), postulated that for Nigeria to achieve true federalism, citizens must abide with the tenets or principles of: peaceful co-existence, cultural and religious tolerance, moral and ethical values of society, and doing the right thing at the right time. Civic Education encourages active participation of a citizen in a civic society. It is therefore the role of Civic Education to educate and enlighten the young Nigerians about their participation and contributions to ensure the sustainability peace and unity in the federation which makes provision for courses that teach Nigerians to have respect for diversity in terms of gender, tribe, religion, age and political affiliations. Ayade (2016) believes that the right skills and attitude in Civic Education will ensure that Nigeria experience peace and change at preserving Nigeria federalism. Also, teachers have the responsibilities of modeling and transmitting to Nigerians the right information that is necessary to achieve a peaceful and unified nation through the use of essential and relevant curriculum of civic education. From the foregoing, it is clear that Civic Education by nature is anti-thesis of destruction, disunity and balkanization of the Nigerian state as autonomous and independent political units. Thus, it champions the course of emphasizing more strongly the path that creates unity, tolerance and peaceful coexistence in the country. By implications the teaching of Civic Education in Nigerian schools brings about national development to a higher level.

Okam and Lawal (2011) pointed out that an acquisition and development of enduring civic values through Civic Education among youth is largely to ensure sanity in the political, social and economic life of any country. Thus, national development can be realized through the inculcating in the individuals inter and intra personal peace towards the actualization of personal, societal or national and global peace and integration which civic education provides.

Civic Education, through its objectives and curriculum contents in Nigeria, promotes peaceful co-existence among citizens. Conversely, civic education in Nigerian secondary schools aim at shaping respect for others by fostering a spirit of tolerance and peace. Civic Education builds civic skills in the learners such as working together with others, collaborative deliberation and decision making, and how to peacefully influence deliberations. Civic Education teaches unity and mediation; skills necessary to promote peace and stability within the school and the society (Cornelius-Ukpepi, Kalu & Domike, 2017). This implies that Civic Education helps in promoting values such as compassion, justice, equality, interdependence, diversity, peace, harmony, respect for human rights, sustainability and nonviolence which pave way for national development.

In this context, Nwafor (2012) concludes that the most important factor for measuring national development is the level of the intellectual and moral development of the citizens, who should use the knowledge, skills and attitudes acquire through education to transform their lives and their environment. This can only be feasible in a peaceful and stable environment.

### **Conclusions**

Civic Education curriculum plays crucial role in promoting peace and stability by forging lifelong learning competencies, as well as civic values and skills, such as tolerance, respect, constructive management of diversity, peaceful coexistence, respect for human rights, gender equality, justice and inclusiveness. Civic Education is therefore a potent tool for promoting peace and stability in Nigeria for sustainable national development.

### **Recommendations**

Based on the discussions above, the following recommendation are made:

- i. Concepts of civic values, citizenship, nationalism, human rights, law and order, interpersonal relationship, culture and religious tolerance, which are very vital components of civic education curriculum should be well taught at the Senior Secondary School level, so that peace, stability, unity, and national integration could be promoted among students.
- ii. Teachers should encourage active participation of learners physically, socially, emotionally, and mentally in their teachings. This will help develop the spirit of tolerance, mutual respect and interpersonal relationship.
- iii. Appropriate pedagogical training such as role play, dramatization, co-

operative learning and simulation games should be organized for Civic Education teachers. This will help them to be adequately prepared to inculcate the concepts of peace and stability in the students using the same methods.

- iv. Civic education should be introduced at teacher education programmes. This is because teachers must be prepared and equipped to effect the needed change in learners for sustainable national development.
- v. For peace and stability to be promoted among students, the teaching of civic education should not end in secondary schools, but should be a General Studies Education course for all students in all higher institutions in the country.

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