
**STUDENTS' AWARENESS OF PEACE EDUCATION
CONCEPTS IN SOCIAL STUDIES IN IFE CENTRAL
LOCAL GOVERNMENT, OSUN STATE**

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Abstract

This study investigated students' awareness of peace education concepts in Social Studies in Ife Central Local Government Area of Osun State. The study adopted the survey research design. Four public junior secondary schools were randomly selected from public junior secondary schools in Ife Central Local Government Area of Osun State. Simple random sampling technique was used to select ten JSS II students from each school making a total of forty (40) students. One research instrument was used for data collection: Students' Awareness of Peace Education Concepts in Social Studies Questionnaire ($r=0.74$). Data collected were analysed using descriptive statistics of percentage, frequency count, mean and standard deviation. Findings of the study revealed that the weighted mean of 3.31 against the threshold of 2.50. The level of students' awareness of peace education concepts in Social Studies was high. Also, it revealed that there was no significant difference between male and female students' level of awareness in peace education concepts in Social Studies ($t = -0.96$; $df = 38$; $P>0.05$). It showed that female ($\pi=64.83$) students have higher awareness than male students ($\pi=63.06$). Based on the

findings of this study, it was recommended that teachers of Social Studies should teach the peace education concepts in Social Studies very well. Students should be encouraged to maintain peace in their environment. There should be more awareness on peace education concepts in Social Studies.

Keywords: Awareness, Peace, Peace education concepts, Social Studies.

Introduction

Peace in its progressive or dialectical mode denotes active individual and collective efforts and emancipatory empowerment for peace-making and peace-keeping. The purpose of incorporating peace concepts in Social Studies curriculum is to build culture of tolerance, understanding and care in the world. As human beings continue to have interactions among themselves, so also they continue to generate conflicts among themselves. So, peace education is important as a mitigating programme for building culture of peace in the society. It can be seen as learning to effect a shift in perspective from culture of intolerance and violence to a culture of peace (Mezieobi, 2012).

According to Kester (2008), peace education is a democratic pedagogy to foster peaceful personal relationship in a non-violent manner. It raises dialogue on critical issues to transform oppressive systems from a violent orientation toward a culture of peace. This is because peace educators teach the values of respect, understanding, tolerance, social justice, free and fair elections as well as non-violent governmental transitions. Equally, peace education deals with 'constructive responses to human tension and violence', and helps students to appreciate the importance of good government, respect for the rule of law and solidarity among other people. To this end, peace education is a peace building programme for democratic education in Social Studies.

Peace education is the process of acquiring the values, knowledge and attitudes, skills and behaviors to live in harmony with oneself, with others and with the natural environment (Tugbiyele, 2014).

Tugbiyele equally pin point various keys components of peace education which includes desire for peace, non-violent alternative for managing conflicts and skills for critical analysis of structure arrangements that produce and legitimise injustice and inequality. Other components include nature and sources of conflicts, of justice and welfare within and between individuals, of nature of power and the way in which power influences, groups and nations.

Adedoja and Fakokunde (2010) revealed that for any reasonable progress to be made in human life, peace must prevail. The level of restiveness and violence prevailing at individual, family, communal, national and international levels made it a necessity to build a culture of peace. If culture is a total way of life of a people, it means a culture of peace must be cultivated and the major instrument for cultural transmission and transformation is education. Peace education therefore is the cornerstone for entrenching the culture of peace in any society. Peace education is one of the means of ensuring harmony and security in Nigeria. It is in the light of this that some peace concepts have been integrated into the Universal Basic Education (UBE) Social Studies curriculum. Some of these are: peace, conflict resolution within social group, national unity and integration, group behaviour and living together (Falade, Adeyemi & Olowo, 2011).

Gumut (2004) viewed peace education as being concerned with how to establish and maintain good attitude towards peaceful co-existence within and among different levels of people and as well as various society segments. In short, peace education is a process of teaching, training and cultivating in learners especially the young ones, the relevant knowledge, attitudes, skills and values that promote peace in schools with a view to having a developed society void of incessant and avoidable conflicts and violence especially in a multicultural society like Nigeria.

Harris (2004) noted that peace education hopes to build peaceful consciousness and commitment to the way of peace in an individual. Peace education is a means by which students are immunized against any act of violence by teaching them some skills on how to manage any conflict they confront in life without the act of violence. Studies in the field of peace education have indicated that in reality, peace

education is tailored towards building a kind of values and behaviour that are common in nature upon which individuals can cultivate a peaceful living. Peace education also embraces the act of solving conflict without violence through building of non-violence resolution skills in an individual and also directs individual's commitment to a peaceful living in order to build a better future society.

In spite of the importance attached to teaching and learning of peace education concepts in Social Studies, there is no a single day without a report of something terrible happening somewhere. During this period, it is obvious that people's life is not safe. There is so much disorder and confusion in the society people have built for themselves as a result of challenges such as boundary disputes, tribal conflicts, religious crisis, and so on which have accounted for loss of lives and properties in no small measure. Available records have shown that a number of countries in the world that have been ravaged by war, and other forms of violence. The country is faced with increasing number of security challenges like ethnic militias, kidnapping, robbery, ritual killings and Boko Haram insurgence (Bamikole, 2021). Agulanna (2012) observed that in the last three years, the prevalence of delinquent acts among school children in the country has increased in terms of frequency of recorded delinquent crisis and number of students involved.

Efforts to address this problem has made scholars and researchers to carry out numerous studies. Quasi-participatory learning (Ajitoni, 2005), brainstorming and role-play (Olowo, 2021), appreciative inquiry (Olubela, 2014) and buzz group and futures wheel strategies (Bamikole, 2021). All these studies came up with good insights to the teaching and learning of peace education concepts in Social Studies in junior secondary schools but with less research focus on students' awareness of peace education concepts in Social Studies among junior secondary schools especially in Ife Central Local Government Area of Osun State.

Awareness is the general feeling or opinion of an individual about something (Oladosu, 2012). It is the controller of the actual behaviour of an individual consciously or unconsciously. Awareness is a part of cognitive structure people use to organise, systematise their experiences and behaviors. Okoli (2000) defines awareness as

established mental set that a person uses to evaluate something favorably or unfavorably. Okoli asserts that awareness can be inferred from overt behaviour both verbal and non-verbal which could be appropriate or inappropriate.

Many studies have shown that students' awareness is a strong determinant of students' learning outcomes in English language, Mathematics, Economics and Biology but to the best knowledge of the researcher, this factor has not been significantly linked to peace education concepts in Social Studies among junior secondary school students especially in Ife Central Local Government Area of Osun State.

Peace education is the process of acquiring the values, knowledge and attitudes, skills and behaviors to live in harmony with oneself, with others and with the natural environment. In spite of the importance attached to teaching and learning of peace education concepts in Social Studies, there is no a single day without a report of something terrible happening somewhere. During this period, it is obvious that people's life is not safe. There is so much disorder and confusion in the society people have built for themselves as a result of challenges such as boundary disputes, tribal conflicts, religious crisis, and so on which have accounted for loss of lives and properties in no small measure. Efforts to address this problem has made scholars and researchers to carry out numerous studies. All these studies came up with good insights to the teaching and learning of peace education concepts in Social Studies in junior secondary schools but with less research focus on students' awareness of peace education concepts in Social Studies among junior secondary schools especially in Ife Central Local Government Area of Osun State.

Objectives of the Study

This study investigated students' awareness of peace education concepts in Social Studies in Ife Central Local Government Area of Osun State. The specific objectives are:

- i. to determine the level of students' awareness of peace education concepts in Social Studies

- ii. to determine the difference between male and female students' level of awareness of peace education concepts in Social Studies.

Research Questions

The following questions guided the study:

- i. What is the level of students' awareness of peace education concepts in Social Studies?
- ii. What is the difference between male and female students' level of awareness of peace education concepts in Social Studies?

Methods

The study adopted the survey research design. Four public junior secondary schools were randomly selected from public junior secondary schools in Ife Central Local Government Area of Osun State. Simple random sampling technique was used to select ten JSS II students from each school making a total of forty (40) students. One research instrument was used for data collection: Students' Awareness of Peace Education Concepts in Social Studies Questionnaire ($r=0.74$). Data collected were analysed using descriptive statistics of percentage, frequency count, mean and standard deviation.

Results

Research Question One: What is the level of students' awareness of peace education concepts in Social Studies?

Table 1: The level of students' awareness of peace education concepts in Social Studies

No	Items	SA	A	D	SD	Mean	St. D.
1	Peace education concepts promote tolerance	20 (50)		3 (7.5)	-	3.42	.635
2	Peace education concepts make promote cooperation among students	12 (30)	19 (47.5)	6 (15)	3 (7.5)	3.00	.877
3	Peace education concepts make students to participate actively in peace dialogue	21 (52.5)	18 (45)	1 (2.5)	-	3.50	.554
4	Peace education concepts increase students' interest in conflict resolution.	20 (50)	19 (47.5)	-	1 (2.5)	3.45	.638
5	Peace education concepts encourage students to engage in non-violent acts	20 (50)	17 (42.5)	2 (5)	1 (2.5)	3.40	.708
6	Peace education concepts encourage solidarity among the students	17 (42.5)	11 (27.5)	3 (7.5)	9 (22.5)	2.90	1.194
7	Peace education concepts do not foster forgiveness among the students.	13 (32.5)	19 (47.5)	4 (10)	4 (10)	3.02	.919
8	Peace education concepts make students to love one another regardless of tribe	24 (60)	16 (40)	-	-	3.60	.496
9	Peace education concepts make students to exercise patience on issues that cause misunderstanding	24 (60)	16 (40)	-	-	3.60	.496
10	Peace education concepts do not facilitate peaceful co-existence among tribes	22 (55)	11 (27.5)	2 (5)	5 (12.5)	3.25	1.031
11	Peace education concepts allow students to respect people's opinion	19 (47.5)	17 (42.5)	2 (5)	2 (5)	3.32	.797
12	Peace education concepts allow students to tolerate people of other religions	21 (52.5)	18 (45)	-	1 (2.5)	3.47	.640
13	Peace education concepts enable students to become more aware of advantages of promoting peace.	20 (50)	11 (27.5)	4 (10)	5 (12.5)	3.15	1.051
14	Peace education concepts make students to be more aware of problems that can be caused by not giving peace a chance.	20 (50)	15 (37.5)	2 (5)	3 (7.5)	3.30	.882
15	Peace education concepts make students to preach peace	21 (52.5)	13 (32.5)	4 (10)	2 (5)	3.32	.858

**Standard Mean = 2.50; Weighted Mean=3.31;
Percentages are in parenthesis**

Table 1 shows the level of students' awareness of peace education concepts as revealed by the descriptive analysis of the responses of the respondents to the set items. It reveals that the weighted mean of 3.31 against the threshold of 2.50 implies that the level of students' awareness of peace education concepts in Social Studies is high.

Research Question 2: What is the difference between male and female students' level of awareness of peace education concepts in Social Studies?

Table 2: Showing t-test analysis of the difference between male and female students' level of awareness of peace education concepts in Social Studies

Gender	N	Mean	Std.D	t	df	Sig.	Remark
Male	17	63.06	6.00	-0.962	38	0.342	Not Significant
Female	23	64.83	5.56				

Table 2 shows that there is no significant difference between male and female students' level of awareness in peace education concepts in Social Studies ($t = -0.96$; $df = 38$; $P > 0.05$). The table shows that female students ($\pi = 64.83$) have higher awareness than male students ($\pi = 63.06$).

Discussions

Results revealed that the level of students' awareness of peace education concepts in Social Studies was high. This is in line with the study of Adeyemi and Ajibade (2011), who reported that peace education must be taught and students should be able to practice what they have been taught in schools. This is against the finding of Aziz and Hossain (2010) who reported that the level of students' awareness of peace education concepts in Social Studies was not high.

Findings showed that female students had higher awareness of peace education concepts in Social Studies than male students. This is in line with the study of Bosede (2010) who revealed that female

students performed better than their male counterpart. This finding contradicts the study of Yusuf and Adigun (2010) who revealed that male students performed better than their female counterpart

Conclusion

The study has shown that peace education concepts in Social Studies could be enhanced by students' awareness of peace education concepts in Social Studies. Based on the findings, this study has provided a better understanding of students' awareness of peace education concepts in Social Studies in Ife Central Local Government Area of Osun State.

Recommendations

Based on the findings of this study, it was recommended that teachers of Social Studies should teach the peace education concepts in Social Studies very well. Students should be encouraged to maintain peace in their environment. There should be more awareness on peace education concepts in Social Studies. Parents should encourage their children to promote peace. Finally, government and school management should provide all the necessary materials that will make the teaching and learning of peace education effective in schools.

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