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Perception of Ondo State Secondary School Teachers on Need for Peace Education

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Abstract: The study focused on perception of Ondo State secondary school teachers on need for Peace Education. The sample consisted of two hundred and fifty male and female teachers randomly selected. A self-designed instrument tagged Questionnaire on Perception of Teachers on Need for Peace Education (QPTNPE) was used. The questionnaire consisted of fifteen items that enabled the researcher obtain data needed. Three research questions were generated and the result was tested at 0.05 significance level. The result on analysis of obtained data revealed that secondary school teachers' perception on need for Peace Education in Nigerian schools was positive. The findings further indicated that there was no significant difference between male and female teachers on need for Peace Education in Nigeria secondary schools. Based on these findings, the researcher recommended that Peace Education should be properly integrated into Nigerian school curriculum and as such should be taught as a separate subject. This will go a long way in developing in the learners the values, attitudes and skills required for the culture of peace at home, school and the entire society at large.
Keywords: Peace education, Teachers, Secondary, school, Perception.

INTRODUCTION

Peace education is holistic in nature, it embraces the physical, emotional intellectual, and social growth of children within the frame work deeply rooted in traditional humans values. It is based on philosophy that teaches love, compassion, trust, fairness, cooperation and relevance for the human family and all life on this planet. Peace Education is not only based on sharing of theoretical ideas, but goes further to build life skills that are useful in promoting a culture of positive values within the society. Alimba (2013) viewed peace education as a process, the skills, values and knowledge that will be gained and use to tackle a whole range of problems which can be personal, interpersonal, national, regional and international in nature.

Johnson and Johnson (2006) revealed that Peace education is the teaching of information, attitudes, values and behavioral competencies need to resolve conflicts without violence through harmonious relationship. Similarly, Ajala (2003) defined peace education as the type of education that impacts in leaners all norms, values, and attitudes that could bring about a conducive environment for human living. Peace education is based upon a positive and procedure concept that is characterized by a decrease in violence and an increase of fairness. On account of this, Peace education focuses on development of a comprehensive bed-rock of peaceful co-existence in any ideal society.

A culture of peace encourages and promotes values, attitudes, traditions, behaviors and lifestyles that rest on principles of human right, tolerance and non-violence. According to Turray (2005) Peace education is a system or process that enables participants to empower themselves with knowledge, skills, attitudes, values and behavior which build culture of peace, non-violence and sustainability. The author stressed further that effective Peace education enables learners critically analyze the root causes of violence, wars, conflict and social injunction, and develops alternatives to violence. This assertion captured transformative dimensions of Peace education which have not been stressed as explicably by those working in transformative education. In an attempt to address social vices and other related problems in Nigeria and the world at large, there is need to develop the culture of peace in the citizens. This will go a long way in informing the citizens on the consequences of war and social justice: as informing the learners on the values of peace and

encouraging the students to live in the world and to imagine a peaceful future. Peace Education therefore is an innovation in Nigeria's educational system; and it is borne out of frequent inter-ethnic conflicts, religious fanaticism giving rise to destruction of lives and property. The search for peace and coexistence in Nigeria is being plagued by series of problems such as ethno-religious crisis, unethical conduct and unpatriotic acts (Ezingwa, 2009, Olowo 2014).

The prevalence of conflict in human existence calls for its resolution through the instrumentality Peace education. Since the attainment of independence, Nigeria as a nation had be on plagued by series of tensions, conflicts and political insurrection that have affected the nation's sustainable development (Olowo 2004). From 2006 to date, Nigeria has experienced terrorism of the faceless fundamentalist religious organization called 'Boko Haram' which is based in the northern part of Nigeria. This armed religious group has caused tension and fear in the lives of well-meaning Nigerians. Orungbemi and Olowo (2011) noted that despite the introduction of Citizenship Education, Social Studies, Civic Education and other problem solving disciplines in Nigerian school curriculum, there are a lot of social vices militating against the nation. For instance, Students still fight in schools and public places, there are cases of looting, injustice, corruption, intolerance, thurgery, sexual harassment. These incidences justify the need for Peace Education as a special discipline or subject in Nigerian school curriculum, Falade, Adeyemi and Olowo (2011) reported that some peace concepts have been integrated into the Universal Basic Education (UBE) Social Studies curriculum. According to these writers, some of these concepts are: peace, conflict resolution within social group, national unity and integration, group behavior and living together. In spite of these concepts, peace education has not gained ground as a school subject, despite schools agitations for its placement in the school curriculum. Although, bits of Peace Education can be seen in school subjects like Social Studies, Civic Education, Moral Education, History and religion studies, the aspects are not significant enough for achieving the goal of the entire Peace Education programme. In agreement with this, Oyebamiji (2001) opined that, the system of education in Nigeria does not prepare Nigerian youths towards the real role that they ought to play in the society. The author rather saw education as not fulfilling's the ideal objectives and so adults become tools of oppression, intimidation and political demagogues. Considering all these reports, it is imperative to sample the opinion of the teachers on their desire for or otherwise, on Peace Education in Nigerian secondary schools.

Going by these assertions, the question is; are our schools in Ondo state advocating for Peace Education? If the response to this question is (yes) how adequate are they in terms of qualified teachers vice- a visa instructional resources to teach Peace Education?

Purpose of the study
The major focus of this study is to investigate the perception of teachers on need to introduce Peace Education in Nigerian secondary schools. The objectives of the study are to:
1. Investigate the perception of Ondo State teachers on needs for Peace Education in Nigerian secondary schools.
2. Determine the differences in the perception of male and female teachers on need for Peace Education in Ondo State secondary schools.
3. Determine differences in the perception of Ondo State teachers in public and private secondary schools on need for Peace Education.

Research questions
The following research questions were generated to facilitate the investigation.
i. What is the perception of Ondo State teachers on the need for Peace Education in Secondary schools?
ii. Is there any significant difference in the perception of male and female teachers on need for Peace Education in Ondo State secondary schools?
iii. Is there any significant difference in the perception of teachers in public and private secondary schools on need for Peace Education in Ondo State secondary schools?

RESEARCH METHODOLOGY
The sample for this study is made up of two hundred and fifty (250) secondary school teacher across the three senatorial districts of Ondo State. The study adopted the descriptive survey design. The instrument designed in obtaining the data for this study is a Questionnaire on the Perception of Teachers on the Need for Peace Education (QPTNPE) in secondary schools. The data obtained were analyzed using frequencies, percentages, and t-test.

Instrument reliability
The Cronbach's alpha for the instrument (questionnaire) is 0.738, this show that the instrument is reliable and it can be used to measure the perception of teachers on need for Peace Education in Nigeria as shown in Table 1.

Table-1: Reliability statistics for the Instrument

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.738	0.761	15

Table-2: Item's Reliability (Relevancy) in the Instrument Item- Total Statistics

S/N		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach,s Alpha if Item Deleted
1	The inclusion of Peace Education in Nigerian School curriculum will pave way for respect of human right	30.74	27.538	0.475	0.950	0.711
2	Peace Education could address concepts like gender equity, tolerance, respect for life, social responsibility etc	30.84	27.029	.534	.955	.705
3	Peace Education will be relevant for teaching the values and traditions of different cultures in Nigeria	30.63	29.690	.211	.953	.736
4	Separate teaching manual should be developed for peace education curriculum	30.26	27.316	.347	.661	.724
5	With the introduction of Peace Education, Nigeria secondary schools, teachers and students will be opportune to discuss national issues	30.63	27.023	.506	.951	.707
6	Difference in languages, cultures and government policy may affect Peace Education	29.63	26.579	.365	.897	.723
7	The concepts to learn in Peace Education are difficult for secondary schools teachers to understand	29.26	27.205	.432	.892	.714
8	Teaching Peace Education in schools may reduce crime and violence in Nigeria	30.79	30.064	.222	.924	.734
9	The starting point for designing Peace Education curriculum should be teachers and students	30.53	30.819	.151	.794	.739
10	The introduction of Peace Education as a separate subject is not necessary in our secondary schools	29.47	28.374	.199	.902	.746
11	Peace Education is taught through other subjects like social studies, civic education and government in our secondary schools	30.26	29.205	.205	.513	.739
12	Peace Education should be integrated into the secondary school curriculum in Nigeria.	30.63	28.023	.431	.623	.716
13	There is need to provide adequate instructional materials for teaching Peace Education in our schools	29.47	29.819	.139	.955	.746
14	Peace Education cuts across all aspects of man's life	31.00	27.889	.722	.905	.703
15	There is no difference between Peace Education and social studies	29.00	28.222	.443	.946	.716

Table 2 shows how relevant each of the items is in the instrument. Some items are not quite relevant (e.g. item 10 and 13).

DATA ANALYSIS

The researcher used frequencies and percentages for answering the first research question, but 2 & 3 were answered using T-test statistics where existed at 0.05 level of significance.

Research question 1: What is the perception of Ondo State teachers on need for peace education in Nigeria Secondary Schools?

Table-3: Need for Peace Education in Nigerian Secondary Schools

Need for Peace Education		Frequency	Percent (%)
The inclusion of Peace Education in Nigeria School curriculum will pave way for respect of human right	Strongly Agree	113	49.6
	Agree	105	46.1
	Strongly Disagree	3	1.3
	Disagree	7	3.1
Peace Education could address concepts like gender equity, tolerance, respect for life, social responsibility	Strongly Agree	87	38.2
	Agree	129	56.6
	Strongly Disagree	9	3.9
	Disagree	3	1.3
Peace Education will be relevant for teaching the values / traditions of different cultures in Nigeria	Strongly Agree	81	35.5
	Agree	139	61.0
	Strongly Disagree	3	1.3
	Disagree	3	1.3
With the introduction of Peace Education Nigeria secondary schools, teachers and students will be opportuned to discuss national issues	Strongly Agree	105	46.1
	Agree	106	46.5
	Strongly Disagree	9	3.9
	Disagree	6	2.6
Teaching Peace Education in schools may reduce crime violence in Nigeria	Strongly Agree	95	41.7
	Agree	107	46.9
	Strongly Disagree	4	1.8
	Disagree	14	6.1

From table 3 above, majority of the respondents either strongly agreed or agreed that introduction of Peace Education in Nigeria secondary schools is good and it will go a long way in addressing crimes and violence, give the teachers and students opportunity to discuss national issues, help in teaching values and tradition of different cultures and pave way for respect of human right. The above finding indicated that majority of Nigerian secondary school teachers in Ondo State have positive perceptions towards the teaching and learning of Peace Education in schools. This supports the studies of Ogunyemi and Adetoro (2013) and Kester (2008). The writers were of the view that Peace Education has to start from home, school and the entire society at large. Olowo (2016), in his findings having itemized some of the problems Nigeria is battling with such as Political crises, human trafficking, ethnic-religious crises, kidnapping and the likes suggests the inclusion of peace education in the nation's school curriculum in order to empower the future generation with the necessary skills to resolve these social issues.

Research question 2: Is there any significant difference in the perception of male and female teachers on need to introduce Peace Education in Nigeria secondary schools?

Table-4: Independent test of the perception of male and female teachers on the need to introduce Peace Education in Nigeria secondary schools

Variables	N	X	SD	Df	T	P(sig.)
With the introduction of Peace Education, Nigeria secondary schools, teachers and students will be opportuned to discuss national issues	84 (Male)	1.58	.625			
	136 (Female)	1.68	.727	218	-1.049	.295

An independent sample t test was calculated to know the perception of male and female teachers on the need to introduce Peace Education in Nigeria secondary schools. A non-significant difference between their

mean (for male X = 1.58 and female X= 1.68) was found (t(218) = 1.049 p> 0.05). This indicates that there is no significant difference between the perception of male and female teachers on the introduction of Peace Education in Nigeria secondary schools. Both Male and Female have equal response and perception of culture of peace and engenders conflict all over the world. Hence, findings of Falade, Adeyemi & Olowo (2011) agreed with the present finding. Based on the above report, the issue of Peace Education is a collective responsibility of both male and female in Nigerian society as peace is the hallmark of progress, and sustainable development of the entire nations.

Research question 3: Is there a significant difference in the perception of teachers in public and private schools on need for Peace Education in Nigeria secondary schools.

Table-5: Independent t test of the perception of teachers in public and private schools on need for Peace Education in Nigeria Secondary schools

Variables	N	X	SD	df	t	P(sig.)
With the introduction of peace Male Education, Nigeria secondary schools, teachers and students will be opportuned to discuss national Female issues	191 29	1.65 1.62	.694 .677	218	.207	.836

An independent sample t test was calculated to know the perception of male and female teachers on need for Peace Education in Nigeria secondary schools. There is no significant difference between the mean value (X=1.65) of public school teachers and the mean value (X=1.62) of the private school teachers with (t(218) = 0.207 p>0.05); this indicates that there is no significant difference between the perception of public and private schools teachers on introduction of Peace Education in Nigeria secondary schools. As a result of this, teachers in both private and public schools are in support of integrating Peace Education in Nigerian schools. This is in agreement with the findings of Falade, Adeyemi and Olowo (2011) and Orungbemi and Olowo (2011).

DISCUSSION OF FINDINGS

The foregoing analysis disclosed that the perception of Ondo State Teacher toward the teaching and learning of Peace Education in schools is positive. This will equally create an avenue for them to deliberate on national issues vis-à-vis the values and traditions of the Nigeria society. This finding supports the submission of Page (2008b) that peace Education involves a process of acquiring values, skills, attitudes and other forms of confidence needed to live in harmony with oneself, with others, and with the natural environment. This equally agrees with Freire (1992) that peace Education should be seen as 'conscientisatiousness' through with people consciousness are raised to appreciate their worlds, rights, issues of contemporary lives, exploration of our common values and appreciation as well as negotiation of share future based on love, respect and human dignity. Olowo and Kajaye (2018) in their study revealed that Nigeria as a nation will be able to achieve nation peace and tranquillity by re-positioning and institutionalising peace education into Nigeria schools right from the basic education to higher institutions of learning. The writers were of the view that more peace related concepts should be reflected in the school curriculum from elementary level to higher institution of learning; as this will promote holistic approach in teaching and learning peace education in our study.

Similarly as evident of the study, the perception of male and female teachers on the need to introduce peace Education in Ondo State secondary schools is positive and there is no significant difference between on their gender analysis.(MaleX=1.58 and Female X= 1.68). Consequently, peace Education is collective responsibility of gender. This finding supports the report of Omiyefa (2009) who discovered no significant difference between male and female students' perception of relevance of social studies to values and moral development in Nigeria. Also in the direction, Alimba (2018) alluded that the security and other social challenges facing Nigeria can to a large extent be tackled if peace education is appropriately injected into the fabrics or the societal development process. For this to be achieved in this present democratic dispersion, institutionalisation of peace education in the educational system as a serious issue which calls attention and concern of all stakeholders.

Moreover, the finding indicated that the teaching and learning of peace education should not be limited to school, but rather a collective responsibility of all. It agrees with scholars assertion that peace education is a deliberate attempt to educate children and adults in the dynamic of conflict and promotion of peace making skills in homes, school, and communities throughout the world, using all the cannel and instrument of socialization(Menon,2001 Gumut 2006). Ikuejube (2015) peace education empowers learners with the knowledge, skills, attitudes and values necessary to end violence through justice and promote a culture of peace. Peace education is based on the belief that education not only produces society as it is, but can influence and change the shape of the society positively

in the future. Hence, mere mentioning or discussing peace without proper action is insufficient and as such could not take the nation to their proper destination unless the school learning system is ready to train learners about peaceful coexistence in Nigeria and the world at large. Olowo (2014) in similar study advocated for total implementation of peace education into Nigerian schools, which according to him serve as a veritable tool in achieving millennium development goals which Nigeria is aiming at in order to meet up with the global challenges and expectation.

CONCLUSION

Teaching and learning of Peace Education and it inclusion in Nigerian school curriculum is not enough considering the evil vices recorded in the past decades. On account of this, social skills and competence to peace Education need to be integrated in our school curriculum. This will enable the youths to demonstrate peace acquisition skill that will enable them to respect the opinions of others and how to receive issues within their environment without embarking on violence.

RECOMMENDATIONS

Based on the findings in the study, it is recommended that:

1. Peace Education and other problems solving disciplines should not be limited to the school alone; it should start from home, religious centre and the entire society. The idea of peace should not be seen as teachers or schools affairs alone, rather it should be a collective responsibility. Hence, there is need for a change of behavior, attitudes, knowledge and skills from culture of war to a culture of peace.

2. Nigerian government should put in motion educational programmes aimed at introducing issues concerning peace in the school curriculum in form of Peace Education. This will assist in calculating virtues of forgiveness, harmony and peaceful co-existence among Nigerian citizen and the entire world.

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