



ABSTRACT

This study was carried out on Peace Education and its Impacts on Conflict Management among Secondary School Teachers. The study was a descriptive survey design and two objectives and research questions were raised and answered. Population of the study was made up of thirteen (13) principals and

PEACE EDUCATION AND CONFLICT MANAGEMENT AMONG SECONDARY SCHOOL TEACHERS IN KAURA LOCAL GOVERNMENT IN KADUNA STATE

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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 keeps happening and is 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 (Olowu, 2016).

The above assertion, justify the necessity of Peace



two hundred and nineteen (219) teachers of secondary schools in Kaura local government area of Kaduna state. Stratified sampling technique was used to select seven (7) principals and one hundred and thirteen (113) teachers for the study. Peace Education as a Means towards Conflict Management in Secondary Schools Questionnaire (PEMCMSSQ) was used to collect data while descriptive statistics was applied in the data analysis. The results show the mean and standard deviation of 3.39 and .57 respectively on the Impacts of Peace Education in Conflict Management. It was therefore, concluded that peace education has positive impacts on Conflict Management. Thus, it was recommended that educators should implement Peace Education to ensure Conflict Management in secondary schools.

Keywords: *Peace, Peace education, conflict, conflict management*

Education programme in Secondary Schools in Nigeria, since there are some many unresolved issues that need urgent attention. Peace Education according to (Ezeoba) 2012, is education for peaceful and non-violent co-existence. Peace Education is a deliberate attempt to educate children and adults in the dynamics of conflict and promotion of peace making skills in homes, schools, and communities throughout the world, using all the channels and instruments of socialization. It provides education for global security and focuses on direct, organized violence, particularly of war and armed conflict (Gumut, 2012). Peace education concerns itself with human and social dimension of peace; it introduces the concept of human dignity and human right with specific reference to such issues as economic equity, political participation, ecological balance, and particularly, the formative principles fundamental to international human right standards. Overall peace education is an investment in the younger generation and attests to the fact that by educating younger minds in the virtues of peace, the skills of conflict analysis and management, identification of conflicts and source of conflict, a more peaceable future could be secured for humanity.



Conflict is the word used to describe misunderstanding. It conjures up associations of tension, disruption, and violence with the expectation of anything from uncomfortable to life-threatening situations. It is a situation in which two or more individuals or groups perceive that they possess mutually incompatible goals. Conflict sometimes leads to crisis if not properly managed (Onukwu & Ekpo, 2020). Menton (2012), observed that school conflicts erupt as an adaptive response when the management system of an institution becomes a barrier to the attainment of satisfaction of the expected legitimate goals of the establishment. In the Nigerian school system, conflicts occur from time to time. It is the art of coming into collision or be in opposition with another. It is the tension that is experienced when a group of people feel that their needs or desire are likely to be denied (Canavan & Monahan, 2011).

On this background, this study aimed at identify the aspects of Peace Education that can be included in the Secondary School Curriculum and the impacts of Peace Education on Conflict Management in Secondary Schools in Kaura Local Government in Kaduna state.

Research Questions

Based on this research, the following questions were formulated to guide the study;

1. What are the aspects of Peace Education that can be included in the Secondary School Curriculum?
2. What is the Impact of Peace Education in Conflict Management in Secondary Schools in Kaura Local Government in Kaduna state?

Review of Related Literature

Education is the bed rock of any national development either in the developed or developing or underdeveloped nations. Education is the instrument for individual, societal, national and international growth and development. It prepares an individual for total development from birth throughout the life time for useful and happy membership of the society he belongs to. Education makes an individual to become an asset and not a



liability to the society. The individual develops physically, mentally, socially, emotionally and spiritually from birth throughout the life time.

Education in Nigeria supposedly has the following objectives

- i. The inculcation of national consciousness and national unity;
- ii. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- iii. The training of the mind in the understanding of the world around; and
- iv. The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society (National Policy on Education, 2004)

Different scholars gave different interpretations and meanings to the concept, “peace”. The interpretation and meanings vary depending on the situation and context within which it is used. Ahamfule (2013), defined peace as a situation in which there is no war between countries or groups; a situation in which you are not annoyed by noise or other people; a state when you are calm and have no worries. **But this conception has been criticized by many scholars for being inadequate for understanding the meaning and nature of peace (Ibeanu, 2016).** According to Ikechukwu (2014), peace is an occurrence of harmony characterized by lack of violence, conflicting behaviours and freedom from fear or violence. It is seen freedom from war or violence especially when people live and work together happily. The concept of peace education has been defined in various ways. Although no universally accepted definition of the concept has been formulated, for the purpose of this study, some of the definitions shall be examined. Loreta and Jasmin (2010), defines peace education as education that promote the culture of peace, which is essentially transformative. It cultivates the knowledge base, skills, attitudes and values that seek to transform people’s mindsets, attitudes and behaviors that, in the first place, have either created or exacerbated violent conflict. According to Akujra-Aja (2007), peace education is the process of pro-active enlightenment on the knowledge and



skills of observing and responding to early warning indicators, beyond the like with early warning system, peace education extends to helping people appreciate how appealing cooperation or peaceful co-existence is; how to analyze conflict issues; relationships between involved in promoting transnational peace and security

On the term peace education, from any angle one looks at it, peace education is geared toward peace building with the following characteristics. According to Fasokun in Umaru, (2010), these characteristics are:

1. Speaking for a purpose;
2. Listening attentively and reflectively;
3. Promoting self-esteem, dignity for oneself and respect for the and rights of others;
4. Speaking about oneself instead of the other person; and
Understanding possible barriers for effective communication and how to diffuse them.

Peace education, in the present circumstance, is inevitably necessary because every citizen should be educated so that he/she can understand the society and the dynamics of social harmony. Peace education should be inclusive because, educational inclusion is critical for maintaining peace as it can redress grievances that can motivate individuals to engage in conflicts/violence (Dupuy, 2011).

Conflicts are found in all human activities and it is the absence of peace. Conflict must crop up in the daily human communal activities (Nzeadi, 2011). Conflict as a social phenomenon becomes negative only when it is violent (Umo, 2014). Obi (2016), defined conflict as any divergence of interests, objectives, or priorities between individuals, groups or organizations, or the non-conformity to the requirements of tasks, activity, or process. Similarly, Ezegbe in Asiegbu and Egboka (2013), clarified that conflict is a mutual hostility in inter-human relationships

Ojebode in Otegbulu (2014), recognizes two distinct types of conflict. They include; cooperative and competitive conflict.



Cooperative conflict occurs when the people involved decide to resolve their differences in a way that satisfies both of them.

In competitive conflict however, the aim is to win at the expense of the other person. In fact each person or group acts as a combatant, puts his or her feet down and refuses to yield.

However, Adeyemi, Ekundayo & Alonge (2010) postulated the causes of school conflict as: Wide communication gap between the students and the school authority, delay in meeting students demand, inadequate facilities, academic stress, drastic and obnoxious rules and regulations, increase in tuition fees among others. According to Bodine and Crawford (2017), there are four main approaches for promoting peace education in our secondary schools as conflict management strategies. These approaches are;

- i. The process curriculum approach which deals with designing a distinct curriculum on the principles and skills of non - violence and teaching the contents as a separate course to be taken by students in addition to their existing courses.
- ii. The second approach is the mediation programme'. This entails training a number of students within a school setting to provide neutral third party facilitation services to their peers.
- iii. The third approach is the peaceable classroom approach. Here, the conflict management principles and skills are infused into multiple subject areas and students study it in their different subjects.
- iv. The fourth approach is the peaceable school approach. This involves allowing the entire school to benefit from the teaching of peace principles and skills.

This research work is explained theoretically by the view of John Dewey and Maria Montessori as the major thinkers in the field of peace education. Though each a great intellectual in their own right their work has in common a number of important ideas that have shaped the development of peace education. Dewey and Montessori each believed in the power of education to empower students to fulfill their potentials and create peace.



Previous empirical studies such as Olowo (2016), conducted a research on the effects of integrating Peace Education into Nigeria educational system among secondary school students in ondo state and the study showed significant influence of peace education in management of conflict. Adams (2005) also found a similar result. Ubogu (2016), and Akudolu (2010) who pointed out the eight keys and aspects to promoting culture of peace as: Respect all life: a) respecting the rights and dignity of each human being; b) Non-violence: rejection of violence, and others.

Methodology

The research for the study is a descriptive research approach, adopting the descriptive survey research as it sought to collect data on the opinions of the participants by conducting a field survey in Kaura Local Government Area. According to Nworgu (2015), descriptive survey design is the collection of data using questionnaire for the purpose of describing and interpreting existing conditions or quality regarding a given population. The population for the study consisted of all the Secondary school administrators (Principals) and all the teachers in Ten (10) selected secondary schools in Kaura Local Government, Kaduna State. This comprised of thirteen (13) Principals and one hundred and sixty-seven (206) teachers, making a total of two hundred and nineteen (219) respondents. The population of the study is shown in the Table one (1) below;

Table 1: Population for the Study

S/N	Name of School	No. of Principals	No. of Teachers	Total
1	GSS Bondon	1	17	18
2	GSS Fadan Atakar	1	16	17
3	GSS Kadarko	1	16	17
4	GSS Kagoro	2	35	37
5	GSS Kukum Daji	2	30	32
6	GSS Mahuta Moro'a	1	18	19
7	GSS Mallagum	1	15	16
8	GSS Manchok	1	18	19



9	GSS Tum	2	24	26
10	Zipak	1	17	18
	TOTAL	13	206	219

Source: Education Resource Centre Kaduna (2015-2016)

The sample of the study is made up of one hundred and twenty (120) respondents, that is seven (7 principals) and one hundred and thirteen (113 teachers) selected from five (5) schools using stratified random sampling technique. Stratified random sampling technique ensures greater representation of samples, across all strata (Nzeadi, 2011). The sample for the research study is shown in Table two (2) below:

Table 2: Sample for the Study

S/N	Name of School	No. of Principals	No. of Teachers	Total
1	GSS Kadarko	1	16	17
2	GSS Kagoro	2	35	37
3	GSS Kukum Daji	2	30	32
4	GSS Mallagum	1	15	16
5	GSS Zipak	1	17	18
	TOTAL	7	113	120

The instrument used for data collection is a researcher made (structured) questionnaire titled; Peace Education as a Means towards Conflict Management in Secondary Schools Questionnaire (PEMCMSSQ). The questionnaire is constructed on 4 point scale of: Strong to Disagree (D). The validity of the instrument, was ensured by two experts from department of Educational Administration and Planning and Science Education, Ahmadu Bello University, Zaria. The instrument was also pilot tested within the population of the study and data were analysed using split-halve and the reliability was 0.78 which was good for the study since it was above 0.5 in line with (Cohen, Marion and Morrison, 2007). Descriptive statistics was



used to answer research questions with acceptance levels of mean scores of 2.50.

Result and Discussion

This section involves analyses of research questions, and discussions as follow:

Research Question One: What are the aspects of Peace Education that can be included in the Secondary School Curriculum?

Table 3: Description of Respondents on the aspects of Peace Education that can be included in the Secondary School Curriculum

S/N	ITEM STATEMENT	SA	A	SD	D	MEAN	S.D
1.	Values and Attitudes, trust, critical thinking, self-reflectionPeace, Justice, Emotional literacy, cooperation, solidarity	64	44	9	3	3.25	0.83
2.	Respecting the rights and dignity of each human being, Human rights civic participation	26	80	6	8	3.20	0.73
3.	Listening to understand, Freedom of religious practices;	20	56	28	16	2.66	0.91
4.	Developing attitudes and skills for living together in harmony	34	80	4	2	3.21	0.56
5.	Tolerance, love, self-esteem, compassion	30	76	12	2	3.11	0.64
Overall						3.1	0.63

Decision= 2.50

Table 3 above, showed overall mean responses of 3.1 and standard deviation of 0.63 with items 1,2,3,4 and 5 as aspects of Peace Education that can be included in the Secondary School Curriculum. These items rated mean scores of 3.25, 3. 20, 2.66, 3.21 and 3.11 which are above the criteria of acceptance at 2.50 and above. And therefore, positive and accepted

Research Question Two: What is the impact of Peace Education in Conflict Management in Secondary Schools in Kaura Local Government in Kaduna state?



Table 4: Description of Respondents on the Impact of Peace Education in Conflict Management in Secondary Schools in Kaura Local Government in Kaduna state

S/N	ITEM STATEMENT	SA	A	SD	D	MEAN	S.D
1.	Peace Education provides in the mind of individuals a dynamic vision of peace to encounter violent images that dominate cultures:	34	80	4	2	3.21	0.56
2.	Peace education teaches the skills needed to move the world out of violence:	64	44	9	3	3.25	0.83
3.	Peace education enables young people to learn about the problem of human rights and justice:	26	80	14	2	3.05	0.62
4.	Peace education teaches respect for all forms of life; plays the role of promoting nationhood and good citizenship among young people.	20	56	28	16	2.66	0.91
5.	Peace education will enable people communicate feelings and perspectives and transform anger and be able to reduce conflict from extending beyond immediate control.	18	68	28	6	2.81	0.74
Overall mean and SD =						3.39	.57

Decision Rule=2.50

Table 4 above, reveals an overall mean of 3.39 and standard deviation of .57 with respondents accepted items 1,2,3,4 and 5 as the impact of Peace Education in Conflict Management in Secondary Schools in Kaura Local Government in Kaduna state. These items rated mean scores 3.21, 3.25, 3.05, 2.66 and 2.81 which are above the criteria of acceptance fixed at 2.50 and above showing that peace education has positive impact on conflict management.

Summary of Findings

The following are the summary of major findings



1. The findings reveals that aspects of Peace Education that must be included in the secondary school curriculum are as follows; Values and Attitudes, trust, critical thinking, self-reflection, Peace, Justice, Emotional literacy, cooperation, solidarity, Respecting the rights and dignity of each human being Human rights civic participation, Listening to understand, Freedom of religious practices; Developing attitudes and skills for living together in harmony, Tolerance, love, self-esteem and compassion.
2. The study reveals that Peace Education has positive impact on Conflict Management in Secondary Schools with ($X=3.39$, $SD=.57$)

Discussion of Findings

The findings of the study generally revealed that there is need for proper integration of peace education into the Nigerian Secondary School Education Curriculum.

The findings in table 1 agree with the works of Akudolu (2010) who pointed out the eight keys and aspects to promoting culture of peace as: Respect all life: a) respecting the rights and dignity of each human being; b) Non-violence: rejection of violence, obtaining justice by convincing and understanding; c) Sharing: developing attitudes and skills for living together in harmony, putting an end to exclusion and oppression; d) Listening to understand: giving everyone a chance to learn and share through the free flow of information; e) Preservation of the planet: making sure that progress and development are good for everyone and for the environment; f) Tolerance and solidarity: appreciating that people are different and that everyone has something to contribute to the community; g) Equality of men and women: ensuring an equal place for men and women in building society; and h) Democracy: making decisions by having your say and giving others theirs. The present study revealed the roles of integrating peace education into Secondary School Education curriculum. This is in line with the study of Adams (2005) and the statements of UNICEF (1999) and National Council of Educational Research and Training (2006).



Conclusions

The researcher concludes that aspects of peace education such as: respecting the rights and dignity of each human being, non-violence, rejection of violence, obtaining justice by convincing, etc are good and accepted to be integrated into Nigerian secondary school curriculum. Conclusion was also made that peace education has positive impacts on management of conflict in Nigeria.

Recommendations

1. Nigerian Curriculum designers should include the following aspects in the secondary curriculum: Values and Attitudes, trust, critical thinking, self-reflection, Peace, Justice, Emotional literacy, cooperation, solidarity, Respecting the rights and dignity of each human being Human rights civic participation, Listening to understand, Freedom of religious practices; Developing attitudes and skills for living together in harmony, Tolerance, love, self-esteem and compassion.
2. Educators should ensure the implementation of peace education in secondary schools in order to facilitate conflict management among students.

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