

Effects of Integrating Peace Education in the Nigeria Education System

Oluwatoyin Olusegun Olowo

Department Of Social Science Education, Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria

Abstract

This paper attempted to investigate the effects of integrating Peace Education into Nigeria educational system. Four research questions were designed for the study. The researcher designed an instrument tagged: Questionnaire on effect of Integrating Peace Education (QEIPE). The entire population of two hundred respondents spread across Secondary Schools and lecturers in higher institutions of learning in Ondo State were used as the sample for the study. A 20-item questionnaire structured on a 4-point scale was used for the collection of data. Mean and Standard deviation was used to answer the four research question generated from the study. The findings identified the inclusion of Peace Education in Nigerian School curriculum in order to reduce crime, violence and other social vices in Nigeria. The result of the study further revealed that there is no significant differences between Peace Education and Social Studies. The findings equally identified with the relevance effects of integrating Peace Education in the school curriculum on teachers and students. Based on these findings among others, it was recommended that training and retaining of teachers should be intensified to enable teachers acquire the skills and knowledge to use appropriate techniques and methods to effectively teach Peace Education. Also, while integrating Peace Education concepts, thematic approach in restricting the Social Studies curriculum in social studies and other related subjects should be reviewed in such a way that concepts that are relevant to Peace Education will be reflected and identified.

Keywords: effects of integrating, peace education, education system.

1. Introduction

Nigeria being the most populous African nation is still battling with different challenges ranging from political tensions to religious and tribal violent conflicts. These events constitute factors that have been negatively influencing the development of the country; as they are left unattended to, the issue of conflict keep happening and are gradually becoming part of the national culture. Consequently, the situation of conflict and tension continue and the new generations are not aware of those issues and the need to resolve them. Bearing in mind that Nigeria is a multicultural and multiethnic nation where people are raised differently according to the beliefs and customs of their ethnic group. Consequently, by observing one's behaviors it is possible to discover one's origins (Ogunyemi, 2006)

The above assertion, justify the necessity of Peace Education programme in Nigeria since there are some many unresolved issues that need urgent attention. Peace education according Kester (2008) is of very high importance, as it will enable people to adopt a positive attitude regarding the different issues they can face through their life and to develop the necessary skills to peacefully resolve conflicts. This, in turn will impact positively on the society. Therefore, it is crucial to develop a Peace Education programme.

The most critical challenges facing by Nigeria constitute of the terrorist activities of the faceless religious group called "Boko Haram" in the Northern part of Nigeria also in the southern part are the militant group; the Niger Delta avenger and the Odua people's congress. All these groups constitute one problem or the other which affected the well beings of Nigerian citizens. In order to solve these problems among others, it is imperative to include Peace Education in the national curriculum to empower the future generation with the necessary skills to resolve social issues. 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 violent, conflict, better human relationship, unity and internal cooperation among various tribes of those aspects of formal and informal education in school and out-of-school aimed the elimination of groups prejudice, stereotypes and hatred which make people prefer war to peace, violence and non-violence, exclusion to cooperation and destruction to construction. Peace Education therefore, is education for peaceful and non-violent co-existence (Ezeoba, 2012). Since education was conceived as an instrument "per excellence" for enhancing Peace Education, education, 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.

Harris and Morison (2003) opined that since nineteenth century, social reforms have considered that the basic foundation for social change were given by schools, churches, and community groups. Through education, it was hoped that the student's willingness to positively contribute to the development of the society will increase, and in turn, their dislike for violence and war would increase. By worldwide raising the awareness of the disastrous consequences of war, it was hoped that the students' ability to resolve conflicts in peaceful manner

would increase. Peace Education program are highly needed in Nigeria primary and secondary schools as a means of catching them young to minimize the spirit of tolerance that engenders conflict all over the world (Ogunyemi & Adetoro 2013). This will equally empower the children with necessary knowledge of peace and the skills to address the issues without resorting to violence. The teaching of Peace Education will enable the youths to become good citizens that act positively to the nation (Adeniji, 2008)

2. The Concept of Peace Education

Peace education is the process of equipping learners with tools for developing knowledge's, skills, values and attitudes needed for resolving differences and conflicts in non-violent ways and in living peacefully with oneself, others and the environment. It is concerned with resolving conflict of intrapersonal, interpersonal and intergroup levels without violence. It also has to do with conflict resolution at local, national and international levels. Peace education refers to 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 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.(UNICEF 1999). Going by UNICEF position, peace education has a place in all societies not only in countries undergoing armed conflict or emergencies. This is so because lasting behavior change in children and adults only occurs overtime, effective peace education is necessarily a long-term process, not a short-term intervention. While often based in schools and other learning environment, peace education should ideally involve the entire community. Education also concerned with the acquisition of knowledge, skills, values and attitudes for creating atmosphere of peace within the individual or for achieving inner peace (Akudole, 2010)

The nature of Peace Education enables it embraces the physical, emotional, intellectual and social growth of children within the framework deeply rooted in traditional human values. A culture of peace will be achieved when citizens of the world understand global problems; have the skills to resolve conflict constructively; know and live by international standards of human rights gender and racial equality; appreciate cultural diversity and respect the integrity of the earth. Such learning cannot be achieved without international, sustained and systematic education for peace (Global Campaign for Peace Education, 1999). Turray (2005) opined that Peace Education enables participants to empower themselves with knowledge, skills, attitudes, values, and beliefs which build cultures of peace, non-violence and sustainability. He added that effective Peace Education enables learners to critically analyze the root causes of violence, wars, conflict and social justice, and develop alternatives to violence.

The existence of peace indicates the absence of both overt and structural violence. According to Akudole (2010) most conflict situations result from structural violence emanating from poverty, discrimination, lack of access to opportunities and the inability to understand the other person's point of view. Whenever two or more people are doing something as a group, conflicts are bound to arise due to individual differences. Peaceful co-existence of the group members depends on their conflict management abilities. Peace Education 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 in the learners to enable these learners develops 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 (Akunole 2010).

3. Peace Education Curriculum

The overriding goal of Peace Education in formal, 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 goal of Peace Education is based on the eight keys of Peace Education emanating from United Nations' resolutions and the Noble Peace Prize Laureates' Manifesto 2000 (Hawke Research Institute, 2010:2) as presented:

- 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 and 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 woman in building society.
- Democracy; making decisions by having your say and giving others theirs.

To achieve the goal of Peace Education requires instrumental delivery that is geared towards developing in the learners the basic elements of Peace Education and the knowledge, skills and values covered in the eight keys for promoting culture of peace. This 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 individual the ability to make peace a way of life and of doing things in the society.

Mainstreaming Peace Education across the curriculum implies the use of peace prone instructional methods and strategies. 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, simulation and other learner-centered instructional strategies. Apart from promoting participatory, cooperative and problem-solving abilities in learners, each of these instructional strategies is experimental based. These participatory, instructional methods are used in the teaching of topic whose learning aims relate to knowledge, attitude and skills of peace education. Also when student participate in these type of learning strategies, they listen to one another and this develops in them respect for differences (Akudolu 2010)

4. Statement of the Problem

Peace Education programmes must take a holistic approach to addressing the not cause of violence, and to this end, the implementation and practice of Peace Education needs to be properly and continuously evaluated to ensure effectiveness (Kester, 2008). Research has shown that Peace Education needs embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values, Kiz-zovu (2006) revealed that Peace Education philosophy teachers love, compassion, trust, fairness, cooperation and reverence for the human family and all life on this planet. Despite this, available research disclosed that Peace Education is not fully in operation in our educational system Ikumelu (2010), Aighangbe (2000) and Olu-Orungbemi & Olowo (2011). In Nigeria, presently, there are cases of conflict, inter-tribal clashes and ethno-religious violence. It is against this background that this study seeks to examine the effect of integrating Peace Education into Nigeria education system

5. Purpose of the Study

The purpose of this research are as follows:

1. Ascertain how the inclusion of Peace Education in school curriculum will reduce crime, violence and have ways for human rights in ondo state
2. Determine the effects of Peace Education on teachers and students in Ondo State.
3. Examine the teaching of Peace Education as a means of teaching values and tradition in Ondo

6. Research Questions

In an attempt to provide answers to the problem of the study, the following research questions were developed: Will the inclusion of Peace Education in school curriculum enhance reduction in violence, crime and give way for respect of human rights in Ondo State?

1. What will be the effects of integrating of Peace Education in the school curriculum on teacher's students in Ondo State?
2. Is there significant difference in Peace Education and Social Studies Education?
3. Does the teaching of Peace Education serve as a means of teaching values and traditions of different cultures in Ondo State?

7. Methodology

This research was a survey. Opinion of 200 teachers from secondary schools in Ondo state were sampled on integrating Peace Education in Nigeria school. Five secondary schools involved in the study. The schools were Demonstration Secondary School, Adeyemi College of Education, Ondo, St. Joseph College, Ondo, Ondo boy's High school, St Monica's College, Ondo and Ondo Anglican Grammar School. The scoring to guide the scale was a 4point scale where 4=Strongly Agree, 3= Agree, 2=Strongly Disagree and 1=Disagree. Data was analyzed using descriptive statistic tool such as the mean and percentages to determine the effect of integrating Peace Education in the school curriculum

8. Presentation of Results and Discussion.

8.1 Research question 1: will the inclusion of Peace Education in school curriculum enhance reduction in violence, crime and give way for respect of human right in Ondo State?

Table1: Inclusion of Peace Education in the school curriculum

S/N	Statement	D	S D	A	SA	MEAN	S.A.
1	The inclusion of peace education in Nigerian secondary school curriculum will pave way for respect of human right and children's rights	4 4.0%	3 3.0%	30 30.0%	63 63.0%	3.52	.75
2	The teaching of peace education at the secondary school level will reduce crime in Nigeria	3 3.0%	7 7.0%	32 32.0%	58 58.0%	3.45	.75
3	Differences in language, culture and government policy curriculum	18 18.0%	23 23.0%	36 36.0%	23 23.0%	2.64	1.03

On whether the inclusion of Peace Education in school curriculum enhances reduction in violence, crime and give way for respect of human rights, (Research question1) items (1,2&3) are relevant. Majority of the respondents supported the above view: that the inclusion of Peace Education in Nigerian school curriculum will reduce crime, violence and gave way for the respect of human rights. Despite this, majority of the respondents were of the view that there is no difference between Peace Education and Social Studies Education and as such see no reason why Peace Education should be introduced as a separate subject. The rating of the items as listed below justify this assertions. The above finding indicated that majority of the secondary school teachers are not familiar with Peace Education and what it entails. But with Peace Education and challenges the nation (Nigeria) is passing through couple with social views among the youths and adult is enough fact or testimony that Nigeria need Peace Education which has to start from school, home and the entire society. This in agreement with Kester (2008) Ogunyemi&Adetoro (2013).

8.2 Reserch Question 2: What will be the effect of integrating Peace Education in the school curriculum on teachers and students?

Table2: effects of integrating Peace Education in the school curriculum.

S/N	Statements	D	SD	A	SA	Mean	S.A.
4	Peace Education should be integrated to the secondary school curriculum in Nigeria	2 2.0%	10 10.0%	31 31.0%	57 57.0%	3.43	.76
5	The starting point for designing Peace Education curriculum should be teachers and students	7 7.0%	4 4.0%	43 43.0%	46 46.0%	3.28	.84
6	Peace Education is a long term goal at all levels of the curriculum	4 4.0%	10 10.0%	50 50.0%	36 36.0%	3.18	.77

On the issue of integrating Peace Education in the school curriculum, majority of the responded agreed. Looking at the table above, items (4, 5 & 6) are related and relevant. For instance, the mean score of (3.43) was ranked highest and was followed in succession by the starting point of designing Peace Education curriculum should be teachers and students (mean 3.28). Lastly on this table; Peace Education is a long term goal at all levels of the curriculum (3.18) respectively. Based on the above table and analysis thus, the need for culture of peace in Nigeria necessitate the emergence of Peace Education concepts in themes in the 2007 nine-year Basic Education Social Studies curriculum for junior secondary schools (Jss) as stipulated by Ogunyemi and Adetoro (2013), Falade, Adeyemi & Olowo (2011). Peace Education will therefore serve as an avenue of catching the youths to minimize the spirit of tolerance and engenders conflicts all over the world

8.3 Research Question 3: Is there is any significant difference in Peace Education and Social Studies Education?

Table3: Significance difference in Peace Education and Social Studies Education.

S/N	Statements	D	SD	A	SA	Mean	S.A.
7	Peace Education is taught through other subject in our secondary schools	11 11.0%	14 14.0%	48 48.0%	27 27.0%	2.91	.92
8	There is no difference between Peace Education and social studies Education	14 14.0%	23 23.0%	38 38.0%	25 25.0%	2.74	.99
9	The introduction of Peace Education as a separate subject is not necessary in our secondary schools	22 22.0%	26 26.0%	34 34.0%	18 18.0%	2.48	1.03

On The perspective of significance Difference in Peace Education and Social Studies Education, (research question3). Items 7,8 & 9 are relevant as reflected in table 3 above, the respondent majorly disagreed that there was significant different between Peace Education and Social Studies Education. The rating of the items shows that Peace Education is taught through other subject like Civic Education, Religion Studies Citizenship Education etc. in Nigerian secondary schools. The (mean score 2.9) ranked highest with the mean score and was followed by there is no difference between Peace Education and Social Studies (mean 2.74) on whether Peace Education should be taught as a separate subject in Nigerian secondary school, majority of the

respondents equally disagreed with this, with the (mean score 2.48) contrary to this finding, Ikumelu (2010) acknowledged the fact that Peace Education. element have been the Nigerian curriculum for a long time through various forms such as Citizenship Education, Global Education, Civic Education and Social Studies. In all these forms of Education according to him, the curriculum touches on peace issue only tangentially. In agreement with Ikumelu submission, Mawuaden& Antwi (2007) revealed that in the past, scholars in Social Studies and other social problem solving disciplines emphasized only on concepts like patriotism and man environment interrelationships. In response to this clamor, considering the complex items and nature of Peace as an indispensable condition in man to man inter relationship, Nigerian government has put in motion an educational program me aimed at introduction issues concerning Peace in curriculum in form of Peace Education.

8.4 Research Question4: does the teaching of Peace Education serve as a means of teaching values and traditions of different cultures in Nigeria?

Table4: Peace Education and different values and traditions in Nigeria.

S/N	Statements	D	SD	A	SA	Mean	S.A.
10	Peace Education will be relevant for teaching the values and traditions of different culture in Nigeria	6 6.0%	7 7.0%	32 32.0%	55 55.0%	3.36	.86
11	Peace Education will could be taught through games, song and puppet play etc.	11 11.0%	13 13.0%	39 39.0%	37 37.0%	3.02	.97
12	Separate teaching manual should be developed for Peace Education curriculum	12 12.0%	9 9.0%	46 46.0%	33 33.0%	3.00	.95

Majority of the respondents as reflected in Items 10, 11&12 in the above table strongly supported that the teaching of Peace Education as means of teaching values and puppet play. This finding justified the reports of Falade, Akinola& Adejube (2009), Olu-orungbemi& Olowo (2011) that Yoruba of western Nigeria norms meant for social cohesion and smooth-running to their report adopts proverbs to teach the virtues of forgiveness, harmony and peaceful co-existence. Also, Olu-Orungbemi &Olowo (2011) in their finding revealed that traditional proverbs, folk stories and songs were frequently used to teach values that build positive relations. They however disclosed that during this ancient time, the nomenclature of Peace Education was not well stated despite its existence in the Nigerian indigenous Education system.

9. Conclusion

Considering the events in Nigeria and the world at large, Peace Education is inevitable. Is wide gaps between the rich and the poor, ethnic marginalization and religious conflicts, degradation of environment, gender in equalities and the likes provide enough evidence that the present generation of ours need a change in all ramifications. That is, a change attitudes, behaviors and the knowledge and skills from culture of war to a culture of Peace. To end violence in our society as Kester (2008) right put it, Peace Education programmers must take a holistic approach to addressing the foot causes of violence. To this end, the integrating, implementation and practice of Peace Education needs to be properly and continuously evaluated to ensure effectiveness. Since the sole aim of Peace Education is not of teaching social Studies, the current Social Studies curriculum in Nigerian needs to be overhauling with some relevant concepts for enhancing the teaching and learning Peace Education in our schools. In Ondo State, relevant Social Studies content for the achievement of Peace Education in Nigeria should be possible by our school curriculum.

10. Recommendations

In view of the findings in the study so far, it is recommended that:

1. Training and retraining of teachers should be intensified to enable the teachers acquire the skills and knowledge to use appropriate techniques and methods to effectively teach Peace Education.
2. In attempt to integrate the contents that are relevant to Peace Education, the use of thematic approach in restructuring the Social Studies curriculum content is inevitable. This will go a long way to reduce overloading the Social Studies curriculum content.
3. The present Social Studies curriculum content in our secondary schools should be reviewed in such a way that concepts that are relevant to Peace Education will be reflected and Identified.

References.

Adeniji, I.A.A.(2008) Religious Conflict in Nigeria; A Ravaging Fire of our time: Being the Second Distinguished Before delivered at Federal College of Education, Abeokuta on Wednesday 26th March, 2008.
 Adeoluma, E. (2006). The management of protected Social Conflict in Nigeria: Theory and cases. Dartmouth: Aldershot.

- Aguba, C. (2010). Peace education in Nigerian Universities: An imperative for the curriculum planners. *Nigerian Journal of Curriculum Studies Planners. Nigerian Journal of Curriculum Studies* 17(13) 8-13.
- Akudolu, L (2010). The formal, non – formal and Informal Continuum in Peace Education Curriculum 8th Biennial Conference on Development Peace Education curriculum for Nigeria 18-23 October 2010
- Ezeoba, K.O. (2012) Strategies for Integrating Peace Education into Social Studies Curriculum for Junior Secondary (basic 7-9) schools in Nigeria. *Africa Research Review: An International Multidisciplinary Journal, Ethiopia. Vol 6(3) serial no. 26.*
- Falade, D.A, Adeyemi, B.A and Olowo O.O (2011): Participatory Means of Teaching Peace Education Social Studies curriculum. *JEP/E Journal of Education policy HHP/WWA. Newed/cee/jep/journals. Aspx? XIII (1&2).*
- Falade, D.A, Akinola O.O & Adejube (2009) Proverbs as Traditional Means of Moral and Social Learning among the Yoruba of Nigeria, *Oral Traditional in Black and African culture, 173-182.*
- Harris, I.M & Morrison, M.L (2003) Peace Education, 2nd edition: Jefferson. N.C, Mc Farland & Co
- Hawke Research Institute (2010). UNESCO's culture of peace news network <http://www.unisa.edu.au/hawkeinstitute/cpcm/cpnn.asp>.
- Ikwumelu, S.N. (2010) Constraints to Institutionalization of Peace Education in Nigeria Educational System. *Nigerian journal of Social Studies. Vol XIII (1&2) 204 – 212*
- Kester . K, (2008) Developing Peace Education Programs: Beyond Ethnocentrism and Violence. Peace prints: *South Asian Journal of peace building vol. 1 no 1 spring 2008.*
- Mawuadem, K.A & Antwi, w. (2007) Assessment practices used by physics teachers in senior secondary schools; are our students informed? *International journal of educational studies 3(1) 157-166.*
- Nigerian Educational Research and Development Council (2007) Social Studies curriculum for Basic 7-9 Abuja: NERDC.
- Ogunyemi A and Adetoro R.A. (2013) Personal Valuables, Knowledge, and Disposition to Peace Education Concept among Junior Secondary School Social Studies Teachers in Ogun State, *Nigeria Journal of Education and Practice ISSN 2222-288x Online. Vol 4 No.2*
- Ogunyemi, B (2006), a Curriculum Implications of the Decade of Education for Sustainable Development for Primary School Social Studies. *Nigeria Journal of Curriculum Studies, 13(1): 175-183.*
- Olowo O.O (2014). Peace education: a means of attaining millennium development goals (MDGS) in Nigeria. *Sociologists of education of Nigeria (ASEN)*
- Orungbemi, O and Olowo, O.O (2011). Needs assessment of introducing Peace Education into the school curriculum. *Akungba journal of research in education (AJORE) 1(i).*
- United Nations Children's Fund (1999) Peace Education in UNICEF. Working Paper Education Section programme Division UNICEF New York