

Personal Variables, Knowledge and Disposition to Peace Education Concepts among Junior Secondary School Social Studies Teachers in Ogun State, Nigeria

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Abstract

Peace education has become a means of catching them young to minimize the spirit of intolerance that engenders conflict all over the world. This paper attempted to investigate the correlation between the knowledge, preference and attitude/disposition of JSS social studies teachers towards peace education concepts/themes in JSS social studies curriculum. Using the percentages, ranking and Pearson chisquare method of analysis; it was discovered that only 41.4% of the teachers believed that peace education is about promoting a culture of tolerance and give-and-take and 20.7% equally believed that cooperative learning is a most suitable method of teaching peace education. Furthermore, both the professional and non-professional teachers ($X^2=5.957$, $P>0.05$) believed that peace education can promote unity in diversity in Nigeria. Gender (sex) factor equally accounted for the believe of the teachers in ‘catching them young’ for peace education (6.193, $P>0.05$). While across different teaching experience, the teachers were in agreement that peace education may not overload the JSS social studies curriculum (12.080, $P>0.05$), they all equally agreed (9.488, $P>0.05$) that peace education skills require additional training for social studies teachers. In ranking however, the concept of ‘tolerance’ was ranked first ‘cooperation’ second and ‘rule of law’ third as preferences for the teaching of peace education. It was therefore recommended that all the current JSS social studies teachers teaching in Ogun State, Nigeria needs post-qualification training (with more emphasis on the use of cooperative learning strategies) for effective teaching of peace education in schools.

Keywords: Personal Variables, Peace Education Concepts, Social Studies Teachers

1. Introduction

Nigeria’s historic past had witnessed a lost of political brigandage, religious violence, kidnapping, arson, vandalism, hostage taking for ransom etc. (Sunday Punch, 15th April, 2007; Tell Magazines June 4, 2007 and July 14th 2008; Adeniji, 2008). Thus, the need for culture of peace in Nigeria necessitated the emergence of peace education concepts and themes in the 2007 nine – year Basic Education Social Studies curriculum for Junior Secondary Schools (JSS). These concepts and themes include meaning of Peace, Types of Peace, Importance of Peace, Ways of Promoting Peace (tolerance, social justice, human right etc), non – violent methods of resolving conflicts, Global/International Cooperation (Federal Ministry of Education, 2007: 43-44 and 50). Earlier on, the Federal Republic of Nigeria (2004) had identified the following goals for promoting peace in the world:

- a. Live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice; and
- b. Promote inter – African solidarity and world peace through understanding (p.6).

Peace Education as a necessity for social transformation in Nigeria was further acknowledged by Ogunyemi (2006a) who stressed the need to train decision makers and educators in skills for promoting peace and non – violence, revise curriculum for mutual understanding and remove bias or stereotypes as well as create new curriculum materials to address peace and human rights. Quoting Bir (2003) and Bunley (2003), Ogunyemi (2006a) further posited that there is the need to learn how to live together using peace education for life long learning and conflict resolution. According to him, the need for peace education is predicated on the assumption that teaching people about the tenets of intercultural understanding, tolerance of opposing views, non – violent approach to conflict resolution and related strategies for coping with diversities would usher in a new era of a just, equitable and peaceful world. This is because as submitted by Kester (2007) ‘since wars begin in the minds of men, it is in the minds of men (and women) that the defenses of peace must be constructed’ (p.2).

For some years back, experts have been observing some gaps in teacher preparation for the handling of peace education and its allied fields. For examples, while Iyewarun (1984) discovered that over 60 percent of teachers teaching Social Studies in Kwara State could not precisely determine the nature and scope of the subject; Ogunyemi and Raheem (2006b) discovered that some occupational groups were in doubt if the present crop of Social Studies teachers are competent to handle peace education themes effectively.

Earlier, Ogunyemi (2000) had observed the state of “banking system of education” in which teachers assume the status of “know-it-all” and gives little or no room for effective participation of the students in our classroom. This calls for pedagogical re-orientation in teacher education. This re-orientation would include “a revisitation of not only how to organize what to teach and teaching in a critical contexts, but also innovative ways of determining learning effectiveness” (Ogunyemi, 2006c).

The teacher factor in curriculum implementation is very crucial to the success of peace education programmes. Indeed, studies by Kosemani (1984) and Mkpa (2005) as observed by Ogunyemi (2006c) had shown that majority of Nigerian primary and secondary school teachers were curriculum illiterates. Equally, Awoyemi (1986) and Linda (2000) attributed the poor performance of students in Social Studies to the low quality of teachers. Along the same thought, Adetoro (1990) found that Social Studies teachers’ different qualifications accounted for their differences in perception of the junior secondary school Social Studies curriculum. He equally discovered that no such differences existed based on their sex, age and teaching experience. Jekayinfa (2006) also found that significant differences existed in the perception of Social Studies teachers based on their specialization and experience. However, she found no such differences based on the teachers’ sex and qualification. All these findings pointed to the fact that teachers’ variables are germane to curriculum implementation (peace education inclusive) and their contributory roles to curriculum success are changing from time to time and place to place.

1.1 Objectives of the Paper

The objectives of this paper are three fold thus:

- i. To assess the awareness and knowledge of the JSS Social Studies teachers on the Junior secondary schools’ peace education concepts/themes in Social Studies Curriculum.
- ii. To identify the teachers attitude/disposition to the current peace education concepts/themes in the Junior Secondary Schools’ Social Studies curriculum.
- iii. To survey Social Studies teachers preference for peace education concepts/themes in the Junior Secondary Schools’ curriculum.

1.2 Research Questions:

The following questions are to be answered in this paper. They are:

- i. What are the levels of Social Studies teachers awareness and knowledge on the Peace Education themes and concepts in the new JSS Social Studies curriculum?
- ii. What are the social studies teachers attitude/disposition to the current Peace Education concepts/themes in the JSS social studies curriculum?
- iii. How do the Social Studies teachers prefer the current peace education concepts/themes in the new JSS Social Studies curriculum?

1.3 Research Hypotheses

1. There is no significant relationship between professional and non – professional social studies teachers’ attitude/disposition to peace education concepts/themes in JSS social studies curriculum.
2. There is no significant relationship between male and female social studies teachers’ attitude/disposition to peace education concepts/themes in JSS social studies curriculum.
3. There is no significant relationship in the attitude/disposition of social studies teachers on peace education concepts/themes in JSS social studies curriculum based on their experience.

2. Methodology

This survey study is quasi-experimental in nature and covered the four divisions of Ogun State namely; Remo, Yewa, Ijebu and Egba. Using proportional purposive and random sampling technique, thirty JSS social studies teachers were selected from each of the four divisions (totaling one hundred and twenty social studies teachers). The questionnaire items were validated by three social studies experts (two from Federal College of Education, Abeokuta and one from Olabisi Onabanjo University, Ago – Iwoye). The outcome of the conbach reliability coefficient test yielded 0.62. However, only 111 questionnaires were returned for analysis. While simple percentages were used to analyze the teachers level of awareness/knowledge, the ranking order was used for their preferences for the peace education concepts, and the Pearson chisquare (X^2) method was used to calculate the relationship in the attitude/disposition of the teachers to the peace education concepts/themes.

3. Results and Interpretation

3.1 Personal Variables of the Teachers

The findings revealed that 69.4% of the randomly sampled teachers were female and the remaining 30.6% were male (see attached table 1a). This shows the likelihood of more female social studies teachers teaching at JSS in Ogun State than male teachers. Hence, the more feministic approach to the teaching of peace education in the schools. It is equally heartwarming that 51.4% of the teachers have between 6 to 10years of teaching experience and about 73% of them are professional teachers in social studies because they have either Nigerian certificate in Education (Social Studies) or B.Ed/B.A.(Ed)/B.Sc(Ed)/M.Ed in Social Studies. (See tables 1c and 1a respectively).

3.2 Social Studies Teachers Awareness and Knowledge of Peace Education Concepts/Themes in JSS Curriculum.

Majority of the Social Studies teachers (61.3%) are aware of the inclusion of peace education concepts and themes in the new JSS social studies curriculum. Equally 85.6% of them are aware that peace education involves conflict resolution skills. Ironically however, 64% of the teachers believed that they have adequate knowledge to teach the concepts and themes of peace education but only 41.4% of the teachers had the knowledge that peace education is about promoting a culture of tolerance and a disposition of give-and-take (see table 2). This therefore confirms the doubt of Ogunyemi and Raheem (2006b) as regards the competence of the present crop of social studies teachers in handling peace education themes and concepts in schools.

This doubt about the competence of teachers is even more apparent as majority of them (79.1%) did not believe that cooperative learning is most suitable method in the teaching of peace education. This is contrary to the submission of Kagan (1994) and Balkcom (1992) that the strongest findings on cooperative learning is that students who cooperate with each other in the classroom, like each other and have improved relations among themselves and different ethnic groups. It is also contrary to Johnson and Johnson (1989) and South Western Educational Development Laboratory (1994) submissions that students taught with cooperative learning have interdependent working relationships and use consensus to settle disputes.

3.3 Relationship between the attitude/disposition of professional and non-professional JSS social studies teachers' to peace education concepts/themes.

The findings revealed that the professional and non-professional social studies teachers did not have the same disposition/attitude to Peace Education except on item 13 (see table 3). Item 13 shows that there is a significant relationship between professional and non-professional JSS social studies teachers believe that peace education can promote unity in diversity in Nigeria with the calculated chisquare value of 5.957 at $P>0.05$. This is to state that both the professional and non – professional JSS social studies teachers are favourably disposed to the fact that peace education can promote unity in diversity in Nigeria as 71.6 percent of the professional and 93.3 percent of the non – professionals agreed with the statement.

3.4 Relationship between male and female JSS social studies teachers' attitude/disposition to peace education concepts/themes.

As can be seen in the attached table 4, only items 10 and 17 proved significant in relationship on the attitude/disposition of male and female social studies teachers to the peace education concepts/themes in JSS social studies curriculum. As a matter of fact, for item 10, only 14.7 percent of the male teachers and 15.6 percent of their female counterparts with 12.088 at $P > 0.05$ were undecided on the opinion that there is nothing special about peace education that any teacher cannot handle. Equally for item '17', 73.5 percent of the male teachers and 83.1 percent of their female counterparts agreed with the phrase 'catch them young' to justify the teaching of peace education in the Nigerian schools (6.139 at $P > 0.05$). With only two items out of twenty on the teachers' attitude/disposition to peace education concepts/themes in JSS social studies proving significant, therefore, the claim by Adetoro (2012) that the factor of gender (sex) in social studies and peace education research findings seems inconclusive and continues to reoccur.

3.5 Relationship in the attitude/disposition of social studies teachers on peace education concepts/themes based on teaching experience.

The findings as revealed in attached table 5 shows that the three categories of teaching experience (below 5 years, between 6 to 10 years and above 10 years) acquired by the JSS social studies teachers reflected significant relationship in their disposition that peace education concepts will overload the JSS social studies curriculum as evidence by the X^2 calculated value of 14.630 at $P > 0.05$. Furthermore, the X^2 calculated value of 9.488 which is greater than 0.05 P-value indicated that the agreement of majority of the teachers that peace education skills require additional training for social studies teachers was based on teaching experience. Equally, the 16.333 X^2 calculated value which is greater than 0.05 P-value shows no agreement on the believe that peace education is out to brainwash Nigerians and produce submissive citizens. In addition, the believe that peace education is an invention of Americans and Europeans to continue to rule the world with 15.193 X^2 calculated value at $P > 0.05$ value indicates a significant relationship in the teacher disposition as 51.3 percent of them disagreed with the statement. It is also noteworthy that there is a significant relationship in the believe in catching them young by the teachers with the X^2 calculated value of 16.749 at $P > 0.05$. Equally, the X^2 calculated value of 11.715 at $P > 0.05$ indicated that based on teaching experience, there is a significant relationship in the believe of the teachers that the crisis of Nigeria may not go beyond the teaching of peace education. Thus, teaching experience becomes a critical factor to some extent in line with the findings of Jekayinfa (2006) on social studies teachers' perception of social studies curriculum.

3.6 Ranking Order/Preference of Peace Education Concepts/Themes in the New JSS Social Studies Curriculum by the Teachers.

Tolerance was ranked 1st among the sixteen concepts preferred for promoting peace education by the JSS social studies teachers with 27.9 percent, cooperation was ranked 2nd with 14.4 percent, the rule of law was ranked 3rd with 10.8 percent, human rights was ranked 4th with 7.2 percent and obedience to authority was ranked 5th with 6.3 percent out of a total of 100 percent. Consequently, these preferences conform with the UNESCO (1998) submission that the purpose of peace education is to promote "spirit of respect for human dignity and of tolerance" (p.3). It also supports the belief of Ogunyemi (2006 b) that peace education should promote human rights, ensures equality and participation as well as create an environment of tolerance, care and respect.

4. Summary of the Findings

Arising from this study are the following findings:

- Teaching is becoming more feministic as there are more female social studies teachers teaching social studies at JSS classes in Ogun State, Nigeria.
- Majority of the teachers teaching social studies at JSS classes in Ogun State were professionals (having minimum of NCE in social studies).
- Although, majority of the teachers are aware of the inclusion of peace education concepts/themes in the new JSS social studies curriculum as it involves conflict resolution skills but only few of them could understand that peace education is about promoting a culture of tolerance and give-and-take.
- Only few of the social studies teachers agreed that cooperative learning is a most suitable method of teaching peace education. Equally, few of them believe more in the use of role playing method as the

most suitable for teaching peace education. This insufficient believe of the teachers in the efficacy of cooperative learning method of teaching peace education may be due to their insufficient knowledge about the methodology.

- Both the professional and non-professional JSS social studies teachers believe that peace education can promote unity in diversity in Nigeria.
- On sex factor, both the male and female teachers were undecided on the opinion that nothing is special about peace education that any teacher cannot handle even though they both believe in the phrase ‘catch them young’ to justify the teaching of peace education in Nigerian schools.
- On teaching experience factor, the teachers were in agreement on the fact that peace education concepts may overload the JSS social studies curriculum and that peace education skills requires additional training for social studies teachers. They equally do not agree that peace education is out to brainwash Nigerians and produce submissive citizens. Equally, there was a significant relationship in their agreement that the crisis of the Nigeria nation goes beyond the teaching of peace education.
- In terms of the teachers preferences for JSS social studies peace education concepts, the teachers ranked ‘tolerance’ first, followed by ‘cooperation’, ‘rule of law’, ‘human rights’, ‘obedience to authority’, ‘social justice’, ‘kindness’ while ‘arbitration’ and ‘amnesty’ were ranked last.

5. Recommendations

- There is the need to make teaching career more lucrative in Ogun State, Nigeria so that male teachers can also be more attracted into the profession.
- There is the need for post-service retraining of JSS social studies teachers on the handling of peace education concepts/themes using various models of cooperative learning strategies like learning together, constructive controversies, jigsaw, group investigations etc.
- In the prescribed post-service retraining of the JSS social studies teachers and classroom teaching, the concepts of ‘tolerance and give-and-take’ must be emphasized as the basis of promoting unity in diversity in Nigeria.
- In the curricula of tertiary education for social studies, especially on methodologies, emphasis should be placed on the teaching of various models of cooperative learning and other group-centred learning strategies as a way of enhancing pre-service pedagogical competence in the teaching of peace education concepts/themes in social studies.
- Giving the present scenario of social – political and religious conflicts in Nigeria (Boko Haram inclusive), there is the need to teach more peace education concepts/themes in social studies up till senior secondary education level. Such themes should emphasize the spirit of living together, fairness, respect for the rule of law, social justice, equity, dialogue, negotiation and reconciliation. This is to further entrench the ‘catch-them-young’ spirit for a better ‘culture of peace’ in Nigeria.

6. Conclusion

There is no doubt that there is a gap in the knowledge and disposition of JSS social studies teachers to peace education concepts/themes in JSS social studies curriculum. The basic gap is in the use of cooperative learning strategy for promoting culture of tolerance and peace in Nigeria. Consequently, there is the need for retraining of the post-service social studies teachers to build – up their competence on this. Equally, there is the need for pedagogical revolution in the tertiary pre-service social studies curriculum to cater more for cooperative learning strategies. Indeed, future researches may be necessary to look into the use of cooperative learning strategies for promoting culture of peace in Nigeria.

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Table 1: Personal Variables of the Teachers

a.				b.				c.			
S/N	Qualification	F	%	S/N	Gender	F	%	S/N	Teaching Experience	F	%
1	NCE (Social Studies)	33	29.7	1.	Male	34	30.6	1.	Below 5years	34	30.6
2	B.Ed/BA (Ed), B.Sc (Ed) (Social Studies)	40	36.0	2.	Female	77	69.4	2.	Between 6 to 10years	57	51.4
3	M.Ed (Social Studies)	8	7.2		Total	111	100.00	3.	Above 10years	20	18.0
4	NCE (Geog, Econs, Fol. Sc, History)	10	9.0						Total	111	100.00
5	B.Ed/B.A(Ed)/B.SC (Ed) (Social Studies)	9	8.1								
6	Others	11	9.9								
	Total	111	100.00								

NOTE: F = frequencies and % = Percentages.

Table 2: Social Studies teachers awareness and knowledge of peace education concepts/themes in JSS curriculum.

S/N	ITEMS	RESPONSES		
		Yes	No	Not sure
1	Are you aware of the inclusion of peace education concepts and themes in the new JSS social studies curriculum?	68 (61.3)	32 (28.8)	11 (9.9)
2	Do you believe your knowledge of peace education is adequate to teach its concepts and principles within the JSS social studies curriculum?	71 (64.0)	26 (23.4)	13 (11.7)
3	Are you aware that peace education involves conflict resolution skills?	95 (85.6)	7 (6.3)	9 (8.1)
4	Which one of the following is the nearest to your understanding of Peace Education?			
a.	A process of discouraging war	15 (13.5)	-	-
b.	Teaching people to obey the laws of the land	30 (27.0)	-	-
c.	Promoting a culture of tolerance and a disposition of give-and-take	46 (41.4)	-	-
d.	Creating awareness among everybody in the society about the political crisis occurring in different parts of the world.	19 (17.1)	-	-
e.	No idea	1 (0.9)	-	-
5	Which of the following methods of teaching is suitable for the teaching of Peace Education in JSS?			
a.	Lecture method	12 (10.8)	-	-
b.	Demonstration	24 (21.6)	-	-
c.	Cooperative learning	23 (20.7)	-	-
d.	Role – playing	28 (25.2)	-	-
e.	Dramatization	21 (18.9)	-	-
f.	Simulations	3 (2.7)	-	-

Note: Percentages (%) are in parenthesis

Table 3: Relationship between the attitude/disposition of professional and non-professional JSS social studies teachers' to peace education concepts/themes.

S/N	Items	Value	Df	Asp.sig	P.Value	N	Decision
1.	Peace Education concepts are well represented in the 2007 NERDC JSS social studies curriculum	3.508	2	0.173	0.05	111	NS
2.	The current JSS social studies curriculum is not adequate for the teaching of peace education.	0.264	2	0.876	0.05	111	NS
3.	The inclusion of peace education concepts is a good development for social studies.	1.705	2	0.426	0.05	111	NS
4.	Peace education concepts will over-load the JSS social studies curriculum.	4.131	2	0.127	0.05	111	NS
5.	Everybody needs peace education knowledge and skills in Nigeria.	5.746	2	0.570	0.05	111	NS
6.	Knowledge and skills of peace education does not guarantee peace in our country.	1.076	2	0.584	0.05	111	NS
7.	Social studies provides a natural home for peace education.	0.703	2	0.704	0.05	111	NS
8.	Peace education should be taught as a separate school subject.	0.366	2	0.833	0.05	111	NS
9.	Peace education skills require additional training for social studies teachers.	0.308	2	0.857	0.05	111	NS
10.	There is nothing special about peace education that any teacher cannot handle.	0.391	2	0.823	0.05	111	NS
11.	The saying 'no peace, no development' justifies the need for peace education.	4.780	2	0.920	0.05	111	NS
12.	Peace education is out to brainwash Nigerians and produce submissive citizens	1.338	2	0.512	0.05	111	NS
13.	Peace education can promote unity in diversity in Nigeria.	5.957	2	0.051	0.05	111	Sig
14.	Peace education cannot promote cultural integration associated with it in this country.	2.666	2	0.264	0.05	111	NS
15.	Peace education is a must for global understanding and a culture of peace.	3.271	2	0.195	0.05	111	NS
16.	Peace education is an invention of Americans and Europeans to continue to rule the world.	0.875	2	0.646	0.05	111	NS
17.	I believe in the phrase 'catch them young' justifies the teaching of peace education in Nigerian schools.	3.196	2	0.202	0.05	111	NS
18.	The crisis of Nigeria nation goes beyond the teaching of Peace education.	2.407	2	0.300	0.05	111	NS
19.	Local resources, case studies and other learner – centred approaches are the best way to teach Peace education in schools.	2.965	2	0.227	0.05	111	NS
20.	Any method used to teach Peace education will produce the same result in Nigeria.	2.962	2	2.227	0.05	111	NS

Table 4: Relationship between male and female JSS social studies teachers' attitude/disposition to peace education concepts/themes.

S/N	Items	Value	Df	Asp.sig	P.Value	N	Decision
1.	Peace Education concepts are well represented in the 2007 NERDC JSS social studies curriculum	2.102	2	0.350	0.05	111	NS
2.	The current JSS social studies curriculum is not adequate for the teaching of peace education.	1.371	2	0.504	0.05	111	NS
3.	The inclusion of peace education concepts is a good development for social studies.	0.918	2	0.632	0.05	111	NS
4.	Peace education concepts will over-load the JSS social studies curriculum	1.371	2	0.504	0.05	111	NS
5.	Everybody needs peace education knowledge and skills in Nigeria.	1.785	2	0.410	0.05	111	NS
6.	Knowledge and skills of peace education does not guarantee peace in our country.	2.271	2	0.321	0.05	111	NS
7.	Social studies provides a natural home for peace education.	1.891	2	0.388	0.05	111	NS
8.	Peace education should be taught as a separate school subject.	0.346	2	0.841	0.05	111	NS
9.	Peace education skills require additional training for social studies teachers	3.339	2	0.188	0.05	111	NS
10.	There is nothing special about peace education that any teacher cannot handle.	12.080	2	0.002	0.05	111	Sig
11.	The saying 'no peace, no development' justifies the need for peace education.	2.066	2	0.356	0.05	111	NS
12.	Peace education is out to brainwash Nigerians and produce submissive citizens	0.817	2	0.606	0.05	111	NS
13.	Peace education can promote unity in diversity in Nigeria.	4.788	2	0.091	0.05	111	NS
14.	Peace education cannot promote cultural integration associated with it in this country.	0.325	2	0.907	0.05	111	NS
15.	Peace education is a must for global understanding and a culture of peace.	0.470	2	0.791	0.05	111	NS
16.	Peace education is an invention of Americans and Europeans to continue to rule the world.	0.426	2	0.180	0.05	111	NS
17.	I believe in the phrase 'catch them young' justifies the teaching of peace education.	6.139	2	0.046	0.05	111	Sig
18.	The crisis of Nigeria nation goes beyond the teaching of Peace education.	0.444	2	0.801	0.05	111	NS
19.	Local resources, case studies and other learner – centred approaches are the best way to teach Peace education in schools.	0.550	2	0.760	0.05	111	NS
20.	Any method used to teach Peace education will produce the same result in Nigeria.	2.626	2	0.269	0.05	111	NS

Table 5: Relationship in the attitude/disposition of social studies teachers on peace education concepts/themes based on teaching experience.

S/N	Items	Peason Chisquare					
		Calculated Value	df	Asymp. sig	P-Value	N	Decision
1.	Peace Education concepts are well represented in the 2007 NERDC JSS social studies curriculum	4.699	4	0.320	0.05	111	NS
2.	The current JSS social studies curriculum is not adequate for the teaching of peace education.	8.978	4	0.062	0.05	111	NS
3.	The inclusion of peace education concepts is a good development for social studies.	7.247	4	0.123	0.05	111	NS
4.	Peace education concepts will over-load the JSS social studies curriculum	14.630	4	0.006	0.05	111	Sig
5.	Everybody needs peace education knowledge and skills in Nigeria.	5.499	4	0.240	0.05	111	NS
6.	Knowledge and skills of peace education does not guarantee peace in our country.	6.059	4	0.195	0.05	111	NS
7.	Social studies provides a natural home for peace education.	7.317	4	0.120	0.05	111	NS
8.	Peace education should be taught as a separate school subject.	1.141	4	0.888	0.05	111	NS
9.	Peace education skills require additional training for social studies teachers	9.488	4	0.050	0.05	111	Sig
10.	There is nothing special about peace education that any teacher cannot handle.	7.247	4	0.123	0.05	111	NS
11.	The saying 'no peace, no development' justifies the need for peace education.	6.495	4	0.165	0.05	111	NS
12.	Peace education is out to brainwash Nigerians and produce submissive citizens	16.333	4	0.003	0.05	111	Sig
13.	Peace education can promote unity in diversity in Nigeria.	5.358	4	0.253	0.05	111	NS
14.	Peace education cannot promote cultural integration associated with it in this country.	9.129	4	0.058	0.05	111	NS
15.	Peace education is a must for global understanding and a culture of peace.	3.343	4	0.502	0.05	111	NS
16.	Peace education is an invention of Americans and Europeans to continue to rule the world.	15.193	4	0.04	0.05	111	Sig
17.	I believe in the phrase 'catch them young' justifies the teaching of peace education.	16.749	4	0.002	0.05	111	Sig
18.	The crisis of Nigeria nation goes beyond the teaching of Peace education.	11.715	4	0.02	0.05	111	Sig
19.	Local resources, case studies and other learner – centred approaches are the best way to teach Peace education in schools.	5.322	4	0.256	0.05	111	NS
20.	Any method used to teach Peace education will produce the same result in Nigeria.	0.682	4	0.954	0.05	111	NS

Table 6: Ranking order/preference of peace education concepts/themes in the new JSS social studies curriculum by the teachers.

S/N	Items	Frequencies	Percentages	Rank order
1.	Tolerance	31	27.9	1 st
2.	Cooperation	16	14.4	2 nd
3.	Fairness	05	4.5	8 th
4.	Social justice	06	5.4	6 th
5.	Equity	03	2.7	11 th
6.	Democracy	03	2.7	11 th
7.	Kindness	06	5.4	6 th
8.	Respect	05	4.5	8 th
9.	Human rights	08	7.2	4 th
10.	Dialogue	05	4.5	8 th
11.	Reconciliation	01	0.9	14 th
12.	Negotiation	03	2.7	11 th
13.	Arbitration	00	0.0	15 th
14.	Rule of law	12	10.8	3 rd
15.	Obedience to authority	07	6.3	5 th
16.	Amnesty	00	0.0	15 th
	Total	111	100.0	

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