Integrating Peace Education into the Curriculum of Nigerian Teacher Education Programme to promote Culture of Peace

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Abstract

The study adopted a descriptive form of survey design to investigate the strategies employed in integrating peace education contents into the curriculum of the Nigerian Teacher Education programme at both faculty of education in the University and College of education to produce teachers. Pre-service teacher educators in Nigeria Colleges of Education constituted the population while the target population was the Pre-service teacher educators in North-Central Nigeria. Three Federal and three state colleges were sampled for the study using stratified sampling techniques out of a total of six Federal and six State colleges of education in the geopolitical region. A total population of 333 pre-service teacher educators was sampled using simple random sampling techniques out of 2,411 respondents. A researcher's designed questionnaire with content validity of 0.74 through the use of percentage-difference coefficient of correlation as well as a reliability index of 0.71 through the use of test-retest method was used to elicit the needed data from the respondents. The mean score was the statistical tool used to answer the research questions raised in the study. Findings from the study revealed that the integrative approach was considered the best option for mainstreaming the contents of peace education. More so, the study recommended teaching methods and strategies such as inquiry; expository, activity, and discussion with the different strategies to be used to impart peace education to pre-service teachers.

Keywords: Peace, culture, teacher, education, pre-service and curriculum

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Barış Kültürünü Teşvik Etmek için Barış Eğitimini Nijeryalı Öğretmen Eğitimi Programı Müfredatına Entegre Etmek

Öz

Çalışma, öğretmen yetiştirmek için hem Üniversite hem de Eğitim Fakültesindeki Nijeryalı Öğretmen Eğitimi programının müfredatına barış eğitimi içeriklerini entegre etmede kullanılan stratejileri araştırmak için açıklayıcı bir anket tasarımı formunu benimsemiştir. Nijerya Eğitim Kolejlerindeki hizmet öncesi öğretmen eğitimcileri nüfusu oluştururken, hedef nüfus Kuzey-Orta Nijerya'da hizmet öncesi öğretmen eğitimcileridir. Jeopolitik bölgedeki toplam altı Federal ve altı Eyalet eğitim kolejinden tabakalı örnekleme teknikleri kullanılarak çalışma için üç Federal ve üç eyalet koleji örneklendi. Toplam 333 öğretmen adayı eğitimcisinden oluşan toplam 2,411 katılımcıdan basit rastgele örnekleme teknikleri kullanılarak örneklenmiştir. Katılımcılardan ihtiyaç duyulan verileri elde etmek için araştırmacının yüzde-fark korelasyon katsayısı ve güvenirlik indeksi 0.71 kullanılarak 0.74 içerik geçerliliği olan anket formu kullanılmıştır. Ortalama puan, çalışmada ortaya çıkan araştırma sorularını yanıtlamak için kullanılan istatistiksel araçtır. Çalışmadan elde edilen bulgular, bütüncül yaklaşımın barış eğitiminin içeriğini yaygınlaştırmak için en iyi seçenek olarak kabul edildiğini ortaya koydu. Dahası öğretmen adaylarına barış eğitimi vermek için kullanılacak farklı stratejiler açıklama, etkinlik ve tartışma önerilebilir.

Anahtar Kelimeler: Barış, kültür, öğretmen, eğitim, hizmet öncesi ve müfredat

Introduction

Today's world has seen decades of violence and human insecurity. There has been continual use of weapons of mass destruction, armed conflicts, gender inequality, and communal violence in the Nigerian economy, violations of human rights, and the degradation of the environment. To remedy this situation, Akudolu (2010) suggested that a culture of peace must replace the culture of violence. He upheld that "A culture of peace can be realized when Nigerian citizens recognize societal problems, acquire the skills and ability to resolve conflicts." To build a culture of peace in a developing society like Nigeria, there is a need for a radical, dynamic, and holistic Peace Education to permeate society through schooling. This is because Hick (1988) reported that there is a strong need for advancing the understanding and practice of peace education in schools, and that schools can play a crucial role in furthering the aims of peace. After all, schools not only provide knowledge and skills, but they also shape social and cultural values, norms, attitudes, and dispositions. This calls for why the new generation of teachers will need appropriate education to prepare them for the tasks of integrating peace education content into their curricula and pedagogies. Similarly, Hufstader, (2007) sees pre-service teacher educators as taking a domineering role to play in society as transformational leaders, impacting upcoming educational leaders.

This assertion justifies the necessity for a peace education curriculum in the Nigerian teacher education training programme. Peace Education according to Fountain (1999) refers to the process of promoting the knowledge, skills, and values needed to bring about behaviour changes that will enable an individual in the society to prevent conflict and violence, to resolve conflict peacefully as well as to create a conducive atmosphere for peace, at all levels in the society. In order to achieve this, there is the need to train individuals who will be responsible for helping in the creation and promotion of a culture of peace in society. The was why Skyllstad (2000) considers

peace education interventions in schools as having the ability to improved attitudes and cooperation among pupils/ students and decreased violence and dropout rates.

Peace Education is essential for the Nigerian educational system; this is because Nigeria is a multicultural state where these different groups lived together as a nation. This will go along way in the training of Nigerians who will be well-grounded in skills of conflict management and prevention, development of the better human relationship. According to the Nigeria National Policy on Education, the promotion of a peaceful state is vital in the achievement of a successful education system, that was why education was considered as an instrument "par excellence" because it is meant to enhance peace. This was why Aguba's (2010) findings recommended that educational planners should make Peace Education an integral component of school subjects, to enable learners to acquire the needed skill on how to live peacefully live with one another. In the finding of Ezeoba (2012), it was revealed that adequate knowledge of peace education would inculcate in the learner's positive skill of contributing positively to the development of society. From the global perspective, the knowledge of peace education is capable of raising awareness of the disastrous consequences of war in the learners and replace it with the attitude and ability to resolve conflicts peacefully. The teaching of Peace Education will equip enable the youths to become good citizens that act positively to the nation's responsibilities (Adeniji, 2008). Thus, the need to integrate peace education into the curriculum of pre-service teachers became indispensable.

Furthermore, the concept of peace education is a process of building skills that empowers an individual to find creative and non-destructive ways of settling conflict and to live in harmony with one another in the society, either nationally or globally. This definition represents a merging of ideas that have been developed through the practical experiences of UNICEF peace education programmes in developing countries. This definition forms the basis of Ajala (2003) concept of peace education which includes all the values, attitudes and forms of behaviour, respect for life, a reflection of violence, commitment to the principle of freedom, justice, solidarity, tolerance among people, and between groups and individual. Supporting this is Hick's (1988) whose explanation on peace education gave three categorizations, namely; (1) acquisition of skills, (2) knowledge about issues, and (3) development of attitudes. In essence, peace education is that type of education that impacts learners' all norms, skills, values, and attitudes that could bring about a conducive environment for human living. UNICEF maintains that peace education has a place in all societies regardless of the nature of those societies. Moreover, it is also considered as a long-term process, just like the aims of education. The whole process of education is learning for living, which is rather not a short-term intervention programme but long-term affairs.

This calls for why peace education is based in schools and other learning environments, while in the school, the services of trained teachers are required. Those that will be saddled with the responsibilities are to lead the learners out of the darkness (Craft,1984.). In essence, the teacher education programme should be well loaded to be able to offer or provide pre-service teachers with adequate knowledge of peace education.

Teachers are considered to be the leader, who is always dynamic and believes in charge; embodiments of knowledge whose capacity is to prepare future leaders and develop in them the skills that they may need to succeed in the future (Friedenspadagokik., (2010). A teacher who leads knows precisely what the world needs, what his learners need to live peacefully in their society. There comes the general question posed by education stakeholders on whether the current curriculum of the teacher education programme is related to or mainstream with the content of peace education that is required to be able to impact it onto the younger generation? Also, identifying/ selecting pedagogical skills that could be adopted by pre-service teacher educators in the teaching of peace education to the teacher education programme curriculum to promote peace culture?

Teacher education is a programme that is connected to the development of teacher proficiency and competence that would enable and empower the pre-service teachers with the required skills to meet the rationale of the profession and face the task therein. This means that Teacher education encompasses teaching skills, sound pedagogical theory,' and professional skills. This implies that:
Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teaching skills: this has to do with the acts of providing training and practice in the different methods, approaches, and strategies that would help the pre-service teachers to plan and impart instruction, provide appropriate reinforcement, and conduct a practical assessment of the learners (Carkhuff and Berenson, 1981). It consists of effective classroom management skills, preparation, and use of instructional materials and communication skills.

Pedagogical theory: this also deals with philosophical, sociological, and psychological considerations that pre-service teachers are required to develop a sound basis for practising the teaching skills acquired in the process of their training (Carkhuff and Berenson, 1981).

Professional skills: include the methods, strategies, and approaches required by pre-service teachers to be able to nurture in the profession and also work towards the growth of the profession (Kilpatric in Cherniss (2000). An amalgamation of teaching skills, pedagogical theory, and professional skills is needed to create the right knowledge, attitude, and skills in the pre-service teachers in the process of integrating effective contents of peace education in the teacher training curriculum.

 The term curriculum is described as the educational experiences designed purposely for individual learners within a specific time to accomplish the set objectives (Sani, 2013). Additionally, the curriculum is defined as planned learning activities for learners monitored by schools to achieve their stated educational objectives. It also serves as an instrument for guided instruction to both the teachers and the learners. Generally, the curriculum is a means through which societal values are translated by the educational institutions, thus, transmitting to the learners what society considers worthwhile.

Every society has its peculiar conception of how its curriculum should be designed and what is aimed at. The curriculum combines objectives, subject matter, learning activities, and evaluation techniques as apparatus that together serve as contributors to educational value. Thereby, needs constant reviewing to meet up with the changing needs and aspirations of the society. In Nigeria where the phenomenon

of violence and conflicts, insecurity is threatening her peaceful coexistence, the culture of peace education is needed to be impacted on to the learners, who will come back and exhibit peace in their dealing in the larger society.

The curriculum contents of peace education aimed at developing in the learners the disposition and confidence as agents of peace who can live in harmony with oneself, others, and the natural environment (Akudolu 2010). This goal of Peace Education is found on the eight key elements of Peace Education which stemming from United Nations' resolutions and the Nobel Peace Prize Laureates' Manifesto 2000 (Hawke Research Institute, 2010:2) as presented: (a) Respect all life (b) Non-violence (c) Sharing (d) Listening to understand (e) Preservation of the planet (f) Tolerance and Solidarity (g) Equality of man and woman (h)Democracy. Mainstreaming all these goals across the curriculum of the teacher education programme will help in breeding quality teachers required for the maintenance and promotion of peace culture in the society. The teaching of all these required the use of instructional strategies that promote interactive learning processes such as cooperative learning, group work, peer teaching, problem-solving, discussion, role-plays, mediation, consensus building, negotiations, simulation, and another learner-centered instructional plan. Apart from promoting sharing, cooperative, and problem-solving abilities in learners, each of these instructional strategies is an experiential basis. These participatory teaching methods are used in the teaching of topics whose learning aims relate to knowledge, attitude, and skills of peace education.

The situation of the Problem: Effective teaching and learning in the school were considered by the stakeholders in the business of education as an option for the building and promotion of a culture of peace in Nigeria society at this peak period of the high rate of insecurity. The level of security in Nigeria society has raised a serious concern for all citizens (Danesh and Danesh, 2004). Keeping peace with one another has become a problem, Citizens that have been living together, trading together peacefully no longer sees themselves as one indivisible entity. Communal clashed, farmer-herder crisis, political thuggery, and crisis, bombing, militancy, ritual killings, cyber-crime, religious crisis, corruption, pipeline bunkering, rapping among others keep threaten the peaceful coexistence of Nigeria as a Nation (Ofojebe, 2014). The effort by different policymakers, government administration in promoting peace in the society has proved the less favourable result. One question that needs to be responsible is how will the Education system through school help society in the building of a culture of peace? Since there are school subjects like civic education and social studies that were meant to teach peaceful coexistence. Therefore, the fact remains that, it is not only the subject that matters, what matters most are the teachers that will handle the teaching of the subjects. Now, how skillful are these teachers in the knowledge of peace education to be able to teach learners the practical skills needed to maintain peace in society? Because no nation can develop above the quality of its education. This was part of the research gap the study will fill. They investigated how to integrate pace education curriculum into the teacher training process to produce teachers who will be well skilled in the act of building peace culture and be able to impart the same to their learners. However, another point of concern the study investigated was how should this peace education be incorporated? Should it come as a new subject? Or

should it be integrated into the already existing school subjects? These, among others, are the points investigated.

Aim of the Study: The present study investigated the strategies through which peace education contents can be integrated into the curriculum of the Nigeria Teacher Education Programme. Specifically, the study: (a) investigated where to place the contents of peace education in the curriculum of teacher education? (b) in which the foundational courses can the contents of peace education e infused? Moreover, lastly; (c) which teaching strategies can be adopted in the teaching of peace education?

Method

The descriptive survey design used in this study; the choice of this was in line with Akuezuilo and Agu (2003), who maintained that it is concerned with the gathering of information on peoples' opinions.

The population for the study constituted all the Pre-service teacher educators in Nigeria Colleges of Education while the target population is the Pre-service teacher educators in North-Central Nigeria. There are six Federal, six State, and two Private Colleges of Education in North-Central, Nigeria. Out of which 3 Federal and three state colleges (federal colleges are from Niger, Federal Capital Territory, and Plateau while state colleges are Benue, Kwara, and Nasarawa) constituted the sampled for the study based on stratified sampling techniques. The population was stratified based on ownership, which is Federal, State, and Private Colleges of Education. The six colleges sampled in the study has a pre-service teachers educators of 2,411, out of which 333 respondents were sampled using propionate sampling procedure, this is in line with The Research Advisors (2006) who maintained that the best sample for a population range of 2000-2500 the best sample should be 333 at a confidence level of 0.05 and margin of error 5.0%.

A researcher's designed questionnaire entitled "Integrating Peace Education contents into the Curriculum of Nigerian Teacher Education Programme" was used to elicit the needed data from the respondents for the study. The questionnaire contained three sections, A, which is a two-response item that handled the place of peace education. B is two items responses relevant for infusion and not relevant for infusion which also takes care of the infusion of peace education contents while section C, is a four-point Likert scale that deals with the teaching strategies that can be adopted. The content validity of the instrument was determined using the percentage-difference coefficient of correlation $\left(1 - \frac{\varepsilon|D|}{100}\right)$, which compared the content of the Teacher Education Curriculum and the content of the instrument. The result obtained through the use of the formula is 0.74. Also, item by item comparison was made between the teacher education curriculum which starts with Introduction to Teaching Profession, and ends with Research Project, and the instrument content which has three sections of integration, foundation courses, and teaching methods.

A test-retest reliability method was carried out with a sample of 52 pre-service teacher educators from Kogi state College of Education Ankpa. Three weeks interval was given; the scores of the first correlated with that of the second using Pearson's Product Moment Correlation Coefficient therefore, a reliability index of 0.71 was obtained.

The data collected was analyzed using the mean score and standard deviation using, SPSS 23.0 Statistical Package Program was used.

Results

Research Question 1: Where can peace education content be placed in Nigeria teacher education? was presented in Table 1.

Table 1:
Mean Score Table on The Place of Education Contents in The Teacher Education Programme

Statement	N	Mean	Std.D.	Remark
Integrate peace education structure in already existing foundation courses	333	1.81	0.38	Agreed
Independent peace education structure	333	1.43	0.49	Disagreed
Weighted Average			1.62	

Table 1 shows a mean score of 1.81 which is above the weighted mean, since 1.81> 1.62, it means that the respondents agreed to the fact that peace education alongside its contents should be integrated into already existing courses in the teacher education programme.

Research Question 2: In which of the foundational courses can the contents of peace education be infused?

Table 2
Mean Score of Foundation Courses to the İnfused Peace Education Programme

Statement	N	Mean	Std.D.	Remark
Sociology of education	333	1.69	0.37	Relevant
Educational psychology	333	1.76	0.49	Relevant
History of Education	333	1.94	0.23	Relevant
Philosophy of education	333	1.84	0.40	Relevant
Counselor Education	333	1.81	0.38	Relevant
Educational Management	333	1.64	0.49	Relevant
General Studies (Citizenship)	333	1.86	0.34	Relevant
Educational Measurement and Evaluation	333	1.41	0.50	Not Relevant
Research in Education	333	1.81	0.49	Relevant
Educational Technology	333	1.43	0.38	Not Relevant
Weighted Average		1.62		

Table 2 revealed a means score range of 1.64 to 1.94 > than 1.62 weighted means for the sociology of education, educational psychology, history of education, philosophy of education, counselor education, educational management, and general studies are courses as very relevant. By implication, these are courses through which peace education contents can be infused for pre-service teachers in the Nigerian college of education.

Research Question 3: Which teaching strategies can best be adopted in the teaching of peace education?

Table 3:
Mean Score Showing The Teaching Methods to Be Adopted in The Teaching of Peace Education

Statement	N	Mean	Std.D.	Remark
The use of the Inquiry teaching strategies in the form of finding out information's about knowledge	333	2.25	1.39	Agreed
Expose pre-service teachers to peace education through expository method adopting lecture strategy	333	2.31	1.02	Agreed
Adoption of the inquiry method by asking questions on pressing issues	333	2.20	0.26	Agreed
By adopting the activity method through role-play, dramatization, songs demonstration among others to integrate the content of peace education	333	2.21	0.33	Agreed
Exposing pre-service teachers to the discussion method is possible through discussion of vital societal issues.	333	2.41	1.32	Agreed
Incorporate adequate Problem –solving, consensus building, meditation, social justice, and human rights	333	2.43	1.17	Agreed
Incorporate effective use of ICT in the teaching of peace education	333	2.24	0.61	Agreed
Adoption of the use of group –work	333	2.20	0.26	Agreed
Weighted Average				
		2.00		

Table 3 revealed a means score ranging from 2.20 to 2.43 > weighted means of 2.00, which means that the contents of peace education can be imparted unto pre-service teachers by adopting any teaching strategies such as inquiry, expository, activity, and discussion among others. By implication, adopting these teaching strategies effectively leads to the development of pre-service teachers who will be well-grounded in teaching, pedagogical, and professional skills.

Discussion

The study investigated the strategies through which peace education contents can be integrated into the curriculum of the Nigeria Teacher Education Programme. It is the infusion of the peace education content into the already existing approved teacher education curriculum in Nigeria that was considered most appropriate, as it was evident from the finding. It requires less structure as selected subjects are expanded to include topics on peace education, this will help to reduce over-stretching the already existing curriculum. This finding tally's with the finding of Danesh (2006) that the integrative approach is the better and best option for infusing peace education content in basic school education.   This will go along way in overloading the school curriculum as well as the time-table. Curriculum overload is referred to as "curriculum overcrowding", this occurs only when society needs and aspiration, as well as demand, required them to keep adding new topics to the school's curriculum, without removing others, for example, social studies education, Government and civic education (Kuipers, Nieveen and Berkvens, 2013). Teachers and students experience curriculum overload as undesirable because it affects the quality of teaching and learning and may result in a shallow exposure to subjects. A very good example is the case of the school subject Civic education when it was introduced into Nigerian schools

and it was made one of the core subjects. The aim was to bread Nigerian citizens who will be continuous of their political, civic, rights and duties as well as their responsibilities. The planners of the curriculum of civic forgot the fact that there re already existing two school subjects in the secondary school curriculum that was introduced with the same aims as well that is Social Studies and Government, rather civic education is been handled by social studies and Government teachers as a new separate school subject. This now creates extra broaden to the existing school subjects.

Also, infusing peace education contents in the teacher education curriculum is possible through these identified subjects according to this study; Sociology of education, educational psychology, history of education, philosophy of education, Counselling education, educational management, general studies, Research in education, while Education measurement and evaluation, and educational technology was considered not too relevant. This finding corroborated the finding of Sani (2013) where core subjects in basic school were highlighted as appropriate for infusing peace education contents in basic school. His study pointe at exiting subjects in the school curriculum such as; Social Studies, History, Government and Religious Studies as very relevant and propitiate in the teaching of peace education. The findings of WAEC (1998) and NECO (2002) explain that when students are exposed to the study of History in school, they are made to understand the past and present happenings in their communities and use the knowledge to better their future. The study of History makes students appreciate the factors that make for national unity and global understanding. Likewise, Social studies, which also help to transmit a body of knowledge, skill, and values that aim at developing effective broad-minded patriotic citizens that will have objective national integration, promotion of national unity and progress (CESAC, 1993). It is also a very good area of specialization that impacts the values of Peace Education. It is a subject that teaches learners the development of an understanding of their immediate surroundings. It also makes students develop skills that will enable them to deal with and manage the forces of the world in which they live. This is just like the foundational courses in the teacher education programme. However, it is strongly recommended that the infused peace education topics are not included as part of the examination, but rather highlighted as part of the character molding and behavioural change process for the students.

Further findings showed the methods and its strategies to be adopted for effective integration of peace education into the Nigerian Teacher Education programme for a lasting culture of peace and effective teacher who is conscious of peace values and its relative benefit to the younger generation and society at large. These methods include: exposing pre-service teachers to the culture of peace through discussion forums, workshops, seminars, and intensification of guidance/counseling services; promoting participatory learning on peace education and involvement on effective teaching methodologies such as the use of Inquiry method, the expository method through the lecture to pre-service teachers, activity method through role-play, dramatization, songs, demonstration among others and lastly discussion method, where pressing societal issues would be tabled for discussion problem–solving, consensus building, meditation, social justice as well as a group-work teaching strategy was also considered usable for effective teaching of peace education to pre-service teachers in Nigeria. This finding corroborates the finding of Akudolu (2010)

that the adoption of effective instructional techniques and teaching methodologies are the strategies for streamlining peace education across the curriculum. The above methods and strategies are very necessary for consideration when integrating peace education into the Nigerian Teacher Education programme for imbibing the spirit of a lasting culture of peace into the future leaders of the society. Also, the findings of Enu (2005) and Wisdom and Imo (2010) also supported the finding of this present study by revealing that strategies which the respondents agreed could best be adopted for effective teaching of peace education through the social studies curriculum are; (i) inter-state excursions and field trips, (ii) organizing inter-state social studies competitions on peace education concepts. The use of teaching methods such as; inquiry, project, role plays, entertainment education, computer-assisted instruction, and games and simulations among others. It was also found that there was no significant difference between the mean ratings of Curriculum Studies graduates and those of social studies graduates on other strategies that could be adopted to increase the possibilities of enhancing peace education through the social studies curriculum. The respondents unanimously agreed on these strategies.

Conclusively integrating peace education contents into the Nigerian Teacher Education curriculum for a lasting culture of peace is necessary to breed teachers who would be equipped in teaching skills, pedagogical theory, and professional skills. The absence of this would create many more problems for educational development, national unity, and development coupled with national security shortly. This is due to the vital position teachers occupy in every human society. Based on the findings of the study it was recommended that; Integrative approach should be considered the best option for mainstreaming the contents of peace education into the Nigeria Teacher Education Programme to be able to breed citizens who will promote the knowledge, skills, attitudes, and values needed to bring about behaviour changes.
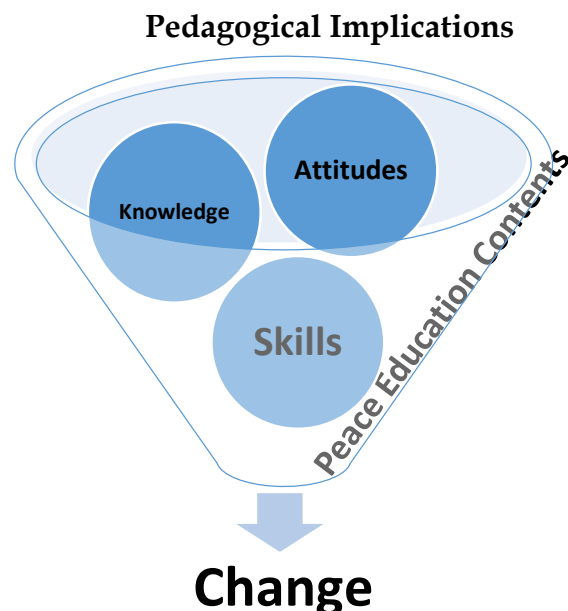
Pedagogical Implications

Fig. 1. An illustration of the Ring of the impact of peace education on citizens

This change in individual citizens is needed to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to promote the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national, or international level.

Recommendations

Based on the findings of this study: it was suggested that:

a. Peace education should be infused into the already existing foundational courses.
b. Peace education should be infused into Sociology of Education, Educational Psychology, History of Education, Philosophy of Education, Counsellor Education, Educational Management, General Studies, and Research in Education.
c. Peace education could be taught using any teaching methods such as inquiry, expository, activity, discussion, problem-solving, group-work among others, due to its nature. This is also possible as peace education can be infused into different foundational courses which have different approaches and appropriate methods of teaching for it.

Ethical Permissions of the Research

The pre-service teacher educators were adequately informed of the purpose, procedure, and utilization of the data to be collected before seeking approval for the collection of the data. Also, the researcher ensures that the consent of the sampled respondents was voluntary. Anonymity and confidentiality were maintained as the identity of the respondents was not be exposed. This was done by not using either their names or the name of their institutions. All the information gathered during this study was handled with topmost confidentiality. All the literature sampled was referenced.
Name of the board conducting the ethical review =
University of Ilorin Ethical   Review Committee
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