

**THREE MODES OF COOPERATIVE LEARNING STRATEGIES AND STUDENTS'
LEARNING OUTCOMES IN PEACE EDUCATION CONCEPTS IN SOCIAL STUDIES IN
LAGOS STATE, NIGERIA**

By

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CERTIFICATION

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DEDICATION

This research work is dedicated to my God, who created the heavens and the earth. He provided me with sustenance, good health and strength that saw me through the programme.

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ABSTRACT

Peace concepts are taught in social studies to inculcate in students desirable learning outcomes in Nigeria. Deficiency in learning outcomes of Peace Education (PE) concepts is partly responsible for high level of violent behaviour among junior secondary school students in Lagos State. Past studies focused largely on social and psychological factors influencing PE with little consideration for intervention through cooperative learning strategies. Therefore, this study was conducted to determine the effects of Graffiti Cooperative Learning Strategies (GCLS), Jigsaw Cooperative Learning Strategy (JCLS) and Group Investigation Cooperative Learning Strategy (GICLS) on students' learning outcomes (achievement in, attitude to and practice of) in PE in social studies in Lagos State, Nigeria. The moderating effects of gender and religiosity were also examined.

The study was anchored to Social Interdependence Theory of Learning, while the pretest-posttest control group quasi-experimental design with 4 x 2 x 2 factorial matrix was adopted. Simple random sampling technique was used to select four from the six Educational Districts (EDs) in Lagos State, while the purposive sampling technique was used to select eight public Junior Secondary Schools (two per ED) with social studies teachers. The schools were randomly assigned to GCLS (71), GICLS (64), JCLS (71) and control (79) groups. The instruments used were PE Achievement Test ($r=0.89$), Attitude to PE ($r=0.77$) and PE Practice ($r=0.72$) scales and instructional guides. 12 weeks were used to conduct the treatments. Data were analysed using Analysis of covariance and Scheffe post-hoc test at 0.05 level of significance.

Participants' age was 12.50 ± 2.30 years, and 55.6% were females. There were significant main effects of treatment on students achievement ($F_{(3;267)}=7.16$; partial $\eta^2=0.07$) and practice ($F_{(3, 267)}=4.79$; partial $\eta^2=0.05$) but not on attitude. Those exposed to GICLS had the highest post-achievement mean score (16.30), followed by JCLS (14.86), GCLS (13.86) and control (13.17) groups. Also those exposed to JCLS had the highest post-practice means score (53.69), followed by GICLS (51.99), GCLS(50.47) and control (50.15) groups. Gender had a significant main effect on students' practice of PE ($F_{(1; 267)}=4.12$; partial $\eta^2=0.02$) but not on attitude and achievement. The male students had a higher practice mean score (52.28) than their female counterparts (50.87). Religiosity had a significant main effect on students' achievement in PE ($F_{(1;267)}=5.63$; partial $\eta^2=0.02$) but not on attitude and practice. Students with high religiosity had a higher achievement mean score (15.26) than their counterparts with low religiosity (14.11). The two- and three-ways interaction effects were not significant.

Graffiti, group investigation and Jigsaw cooperative learning strategies enhanced junior secondary school students' achievement in, attitude to, and practice of peace education in Lagos State, Nigeria. These strategies should be adopted in teaching peace education concepts in social studies, particularly among female students.

Keywords: Cooperative learning strategy, Achievement in peace education, Junior school students behaviour

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In recent times, the world is witnessing an unprecedented increase in crime rate, violence and lawlessness such that global peace is becoming consistently threatened as a result of the myriad of problems arising from these conflicts and violence. The last three to four decades has witnessed the West African sub-region being plagued by intra state conflicts. In Nigeria, ethnic and religious clashes are common in many states, with some becoming, almost uncontrollable resulting in unfathomable destruction of lives and properties. The various conflicts in the country, have, however, sensitized governments, their agencies, individuals and schools to consciously identify the roots cause of the conflicts and also learn how to structurally deal with them.

Religious and ethnic conflicts have occurred severally in Nigeria. Okebukola (2015) gave a list of conflicts in Nigeria to include among others, the Odua People's Congress (OPC)/Hausa in Lagos and Ife/Modakeke conflicts in the South-West, the Ijaw/Urohobo/Itsekiri conflicts in the Niger Delta, and Umuleri/Aguleri conflicts in the South-East, the indigene/settler conflicts and the many religious conflicts that have been reported in the Northern part of the country.

The most reported of these conflicts are the Boko Haram insurgency in the North East, the southern Kaduna crisis, the agitation for actualization of Biafra by Movement for Actualization of the Sovereign State of Biafra (MASSOB) and Indigenous People of Biafra (IPOB); the clash between Fulani herdsmen and farmers in Benue, Plateau, Taraba, Nassarawa, Adamawa, Enugu, Oyo, Ekiti, Ondo among others; Shiitees, an Islamic group clashed with the military in Zaria. All these crises happened between year 2000 and now.

Several studies have looked into peace issues like concepts and methods of conflict resolution and peace-building (Udezo, 2009); conflict resolution and peace-building (Dimokpala, 2013); building sustainable peace (Appleby and Scott2006;); gender, peace and conflict (Skjelsbaek, 1997); violence and gender (Confortini, 2006).Other studies (for example, Ajiboye, 1996; Amosun, 2002; Omosehin, 2003; Olaniyi, 2009; Isokpehi, 2011; Ige, 2013; Mabekoje, 2012; Ayo- Vaughan, 2016.) placed emphasis on how teaching strategies influence students attitude and achievement in concepts besides peace education. From the foregoing, it becomes clear that an investigation into the influence of participatory learning strategies on gender and religion on achievement, attitude to and practice of peace education is necessary.

The choice of cooperative learning among learning strategies is based on the evidences from the research efforts. One important reason for its advocacy according to Mabekoje (2012) and Slavin (1991) is that numerous research studies have revealed that students completing cooperative learning group tasks tend to have higher academic test scores, positive self-esteem, greater comprehension of content and skills they are studying, improved motivation, essential communication skills, social awareness, tolerance for individual differences, altruism and positive attitude towards others, and there is relationship that was positive among students and as well as psychological adjustment is better than those with individualistic or competitive experiences.

In classrooms, through the use of cooperative learning, pupils assist one another, engage in deep discussion as well as argue with one another thereby assessing one another's present knowledge and also filling any gap in one another's understanding. (Slavin 2011). In the same vein, Gulland and Shehzad (2015) perceived cooperative learning as a kind of learning process that assists individual learners to work together through interaction with the purpose of attaining well - defined specific goals or having an end-product which is content specific based. According to Johnson and Johnson (1999), cooperative learning develops in an individual interaction skills that are healthy in nature, encourage success of learners and members in the group which also leads to both individual as well as positive professional relationship. The Potential of students are tapped into through learning environment that makes use of cooperative learning.

Many individuals have been making concerted efforts at motivating learners to be more actively involved in the cooperative learning process (Mabekoje, 2012). One of the products of such efforts is the development of many group learning models. Such learning models that are developed and revised include: 'Jigsaw 1' by Aronson (1978), 'Group Investigation' by Sharan and Sharan (1992), 'Learning Together' by Johnson and Johnson (1994), 'Jigsaw ii' by Slavin (1995), Graffiti and many others.

The choice of Group Investigation and Jigsaw ii learning modes was based on the findings of Johnson, Johnson and Stanne (2000) in Meta- Analysis of eight cooperative learning modes including: Learning- Together (LT), Academic Controversy (AC), Student-Team-Achievement-Division (STDA), Jigsaw 11, Group Investigation (GI), Team-Assisted-Individualisation (TAI), and Cooperative Investigated Reading and Composition (CIRC). Also the findings of Isokpehi (2009), Amosun and Isokpehi (2011) and Mwangi (2012) concluded that Graffiti as a learning strategy improves achievement and attitude more than individualistic instructional strategy. When the impacts of these strategies were separately compared with the individualistic learning, Group Investigation, Jigsaw ii and Graffiti are among those that promote greatest effects on students' learning outcomes. However, these cooperative learning strategies were so picked for the fact that there has not been much research in this area, particularly on peace education concepts. Also, past studies on these strategies in social studies concentrated on other aspects besides peace concepts and the participants have been pre service teachers. Other studies with regard to these strategies in sciences and languages have made use of senior secondary schools students and pre- service teachers as participants. The following forms cooperative learning types were selected for this study: Group Investigation; Jigsaw 11; and Graffiti.

In Group Investigation which was developed by Sharan and Sharan in 1992. Group Investigation refers to a general classroom organization plan in which students work in a small groups using cooperative inquiry, group discussion, and cooperative planning and projects. Students are grouped into two to eight-member groups. Group investigation is one of cooperative learning strategies that focus on students working together in a created small group where opportunity is given to the students to form their own knowledge withthe aim of reaching students satisfaction and improvement in students learning

outcomes (Marlowe and Page, 2005). There are four components that differentiate this strategy from other cooperative learning and those components work simultaneously. The four components include investigation, interaction, interpretation, and intrinsic motivation (Seifert, Fenster, Dilts, and Temple, 2009). The group investigation improves students' cognitive potential strength because the method allows students to be involved in a higher level of thinking that involves acquiring information that is very relevant to the research topic being undertaking. The applications of knowledge to solve new identify problems, making use of inferences to arrive at appropriate answer, assessment, and evaluation of others' performances (Sharan and Sharan, 1994).

Another cooperative strategy in this study is Jigsaw ii which was developed by Slavin, (1995), a strategy which provides opportunity for students to become 'specialists' over a concept or topic. A learning unit containing some topics is presented to the entire class. Each group takes on the learning unit and shares the topics among its members. Members in the same group identify themselves with those from other groups who have been assigned the same topic to form groups on such topic. Members of each 'specialist-groups' work individually on the assigned topic. These members meet to process findings from their peers and arrive at a consensus on their submissions. Individuals in each specialist-group, then present to each other the assigned topic under the supervision of the teacher. Specialists return to their main groups. At each base or main group, experts present the topics on which they have been trained to other members of the group in turns. Finally, experts on each topic present their findings to the entire class on behalf of their respective main group. Different strategies are specifically designed for a particular purpose and are also being made use of in cooperative learning strategy. Jigsaw, is considered as a strategy among cooperative strategies (Aronson, Stephen, Sikes, Blaney, and Snapp, 1978; Sharan, 1998), and is mostly preferred above other strategies because it allows students in the classroom to understand concepts taught easily. It should be noted that a lot of studies have researched on the use of this strategy in different subject areas such as the sciences, social sciences, vocational studies and languages. However, not much research has been recorded in social studies, particularly as it affects peace education concepts.

Another cooperative strategy that was experimented on this study is the graffiti. As a pedagogical process, graffiti strategy allows students to share their own ideas as regards any specific problem and also gives them the opportunity to respond to any idea given by another set of group in the same classroom. The strategy is easily executed in the classroom. For instance, the strategy address as how challenges related to different interpersonal problems can be resolved in any working place and how, the workers respond to such challenges. In order to start a discussion as regards any set of topics there will be the need to divide the class in question into groups. Each group will consist of 5 students. There will be also the need to post sheets of newsprint around the class by the faculty member and four separate 'stations' for learning, such that, every wall has one. Students are given the opportunity to review, consider and respond to international relationship situation posted for them. Marker is being provided to every group of students. Different set of colours are ascribed to each group. Station is a starting point for group 1. Newsprint paper is used by different groups to provide response to situation review by the group member. Groups are to rotate in a clockwise manner after a given period of 5-10 minutes, that is, station 2 will be rotated to by Group 1 and so on. Every group will engage in reading the presented situation and posting responses that have been posted initially. They will also provide their plausible recommendation or modification of comments posted previously. It is when every group has been given the chance to personally review and also respond to every situation presented, that each group goes back to their separate stations to engage in reflection on probable suggestions on a given situation. Afterwards, the group will do the critical analysis of the suggestions they made and also create a kind of composite response that can be shared within the classroom.

Many studies have shown that psychologists, law enforcement agents, sociologists, anthropologists, linguistics, and geographers have conducted several studies on graffiti. Those various studies have been used to have deeper understanding about adolescent personality (Peretti et al. 1977), ancient cultures (Reisner 1971), sexual attitudes, artistic style (Feiner and Klein 1982; Romotsky and Romotsky 1975), territoriality (Ley and Cybriwsky 1974; Alonso 1999) behavior, communication, female suppression (Bruner and Kelso 1980, Mwangi 2012). Other studies for example, (Isokpehi 2011, Amosun and Isokpehi 2009) placed emphasis on effect of graffiti as teaching methods on attitude and

achievement of students in concepts besides culture of peace. This means that not much research has been recorded in social studies, particularly in the domain of considering how the virtues inherent in and values the culture of peace goes in tandem with learning methodology. This study however intends to fill that gap. .

A number of researches have also been carried out on the perceiving influence of gender on achievement. Authorities such as Barton (1998), Erinoshio (1997) and Fakorede (1999) observed that the differences between genders determined the student achievement support of boys than girls. Also, Esugbohungbe (2000) observed that boys do well better than girls in terms of academic achievement. Okeke (2001) also supported the fact that there is presence of gender differences in academic performance of students in sciences and as well as other subjects. Gender issues received greater attention from social studies scholars because they were seriously researched into (Ayo-Vaughan, 2016; Obiora, 2012, Ajitoni and Olubela, 2010 and Olatundun, 2008).

Also, studies have identified variables such as age, gender, cultural and religious factors as some of the factors that can affect or influence the development of attitude to or practice of peace. Gender is the division of people into two categories, men and women, through interaction with caretakers, Socialization in childhood, peer pressures in adolescence, and family roles. Women and men are more socially constructed to be different in behaviour, attitude, and emotions. According to Nnachi (2006) and Ayo-Vaughan (2016), students especially the boys engage in political thuggery, election, robbery and vandalization of public properties. Take for instance, most teenage girls usually involved in gossiping or agreeing among themselves to reject their victims instead of being involved in an action that can harm other girls physically. According to Nansel (2001), it was observed that bullying is common mostly among teenagers than those teens that are older. Teenage boys always complain that others bully them by hitting, pushing or slapping them. Meanwhile teenage girls experience bullying by way of them being mocked or by questioning the way they talk. Most of the time, girls are usually the focus of sexual comments or rumour.

The gendered social order is based on and maintains these differences (Borgatta and Montgomery, 2000, Amosun and Isokpehi, 2009). There are studies that showed correlation between gender equality and peace. In the aspect of international conflict

situation, it was observed by Regan and Paskeviciute (2003) that the nations that have low level of birth rate and also have many women in the parliament are usually not prove to engaging in conflict with one another. The increase in birth rate is also linked to high level of conflicts. Caprioli (2003) also shared similar idea in her study by using index that is related to gender which also has fertility rate and working population, to reveal that there is no serious aggression in such international environment where there is gender equality. As regards her study on internal conflicts, it was revealed that high birth rate and low level of females in the population of of force, work is usually linked to increase in domestic violence (Caprioli, 2005). In another study conducted by Melander (2005); it was revealed that nations where women are well represented politically usually have fewer conflicts and observe their human rights. Based on the theoretical analysis, it has been noted that women are usually more peaceful. Furthermore, if women are more in the helm of world affairs, there will be more peace in the world.

Religion is an instrument to maintain peace and social cohesion. According to George and Amusan (2012), religion is reckoned to be a powerful force that has a strong influence on social behaviour and human interaction; it is deeply entrenched in the culture of the people, and this is largely reflected in the various religious practices among the people. This was buttressed by Uchendu (2010) when he stated that the religious system of the people influences the way they think, feel and see things in relation to people of other religions. Religion ideally is not an arena of conflict, rather it is man's attempt to find and maintain peaceful relations with the supernatural powers and his fellow human beings. Several studies reveal that religious belief is usually behind many of the recent violence. Pouligny, (2002). Solomon,(2002) observed that most of the religions practised all over the world show elements of moral and spiritual contents that aligned with social justice, peace, reconciliation as well as harmony among peoples of the world and their creator.

A steadily growing body of evidence from the social sciences have indicated that religion has promoted the attitudes of self-control, self-esteem, empathy and compassion that have endeared healthy, stable family life, strong marriages, and well-behaved children, reduction in the incidence of domestic abuse, crime rate, substance abuse, addiction and increased educational attainment, though, its effects are intergenerational, as grandparents and parents pass on the benefits to the next generation (Fagan, 2006). In

another study, Fagan (2010) maintained that the means by which religion accentuates academic achievement is through internalized values and norms. He further posits that, religion influences the values and norms one internalizes which in turn aid academic achievement. On the other hand, Fagan claims that religion could also bring about negative attitudinal outcomes when fundamentalist groups perceive education as detrimental to their students religious convictions.

The concept of peace exists in every human society. This is so because human beings differ in many ways. From differences in opinions, religious belief, cultural beliefs, political ideologies economic status etc, all these factors cause differences and misunderstanding in human society. It is impossible to maintain growth and development of peace in any given society where people do not live together peacefully. Peace is considered as a very important part of national development (Emah, (2008). Among scholars, there is no agreed acceptance concerning peace concept definition. The term peace means different things to different people depending on the situation or circumstance. It can represent the following: Selfless Act of love, absence of war, absence of violence or of evil, presence of justice, quietnes, inner peace and environmental peace. Fountain (1999) stated that peace contains the existence of political, economic, and social justice. The implication of this is that there will not be any meaningful peace in a place where human right is violated.

Generally, peace is classified into two types: Internal peace and External peace. Internal peace otherwise referred to as inner peace, peace of mind or soul. It is a state of calm, serenity and tranquility of mind that arise due to having no sufferings or mental disturbances such as worry, anxiety, greed, desire, hatred, ill-will ,delusion and/or other defilements. Internal peace is peace within oneself; it is derived from practising or training of an individual's mind. Internal peace and external peace are interrelated. Both are interdependent and help support each other. Internal peace represents an individual's peace while external peace represents peace in society.

Conflicts are pervasive in the society and are held in place due to uneven distribution of socio-economic and political power, resources, religious and regional differences. Conflicts among culturally or politically diverse groups cannot be wished away but management and effective resolution of conflicts could contribute significantly

to the maintenance of peace and friendly relationships across these diverse groups. Conflict is inevitable in human society. Where there is an interaction among people, there is bound to be conflict. This interaction from which conflict may since occurs in the event of escalated competition between two or more parties. Conflict come up from an argument and for which one finds a solution easily. Other times, conflict arises from argument that keep reoccurring and for which we may never find a solution. Communities; nations disagree over ideas, opinions, schedules and plans. This creates room for disagreement which can be settled though immediately or the help of and amicably a third party. Conflict is defined as disagreement between individuals. It can vary from a mild disagreement to a win-or-lose, emotion-packed, confrontation (Kirchoff and Adams 1982). Smith (1996) views conflict as “a situation in which the conditions, practices or goals of different participants are inherently incompatible”. To Rahim (2000) “conflict results from incompatibility or opposition in goals, activities, or interaction among the social entities”. From the above definitions, it could be defined as struggle over interests or goals which result into aggressive or violent manifestation of behavior. It is also important to state that conflicts occur at different levels. These levels are: intra-personal, interpersonal, intra-group/community and inter-group/community.

Peace education can be described as a way through which knowledge of requirement of peace can be transmitted; opposing the likely obstacles of peace, statting of likelihood of ways in which peace can be achieved and as well maintained through the training of people skills that will enable individual to do appropriate knowldge analysis with hope using the knowledge to tackle problem of achieving peace” (Reardon, 2000). Students are giving oportuntiy in peace educaton to acquire knowledge that will help them to identify every nature perculiar to violence and as well as peace which is mainly tailored to achive conflict resolution in constructive ways and as well as arriving to self-sufficiency, optimism, self-regulation through upholding to right attitude and value of peace(Johnson & Johnson, 2005). Peace education is not mainly concerned with prevention of violence acts, that is negative peace, but rather focusing on developing peaceful culture that walk against structure voience in every community setup and as well ensure establishment of social justice, that is positive peace (Galtung, 1983). Again, peace education can also be known as “environmental education,” “human rights education,”

“international education,” “development education” “and conflict resolution education,” (Harris & Morrison, 2003). The conclusion derived from different definitions of peace education is that, peace education serves as a tool to bring about culture of peace in any given society in which culture of violence is being prominent.

Based on this background information, this study critically investigated the effect of group investigation; jigsaw and graffiti learning strategies on students’ learning outcomes in peace education concepts in social studies curriculum. The study also investigated moderating effects of gender and religiosity on the study dependent measures.

1.2 Statement of the Problem

From the literature reviewed, it could be deduced that social studies curriculum existed at junior secondary school level in order to produce a generation of young ones with appropriate disposition to peace related issues. However, there are still a high level of intolerance and violent behaviour among the young ones. The consequence of this is that the Nigerian child does not grow to imbibe the virtues, values and culture of peace as well as the need to appreciate peaceful human environment from school. In addition, the various strategies that are being used by different teachers in the classroom to tackle this problem are yet to come up with satisfactory results. This means that not much research has been recorded in social studies, particularly as regards imbibing virtues and values of the culture of peace in line with learning methodology. Nevertheless, the use of cooperative learning strategies such as graffiti, group investigation and jigsaw in teaching peace concepts may likely be a solution as suggested in the literature. Although previous studies examined the influence of graffiti, group investigation and also jigsaw learning strategies, these were or that were not related to peace issues besides pre service teachers were used as participants. Also, the strategies have been employed in the sciences, social sciences and language research. Hence, attention must be shifted to using these learning strategies for teaching of peace concepts in social studies. Past studies focused largely on social and psychological factors influencing PE with little consideration for intervention through cooperative learning strategies. Therefore, this study was conducted to determine the effects of Graffiti Cooperative Learning Strategies (GCLS), Jigsaw Cooperative Learning Strategy (JCLS) and Group Investigation Cooperative Learning Strategy

(GICLS) on students' learning outcomes (achievement in, attitude to and practice of peace) in PE in social studies curriculum in Lagos State, Nigeria. The moderating effects of gender and religiosity were also examined.

1.3 Hypotheses

The following hypotheses will be tested at 0.05 level of significance.

Ho₁: There is no significant main effect of treatment on students'

- (a). academic achievement in peace education;
- (b). attitude to peace education and
- (c). practice of peace education.

Ho₂: There is no significant main effect of gender on students'

- (a). academic achievement in peace education;
- (b). attitude to peace education and
- (c). practice of peace education.

Ho₃: There is no significant main effect of religiosity on students'

- (a). academic achievement in peace education concepts;
- (b). attitude to peace education and
- (c). practice of peace education.

Ho₄: There is no significant interaction effect of treatment and gender on students'

- (a). academic achievement in peace education concepts;
- (b). attitudes to peace education and
- (c). practice of peace education.

Ho₅: There is no significant interaction effect of treatment and religiosity on students'

- (a). academic achievement in peace education;
- (b). attitude to peace education and
- (c). practice of peace education.

Ho₆: There is no significant interaction effect of gender and religiosity on students'

- (a). academic achievement in peace education;
- (b). attitudes to peace education and
- (c). practice of peace education.

H₀₇: There is no significant interaction effect of treatment, gender and religiosity on students'

- (a). academic achievement in peace education;
- (b). attitude towards peace education and
- (c). practice of peace education.

1.4 Scope of the Study

The study covered J.S.S 3 classes in secondary schools in Lagos state where social studies is offered. The peace education concepts selected for the study include: the concept of peace, importance of peace, ways of promoting peace, conflict and consequences of conflict. These concepts were selected from the school curriculum because they represented broad topics under which the concept of peace education was captured in the curriculum. The study also focused on J.S.S 3 students because the concept of peace education has been fixed to be taught at the level in the social studies curriculum.

1.5 Significance of the Study

It is hoped that the findings of this study would enhance students' achievement, attitude and practice of peace. It is also expected that findings of this study would resolve the problems students have in drawing a link between peace education concepts taught and its actual application to real life situations. Also, the study would present useful data on the relevance and effectiveness of the use of active learning strategies in the field of social studies Education on which subsequent research works on peace related issues can be concentrated. The findings of this research would not only provide curriculum planners with knowledge and information about which cooperative strategy or strategies are best suitable to be applied in the classroom learning environment situation. It is also expected that the study will give the learners practical views of various learning strategies that could be adopted for effective teaching and learning of peace education concepts in social studies education. In addition, it is expected that this study would motivate book writers, publishers and scholars in the field of social studies to explore the possibilities of developing literature on peace related concepts based on the learning strategies investigated.

1.6 Operational Definition of Terms

Peace: refers to a general condition that promotes healthy living and abhors violence in totality among junior secondary school students.

Peace Education: means an aspect of study of Social Studies that promotes the knowledge, skills, attitudes and values needed to bring about behavioural changes that will enable children, youths and adults to prevent physical, psychological and structural violence.

Knowledge of Peace Education: refers to the understanding of certain concepts by junior secondary school students in Peace Education such as peace, types of peace, conflict prevention, conflict settlement, conflict management and conflict resolution.

Attitude to Peace: refers to the feelings, opinion and interest of junior secondary school students on peace issues such as joy, patience, kindness, generosity and faithfulness.

Practice of peace: refers to how junior secondary school students promote tolerance, respect and appreciation of differences and diversities of the fellow classmates.

Cooperative Learning Strategy: refers to a learning strategy in which small teams, each with student's different level ability, use a variety of learning activities to improve understanding of a subject matter.

Learning Outcomes: refer to junior secondary school students' achievement, attitude and practice in peace education concepts in Social Studies.

Graffiti Cooperative Learning Strategy: refers to a creative brain storming process that involves collecting information from all or most of the students in the class.

Group Investigation Cooperative Learning Strategy: refers to a strategy through which every member of a learning group has a sub-topic that he/she must learn and share knowledge gathered with the entire class.

Jigsaw Cooperative Learning Strategies: refers to a learning strategy which structures members to both learning groups and research teams in order to carry out an academic task

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the review of related literature under the following headings.

2.1 Theoretical Framework

2.2 Conceptual Review

2.3 Empirical Review

2.4 Appraisal of literature

2.1 Theoretical Framework

The study was anchored on the Social Interdependence theory of learning propounded by Gestalt, a psychologist around 1900.

2.1.1 Social Interdependence Theory.

The social interdependence theory of learning is a theory that provides the theoretical foundation upon which this study is based. Gestalt, a psychologist around 1900s as reported by Koffka (1935) propounded that there is dynamism in groups in which there exists interdependence among the members that are represented in the groups. His colleague, Lewin (1935) re-considered Koffka's view point and propounded that (a) interdependence is the main goal of a group, through the common goals established together with the group which brings about group dynamism which makes a change in any group member to affect the state of the subgroup or other members within the group. (b) internal tension state of every member in the group stimulates every member to work towards the attainment of their set goals for the group which is their common desire. Deutsch (1949), one of Lewin's students, added to the notion of Lewin by stating the relationships that exist among the two or more individual set goals. In short, he ended up by proposing social interdependence theory.

Social interdependence occurs when actions of others within the group have direct effect on the attainment of individual goals (Johnson and Johnson, 1989, 2005a, Johnson,

1970; Deutsch, 1949, 1962 ;). Positive (cooperation) and negative (competition) are two sets of social interdependence. Positive interdependence is explained as the attainment of individual goals, within the group, because the relationship among the individuals in the group will assist everyone to attain his or her goals. That is, there is need for cooperation among the group members for the goals to be accomplished. This implies that everyone needs to improve on their individual potential strength in order to accomplish their goals. Also, negative interdependence comes up when everyone within the group discovers that their own personal goals can be achieved even when other individuals in the group could not attain their own. That is, goal attainment is negative in its nature in terms of relationship. This implies that individual goals can be achieved without relating with others. There is no interdependence when an individual perceives that his or her own personal goals can be achieved if others fail to achieve their own goals.

The basic premise of social interdependence theory involves how interdependence among the members within a group is patterned in terms of their interaction with one another and how their interaction brings about desirable results in a given situation (Johnson, 1970; Johnson and Johnson, 1974, 1989, 2005; Deutsch, 1962, 1949). There is promotion of good interaction among group members that is individuals will be encouraged thereby increasing everyone's efforts within the group to accomplish the task ahead of them in order to get their desirable goals achieved. Meanwhile, negative interdependence works in opposite direction, that is, everyone works against the other, to achieve the common goals and there is no need for interdependence in order to achieve personal goals. This philosophy of social interdependence theory underlines the methodology of cooperative learning strategy in this study. This theory is relevant to this study in the sense that jigsaw, group investigation and graffiti learning strategies are group - based learning strategies where pupils have the opportunity to interact with one another and also learn from other members of the group.

The rate at which students engage in learning experiences that are cooperative in nature, determines the rate at which they improve upon their moral and cognitive decision making potential. This will enable them consider an others' perspective/ view points as regards issues when they engage in decision making and grow to imbibe the virtues and values of peace thereby choosing nonviolent approach to conflict management.

Those who are exposed to learning through cooperative groups tend to be socially skilled and attain higher achievement than students working competitively or individually.

2.2 Conceptual Framework

2.2.1 Social Studies Teaching Objectives in Nigeria

Ajiboye (2003) opined that the objectives of social studies in Nigeria stemmed from those objectives given by the Mombassa conference of African social studies educators in 1968. The general objectives of social studies teaching in Nigeria are:

Making the individual to be aware and have deeper understanding of their physical and social environment in an holistic manner, that is, spiritual, cultural resources, man-made along with the adequate utilization of natural resources and conservation of such resources in order to work towards development of the society; individual ability to develop along particular skills that include reading, writing and listening and also include that of calculation, skills that goes with the use of hand and head, along with that of observation, analysis and inference which are crucial to ensuring learners make a sound political, economic and social judgment; given the opportunity. Ensuring the acquisition of certain knowledge and information that are very crucial as pre-requisite to individual contribution to development of mankind.

To develop sympathetic appreciation of the diversity and inter-dependence of all members of the local community, and wider nation and international community;

To develop in students, positive attitude of togetherness, comradeship and cooperation towards developing a healthy nation, the inculcation of appropriate values of honesty, integrity, hard work, fairness and justice at work and play as one's contribution to the development of the national goal.

2.2.2 The Concept of Cooperative Learning Strategy

When a group of people come together with the hope of attaining common goals, it is referred to as cooperation. In this situation everyone will like to work together in a way that will benefit them first and other members within the group. When students are in small groups with the hope of working together in order to maximize learning. It is referred to as cooperative learning. (Johnson, Johnson and Holubec 1998). Cooperative

learning has been defined as “small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal” (Artz and Newman, 1990). The cooperative learning model requires students’ cooperation and interdependence in its task, goal, and reward structures. The idea is that lessons are presented in such a way that students must cooperate in order to achieve their learning objectives. Cooperative learning is just like collaborative learning where students are grouped together with the purpose of accomplishing a particular task. Activities in cooperative learning are usually structured properly in order to avoid problems posed by traditional small groups. Macauly and Gonzealez (1996) define cooperative learning as a mode of instruction that entails the use of small groups in the classroom settings in order to allow students to work together so that group and individual learning can be improved. Tang (1998) further added that, it is a kind of strategy that is free from threat in interaction among students in a learning situation when everyone works together.

Students are able to see other students’ alternative perspective, different from their own, share different ideas together, engage in constructive criticisms and also give space for feedback during cooperative learning. Cooperative learning has diverse ways of improving students’ educational experience that can improve each student’s learning situation beyond classroom settings (Fantuzzo, Ginsbury-Block, Miller, and Rohrbeck, 2003). Cooperative learning involves students in the process of working together in a particular created group in order to make them learn the same content together and also improve their interpersonal skills. Students are involved in healthy relationship among themselves during cooperafive learning, that is, it improves their interaction skills among themselves, it improves every student academic success and member within the group and also brings about personal as well as professional relationship (Johnson and Johnson, 1999). Most of the time, people usually think that cooperative learning is the same as group learning. These two terms are not the same. When many students are doing things together, it is referred to as group learning but the fact is that working together does not necessary mean that they are working in cooperation. (Johnson, Johnson and Holubec 1998). “Cooperative learning involves students with different abilities coming together in a group to perform a task for which they will be rewarded upon the accomplishment of such group task (Woolfolk, 2001).

The traditional pedagogical approach is quite different from cooperative learning (Johnson and Johnson, 1989; Rysavy and Sales 1990). The instructional approach makes students stay passive in teaching and learning, but, in cooperative learning, learners belong to the same group to exchange opinions. In this sense, the learners acquire new knowledge through their discussions. Thus, the essence of cooperative learning is that all group members jointly endeavour to achieve a learning goal and communicate to help each other during the learning process. In cooperative learning, group members achieve learning goals together, with interdependence and mutual assistance. Students' academic learning outcomes are the main focus of traditional mode of instruction such as demonstration, lectures, answer question routine, explanations, assigned reading, and practices (Antil, Jerkins, Wayne and Vandasy, 1998). Potential of students are easily maximized through the kind of learning environment created by cooperative learning for the students.

There are different researchers and authors whose works and contributions to cooperative learning have been well recognized. Some works are in a team form ((Johnson and Johnson 1999) and while some are done by two authors (Cohen, 1994; Stevens and Slavin, 1995; Madden and Slavin, 2001) .Johnson and Johnson (1999) asserted that there are five elements needed to make cooperative learning works effectively. These elements include:

Positive interdependence: This holds that students are grouped in a way that success cannot be attained unless they work together.

Promotion interaction: This refers to the encouragement students in the group give one another in the learning process.

Individual accountability: This is when individuals within the group are evaluated by their individual involvement in the group.

Small group Interpersonal skills: These skills require the group to function cooperatively as a team.

Group processing: This is a situation where students are able to analyze the rate at which their goals are being achieved and what kind of strategies they employed to ensure their togetherness and also look forward on how they can do better as a group in subsequent tasks ahead.

The basic two elements necessary to execute cooperative learning in the classroom environment were discussed by Stevens and Slavin (1995). Johnson and Johnson (1996) asserted that in Slavin model group accountability is very crucial to ensure effective cooperative learning in the classroom environment. Another element is also referred to as group goals. This group goal is explained as recognition or grades given for the task completed. Cohen (1994) also shared the similar ideas that both students' interdependence and group task are very crucial to make a given task to be completed. Cohen also included, teacher accountability which is another important element was not included in the Johnson and Johnson or Slavin work.

Accountability on the teacher's part means that the teacher should not be over involved in students supervision when students are working as a group, that is, the teacher should allow the students to learn among themselves. Steven and Slavin (1995) model goes against the conventional mode of learning which allows students to acquire knowledge only from their teachers. Different scholars on cooperative learning have different perspective that can make cooperative learning work as methodology although all agree that cooperative learning is far better than conventional mode of instruction.

Cooperative learning is an innovative teaching strategy that can possibly improve affective reading aspect. In true sense the word, affective, cognitive and social learning outcomes can be improved through innovative teaching strategy which is a cooperative learning strategy (Slavin, 2000). In recent times, there are a lot of cooperative learning strategies along with structures available. There are categories of structures and strategy models, they include Group Investigation (GI), Cooperative Integrated Reading and Composition (CIRC), (c) Jigsaw Technique (JT) d) Learning Together (LT), Teams-Games-Tournaments (TGTs), Student Teams and Achievement Divisions (STADs) and Team Accelerated Instruction (TAI) (Doymuş, 2008, Eilks, 2005; Oh and Shin, 2005; Seetharaman and Musier-Farsyth, 2003; Slavin, 2000; Towns, 1998; Aronson and Shelley, 1997; Slavin, Leavey, and Madden, 1986;).

Based, informal and formal groups are different types of cooperative learning identified by Johnson, Johnson and Holubec (1998). A type of cooperative learning that strategies structured in a particular way, facilitated and monitored by the teachers in a longer period of time in order to achieve a specific goal for a particular task is referred to

as formal group cooperative learning. This kind of type of cooperative learning can easily go along with any assignment or course material apart from this, the group is comprised of, 2-6 people, who will have the opportunity to engage in discussion for a few minutes almost up to a period. Graffiti and Jigsaw are part of cooperative learning strategy tagged 'formal'. The type of cooperative learning contained laboratory or experiment assignment, problem solving that is grouped in nature and as well as peer review work which include writing assignment and editing.

Meanwhile, a type of cooperative learning that is informal is usually done by organising groups of two and is also referred to as turn-to-your partner discussions. It makes use of group learning along with passive teaching in which students' attention are drawn to learning materials by the use of small groups during the period of the lesson. The group formed during informal cooperative learning is not permanent because it can be changed per lesson which is never possible in the formal type of cooperative learning in which two students can be allowed to be partners to one another till end of a stipulated period or semester. In these discussions, there are four elements, they include, creation of set of responses to educator questions, the partner shares the responses intended for the questions as with one another, readiness to listen to kind of responses that will be given by the partner based on the questions given by the educator and formulation of a new set of answers. The process undergo here improves students retention of information.

Groups that are brought together for a long specific period of time are usually involved in cooperative type of learning in order for every student to master the topic taught together by encouraging and supporting one another through group discussions on the materials presented to them, leading to general individual and group success. A complex subject or topic can be easily learnt over a long period of time, say over a semester, through based group learning and encourages good relationships among peers, which invariably leads to motivation among the students, which in turn stimulates commitment to group education as well as the improvement of self-esteem or worth. In 'based group' learning, it is possible for any member who is not available in any lesson to be taught again by any member in the group. In both social support and individual learning based group learning, is very effective (Johnson, Johnson and Holubec 1998).

2.2.3 Group Investigation Learning Strategy (GILS)

Group investigation strategy involves a group of students that have similar interests in order to map and execute an interesting investigation and also be involved in synthesizing of generated findings that would result into class group presentation (Tan, Sharan, and Lee, 2006). In this strategy, teachers are allowed to bring to the students' awareness of those resources that can be of help to them when they are on their investigation. There are four significant 'I's' in the group investigation which includes investigation ability, interaction ability, interpretation ability, and intrinsic motivation. In order for students to engage in serious exploration and help each other in cooperative learning, there is need for interaction as a major stimulus. Ideas are clarified for better understanding through interpretation that takes place through each group synthesizes and elaborations upon the results arrived at from each member of the group. In conclusion, students' intrinsic motivation can be geared up when they are given free hand in the process of their investigation (Sharan and Sharan, 1989).

Group investigation as a form of cooperative learning strategy requires students to be brought together in a group, that is a small group, in order for them to work together actively in constructing their own knowledge which invariably leads to improvement in students learning and satisfaction (Marlowe and Page, 2005). Seifert (2009) observed that this strategy has four components that make it different from other forms of cooperative learning which are investigation, interaction, interpretation, and intrinsic aspect of motivation. The strategy develops in students, cognitive potential abilities since the method makes students engage in a task that will require a high level of thinking, that requires information identification that has something to do with their selected research topic, ability to apply knowledge into the new problem situation, making use of the findings to work out answers, and also assessing mode of inquiry about performance (Sharan and Sharan, 1994). It has been shown from several studies that the group investigation improves learning outcomes in domains of learning with consistence (Oh and Yager, 2004). In a study conducted in a high school, by Oh and Shin (2005), where a peer tutoring strategy was used along with group investigation strategy in biology class, results revealed that group investigation was well favoured than those students who were instructed through the mode of instruction of whole-class methods in the area of self-

esteem, academic achievement, skills process and learning environment perception (Doymuş et al., 2009).

In comparison, group investigation is better than whole-class method in terms of its effectiveness in improving students' achievement, social interaction as well as verbal presentation (Shachar and Sharans, 1994). Oh and Yager (2004) study revealed that those students taught sciences through group investigation positively improve in their learning and in their attitudes in several instances. According to Adiasi, Soetjipto and Gipayana (2016) Cooperative learning, that is philosophical in nature, takes another dimension from which it goes from constructivism paradigm that focus mainly given students opportunity to engage in constructive interaction, communication among themselves, sharing of information and as well as working together among themselves to investigate a given problem, plan, present, and as well as engaging in appropriate work evaluation. Group investigation have potential strength to improve weak respect for the dignity of others, trust, and as well as personal relationships (Aunurrahman, 2010). Group investigation stimulates learning, creates fun from learning and as well as enhancing individual social relationships, skills and as well allowing students to have good understanding of contents discussed in the class (Tan. et al, 2005). There are many studies carried out in the areas of cooperative learning strategies to see its effectiveness. It was brought to limelight through previous studies that Group Investigation enhances students' mathematical problem solving and as well improving critical thinking of students. (Setyaningsih. et al, 2015). Many teachers and students may not have interest in group investigation because it takes time in its applications in typical the classroom environment covering the 'contents' in the curriculum may put undue pressure on the teachers and students rarely learn science through investigation mode of instruction (Doymuş et al., 2009).

However, it is very crucial to look into the way individual students, perceive their learning activities in the process of group investigation with the purpose of knowing how cooperative inquiry influences student learning and also to look for its educational implication for educational practices especially in science classroom. Therefore, there are several studies on different experiences of students in relation to cooperative method of learning (Gillies, 2004).

2.2.4 Graffiti Learning Strategies (GLS)

According to Alonso (1998), the word graffiti explained as little scratchings which has its origin from Italian word called 'Graffiare'. Alonso revealed that ancient cultures made use of this kind of written expression in millennium years ago. (Reisner 1971; Abel and Buckley 1977). This kind of scribbling usually gives special insight about any given society is because there is no limitation to word written with graffiti by any political and controversial thought. This is possible because there is freedom of expression. In another vein, Mwangi (2012) sees graffiti (singular, graffito) as writings or drawings scribbled, scratched or sprayed on a wall or a public space. This means that graffiti are any type of public markings or written words that appear on walls of buildings.

Therefore, graffiti as a pedagogical process is a form of learning strategy that motivates students to share their ideas with their members in the group in response to answers to a given situation and also given appropriate responses that are being generated by other groups created within the same classroom settings. This kind of strategy is not hard to be implemented in any given classroom, especially college. Take for instance, the class is dealing with how to handle interpersonal challenges, that may arise in any given working place and how such should be responded to. In order to start any discussion as regards any set of topic there will be the need to divide the class in question into groups in which every group will comprise of 5 students. There will be need to post sheets of newsprint around the class by the faculty member, forming of separate four stations for learning, such that, every wall has one. Students are given the opportunity to review, consider and respond to international relationship situation posted for them. Marker is being provided to every group of students. Different set of colours are ascribed to each group. Station is a starting point for group 1. Newsprint paper is used by different groups to provide response to situation review by the group members. Groups are to rotate in clockwise manner after a given period of 5-10 minutes, that is, station 2 will be rotated to by Group 1 and so on. Every group will engage in reading both the presented situation and responses initially posted. They will also provide their plausible recommendation or modification of comments posted previously. It is when every group has been given the opportunity to personally review and also respond to every situation presented, then every group goes back to their separate stations to engage in reflection on suggestions that can

be given on a given situation. After this, the group will do the critical analysis of the suggestions they made and also create a kind of composite response that can be shared within the classroom..

Many studies have revealed in the past that psychologists, law enforcement agents, sociologists, anthropologists, linguistics, and geographers have conducted several studies on graffiti..Those various studies have been used to have deeper understanding about adolescent personality (Peretti et al. 1977), ancient cultures (Reisner 1971), gender differences (Stocker et al. 1972), sexual attitudes, artistic style (Feiner and Klein 1982; Romotsky and Romotsky 1975), territoriality (Ley and Cybriwsky 1974; Alonso 1999) behavior, communication, female suppression (Bruner and Kelso 1980, Mwangi 2012) and. Other studies for example, (sokpehi 2011, Amosun and Isokpehi 2009) placed emphasis on effect of graffiti as teaching methods on attitude and achievement of students in concepts besides the culture of peace. Thus, very few studies have looked at imbibing virtues and values of the culture of peace.

2.2.5 The Jigsaw Learning Strategy (GLS)

There are several strategies that were designed for different purposes that are in use in cooperative learning strategy among which is Jigsaw is one (Sharan, 1998; Aronson, Stephen, Sikes, Blaney, and Snapp, 1978). This strategy is commonly in used by many researchers because it is very easy to make use of it in the classroom environment. It also improves students learning of the subject. There are six kinds of jigsaw techniques that teacher can make use of in the classroom; among are Jigsaw which was propounded by Aronson and Shelley (1997);, Slavin (2000) brought about Jigsaw II; Jigsaw III, was the work of Stahl (1994);, Holliday (2000) propounded Jigsaw IV; Hedeem (2003) came about Reverse Jigsaw; while Subject related Jigsaw was introduced by Doymuş (2007). All these stated Jigsaw techniques mentioned have the same parts. Meanwhile n this study, the researcher made use of jigsaw II which is quite different from other Jigsaws (Doymuş, Simsek, Karacop, and Ada, 2009).

In Jigsaw II which was developed by Slavin, (1995) opportunity is provided for students to become ‘specialists’ on a concept or topic. A learning unit containing some topics is presented to the entire class. Each group takes on the learning unit and shares the

topics among its members. Members in the group identify themselves with those from other groups who have been assigned the same topic to form groups on such topic. Members of each 'specialist-groups' work individually on the assigned topic. These members meet to process findings from their peers and arrive at a consensus on their submissions. Individuals in each specialist-group now present to each other the assigned topic in turns under the supervision of the teacher. Specialists return to their main groups. At each base or main group, experts present the topics of which they have been trained to other members of the group in turns. Finally, experts on each topic present their findings to the entire class on behalf of their respective main group. It should be noted that a lot of studies have been researched on the use of this strategy in different subject areas such as in the sciences, social sciences, vocational studies and languages. However, not much research has been recorded in social studies, particularly as it affects peace education concepts.

2.2.6 Concepts of Peace and Peace Education

The concept of peace exists in every human society. This is so because human beings differ in many ways. From differences in opinions, religious belief, cultural beliefs, political ideologies, economic status etc, all these factors cause differences and misunderstanding in human society. It is impossible to maintain growth and development of peace in any given society where people do not live together peacefully. Peace is considered as a very important part of national development (Emah, (2008). Among scholars, there is no agreed acceptance concerning peace concept definition. It can represent the following: Selfless Act of love, absence of war, absence of violence or of evil, presence of justice, peace quiet, inner peace and environmental peace. Fountain (1999) stated that peace contains the existence of political, economic, and social justice. The implication of this is that there will not be any meaningful peace in a place where human right is violated. In his view Aderibigbe (2010) posited that there are two types of peace, that is, negative peace in which there is little presence of war while positive peace entails the presence of justice and harmony within a particular place or nation. Basically peace is considered as long and hard to maintain project that aims at bringing good transformation to any institution that will sustain society (Haaveisrud, 1996).

(Reardon and Cabeduzo, 2002) defined peace in a different way, as a social process that is dynamic in nature through which respect, equity and justice are guaranteed for the right and minimizing the structural and physical violence. In order to ensure peace in the society, there will be the need for social conditions that will promote the well-being of individuals in the society. The major concern of peace is to ensure that all sorts of societal violence are eradicated in order to ensure that everyone attains his or her full potential in the society (Baunet 2001 in Galtung 1969).

The world seems much smaller and almost instantly, global issues are becoming local, and the need for peace education becomes a necessity to build and maintain peace in students, families' life, friendship groups, work place, neighbors and the society. Therefore, the need for peace education has arguably never been greater than it is today. Based on this, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) constitution which states that "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constituted" (UNESCO, 2005). This means that, effort must be made to ensure that every Nigeria citizen is educated and enlightened about the need for peace in the country. To achieve peace in any society education is fundamental.

According to Enu and Esu (2011) education involves transmission of values and schools remain the agent of such transmission. This view is supported by the South African Department of Education (2001) that schools are best suited to teach values but the manner in which they teach (methodology) does more to instil values than the subject matter of what they teach. Similarly, Waghid (2004) submitted that the virtues of responsible citizenship can best be learned in schools. In line with this, the constitution of the Federal Republic of Nigeria (1999) as amended provided for all Nigerian children the right to basic primary and junior secondary education. It is therefore in agreement with the federal government stands on primary and junior secondary education for peace education to be incorporated in to primary and junior secondary education curriculum to enable children from their early developmental stage imbibe the virtues and values of the culture of peace and the need to appreciate peaceful human environment.

Solomon (2002) posited that peace education has many divergent meanings for different individuals in different places. For some, peace education is mainly a matter of

changing mindsets; the general purpose is to promote understanding, respect and tolerance toward yesterday's enemies. (Oppenheimer, Bar-Tal, and Raviv 1999). For others, peace education is mainly a matter of cultivating a set of skills that create a culture based on freedom, justice, democracy, tolerance and unity to build a peaceful society.

According to Brock, Utre, (1985), Peace education is a kind of social process by which peace can be attained. Reardon, (1982) posits that peace education in which teaching is intended; equip learners with required skills that will enable each of them to contribute their own quota to the achievement of peace. The main purpose of peace education is to give peace and create a kind of global community that will ensure human dignity, promote positive values in the human family. As Balkan Action Agenda for sustainable peace (Global partnership for the prevention of Armed conflict News, 2004) suggests that peace education needs to be introduced with the purpose of improving the potential of every citizen in any given society by the resolution of destructive conflicts by dialoguing. Aderibigbe (2010) stated that peace education encompasses the use of educational tools designed to ensure peaceful living in the society. However, it also encompasses the creation of a democratic community, developing moral sensitivity, teaching cooperation, stimulating critical thinking and promoting self-esteem. Peace education has also been used to facilitate gender equality. Gbesson (2006) considers peace education as an initiation to consciousness and to action for the elimination of all forms of violence: direct, indirect and structural.

The United Nations International Children's Emergency Fund (UNICEF) and The United Nations Educational Scientific and Cultural Organization (UNESCO) are major organizations that always advocate for peace education. UNICEF considers peace education as a kind of educational initiative that is tailored towards: creating an atmosphere of peace in which children are free from any form of conflict violent; Maintain of the rights of the child as stipulated in the Convention of the rights of the child (CRC); Creating a kind of learning environment among learners that mirrors respectful and peaceful behavior such that policies relating to both administration and practices include the principles of equality as well as non-discrimination; Bringing out the ideas of knowledge relating to peace development that is very germane to peaceful existence in the community by making use of non-violent means rooted in cultural practices of the

community. Ensuring that knowledge of peace, social justice, human rights and global issues are addressed through the inclusion of such in the curriculum. Making use of all avenues through which social justice, peace and values will be discussed extensively. Ensuring that, the kind of learning strategies that will be employed in teaching would include methods that will allow students to solve problem and have respect for individual differences; Ensuring that the students who are in educational settings are practicing the culture of peace within the school system and in the community as well; Creating avenue for professional and continuous reflection as regards development that is to large extent related to issues on justice, rights and peace (Peace Education in UNICEF working paper series, July 1999).

Moreover, Peace education is being described as a systematic ways in which every students are taught on how to have deep understanding on how to live in peace through their personal exposure to values, information, concepts, skill and as well as attitude that can enable them to do so. In another way round, peace education is a kind of education process that make use of teaching method that does not base on conflict and violence but rather problem solving method that base on conflict resolution is made use of to teach the individual students (Polat, 2015). Peace education makes use of educational process as its base through which peaceful world can be created (Wulf, 1999). Through the process of education, individuals are exposed to problem solving, reflection, conflict resolution, consensus individuals and students are taught problem-solving, conflict resolution skills, consensus, reflection and as well as attitudes which include respect, love, tolerance, and as well empathy (Sağkal, 2011). Through peace education, the alternative way in which peace could be guarantee can be created in a way that conflict will be resolved without necessarily turnout to violence and when this is done, peaceful co-existence in harmony among people will be established (Reardon, 2002). Peace education takes both teacher and student through the process of change in their respective orientation as regard peace so that they will be well equipped on how to relate peacefully and as well be hospitable with others. These immense contributions of peace education will not stop even when the process of education stops because it is going to be continually maintained so as to make a society where individual is ready to resolve any conflict and avoid any form of violence which is tantamount to quality of life and as well very crucial to process of education

(Salomon, 2002; UNESCO, 2005). Peace education never neglect the role pedagogy related to peace and it also ensure that the very content inside the pedagogy include consideration with peaceful pedagogy, and the content of this pedagogy is made up of democratic society, cooperative learning, critical thinking, moral sensitivity, tolerance (Harris, 2002). Through the teaching of peace education, individual aggressive nature that usually lead to conflict will reduce drastically and this will eventually lead to improvement in conflict resolution skill in constructive ways and as well make people to develop good attitude to peaceful co-existence among people and as well shun any violence act (Sağkal, 2011). However, peace education focuses on developing a kind of society that is peaceful oriented (UNESCO, 2005). According to Johnson and Johnson (2005) brought to limelight the major focus of peace education which is to ensure that peace is developed in a culture, society, interpersonal reation and as well as individual internal world thinking. Harris (2002) explained the wealth behind peace education as giving people great opportunity to learn how to live safely, supporting concepts of social justice and peace, improving intercultural understanding, understanding violent behaviours, encouraging respect for life and ending violence. Sommers (2002) give the systematic definition of peace education that it enhance positive people attitudes; acquiring agreed based and as well as problem sovling based skill approach; analyzing social problem in a universal thinking process; tolerance enhancement and as well take in acceptance of political conflict, religious or racial differences; making individual responsible in term of their respective decision making, action and reflective thinking; and when the following are done accordingly, peace will be maintained within individual and as well the word at large.

2.2.7 The Concepts of Conflict

Conflict is inevitable in human society. Where there is an interaction among people, there is bound to be conflict. This interaction from which conflict may occur in the event of escalated competition between two or more parties. Conflict can come up from an argument, and for which one finds a solution. Other times, conflicts arise from argument that keep reoccurring and for which we may never find a solution. Communities, nations disagree over ideas, opinions, schedules and plans. This creates room for disagreement which can be settled through immediately and amicably or through the help of a third

party. Conflict is defined as disagreement between individuals. It can vary from a mild disagreement to a win-or-lose, emotion-packed, confrontation (Kirchoff and Adams 1982). Smith (1996) views conflict as “a situation in which the conditions, practices or goals of different participants are inherently incompatible”. To Rahim (2000) “conflict results from incompatibility or opposition in goals, activities, or interaction among the social entities”. From the above definitions, it could be defined as struggle over interests or goals which result into aggressive or violent manifestation of behavior. It is also important to state that conflicts occur at different levels, such as, intra-personal, interpersonal, intra-group/community and inter-group/community (Umaru and Garba, 2016, Miguel, 2017 and Hammed, 2012).

Intrapersonal conflicts are conflicts which occur within an individual as a result of frustration they feel within themselves over their personal goals, targets, plans, or accomplishments, or as a result of competing values and questions of conscience. There are several sub-types of intrapersonal conflict. Intrapersonal conflict can be seen as a person’s inability to make a decision (motivational), as an inner fight between good and evil (moral), or as the gap between reality and ambition. One good example of intrapersonal conflict was between consuming alcohols or not, a conservative Christian upbringing encourages abstinence from alcohol, however social surrounding encourages consumption of alcohol.

Interpersonal conflicts are conflicts that take place between two individuals, which reoccur on a regular basis during their relationship. Examples include conflicts between couples in relationships, between superiors and subordinates in a work context, between students and teachers, or between representatives of two or more cultural groups. Intergroup conflicts take place between various formal and non-formal groups. For example, intergroup conflicts take place between the government and trade unions, between groups that form one class. Intra society conflicts or social conflicts most often refer to conflicts of a larger scale that have a strong public resonance .For example; these include confrontations between the ruling political elite and the opposition or between the government and NGOs on issues of social importance.

International/global conflicts include conflicts between nation states, global and regional competition over natural resources, conflicts in various international

organisations over political issues, armed interventions involving significant loss of life, ethnic or religious conflicts, wars for self-determination and/or the creation of new nation states.

2.2.8 Stages of Conflict

Conflict on its own is dynamics and as well as different stages that take process of change that can lead to transformation. These above denote that peace is not constant in nature but it is dialectical, dynamic and expressive in nature. Shedrack (2016) stated 5 stages that can be followed when discussed peace education:

The first referred to as Pre-Conflict stage: This is a situation in which goal that individual is pursuing is not really compatible with one another this has tendencies to lead to what we called open conflict. This kind of conflict will never be noticed because the parties that involved in the conflict hide the conflict matter from other people though the communication system between the parties has already broken down.

The second stage referred to as confrontation stage: This can be known as manifested conflict, that is, a situation when the conflict is brought to limelight or to public notice. This kind of conflict goes with fighting to comes once a while or occasionally, violence that characterize by low levels, and everyone who involves in the conflict will try to have their own faction which will eventually lead to polarization.

The third stage referred to crisis stage: This denotes highest level of conflict. This stage of conflict is characterized by serious fighting as well as war which can as well bring about injuries in people involve, killing, displacement and the use of both arms and weapons, etc. For example, it was reported by the Punch newspaper of July 1, 2015 that a 16 year-old boy of Birel Secondary School, Lagos who was suspected to be a cult member was attacked with a poisonous knife by another student of Nawarudeen Secondary School, Jibowu, Lagos. This attack was stemmed out of a football match dispute.

The fourth is believed to be the outcome stage. There is an assumption that all conflicts will pass through this stage, one way or the other. One side wins and another loses, or a ceasefire may be declared; one may surrender, or the government or another third party with armed forces stronger than the warring parties intervenes to impose a solution and stop the fighting.

The fifth is the post-conflict stage. At this stage, violence has either ended or significantly reduced, and the parties have gone past the crisis stage. This is the stage to address the underlying causes of conflict, those incompatible goals which created the conflict in the first instance, such as the needs and fears of the parties.

2.3 Empirical Review

2.3.1 Group Investigation Strategy and Students' Achievement in Peace Education

Several studies have shown that the group investigation improves learning outcomes in domains of learning with consistence (Oh and Yager, 2004). In a study conducted by Oh and Shin (2005), where peer tutoring strategy was used alongside with group investigation strategy in biology class in high school, it was reported that those students in group investigation class did well compared with those in whole-class methods group in the area of skills process, self-esteem, academic achievement and learning environment perception (Doymuş et al., 2009).

However, it is very crucial to look into the way every student perceive their activities in relation to learning in the process of group investigation with the purpose of knowing how cooperative inquiry influences student learning and also consider the implication for educational practices especially in the science classroom. Therefore, there are several studies on different experiences of students in relation to cooperative method of learning (Gillies, 2004).

In a study carried out by Scarcella (1988), in which he compared cooperative learning with students' achievement, there were significance changes in the level of motivation over the course of the year among students in classes taught with the Group investigation method compared to the students who study with the whole class strategy. Also Amosun (2002) carried out a quasi-experimental study in order to examine the influence of three cooperative learning strategies (CLS) on students learning outcomes. Those students who offer Geography were selected from S.S II classes. The respondents were made of 196 males and 164 females who are drawn from selected eight public schools which were located in Ibadan metropolis. 4x3x2 pre-test, post-test control group quasi-experimental design was adopted for this study. The study had eight-weeks instructional units after which data were collected and analyzed using inferential and

descriptive statistics. The mode of data analysis was (ANCOVA) and t-test. All these were tested at 0.05 level of significant. The results revealed that the cooperative learning mode of instruction proved more effective in improving students map skills and achievement. Meanwhile, integrated group learning has little impact as regards attitude of students. The results also brought to limelight that gender does not have influence on dependent variables.

2.3.2 Group Investigation Strategy and Students' Attitude to Peace Education

Shafiq and Ross (2009) conducted a study on educational attainment and attitudes towards war in four predominantly Muslim countries and examined positive relationship between educational attainment and attitudes with regard to war with other countries. The study used the *Pew Global Attitudes Survey 2005* data from Lebanon, Jordan, Turkey and Pakistan countries which are being affected by wars. If other features remained constant, there is no proof that the education at level of any country determines if there would await a UNO approval before being involved in a war situation. Evidence has shown that educated population from Turkey and Lebanon believe that war is a means through which justice can be obtained.

2.3.3 Group Investigation Strategy and Students' Practice of Peace Education

Gull and Shehzad (2015) examined how students' achievements in related education subjects are being influenced by cooperative learning. The research design was quasi experimental. Those students from public colleges who were in grade 12 were selected among which sixty-three female students were selected. The pretest scores were separated into two which were control and experimental groups. Experimental group students were exposed to STAD, Jigsaw II and TGT which were cooperative learning for the periods of eight weeks. Differences that took place in students' achievement were obtained through administration of post-test. The t-test was used to find out the difference that exists between the groups, that is, before and after intervention. As a result of these findings as regards this study, there were differences in terms of score in achievement between both control and experimental group. In experimental group, the influence of intervention on students' achievement was known through sample t-test analysis. Based

on the results of the findings, it was revealed that those students who were exposed to treatment have different scores before and after intervention. It was finally revealed that cooperative learning has influence on students' achievement for those students who undertake educational related subjects.

2.3.4 Graffiti Learning Strategy and students' Achievement in Peace Education

Mwangi (2012) looked into the different types of graffiti with adequate description for communication in Kenya. The study examined the strategies involved in graffiti writing and how graffiti influences English language learning along with creating enable classroom environment in Kenya secondary schools. Ten selected schools in Kenya were purposively involved in the Graffiti texts. It was only 200 graffiti texts that were selected for the statistical analysis out of 1000 graffiti texts. For the interview aspect, 20 teachers were purposively selected and those teachers taught English. Questionnaires were filled by one hundred respondents who were students and also randomly selected. The study made use of random sampling in order to select five groups of students from each of the schools selected for the study to form a focus group discussion. The results received from the data collected revealed that the students made use of different communicative strategies such as symbolism, humour, irony, acronyms, short forms and abbreviations in graffiti writings. Many schools administrators' perceive graffiti as an unimportant learning strategy and some other administrators consider it as a very crucial communication mode. In the mode of language use it is very obvious that there is difference in graffiti writing between female and male. It was found that teachers have different view on effect of graffiti writing on English language learning and as well as creating good learning environment in schools. The author therefore submitted that students use graffiti to communicate a lot of information that would be beneficial to the head teachers, quality assurance officers, students' counselors, policy makers and other stakeholders. Classroom teachers may also use graffiti to establish the unspoken students problems and behaviour and thus prevent entropy of the school system. Isokpehi 2011, Amosun and Isokpehi 2009 in their study on graffiti placed emphasis on effect of graffiti as teaching methods on attitude and achievement of students in Social Studies which Peace education is an aspect.

Thus, very few studies have looked at imbibing virtues and values of the culture of peace in line with learning methodology.

2.3.5 Graffiti Learning Strategy and students' Attitudes to Peace Education

Graffiti is an excellent strategy to enhance students' thinking skills and promote their writing skills. It is also a great way to stimulate students' participation in the classroom. Teachers should provide questions related to same topic and write each questions on the top of a separate sheet of paper. (Mwangi, 2012)

Graffiti learning strategies provide and allow every student to really engage in what they learn in the classroom process, students characteristics must be considered properly to engage in effective learning process. The potential strength of every teacher to engage students in what they are teaching will determine the effective learning process in the classroom settings. Learning mainly focus on how to organize student learning related experience in a procedural manner to attain learning objectives stated (Aunurrahman, 2010). Learning serves as a road map for teacher to attain stated learning objectives. Learning approach must inform the teacher on kind of learning model they make use of (Trianto, 2010). If problem identify will be resolved there is need to make use of thematic learning approach which is scientific in nature. There is need to ensure that there is equivalence between student learning outcomes and the stated learning objectives in order to give way for high-level of students thinking skills. Scientific approach must be basic principle in learning. Learning inquiry has the potential to assist students to develop better understanding of scientific process of concepts, scientific literacy, curious, good positive attitude, critical thinking as well as stimulate learners' thinking activities (in Susanto, 2013).

Learning inquiry which is a kind of learning process has the potential to develop in students, scientific attitude in relation to their ability to appreciate other peoples' opinion or perspective, their honest, critical thinking as well as their creativity (Marbach and Classen, 2011). It was found out that inquiry learning promotes active learning through the directive of the teachers because it arouses student's curiosity which will make the students go on independent exploration (Soetjipto, 2001). Different scholars found out about advantages of inquiry learning. When a teacher makes use of inquiry learning, there is possibility that such a teacher can have students with high rate knowledge (Liu, et al,

2010). Next, this learning strategy can bring about improvement in students thinking ability (Rushton, et al, 2011). It can enhance students' attitude and scientific process in terms of skills as well. It can also motivate students to easily think actively on issues and arrive at logical brief summary (Daphne, et al, 2009). The following are basic principles to follow as regard inquiry learning(1) engaging in deep discussion of content to be taught, appropriately stating the objectives to be achieved through teaching of content; (2) stating problem identify to be resolved through students; (3) hypotheses stating; (4) gathering of data; (5) test hypothesis; and (6) stating conclusions. Cooperative learning creates a learning environment that maximizes the potential of all students. It promotes positive interaction and improves student's behaviour. Such as, joy, patience, kindness, generosity and faithfulness to fellow classmates.

2.3.6 Graffiti Learning Strategy and students' Practice of Peace Education

Historical literacy of students has been buiding up by graffiti wall strategy for many reasons which reveal that this kind of strategy is very useful. The number one reason is that it gives the students a medium to be exposed to learning experiences or contents through working with some specific historical facts by way of elaborative rehearsal that has capacity to enhance students' high level of retention. In this strategy, students do not need to memorise data that are meant for historical facts but need to have better understanding of the concepts through personal ability to see the relationship that exists between questions and reconciliation in order to engage in historical inquiry that is context-oriented.. This enables students to center most of their discussion on a historical context and not necessarily the present. Graffiti wall creates different modes of exposures for the students' contact with course content that will equip students with potentials to engage in interaction that is complex in nature with the main purpose of increasing students understanding of the course materials they are exposed to. (Christen, 2013).

In cooperative learning classrooms, the pupils are expected to help, discuss and argue with one another, assess one another's current knowledge and fill any gap in one another's understanding. (Slavin 1995). On the other hand, Bruffee (1995) saw cooperative learning as a set of process which helps people interact together in order to accomplish a specific goal or develop an end-product which is usually content specific.

According to Johnson and Johnson (1999), cooperative learning is a strategy that develops healthy interaction skills, promotes success of an individual student and group members and forms personal and professional relationship. In corroboration, Kagan (1994) maintains that cooperative efforts result in participant striving for mutual benefits so that all group members gain from each other's efforts (Your success benefits me and mine benefits you); recognize that all group members share a common fate (we all sink or swim together here); know that one's performance is mutually caused by oneself and ones team members (we cannot do without you); feel proud and jointly celebrate when a group member is recognized for achievement (we all congratulate you on your accomplishment). Cooperative learning creates a learning environment that maximizes the potential of all students. It promotes positive interaction and improves student's behaviour. Such as, tolerance, respect and appreciation of differences and diversities of fellow classmates.

2.3.7 Jigsaw Learning Strategy and students' Achievement in Peace Education

Naomi and Githua (2013) conducted a study to investigate the use of Jigsaw cooperative learning strategy and students' achievements in mathematics in secondary schools in Kenya. They adopted Solomon four non-equivalent control groups. In this study there are two groups that were exposed to Jigsaw cooperative learning Strategy and the other two groups were exposed to traditional mode of instruction. The study made use of two experimental groups and two controlled groups. In Laikipia education district of East Kenya, four coeducation schools were selected for the study through randomly sampling technique. There, 20,000 students out of which 260 students were selected from four schools in the educational district. Data were collected through the use of Students' Achievement test in Mathematics. The reliability value of the instrument was 0.87 coefficient. T-test and ANOVA were mode of analysis of the data collected at 0.05 significant level. The findings from the study revealed that students who were exposed to contents through Jigsaw cooperative learning strategy did better than those students who were exposed to the content through Conventional learning methods. It was also revealed that there is no difference that was significant between genders when students were exposed to the contents through Jigsaw cooperative learning strategy. Naomi and Githua

(2013) recommended Jigsaw learning strategy as an appropriate teaching strategy for teaching Mathematics.

Similarly, Lai (2002) undertook a study in junior high school with the use of Learning Together (LT), Jigsaw and as well as Student- Team- Achievement- Division (STAD) as a mode of classroom instruction. The results revealed that these methods enable students to be motivated to learn English more and also participates in class by way of asking questions and giving their own personal responses to questions directed to them. The methods also improve communication skills of the students as well. In another separate study related to the above, Effandi (2003) investigated the relationship that exists between problem solving skills and mathematics achievement of students. For those students who were at the experimental group, they were taught using cooperative strategy while traditional method of instruction was used for those in the control group. Students' achievement scores and problem-solving skills were far better in those students that were taught through the use of cooperative teaching strategy than those exposed to the contents through traditional mode of instruction. Ghazi (2003) also conducted a similar study that looked into influence of Learning Together mode of instruction on academic self-esteem and achievement in English as a foreign language. The study design is quasi experimental in nature.

The findings revealed that Learning Together (LT) strategy improves student's achievement in EFL reading. In Ren-shing's (2006) study which was in line with Ghazi findings, the learning influence of traditional and Jigsaw mode of instruction on attitude to and achievement in English language was considered. Based on the results got from the data analysis, students who were exposed to the contents through Jigsaw strategy had better mean score when compared with those set of students that were taught by traditional mode of instruction, that is, lecture method.

2.3.8 Jigsaw Learning Strategy and students' Attitudes to Peace Education

Jigsaw as a learning strategy has been seen as beneficial and enjoyable by all levels of students. Dori, Yeroslavski, and Lazarowitz (1995) found that students who were exposed to Jigsaw Method like to use it over and over again and they also suggested the method to their friends as well. This finding is also in line with that of Fennel (1991), who

conducted a survey study on 208 students who were exposed to two modes of instruction such as lecture and cooperative learning formats. The results of the findings reveal that students found Jigsaw strategy as more enjoyable over conventional mode of teaching. It was only 0.05% of the students who liked to be taught through lecture method. Students' attitude to school can be improved upon by the use of Jigsaw Method. Aronson (2005) explained that those students who are taught by Jigsaw Method do not absent themselves from school like the other students.

Asiyai (2015) investigated appropriate strategies that can be used in inculcating peace culture in higher education students in Nigeria. The researcher made use of four research hypothesis, stated four research questions and employed ex-post-facto research design. The respondents of this study were students and academic staff. The respondents sample was 1480. Respondents were selected through simple random sampling technique from 12 government universities in Nigeria. The instrument used to collect data was questionnaire. Descriptive statistics was employed to analyse data to answer the questions raised for the study and ANOVA was used to test the hypotheses. All were tested at 0.05 level of significance. The results revealed that effective management of peace in higher education in Nigeria is curricular based, funding and institutional climate related issues. Based on the findings of this study, it was therefore recommended that for Nigerian universities to build peace culture among their higher education students, peace education must be included in the curriculum. This, it is also believed, will enhance universities' productivity as well.

2.3.9 Jigsaw Learning Strategy and students' Practice of Peace Education

In a study by Timayi, Bolaji and Kajuru (2015) on the influence of cooperative learning strategy on achievement, this study made use of Jigsaw IV cooperative learning. It was carried out in Kaduna state. The research made use of two research hypothesis as well as two research questions to guide the study. The research design for this study is experimental, that is, quasi. The study made use of pretest and posttest score. The population for this study comprised of 4,624 senior secondary school ii students. Two coeducation schools were selected through the use of random sampling which was one of statistical techniques. 144 students were the sample for the study and they were selected

from intact classes of the two schools involved (Experimental = 72 and Control = 72). The main instrument used in this study for data collection was Geometry Performance Test. The descriptive method of statistical analysis was used to answer research questions while t-test was used to test research hypothesis. All are tested at 0.05 level of significance. The findings of this study favoured those students who were taught via jigsaw IV kind of cooperative learning. There is no significant difference in terms of performance between male and female students as it was in conventional method. Therefore, jigsaw IV cooperative learning is a student's friendly learning strategy. Peace education mainly focused on how students in school can have common sense of responsibility to achieve common goals through mutual understanding schools. Meanwhile, the best way to come to realization of this is through cooperative learning (Johnson, 2008).

2.3.10 Gender and Achievement in Peace Education

Dat (2016) carried out a study on the influence of jigsaw learning on achievement in Management of Education, knowledge retention and Administration course for the period of one month. There were forty students in Jigsaw strategy group and forty students in the conventional lecture strategy group as well. Those students who were exposed to the content through Jigsaw concluded that the strategy enabled them to be more participatory in what they learnt, that is, it is student centered which was not so with those students who were exposed to the contents through lecture method. It was revealed that those in Jigsaw strategy did well in achievement test than those students from lecture method. It was found out from the study that those students in Jigsaw strategy group enjoyed working together, sharing ideas, seeking help from others and discussing information with their peers as well as teaching others. It was found that after the period of one month those who were in Jigsaw strategy group had long term academic achievement better than those who were taught through lecture method. On the achievement test that was delayed, the two groups have the same level of knowledge retention. Conclusively, it was reported that students retained up to 99 percent of what they have learnt within the period of one month shortly after 6 weeks teaching.

2.3.11 Gender and Attitude to Peace Education

Olowo (2016) investigated what will be the effect if peace education is infused into educational system in Nigeria. Four research questions were raised for this study. The main instrument for this study is questionnaire designed on Integrated Peace Education. The sample of this study consisted of 200 respondents who were selected across secondary schools as well as lecturers from institutions of learning situated in Ondo Data were collected through the use of questionnaire. The research questions raised for this study were answered through descriptive statistical analysis by the use of both Standard deviation and Mean. Based on the results of the findings, it was recommended that peace education should be included in the curriculum of the educational system in Nigeria, because it will reduce social vices, crimes and violence in country. It was also found out that there was no significant relationship between peace education and social studies. The study also revealed the crucial roles of peace education on both students and teachers, if it is included in the Nigerian educational curriculum. In order to equip teachers with appropriate skills and knowledge to teach peace education effectively, it is therefore recommended that the teachers be trained and retrained on the selection of appropriate teaching strategies to be employed in teaching of peace education concepts. It was also suggested that the thematic approach that has been used in Social studies must be reviewed in such a way that related concepts of peace education will be identified and reflected in the curriculum for the purpose of appropriate integration of peace education concepts.

2.3.12 Gender and Practice of Peace Education

Though gender norms affect both boys and men through persistent violence, discrimination, masculinity issues as well as male vulnerabilities, all these issues are not usually taken into consideration in context relating to peace building. Some separate groups also perceive that threats being faced by young men are related to social class, gender, and age. Take for instance; young male ex-combatants tend to be viewed as irresponsible and also prone to violence as well, which is nothing but an act of stereotyping. It has been noted that those men who have less education do have a discriminatory view on gender issues and, are likely to engage more in domestic violence. (UNESCO, 2015). UNICEF (2015) reported that there is a relationship between challenges

that boys face and the level of relevance and quality of education they have access to because this has led them to violence and crime. To ensure long lasting peace and also discourage the young ones from being involved in violence, there is need to promote good masculine initiative and ideas which should include both informal and formal education in order to reach those young ones.

It will be contradictory to preach peaceful coexistence while engaging culturally violent methods in the classroom settings. In order to ensure a peaceful future, there will be the need to do it peacefully, through friendly dialogues by desisting from hostile means of instilling peace. Participatory ways are very crucial in order to ensure an equitable and democratic future. Non- competitive environment must be ensured in order to train people for interdependence, a situation where people work in an individualistic manner should be discouraged where appropriate (Hutchinson, 1996).

Harris (2002) did a critical analysis of cultural aspect of school and finding out that many schools lay emphasise on peacekeeping instead of encouraging peace building. He also noticed that youths will be blamed for their abnormal behaviour as a result of ensuring peace via punitive approach adopted in schools as this will isolate them from the schools, rather than give them sense of belonging. Harris (1990), earlier affirmed that education for peace must necessarily be in the peace in education as well. He went further to explain that in order to build peace in this very world, there will be need to have teachers who can demonstrate peaceful act rather than explaining peaceful circumstances in theories. Such teachers need to make sure that his or her classroom climate practise and encourage peace.

Based on pedagogical peace principles, the way a teacher organises his or her lesson can lead to the acquisition of skills, attitude and behaviour that can enable students to learn more of creating a peaceful coexistence. (Harris 1990)

2.3.13 Religion and Achievement in Peace Education

Studies have shown all over the world, especially in Iran that spirituality has influence that is positive on students' achievement. It was also found out that those students who are spiritual are prone to doing well academically. Most of these studies that affirmed the influence of spirituality on the students' academic are cited in this study.

Tabibi, Tehran, Arabshalu, Heidari, Abdi and Saracipour (2011), conducted a study in one of the Universities in Iran, Qom Medical University, to investigate the influence of spiritual health on the medical students' achievement. Findings of this study revealed that there is positive relationship that is significant between spiritual health and achievement of medical students. It was also found out that marriage has influence on the students' spiritual health. Alireza Bakhshayesh (2011) also conducted a study in Iran whose findings reveal the influence of having trust in God and student achievement in Yazd City, among the middle class girls. The study further revealed that there is link between trust in God and students achievement and their relationship is positively significant. The study also relates self-esteem with academic achievement and their relationship is significant. Hodge (2007) study on the time school gives to students to perform spiritual rites revealed that those students who missed classes due to their spiritual activities off-campus do not have lower scores but rather their participation in spiritual activities improves their academic performance. Williams, (2002) conducted a study on the influence of church attendance on students' achievement. He engaged in this study to find out the factors that are responsible for African-American students' achievement. The study brought to limelight the significant correlation between church attendance and students' achievement among African-American students. This means that those who attend church do perform far better than their other peers who do not.

Walker and Dixon (2002) also conducted a similar study focusing on the influence of spiritual beliefs and involvement in religious activities on students' achievement. It was found that those students who engaged in some spiritual activities do better academically than those students who do not participate in any spiritual activities. The study advocated the need for spirituality to be included in the school curriculum. In Jeynes (2002) research, he discovered that both religious commitment and religious schooling had influence on students' achievement and the influence is positive. It is vividly revealed that these two variables also influence students' behaviour displayed in school. The study confirmed that those students who are religiously committed usually do well academically and they are also well-behaved. Line (2005) study investigated the relationship that exists between students' academics and students' religiosity, in terms of personal commitment to the word of God, living according to scriptural standard and making a regular prayer life. It

was revealed that academic performance of those students who were well committed to scripture, and were engaged in persistent prayer life (regardless of individual faith), as well those working according to church rules and standard, perform far better than their peers who did otherwise. In another related study conducted by Elder and Conger (2000), it was revealed that those youths that have spiritual engagement were likely to do well academically, that is, the more committed they are spiritually, the more their improvement in academic performance. It was revealed that religiosity was positively linked with students' achievement among Puerto Rican students (Antrop-Gonzales, Vellez and Garret, 2007). The study affirmed that students majorly associated their improvement in academic performance to their engagement in spiritual activities.

Regnerus (2006), conducted a study that focused on the impact of students' religious activity on their students' academic achievement and came up with the following findings: Those students that are engaged in church activities are usually academically focused. For those students who have poor background or experiencing poverty, church engagement helps them to be focused and stable. In conclusion, he posed a very pertinent question, relation to his study: Why is the academic achievement of students associated with church attendance and why does it significantly improve students' achievement? The response he gave for this question was that church attendance creates values that are suitable for educational achievement. Those values include academic competence, self-confidence, emotional health, decision making and self-control. All these values are imbibed through individual interaction with church institutions such as youth group, family and so forth. Both students attitude to education and achievement are improved through students' positive interaction within the church organization. It was therefore recommended that if any parent wants to improve their children's academic achievement, healthier life as well as their well being, there will be need to motivate the children to be engaged in spiritual activities.

2.3.14 Religion and Attitudes to Peace Education

Shafiq and Ross (2009) conducted a study on educational attainment and attitudes towards war in four predominantly Muslim countries and examined the statistical relationship between educational attainment and attitudes towards resorting to war with

another country. The study used the *Pew Global Attitudes Survey 2005* data and it was conducted on the Muslim nations that are usually experiencing war in their various regions. The nations are Lebanon, Jordan, Turkey and Pakistan. The study revealed that educational attainment has nothing to do with obtaining United Nations approval before engaging in a war situation. The people who were living in Lebanon and Turkey, who had high level of educational attainment believed that war is justified as a means of obtaining justice. This finding draws the attention of the authority to curricular reform. Pouligny, (2002) and Solomon, (2002) opined that the teachings and practices of major world religions reveal spiritual and moral formulations that support peace, social justice, reconciliation, and harmony within and between humanity and divinity. Therefore one can argue that the recognition of a shared concern to develop honest, loving and holistic relationship with God and neighbour can form the basis for the rebuilding of constructive relationship destroyed by violence. In the process of rebuilding a constructive relationship destroyed by violence,

2.3.15 Religion and Practice of Peace Education

Reave (2005) conducted a study on spiritual values and practices related to leadership effectiveness. The study was a review of over 150 studies. The review showed that there is a clear consistency between spiritual values and practices (religion) and effective leadership. Values that have long been considered as spiritual ideals, such as integrity, honesty, and humility, were found to have a significant effect on leadership success. Similarly, practices traditionally associated with spirituality as demonstrated in daily life were found to be connected to leadership effectiveness. In agreement with Reave (2005), Paević, Hasanović, and Delić (2007) investigated the influence of religious moral beliefs on adolescents' mental stability.

In another study with a sample of 240 physically and mentally sound individuals male and female, who attended secondary school. The sample were divided into equal groups such as gender containing male and female, age ranging from 15 to 18 years old, school environment containing both rural and urban realities, behaviour which contains excellent and average grades; school achievement which includes very good and average student; family structure which includes family with good satisfactory family relations

among themselves, as well as level of exposure to psycho-social stress (they were not exposed to specific traumatizing events). Every item was subjected to evaluation in relation to belief in specific moral values that are related to religion through ethical principles. The different groups of the subject were compared through moral belief index scores which were religion related. Social profile of specific subject, moral and religion were measured by specific related measuring instruments. In order to test personality in the study standardized test battery was made use of in order to gain much information as regard emotional profile, personality profile and as well as orientation related to defence. The study's findings among other things showed that moral belief system receives from religion will serve as kind of means through which the younger generation can have total control of their anger and as well as their aggression behavior in which have tendency to transform the younger generation in way to reduce the level conflict in them as well as promoting good personality that will eventually produce acceptable behavior in society. Many studies have researched into students' attitude, affective or social skills. For instance, Veenmen, Kenter and Post (2000) gave a vivid report of cooperative learning in Dutch primary classrooms. They observe that the mean score in the subscale positive attitudes towards cooperative learning shows that the pupils like to work in groups. The majority (84%) of the pupils found it very nice to work with other pupils and engaged explaining things to pupils. In addition most of the pupils found schools (86%) and school subjects (94%) to be just as nice when working in groups. In their study, no significant differences were found between girls and boys in this respect.

Sharan (1980), Johnson and Johnson (1985) and Slavin (1987) found that group-learning methods consistently improve students' self-esteem and social relations among students. It has also been found that team learning or group learning clearly increased helping behaviour, perception of giving and receiving help, viewing situation from the perspective of others and sense of fairness. Peace education mainly focused on how students in school can have common sense of responsibility to achieve common goals through mutual understanding schools. Meanwhile, the best way to come to realization of this is through cooperative learning (Johnson, Johnson and Houbec, 2002, 2008)

Jordan and Metais (1997) discovered that with cooperative learning, social interactions became noticeably more varied and students agree to work in assigned groups,

even when they did not like some members of the group. They also discovered that the interpersonal relationship of previously isolated student improved, both with their peers and with the teachers. The clear implication of this is that students' interpersonal relationship will also improve on the teachers students' and interest in the subject which will result in better performance. Group learning of a subject will result in better performance because it is associated with roles and responsibilities; which make students to focus on their task more consistently, thereby influencing their attitude positively. Through cooperative ventures, children learn to share, to empathize with others and to work to get better. Their working together towards a common goal turns destructive responses to helpful ones. Teachers who hold these views have claimed that the cooperative attitudes developed through interactions with peers contribute to a sense of social responsibility in the student. It was found out that it is difficult to resolve conflicts constructively when they occur in competitive and individualistic contexts. In a competitive context, individuals strive to win rather than solve the problem. In an individual context, individuals tend to care only about their own self-interest and ignore the interest of others. It is only in a cooperative context that conflicts tend to be resolved constructively. Meanwhile, social skills for effective cooperation do not magically appear when cooperative lessons are employed. Instead, social skills have to be taught to pupils just as cognitive skills. Leadership, decision making, trust building, communication, and conflict management skills empower students to manage both team work and task work together successfully (Johnson and Johnson, 1995).

A lot of research activities seem to indicate that group learning strategies are effective in teaching students both at lower and higher-levels skills (Smith, Johnson and Johnson, 1981; Mevarech, 1985, Soled, 1987; Bloom, 1988; Johnson and Johnson, 1989; Good, Reys Grouws and Mulyan, 1990). According to Johnson and Johnson, (2005), cooperative learning and Peacemaker programme have been implemented from kindergarten through high school and it was also noted the immense benefits that could accrue to every student when they come together to address conflict integratively. Those students who have been exposed to how to address any given conflict situation in a constructive manner have edge over those students who are yet to be exposed to do such. When students decide to work in unty to resolve conflict constructively, this will bring

about the act of forgiveness of one another, reconciliation and as well as the act of restitution. This process equips individual with skills on how to maintain peaceful; co-existence with other fellow human beings.

2.4 Appraisal of the Literature

Literature reviewed indicated that apart from the home, the school is also primarily responsible for the transmission of values such as peace. The ineffectiveness of social studies has also been attributed to the consistent use of lecture teaching method to achieve its value-laden objectives. Hence, the observation of violent acts in our society is gradually finding its way into the behavioural manifestations of secondary school students. Attempts have been made to improve attitude and knowledge to make use of peace and non-violent means in order to ensure conflict management through the school curriculum by incorporating peace education concepts in social studies. However, the problem of violent acts still remains. For peace to be properly entrenched in the society, the learner has to be active in the learning process and practically deduce the implication of peace concepts taught to basic realities of existence. In this regard, researches have brought to limelight different sets of teaching strategies that have potential to perfectly articulate peace based concepts in the classroom setting which have not been previously explored effectively. The use of jigsaw, group investigation and graffiti is thus adopted in this study on the basis that they encourage active learner participation and stimulate active learning that is particularly useful in helping students develop the ability to apply concepts and ideas to practical experience. The study therefore, sets out to determine the effect of jigsaw, group investigation and graffiti on junior secondary school students learning outcomes in peace education concepts in social studies with the main reason of identifying the influence of gender and religion on students' learning outcomes.

CHAPTER THREE

METHODOLOGY

This chapter presents the research method which was adopted for this study. It specifically contains research design, variables of the study, population of the study, sample and sampling techniques, selection of concepts, instrumentation, procedure for data collection and method of data analysis.

3.1 Research Design

This study adopted the pretest posttest control group quasi- experimental design to determine the effect of three modes of cooperative learning strategies on junior secondary school students learning outcomes in peace education concepts in Social Studies. The design is illustrated as.

O1	X1	O2	-----	Experimental Group 1
O1	X2	O2	-----	Experimental Group 2
O1	X3	O2	-----	Experimental Group 3
O1	---	O2	-----	Control Group

Where:

- O1, 3, 5, 7 = Pretest observations or measurements
- O2, 4, 6, 8 = Posttest observations or measurements
- X1 = Treatment one (Graffiti Cooperative Learning Strategy- GCLS)
- X2 = Treatment two (Group Investigation Cooperative Learning Strategy- GICLS)
- X3 = Treatment three (Jigsaw Cooperative Learning Strategy- JCLS)
- X4 = Conventional Method (Control Group- CM)

The researcher exposed students in experimental group 1 to peace education concepts using graffiti learning strategy (Treatment 1). The same contents were selected for the two groups. Also, students in experimental group 3 were exposed to the same content using jigsaw learning strategy (Treatment 3). Those students in conventional group were also exposed to the same contents as those in experimental groups.

3.2 Variables of the Study

Set of Independent variables are below:

- I. Graffiti cooperative Learning Strategy (GCLS)
- II. Group Investigation Cooperative Learning Strategy (GICLS)
- III. Jigsaw Cooperative Learning Strategy (JCLS)
- IV. Control Group (Conventional Method) (CM)

Moderating variables

- | | | |
|-------------|---|------------------|
| Gender | - | Male |
| | - | Female |
| Religiosity | - | High Religiosity |
| | - | Low Religiosity |

The dependent variables are the learning outcomes which are specified as:

1. Achievement in Peace Education
2. Attitude to Peace Education
3. Practice of Peace Education

Table 3.1

Independent Variables	Moderator Variables	Dependent Variables
<ul style="list-style-type: none"> • Instructional Strategy: • Graffiti Learning Strategy • Group Investigation Learning Strategy • Jigsaw Learning Strategy • Conventional Teaching strategy 	<p>1. Gender:</p> <ul style="list-style-type: none"> • Male • Female <p>2. Religiosity</p> <ul style="list-style-type: none"> • High • Low 	<p>1. Achievement in Peace Education</p> <p>2. Attitude to Peace Education</p> <p>3. Practice of Peace Education</p>

For the purpose of this study a 4X2X2 factorial matrix was adopted. This is illustrated below

Table 3.2 4X2X2 Factorial Matrix of the study variables

Treatments			
	RELIGIOSITY	GENDER	
		Male	Female
Graffiti cooperative Learning Strategy (GCLS)	High		
	Low		
Group Investigation Learning Strategy (GILS)	High		
	Low		
Jigsaw Learning strategy (JLS)	High		
	Low		
Conventional Method (CM)	High		
	Low		

3.3 Selection of Participants

Junior Secondary School Three (JSS III) Social Studies students were selected from public schools in Lagos State as participants. The JSS3 students were purposively selected. Those students at the level are to be taught the concepts of peace education. More so, those students at this level are at their formative stage. The involvement of those students at this level would help to make use of peace and non-violent means in order to ensure conflict management in their early stages of life.

Lagos state was divided into six through multi Stage sampling technique; the division was on the basis of six educational districts in which four districts were randomly selected through balloting. The selected educational districts were grouped on their respective metropolitan terms. Random sampling technique through the use of balloting was used to select Yaba, Bariga, Surulere and Oshodi. Certain criteria were used to purposively select eight schools for this study. The criteria were: Schools that have not exposed their students to peace education concepts to be covered in this study; Schools where teachers needed for this study show keen readiness to participate; Schools in which those who teach Social studies have minimum qualification of the Nigerian Certificate in Education (NCE); Schools that implement Social Studies curriculum. Schools that were selected were randomly distributed into the two groups. In addition, one intact class of junior secondary three was selected from each school. In all, 284 students participated in the study, comprising 126 males and 158 females.

The participants used for the study were assigned as follows:

Graffiti Cooperative Learning Strategy (Experimental Group 1)

- (i) Akintan Junior High School, Ojuelegba, Surulere.
- (ii) Unity Junior Grammar School, Oshodi, Lagos.

Group Investigation Cooperative Learning Strategy (Experimental Group 2)

- (i) Morocco Junior High School, Somolu.
- (ii) Aje Junior Comprehensive Secondary School, Yaba.

Jigsaw Cooperative Learning Strategy (Experimental Group 3)

Akoka Junior High School, Akoka
Bariga Junior High School, Bariga.

Conventional Teaching Method (Control Group)

Adebola Baptist Junior High School, Surulere.

Oshodi Junior High School, Oshodi.

3.4 Instruments

Those instruments used are stated below:

Peace Education Achievement Test;

Attitude to Peace Education Scale;

Peace Education Practices scale

The Conventional Strategy Guide.

Graffiti Learning Strategy Guide.

Group Investigation Learning Strategy Guide.

Jigsaw Learning Strategy Guide.

3.4.1 Peace Education Achievement Test (PEAT)

This is a 25-item multiple choice objective test designed by the researcher, based on the concepts that were taught in the study. This instrument was designed to measure the participants' achievement in Peace Education concepts in junior secondary schools 111. Test contents covered the peace education concepts in the study at the three levels of cognitive domain of remembering, understanding and thinking adopted from Okpala, Onocha and Oyedeji, (1993). The table of specification for the construction PEAT is presented on table 3.2.

Table 3.3 **TABLE OF SPECIFICATION FOR PEAT**

S/N	TOPIC	REMEMBERING	UNDERSTANDING	THINKING	TOTAL
1.	Meaning of Peace	1	2	1	4
2.	Importance of Peace		1	1	2
3.	Ways of Promoting Peace (Cooperation, Tolerance, Social Justice, Human Right) ²	2	1	1	4
4.	Meaning of Conflict	1			1
5.	Types of Conflict (Non Violent and Violent)	2		3	5
6.	Causes and Consequences of Conflict	1	2	1	4
7.	Conflict Management and Resolution	1	3		5
	TOTAL	8	9	8	25

To ensure the instrument maintains its status, face and content validity, it was presented to two experts in peace education, two JSS III school teachers, two English teachers and finally to the researchers' supervisor for corrections on the suitability of the content, language of presentation. The approved version was trial tested on a group of 30 JSS III students in Lagos, in a school that was not part of the sample. The data collected was used to calculate the reliability coefficient using Kuder-Richardson 20 (KR20) which yielded a reliability coefficient of 0.89.

3.4.2 Attitude to Peace Education Scale (APES)

This is a response instrument consisting of 20 items based on 4 point Likert scale of Strongly Agree (SA), Agree {A}, Strongly Disagree (SD) and Disagree {D}, Items which indicated positive attitude will be graded 4,3,2,1 while these would be reversed for negatively worded statements. It was designed to measure the attitudes of JS III students on Peace Education. In order to ensure that the instrument maintains its status, face and content validity were re-examined. It was presented to two experts in peace education, two JS III school teachers, two English teachers and finally to the researcher's supervisor for corrections on the suitability of the content and language of presentation. The approved version was trial tested on a group of 30 JS III students in Lagos, in a school that was not part of the sample. The data collected was used to calculate the reliability coefficient using Cronbach's Alpha which yielded a reliability value of 0.77

3.4.3 Peace Education practice scale

This is a response instrument consisting of 20 items based on 4 point Likert scale of Very Often (VO), Often {O}, Seldom (S) and Never {N}, Items which indicated positive attitude was being graded 4,3,2,1 while these would be reversed for negatively worded statements. It was designed to measure the practice of JS III students on Peace Education. To ensure that the instrument maintains its status, face and content validity. It was presented to two experts in peace education, two JSS III school teachers, two English teachers and finally to the researcher's supervisor for corrections on the suitability of the content and language of presentation. The approved version was trial- tested on a group of 30 JS III students in Lagos, in a school that was not part of the sample. The data collected

were used to calculate the reliability coefficient using Cronbach's Alpha which yielded a reliability value of 0.72

3.4.4 Conventional Teaching Strategy Guide (CTSG)

This guide was a self-designed guide to give directive to the teacher in the conventional strategy, that is, control group. This is done to make sure that the teaching procedure is uniform. This conventional learning guide was prepared on every concept used in the study. The lesson includes three main parts; introduction, presentation and conclusion. In order to ensure that the learners as well as the curriculum objectives are actualized, the instrument underwent peer and expert review to make sure that the contents selected are suitable with the level of students selected to test the consistency of the instrument.

3.4.5 Graffiti Learning Strategy Guide (GLSG) Experimental group 1

The groups were presented the following direction: each group was given about specific time, says, 5 minutes, for every member in the group to brainstorm before the response on the question was written on poster paper. When the time given expired, every group wrote their response to the question on the paper in order to be distributed to the next group. Every group was encouraged to give different sets of responses to be added to the paper. It is expected that summary was given to the other class members as soon as they got their initial questions back along with different responses from the other group members.

3.4.6 Group Investigation Learning Strategy Guide (GILSG) Experimental group 2

This group made use of group investigation learning strategy. All the topics made use of in the first experimental group, was also used in this group. Individual learners in group investigation learning strategy have a common goal and they would attain their goals and rewards through interdependence and team work. Students in this group work towards the achievement of a common goal. The success of the group depended on the individual learner's contribution within the collaborative group. The group investigation learning strategy specified the instructional objective, arranged the classroom to maximize

interaction, explained the task, and observed the students' interactions, intervened whenever students encountered problems that arose from the learning process and social relationships within the groups, evaluated the products of the instructional process.

The teacher, assigned students into groups of six members, allowed each group to select a leader and a recorder, presented instructional format, which contained five topics, supplied relevant references to the students, explained the steps and the need for group investigation learning strategy, collected the students' findings on each of the assigned five topics accordingly on weekly basis.

3.4.7 Jigsaw Learning Strategy Guide (JLSG)

The teacher asked one person from a particular group to take up sheets that entail questions and information relating to their group topic. Teacher gives sufficient time to students in order to relate with their topics well, write short notes like jotting and also examine their understanding as regards the given topic. He allowed the 'experts' to teach in their very home group. This will be done to ensure that every one presents their expert information and also make known their findings about their topic. Lastly, teacher ensures that the topic has been clearly understood.

3.5 Research Procedure

The researcher obtained permission from the principals of the secondary schools involved in this study. The participating students were given orientation before the commencement of the programme, the objectives of the study will be explained and the cooperation of the students' sought. The research study followed these procedures;

Step 1: Training of participant teachers and research assistants for both groups, that is, experimental and control, by the investigator. This was to ensure that they acquired competence in their randomly assigned strategies. The general set up of the study and the classroom interaction pattern assigned to each school was explained to the teachers as it concerned them. This was to ensure that each of them had the feeling that the strategy assigned to the group could achieve the best results if properly handled.

Step 2: After the research assistants and participating teachers had been trained on how to administer the instruments, the pretest materials were given to them. The teachers were to further introduce the package, prepare the students, and inform them of the purpose,

principles and procedure governing the research. They were told the advantages they stand to gain if they cooperated and the importance of participating in the programme. Pre-test instruments were administered after the teachers prepared those students that are to be involved in the study. Students Attitude to Peace Education Questionnaire (SAPEQ), Peace Education Achievement Test (PEAT), and the Students Practice of Peace Education Questionnaire (SPPEQ) were those set of instruments. The instruments were applied, on the same day and period. In the classes used for the study, social studies had an allocated period of two lessons of forty minutes per week.

The material used in the study consisted of eight weeks instructional units drawn from curriculum contents as authenticated by the Federal Ministry of Education (FGN, 2013) and the Nigerian Education Research and Development Council (NERDC, 2009) for revised concepts relating to Peace education in the new social studies curriculum for junior secondary schools (J.S.S 3). (NERDC, 2009) The items include:

- 1) Social issues and problems
 - i. Meaning of Peace
 - ii Different forms/types of Peace
 - iii. Importance of Peace
 - iv. Ways of Promoting Peace (Cooperation, Tolerance, Social justice, human rights etc.)
 - v. Meaning of Conflict
 - vi Example of Conflict
 - v. Types of Conflict (Non violent and violent)
 - vii. Causes and Consequences of Conflict
 - viii. Conflict Management and Resolution (Dialogue, Compromise etc.)

A guide which included a description of the instructional approach necessary to meet the objectives of the programme was made available.

Each unit was taught, and then students were given problems to solve and were made to interact in their different groups. The investigator visited the teacher and the schools regularly in order to collect necessary data.

3.4 Field Work Activities

S/N	WEEK	RESEARCH ACTIVITIES	TOPIC
1	1 st and 2 nd Weeks	<ul style="list-style-type: none"> • Pre-Experimental Activities • Selection and Training of Research assistants • Selection of Schools • Assigning schools into experimental and control groups • Selection and training of teachers 	Nil
2	3 rd Week	Pre-test for experimental and control groups	Nil
3	4 th and 5 th Weeks	Teaching starts on peace education concepts in experimental and control groups	<ul style="list-style-type: none"> • Meaning of peace • Types of peace • Importance of peace
4	6 th and 7 th Weeks	Teaching continues on peace education concepts in experimental and control groups	<ul style="list-style-type: none"> • Ways of promoting peace • Meaning of conflict • Types of conflicts
5	8 th and 9 th Weeks	Teaching continues on peace education concepts in experimental and control groups	<ul style="list-style-type: none"> • Examples of conflicts • Identify where these examples happened in Nigeria
6	10 th and 11 Weeks	Teaching continues on peace education concepts in experimental and control groups	<ul style="list-style-type: none"> • Meaning of conflicts • Causes of conflicts • Consequences of conflicts • Meaning of conflict management • Meaning of conflict resolutions • Various means of conflict management and resolutions
7	12 Week	Post-test for experimental and control groups	Nil

3.6.1 Group Composition

The research assistants were trained on how to constitute the groups. They were taught to allow the students to freely choose students they would like to work with or the teacher does the grouping. Where students have to choose by themselves, the teacher divides the class. The following teaching and learning procedures will be carried out:

3.6.2 Experimental Group 1: Graffiti Cooperative learning strategy (GLS)

PROCEDURE;

Step 1: The learning objectives and content were specified;

Step 2: The topic or content was broken into subordinate questions;

Step 3: The class was arranged in small groups, comprising 5-6 students in each of the groups. The groups were diverse in terms of gender, religion and ability.

Step 4: Each group has marker and poster paper which was very large along with subordinate questions which was written on each of the paper top. Every group has different marker colours;

Step 5: The groups were presented the following directions for the students: each group was given about specific time, says, 5 minutes, for every member in the group to brainstorm together before the response on the question will be written on poster paper. When the time given has expired, every group will write their response to the question on the paper in order for it to be distributed to the next group. Every group is encouraged to give different set of responses to be added to the paper. It is expected that summary should be given to the other class members as soon as they get their initial questions back along with different responses from the other groups members;

Step 6: After the end of 3-5 minutes given to every group for discussion, every group is expected to come up with their contributions by writing their response on graffiti poster paper;

Step 7: Step 6 is expected to be repeated through the guidance of the teacher to switch papers and questions. It is noted that in subsequent groups, more time will be needed to think for those responses that were not written down initially.

- Step 8: It was ensured that each group receive initial question, which was original, along with response given from other groups in order to evaluate as well synthesize the given information;
- Step 9: The rest of the class were given opportunity to be exposed to brief synthesis that will be presented by every group;
- Step 10: The students were evaluated and this was done by giving unit test only, to ensure students' mastery;
- Step 11: The group members were rewarded for group success. (The teacher did this by awarding marks to each student in the group).

3.6.3 Experimental Group 2: Group Investigation Learning Strategy (GILS).

Procedure

- Step 1: The class was divided into small groups, comprising seven students in each of the groups. The groups were diverse in terms of gender, religion and ability.
- Step 2: The class was presented with multi-faceted topics.
- Step 3: The students were made to be aware of those needful investigation resources that can be of help to appropriately carry out investigation.
- Step 4: Helps were offered to the groups when required as the investigative process continued.
- Step 5: Every group undergo planning in relation to the investigation, the procedures tasks and goals persistence along the chosen subtopic
- Step 6: The groups carried out investigation as planned in the above step.
- Step 7: Each student in each of the groups was responsible for researching on his or her chosen topic.
- Step 8: Each student in each of the groups prepared a brief report to bring back to the group and the group then designed a presentation and shared its findings to the whole class.
- Step 9: The teacher evaluates the investigation and result presentation

3.6.4 Experimental Group 3: Jigsaw Cooperative Learning Strategy (GLS).

Procedure

Step 1: Learning objectives specified and content decided;

Step 2: The students were informed of references and materials to use;

Step 3: The class was divided into groups, comprising of 6-7 students in each of the groups. The groups were diverse in terms of gender, religion and ability.

Step 4: The “expert groups” of students were exposed by the researcher to the concepts to be learned. After they have finished their learning tasks, in the expert groups, students returned to their jigsaw group for peer tutoring,

Step 5: The teacher ensured that “expert groups” handled their respective groups properly. Evaluation was based on students’ academic products delivered by the expert group;

Step 6: The teacher had an overview of the lesson with the whole class in order to organize and conceptualize significant concepts;

Step 7: The students were evaluated by giving unit test only.

Step 8: The group members were rewarded for group success.

3.6.5 Control Group 4: The following systematic procedures are meant for the teacher to follow in teaching through Conventional Strategy:

Step 1: The teacher designed a specific learning objective and content to be taught.

Step 2: The teacher told every student about materials as well as references he/she used;

Step 3: The teacher taught the students all the concepts and all the things they are expected to know as regards the topics;

Step 4: The teacher gave homework and required every student to supply answer from the information he/she gave them.

Summary of the procedure

First two (2) weeks for teachers and research assistants training

One (1) week for pre-test administration

Eight (8) weeks for the treatment and follow up

One (1) week for post – test administration

Total: Eight (12) weeks

3.7 Methods of Data Analysis

The data collected were analyzed using both descriptive and inferential statistics. Inferential statistics that was used was Analysis of Covariance (ANCOVA). It was used in testing hypotheses, using pre-test as covariates. The calculated mean score across the group was effectively done to compare the mean through the estimated marginal mean. Pairwise post hoc analysis was carried out to establish the magnitude of significant difference of the effects of treatments on learning outcomes. All hypotheses were tested by using 0.05 level of significance

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results and the discussion of the findings of this study. This was carried based on the data analyzed and in line with the seven hypotheses formulated in this study. The seven hypotheses were tested using inferential statistics with relevant tables.

4.1 Test of Hypothesis

Hypothesis 1a: There is no significant main effect of treatment on students' achievement in peace education.

Analysis of Covariance (ANCOVA) was made use of, test hypothesis at .05 significant level and also, result got was presented in table 4.1.1a

Table 4.1.1a: Summary of ANCOVA of Students' Achievement in Peace Education by Treatment, Gender and Religion

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2004.352a	16	125.272	10.781	0.000	0.392
Intercept	903.617	1	903.617	77.766	0.000	0.226
Prescores	1310.964	1	1310.964	112.823	0.000	0.297
Main effect						
Treatment	249.542	3	83.181	7.159	0.000	0.074
Gender	22.934	1	22.934	1.974	0.161	0.007
Religiosity	65.371	1	65.371	5.626	0.018	0.021
2-way interaction effect						
Treatment * Gender	10.843	3	3.614	0.311	0.817	0.003
Treatment * Religiosity	69.19	3	23.063	1.985	0.117	0.022
Gender * Religiosity	5.893	1	5.893	0.507	0.477	0.002
3-way interaction effect						
Treatment * Gender * Religiosity	7.73	3	2.577	0.222	0.881	0.002
Error	3102.448	267	11.62			
Total	68259	284				
Corrected Total	5106.799	283				

a R Squared = .392 (Adjusted R Squared = .356)

Table 4.1.1a gives the short brief result of ANCOVA of students' scores of achievement of post-test in Peace Education by treatments (Graffiti cooperative Learning Strategy, Group Investigation Learning Strategy, Jigsaw Learning Strategy and as well as Conventional), Gender and Religiosity. After the adjustment has taken place on the covariance, (pre- student's attitude in Peace Education), the treatment influence on attitude of students on student's achievement in Peace Education was not significant statistically, $F_{(3,267)} = 7.16, p < 0.05$. Based on the findings of this study based on the hypothesis, the null stated hypothesis was rejected according to the result. Again the table revealed that the partial Eta square (η^2) value of 0.07 has no effect based on Cohen (1988). The statistical report of both estimated marginal means and pair wise comparison of achievement of learners in peace education are well presented in the two tables, that is, 4.1.1b and 4.1.1c.

Table 4.1.1b: Estimated Marginal Means of Students' Achievement in Peace Education by Treatments

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Graffiti Cooperative Learning Strategy	13.861 ^a	0.435	13.004	14.718
Group Investigation Cooperative Learning Strategy	16.303 ^a	0.459	15.399	17.207
Jigsaw Cooperative Learning Strategy	14.863 ^a	0.604	13.674	16.051
Conventional Method	13.704 ^a	0.41	12.897	14.512

The Covariates reflected in the given model are assessed through pre-test achievement = 12.75.

Table 4.1.1c: Pairwise Comparison of Students' Achievement in Peace Education by Treatments

(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Graffiti cooperative Learning Strategy	Group Investigation Learning Strategy	-2.442*	0.633	0.001	-4.121	-0.763
	Jigsaw Learning Strategy	-1.002	0.745	0.696	-2.977	0.973
	Conventional Method	0.157	0.597	1.000	-1.426	1.739
Group Investigation Learning Strategy	Graffiti cooperative Learning Strategy	2.442*	0.633	0.001	0.763	4.121
	Jigsaw Learning Strategy	1.44	0.758	0.303	-0.568	3.449
	Conventional Method	2.599*	0.617	0.000	0.965	4.233
Jigsaw Learning Strategy	Graffiti cooperative Learning Strategy	1.002	0.745	0.696	-0.973	2.977
	Group Investigation Learning Strategy	-1.44	0.758	0.303	-3.449	0.568
	Conventional Method	1.158	0.731	0.517	-0.779	3.096
Conventional Method	Graffiti cooperative Learning Strategy	-0.157	0.597	1.000	-1.739	1.426
	Group Investigation Learning Strategy	-2.599*	0.617	0.000	-4.233	-0.965
	Jigsaw Learning Strategy	-1.158	0.731	0.517	-3.096	0.779

Based on estimated marginal means

* .05 is the level where mean difference is considered significant; b Adjustment for multiple comparisons: Sidak.

It was revealed in table 4.1 that the mean score ($\bar{x} = 16.30$) of the Experimental Group II was the highest subsequently followed by those respondents that were exposed to Jigsaw Learning Strategy with $\bar{x} = 14.86$ as the estimated mean score, subsequently by the respondents who are in Experimental group I (Graffiti cooperative Learning Strategy) with mean score $\bar{x} = 13.86$ and control group (conventional) had the least mean score = 13.70. Table 4.1c showed that the differences that exist among those students that are exposed to Graffiti cooperative Learning Strategy and Group Investigation Learning Strategy along with those in Group Investigation Learning Strategy as well as the control group were statistically considered significant. Figure 4.1 revealed the estimated marginal mean score

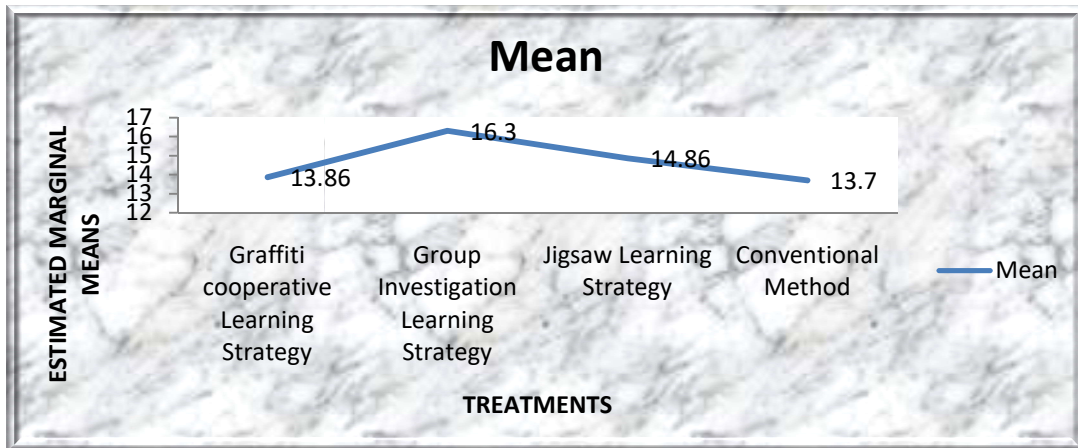


Fig. 4.1: Estimated Marginal Means of Students' Achievement in Peace Education by Treatments

Hypothesis 1b: There is no significant main effect of Treatment on Students' Attitude in Peace Education. 0.05 level of significance was used to test of every hypothesis was done through ANCOVA at 0.05

Table 4.2.1a: Summary of ANCOVA of Students' Attitude in Peace Education by Treatments, Gender and Religion

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	496.999a	16	31.062	1.271	0.215	0.071
Intercept	5413.202	1	5413.202	221.559	0.000	0.453
pre_attitude	184.154	1	184.154	7.537	0.006	0.027
Main Effects						
Treatment	15.18	3	5.06	0.207	0.891	0.002
Gender	56.265	1	56.265	2.303	0.13	0.009
Religiosity	10.562	1	10.562	0.432	0.511	0.002
2-Way Interaction Effects						
Treatment * Gender	73.041	3	24.347	0.997	0.395	0.011
Treatment * Religiosity	15.388	3	5.129	0.21	0.889	0.002
Gender * Religiosity	11.366	1	11.366	0.465	0.496	0.002
3-Way Interaction Effects						
Treatment * Gender * Religiosity	108.045	3	36.015	1.474	0.222	0.016
Error	6523.437	267	24.432			
Total	734932	284				
Corrected Total	7020.437	283				

a R Squared = .071 (Adjusted R Squared = .015)

Table 4.2.1a gives the short brief result of ANCOVA of student's attitude toward Peace Education by treatments (Group Investigation Learning Strategy, Graffiti cooperative Learning Strategy, Jigsaw Learning Strategy and Conventional), Gender and Religiosity.

After the adjustment has taken place on the covariance, (pre- student's attitude in Peace Education), the treatment influence on attitude of students in Peace Education was not significant statistically, $F_{(3,267)} = 0.21$, $p > 0.05$. Based on the findings of this study, based on the hypothesis, the null stated hypothesis was not rejected according to the result. Again table 4.2.1 a revealed that the partial Eta square (η^2) value of 0.02 has no effect based on Cohen (1988).The statistical report of both estimated marginal means and pair wise comparison of attitude of learners in peace education are well presented in the two tables, that is, 4.2.1b and 4.2.1c

Table 4.2.1b: Estimated Marginal Means of Students' Attitude in Peace Education by Treatments

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Graffiti cooperative Learning Strategy	50.456a	0.633	49.21	51.702
Group Investigation Learning Strategy	50.183a	0.665	48.873	51.492
Jigsaw Learning Strategy	50.618a	0.878	48.888	52.347
Conventional Method	50.871a	0.595	49.699	52.043

The Covariates reflected in the given model are assessed through pre-attitude = 50.41.

Table 4.2.1c: Pairwise Comparison of Students' Attitude to Peace Education by Treatments

(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Graffiti cooperative Learning Strategy	Group Investigation Learning Strategy	0.273	0.918	1.000	-2.162	2.707
	Jigsaw Learning Strategy	-0.161	1.087	1.000	-3.043	2.72
	Conventional Method	-0.415	0.872	0.998	-2.726	1.896
Group Investigation Learning Strategy	Graffiti cooperative Learning Strategy	-0.273	0.918	1.000	-2.707	2.16
	Jigsaw Learning Strategy	-0.435	1.102	0.999	-3.356	2.486
	Conventional Method	-0.688	0.893	0.97	-3.055	1.678
Jigsaw Learning Strategy	Graffiti cooperative Learning Strategy	0.161	1.087	1.000	-2.723	3.043
	Group Investigation Learning Strategy	0.435	1.102	0.999	-2.486	3.356
	Conventional Method	-0.254	1.057	1.000	-3.056	2.549
Conventional Method	Graffiti cooperative Learning Strategy	0.415	0.872	0.998	-1.896	2.726
	Group Investigation Learning Strategy	0.688	0.893	0.97	-1.678	3.055
	Jigsaw Learning Strategy	0.254	1.057	1.000	-2.549	3.056

It was vividly brought to limelight in table 4.2.1b that the control group (conventional) with $\bar{x} = 50.87$ mean score has the highest, followed by the mean scores ($\bar{x} = 50.62$) of those students that were exposed to Jigsaw Learning Strategy, followed by the participants in Experimental group I (Graffiti cooperative Learning Strategy) with mean score $\bar{x} = 50.46$ and Experimental Group II (Group Investigation Learning Strategy) had the least mean score = 50.18. Table 4.1c confirmed that none of the differences between the pair of experimental groups and control group was statistically significant. However, Figure 4.3 explained further through estimated marginal mean

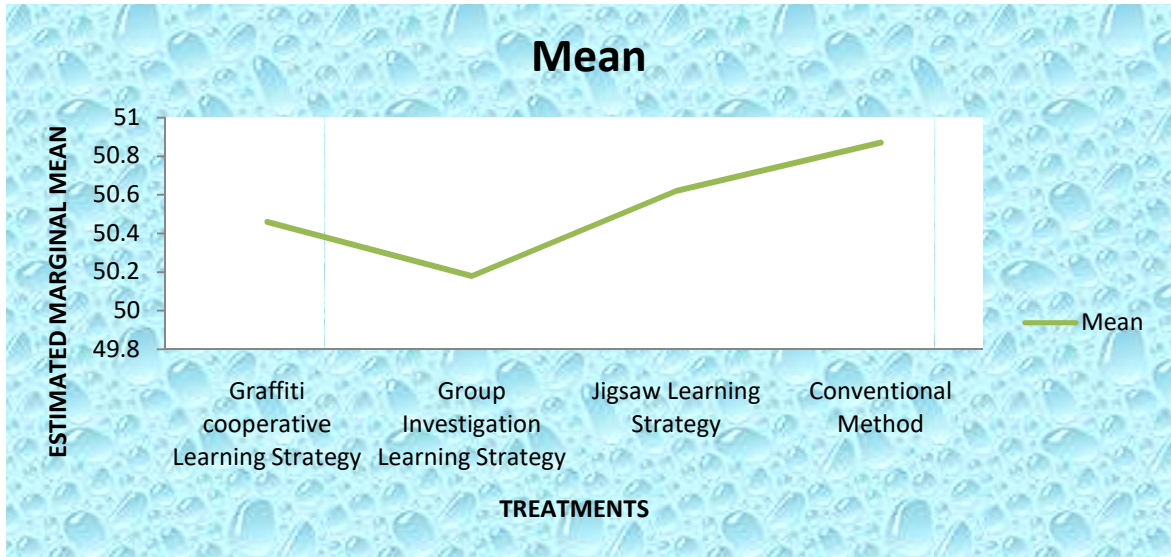


Fig. 4.3: Estimated Marginal Means of Attitude of Students toward Peace Education by Treatments

Hypothesis 1c: There is no significant main effect of Treatment on Practice in Peace Education. 0.05 level of significant was used to test every hypothesis through ANCOVA and Table 4.3.1a revealed the result.

Table 4.3.1a: Summary of ANCOVA of Students' Practice in Peace Education by Treatments, Gender and Religion

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1809.577a	16	113.099	4.769	0.000	0.222
Intercept	3448.674	1	3448.674	145.416	0.000	0.353
Pre-practice	997.111	1	997.111	42.044	0.000	0.136
Main Effect						
Treatment	340.814	3	113.605	4.79	0.003	0.051
Gender	97.735	1	97.735	4.121	0.043	0.015
Religiosity	0.135	1	0.135	0.006	0.94	0
2-way Interaction Effect						
Treatment * Gender	80.906	3	26.969	1.137	0.334	0.013
Treatment * Religiosity	175.692	3	58.564	2.469	0.062	0.027
Gender * Religiosity	6.879	1	6.879	0.29	0.591	0.001
3-way Interaction Effect						
Treatment * Gender * Religiosity	74.509	3	24.836	1.047	0.372	0.012
Error	6332.156	267	23.716			
Total	752344	284				
Corrected Total	8141.732	283				

a R Squared = .222 (Adjusted R Squared = .176)

Table 4.3.1a gives the short brief result of ANCOVA of student's post –test practice scores of participants (students) in Peace Education by treatments, gender and Religiosity. After the adjustment has taken place on the covariance, (pre- student's attitude in Peace Education), the treatment influence on students practice in Peace Education was not significant statistically, $F_{(3,267)} = 4.79$, $p < 0.05$. Consequently, based on the findings of this study based on the hypothesis, the null stated hypothesis was rejected according to the result. The statistical report of both estimated marginal means and as pair wise comparison of learners practice in peace education are well presented in the two tables, that is, 4.3.1b and 4.3.1c.

Table 4.3.1b: Estimated Marginal Means of Students' Practice in Peace Education by Treatments

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Graffiti cooperative Learning Strategy	50.472a	0.625	49.242	51.702
Group Investigation Learning Strategy	51.992a	0.658	50.697	53.287
Jigsaw Learning Strategy	53.689a	0.864	51.987	55.391
Conventional Method	50.151a	0.586	48.997	51.306

Table 4.3.1c: Pairwise Comparison of Students' Practice in Peace Education by Treatment (Brainstormy, Role play and Conventional)

(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Graffiti cooperative Learning Strategy	Group Investigation Learning Strategy	-1.519	0.911	0.456	-3.935	0.896
	Jigsaw Learning Strategy	-3.216*	1.062	0.016	-6.031	-0.401
	Conventional Method	0.321	0.86	0.999	-1.959	2.601
Group Investigation Learning Strategy	Graffiti cooperative Learning Strategy	1.519	0.911	0.456	-0.896	3.935
	Jigsaw Learning Strategy	-1.697	1.09	0.538	-4.586	1.193
	Conventional Method	1.841	0.878	0.203	-0.487	4.168
Jigsaw Learning Strategy	Graffiti cooperative Learning Strategy	3.216*	1.062	0.016	0.401	6.031
	Group Investigation Learning Strategy	1.697	1.09	0.538	-1.193	4.586
	Conventional Method	3.537*	1.048	0.005	0.76	6.315
Conventional Method	Graffiti cooperative Learning Strategy	-0.321	0.86	0.999	-2.601	1.959
	Group Investigation Learning Strategy	-1.841	0.878	0.203	-4.168	0.487
	Jigsaw Learning Strategy	-3.537*	1.048	0.005	-6.315	-0.76

Based on estimated marginal means

* 0.05 level is the point at which mean difference can be significant.

b Adjustment for multiple comparisons: Sidak.

It was vividly brought to limelight in table 4.2.1b that Experimental Group III has high mean score $\bar{x} = 53.69$, subsequently followed by students who are under Group II of the experiment with total mean score $\bar{x} = 51.99$. Then, the participants in Experimental group I (Graffiti cooperative Learning Strategy) with mean score $\bar{x} = 50.47$ and control group (conventional) had the lowest mean score = 50.15. It was vividly brought to limelight in Table 4.3.1c that only the difference between Experimental Group III (Jigsaw Learning Strategy) and experimental group I (Graffiti cooperative Learning Strategy) together with the difference between Experimental Group III (Jigsaw Learning Strategy) and control group (conventional) were statistically significant. However, Figure 4.6 explained further through estimated marginal mean

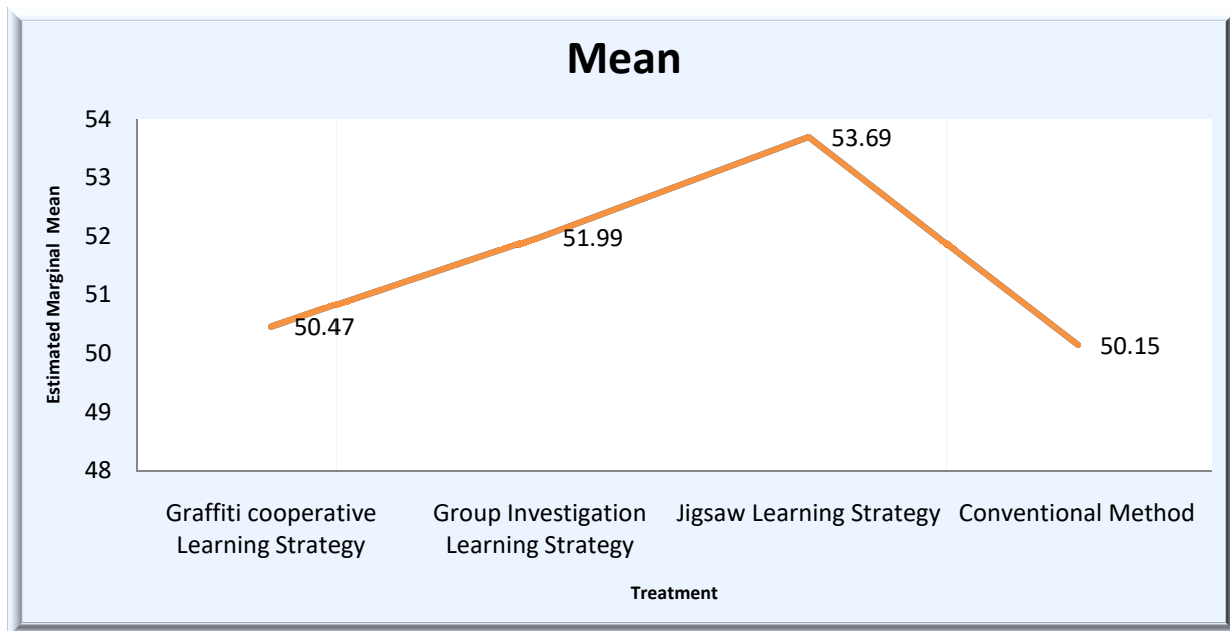


Fig. 4.6: Estimated Marginal Means of Students' Practice in Peace Education by Treatments

Hypothesis 2a: There is no significant main effect of gender on student's achievement in Peace Education.

Analysis of Covariance (ANCOVA) was made use of to test hypothesis at .05 significant level. The result got was presented in table4.1.1a

Table 4.1.1a, showed the achievement of students, as regards peace education that there was no statistical significant interaction in terms of main influence of gender on students $F_{(1,267)} = 2.00, p > 0.05$. Based on the findings of this study based on the hypothesis, the null stated hypothesis was not rejected according to the result. The mean score of pairwise comparison has no significant mean difference of 0.68 that exists between both female and male students.

Table 4.1.2a: Estimated Marginal Means of Students' Achievement in Peace Education by Gender

Gender	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Male	14.344a	0.377	13.601	15.087
Female	15.022a	0.301	14.43	15.614

The Covariates reflected in the given model are assessed through pre-test achievement = 12.75.

Table 4.1.2b: Pairwise Comparison of Students' Achievement in Peace Education by Gender

(I) Gender	(J) Gender	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Male	Female	-0.678	0.482	0.161	-1.627	0.272
Female	Male	0.678	0.482	0.161	-0.272	1.627

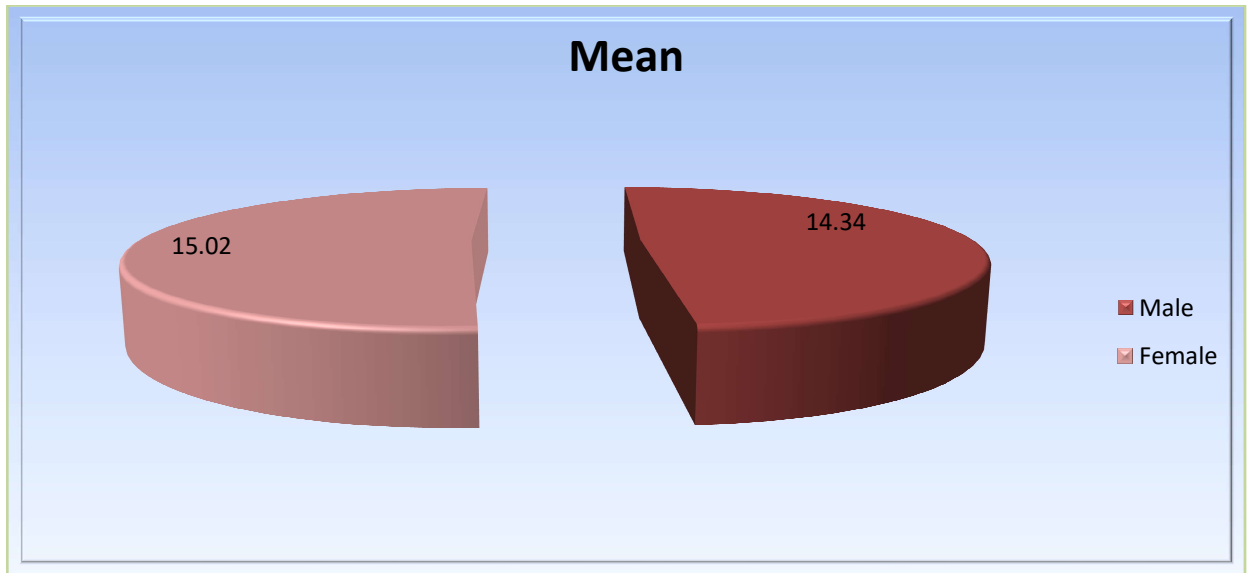


Fig. 4.2: Estimated Marginal Means of Students' Achievement in Peace Education by Gender

Hypothesis 2b: There is no significant main effect of gender on Students' Attitude in Peace Education.

It was vividly brought to limelight in table 4.2.1a that the statistical report as regards main influence of gender on students' attitude to Peace Education was not statistical proven to be significant, $F_{(1,267)} = 2.30$, $p > 0.05$. Moreover, the stated null hypothesis based on the statistical report, was rejected based on the result. Table 4.2.2b revealed that the mean score of pairwise comparison has no significant mean difference of 1.06 that exists between both female and male students. Figure 4.4 vividly explained the estimated marginal mean scores

Table 4.2.2a: Estimated Marginal Mean of Students' Attitude in Peace Education by gender

Gender	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Male	51.063a	0.548	49.984	52.141
Female	50.001a	0.436	49.143	50.859

The Covariates reflected in the given model are assessed through pre-attitude = 50.41

Table 4.2.2b: Pairwise Comparison of Students' Attitude to Peace Education by gender

9(I) Gender	(J) Gender	Mean Difference (I-J)	Std. Error	Sig.a	95% Confidence Interval for Differences	
					Lower Bound	Upper Bound
Male	Female	1.062	0.7	0.13	-0.316	2.44
Female	Male	-1.062	0.7	0.13	-2.44	0.316

Based on estimated marginal means

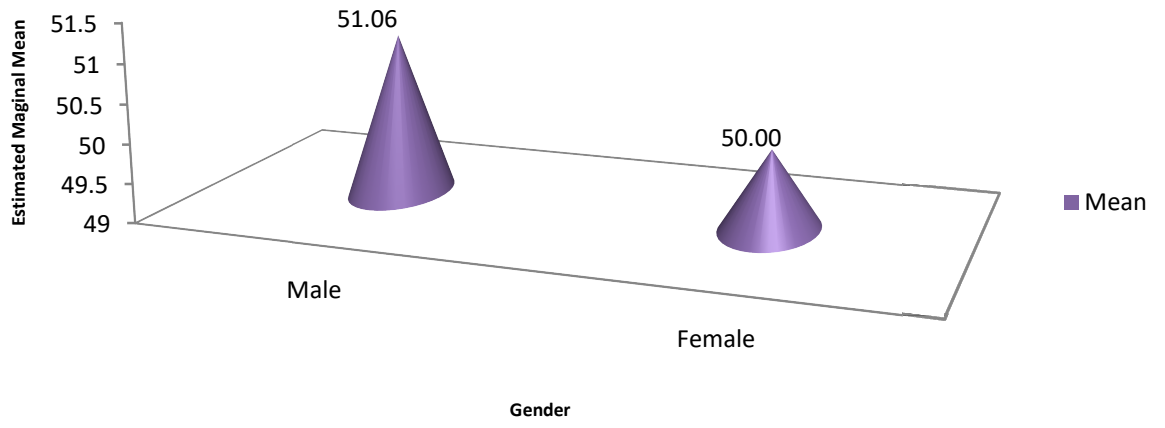


Fig. 4.4: Estimated Marginal Means of Attitude of Students in Peace Education by Gender.

Hypothesis 2c: There is no significant main effect of gender on student's Practice in Peace Education.

0.05 level of significance was used to test the hypothesis through ANCOVA. Table 4.1.1a properly showcases the report in brief.

Table 4.3.1a showed the practice of students as regards peace education that there was statistical significance of interaction in terms of effect of gender on students, $F_{(1,267)} = 4.12$, $p < 0.05$. The findings of statistical report made the null hypothesis to be rejected. 1.04 mean difference that exists between both female and male as it was explained in Table 4.3.2b by pairwise comparisons of the mean proved that there was significant result. Figure 4.7 vividly explained the estimated marginal mean scores.

Table 4.3.2a: Estimated Marginal Means of Students' Practice in Peace Education by Gender

Gender	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Male	52.278a	0.54	51.214	53.342
Female	50.874a	0.43	50.028	51.721

The Covariates reflected in the given model are assessed through pre-practice = 51.43.

Table 4.3.2b: Pairwise Comparison of Students' Practice in Peace Education by Gender

(I) Gender	(J) Gender	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Differences	
					Lower Bound	Upper Bound
Male	Female	1.404*	0.692	0.043	0.042	2.765
Female	Male	-1.404*	0.692	0.043	-2.765	-0.042

Based on estimated marginal means

* The mean difference is significant at the .05 level.

^b Adjustment for multiple comparisons: Sidak.

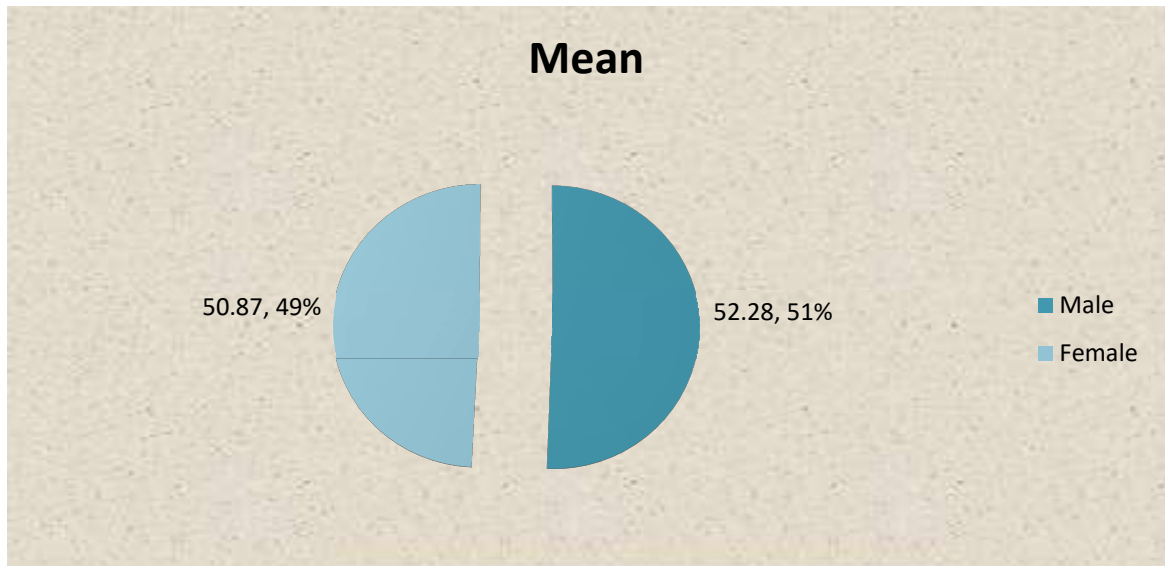


Fig. 4.7: Estimated Marginal Means of Students' Practice in Peace Education by Gender

Hypothesis 3a: There is no significant main effect of religiosity on student's achievement in Peace Education.

0.05 level of significant was used to test every hypothesis through ANCOVA. Table 4.1a.summarized the result.

Table 4.1.3a shows the achievement of students as regards peace education, that there was statistical significance of interaction in terms of main effect of religiosity on, $F_{(1,267)} = 5.63$, $p < 0.05$. Based on this, the stated null hypothesis was rejected. It was revealed that the mean score of pairwise comparison has no significant mean difference of 1.15 that exists between high religiosity and low religiosity.

Table 4.1.3a: Estimated Marginal Means of Students' Achievement in Peace Education by

Gender

Religiosity	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High	15.256a	0.25	14.764	15.747
Low	14.110a	0.413	13.297	14.923

a Covariates appearing in the model are evaluated at the following values: pre-test achievement = 12.75.

Table 4.1.3b: Pairwise Comparisons of Students' Achievement in Peace Education by Religiosity

(I) Religiosity	(J) Religiosity	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
High	Low	1.145*	0.483	0.018	0.195	2.096
Low	High	-1.145*	0.483	0.018	-2.096	-0.195

Based on estimated marginal means

* .05 level was the point at which the mean difference was significant

Hypothesis 3b: There is no significant main effect of Religiosity on Students' Attitude in Peace Education.

Statistical report from table 4.2.1a as regards students attitude to peace education in terms of the main influence of religiosity on students' was not significant $F_{(1,267)} = .43, p > 0.05$. Moreover, the mentioned null hypothesis that stated that there is no main effect, which was significant, of religiosity towards student's attitude to Peace Education was therefore, based on statistical report, and was not rejected. 0.46 mean difference that exists between both high religiosity and low religiosity as it was explained in Table 4.2.3a by pairwise comparisons of the mean, proved that there was not significant result. Figure 4.5 vividly explained the estimated marginal mean scores.

Table 4.2.3a: Estimated Marginal Mean of Students' Attitude in Peace Education by Religiosity

Religion	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High	50.762a	0.361	50.05	51.474
Low	50.302a	0.6	49.121	51.483

a Covariates indicated in the model are evaluated based on values: pre-attitude = 50.41

Table 4.2.3b: Pairwise Comparison of Students' Attitude to Peace Education by Religiosity

(I) Religiosity	(J) Religiosity	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
High	Low	0.46	0.7	0.511	-0.918	1.839
Low	High	-0.46	0.7	0.511	-1.839	0.918

Based on estimated marginal means

a Adjustment for multiple comparisons: Sidak

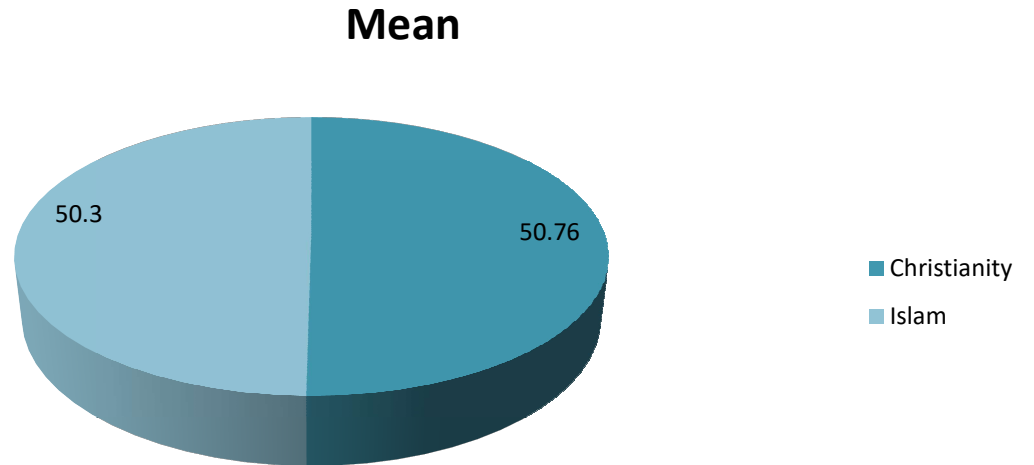


Fig. 4.5: The Estimated Marginal Means of Students' Attitude in Peace Education by Religiosity

Hypothesis 3c: There is no significant main effect of religiosity on student's practice in Peace Education.

0.05 level of significance was used to test every hypothesis using ANCOVA. Table 4.3.1a vividly summarized the outcome of the result

Statistical report from table 4.3.1a as regards students achievement in peace education in terms of the main influence of religiosity on students' was not significant $F_{(1,267)} = .01, p > 0.05$. Therefore, based on the finding of this study, and based on the hypothesis, the null stated hypothesis was not rejected according to the result. 0.052 mean difference that exists between both high religiosity and their counterparts with a low religiosity as it was explained in Table 4.3.2b by pairwise comparisons of the mean, proved that there was no significant result. Figure 4.7 vividly explained the estimated marginal mean scores.

Table 4.3.3: Pairwise Comparisons of Students' Achievement in Peace Education by Religiosity

(I) Religiosity	(J) Religiosity	Mean Difference (I-J)	Std. Error	Sig. a	95% Confidence Interval for Difference a	
					Lower Bound	Upper Bound
High	Low	-0.052	0.689	0.94	-1.409	1.305
Low	High	0.052	0.689	0.94	-1.305	1.409

Based on estimated marginal means

Hypothesis 4a: There is no significant interaction effects of treatment and gender on students' achievement in Peace Education.

ANCOVA was used as a tool for test of the interaction of effects of treatment and gender.

Table 4.1.1a.gave the accurate brief of the result

Specifically as shown in table 4.1.1a, as regards the student's achievement in Peace Education, that there was no statistically significance of interaction in terms of effect of treatment and gender on students $F_{(3,267)} = .311$ $p > 0.05$. Therefore, based on the findings of this study and based on the hypothesis, the null stated hypothesis was not rejected according to the result. The partial Eta square, (η^2)= .003, explained that there was no effect size. The estimated marginal mean from Table: 4.1.4 brought it to limelight that students' achievement in Peace Education by treatment and gender had a highest mean of 16.79 calculated for female students in Investigation Learning Strategy group while male students in Graffiti cooperative Learning Strategy recorded the least mean of 13.34.

Table 4.1.4: Estimated Marginal Mean of Students' Achievement in Peace Education by Treatment and Gender

Treatment	Gender	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Graffiti cooperative Learning Strategy	Male	13.337a	0.613	12.13	14.544
	Female	14.385a	0.619	13.167	15.603
Group Investigation Learning Strategy	Male	15.821a	0.617	14.607	17.036
	Female	16.785a	0.68	15.447	18.123
Jigsaw Learning Strategy	Male	14.520a	1.068	12.419	16.622
	Female	15.205a	0.562	14.099	16.312
Conventional Method	Male	13.698a	0.617	12.483	14.912
	Female	13.711a	0.539	12.649	14.773

The Covariates reflected in the given model are assessed through pre-test achievement = 12.75.

Hypothesis 4b: There is no significant interaction effect of treatment and gender on students' attitude to Peace Education.

Effects that arises as a result of interaction of treatment and gender, which as came about through the use of ANCOVA along with summary on Table 4.2.1a. The interaction effect of treatment and gender on students' attitude in Peace Education was however noted not to be significant at $F_{(3,267)} = 1.00$, $p > 0.05$. The mentioned null hypothesis, based on the statistical report, was however noted not to be rejected. Meanwhile, the partial Eta square, $(\eta^2) = .011$, proved no effect size.

Table 4.2.4: Estimated Marginal Means of Students' Attitude in Peace Education by Treatment and gender

Treatment	Gender	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Graffiti cooperative Learning Strategy	Male	51.046a	0.892	49.29	52.802
	Female	49.866a	0.895	48.104	51.628
Group Investigation Learning Strategy	Male	51.597a	0.895	49.836	53.359
	Female	48.768a	0.985	46.829	50.707
Jigsaw Learning Strategy	Male	50.822a	1.563	47.745	53.898
	Female	50.413a	0.815	48.81	52.017
Conventional Method	Male	50.786a	0.894	49.025	52.547
	Female	50.956a	0.784	49.413	52.499

The Covariates reflected in the given model are assessed through pre-attitude = 50.41

Hypothesis 4c: There is no significant interaction effects of treatment and gender on students' practice in Peace Education.

Testing for the effect that comes as a result of interaction of treatment and gender was statistically done through ANCOVA. Table 4.3.1a. presented the brief report of the results. In table 4.3.1a, as regards the students' practice in Peace Education, there was no statistically significance of interaction in terms of effect of treatment and gender on students $F_{(3,267)} = 1.14, p < 0.05$. Based on the findings of this study and based on the hypothesis, the null stated hypothesis was not rejected according to the result. The estimated marginal mean of students' practice in Peace Education via treatment and gender, which follows with highest mean of 55.65 got by male students in Jigsaw Learning Strategy group.

Table 4.3.4: Estimated Marginal Means of Students' Achievement in Peace Education by Treatment and gender

Treatment	Gender	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Graffiti cooperative Learning Strategy	Male	50.922a	0.882	49.185	52.66
	Female	50.023a	0.881	48.287	51.758
Group Investigation Learning Strategy	Male	52.265a	0.882	50.529	54.001
	Female	51.719a	0.974	49.801	53.636
Jigsaw Learning Strategy	Male	55.650a	1.53	52.638	58.662
	Female	51.727a	0.802	50.149	53.306
Conventional Method	Male	50.274a	0.882	48.537	52.011
	Female	50.028a	0.77	48.513	51.543

The Covariates reflected in the given model are assessed through pre-practice = 51.43.

Hypothesis 5a: There is no significant interaction effects of treatment and religion on students' achievement in Peace Education.

In table 4.1.1a, as regards the achievement of students on peace education shows that there was no statistical significance of interaction in terms of effect of treatment and religion on students ($F_{(3,267)} = 2.00, p > 0.05$). The null hypothesis was therefore not rejected.

Table 4.1.5: Estimated Marginal Means of Students' Achievement in Peace Education by Treatment and Religiosity

Treatment	Religiosity	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Graffiti cooperative Learning Strategy	High	14.776a	0.501	13.791	15.762
	Low	12.946a	0.715	11.538	14.353
Group Investigation Learning Strategy	High	16.141a	0.53	15.098	17.184
	Low	16.466a	0.752	14.985	17.946
Jigsaw Learning Strategy	High	16.260a	0.493	15.288	17.231
	Low	13.466a	1.102	11.297	15.635
Conventional Method	High	13.846a	0.475	12.911	14.78
	Low	13.563a	0.668	12.248	14.878

The Covariates reflected in the given model are assessed through pre-test achievement = 12.75.

Hypothesis 5b: There is no significant interaction effect of treatment and religiosity on students' attitude in Peace Education.

Based on what table 4.2.1a revealed, as regards the attitude of students on peace education, there was no statistical significance of interaction in terms of effect of treatment and religiosity on students ($F_{(3,267)} = .21, p > 0.05$). The null hypothesis was not rejected.

Table 4.2.5: Estimated Marginal Mean of Students' Attitude in Peace Education by Treatment and religiosity

Treatment	Religion	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Graffiti cooperative Learning Strategy	Christianity	50.952a	0.728	49.519	52.386
	Islam	49.960a	1.033	47.927	51.993
Group Investigation Learning Strategy	Christianity	50.055a	0.763	48.552	51.558
	Islam	50.310a	1.09	48.163	52.457
Jigsaw Learning Strategy	Christianity	50.708a	0.716	49.299	52.118
	Islam	50.527a	1.603	47.37	53.683
Conventional Method	Christianity	51.332a	0.686	49.981	52.683
	Islam	50.410a	0.971	48.498	52.322

The Covariates reflected in the given model are assessed through pre-attitude = 50.41.

Hypothesis 5c: There is no significant interaction effect of treatment and religiosity on students' Practice in Peace Education.

Based on what table 4.3.1a revealed, there was no effect, in term of interaction, which was significant, of treatment and religiosity on student's Practice in Peace Education ($F_{(3,267)} = 2.47, p > 0.05$). Based on the findings of this study and based on the hypothesis, the null stated hypothesis was not rejected according to the result.

Table 4.3.5: Estimated Marginal Mean of Students' Practice in Peace Education by Treatment and Religiosity

Treatment	Religiosity	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Graffiti cooperative Learning Strategy	High	50.448a	0.722	49.026	51.869
	Low	50.497a	1.017	48.495	52.499
Group Investigation Learning Strategy	High	52.708a	0.754	51.223	54.193
	Low	51.276a	1.075	49.16	53.392
Jigsaw Learning Strategy	High	51.951a	0.705	50.563	53.34
	Low	55.426a	1.577	52.322	58.531
Conventional Method	High	51.094a	0.677	49.76	52.427
	Low	49.209a	0.955	47.329	51.089

The Covariates reflected in the given model are assessed through pre-practice = 51.43.

Hypothesis 6a There is no significant interaction effect of gender and religiosity on students' achievement in Peace Education.

Based on what Table 4.1.1a revealed as regards the achievement of students on peace education that there was no statistical significant of interaction in terms of religiosity and gender on students ($F_{(1,267)} = .051, p > 0.05$), Based on the findings of this study and based on the hypothesis, the null stated hypothesis was not rejected according to the result.

Table 4.1.6a

Treatment	Religiosity	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Graffiti cooperative Learning Strategy	High	14.776a	0.501	13.791	15.762
	Low	12.946a	0.715	11.538	14.353
Group Investigation Learning Strategy	High	16.141a	0.53	15.098	17.184
	Low	16.466a	0.752	14.985	17.946
Jigsaw Learning Strategy	High	16.260a	0.493	15.288	17.231
	Low	13.466a	1.102	11.297	15.635
Conventional Method	High	13.846a	0.475	12.911	14.78
	Low	13.563a	0.668	12.248	14.878

The Covariates reflected in the given model are assessed through pre-achievement = 12.75.

Hypothesis 6b: There is no significant interaction effect of gender and religiosity on students' attitude to Peace Education.

Based on what table 4.2.1a revealed as regards the attitude of students on peace education, there was no statistical significance of interaction in terms of religiosity and gender on students $F_{(1,267)} = 0.47$, $p > 0.05$, Based on the findings of this study and based on the hypothesis, the null stated hypothesis was not rejected according to the results.

Table 4.2.6: Estimated Marginal Means of Students' Attitude in Peace Education by gender and religiosity

Gender	Religiosity	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Male	High	51.532a	0.531	50.486	52.578
	Low	50.594a	0.959	48.706	52.481
Female	High	49.992a	0.49	49.027	50.957
	Low	50.010a	0.721	48.59	51.429

The Covariates reflected in the given model are assessed through pre-attitude = 50.41 value

Hypothesis 6c: There is no significant interaction effect of gender and religiosity on students' Practice in Peace Education.

Table 4.3.1a showed, as regards the practice of students on peace education that there was no statistical significance of interaction in terms of religiosity and gender on students ($F_{(1,267)} = .029, p > 0.05$). The null hypothesis, based on the statistical report, was not rejected.

Table 4.3.6: Estimated Marginal Means of Students' Practice in Peace Education by Gender and Religiosity

Gender	Religiosity	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Male	High	52.438a	0.524	51.406	53.469
	Low	52.118a	0.943	50.261	53.976
Female	High	50.663a	0.483	49.711	51.614
	Low	51.086a	0.711	49.687	52.485

The Covariates reflected in the given model are assessed through pre-practice = 51.43.

Hypothesis 7a: There is no significant interaction effect of treatment, gender and religiosity on students' achievement in Peace Education.

Table 4.1.1a brought it to limelight, as regards the achievement of students on peace education that there was no statistical significant of interaction in terms of effect of religiosity, gender and treatment on students $F_{(3,267)} = .022$, $p > 0.05$, Based on the findings of this study and based on the hypothesis, the null stated hypothesis was not rejected according to the result. The partial Eta square, (η^2) = .00 implies no effect took place.

Hypothesis 7b: There is no significant interaction effect of treatment, gender and religiosity on students' attitude in Peace Education.

Based on what table 4.2.1a revealed as regards the attitude of students on peace education, there was no statistical significance of interaction in terms of effect of religiosity, gender and treatment on students ($F_{(3,267)} = 1.47$, $p > 0.05$, Based on this statistical report, the null hypothesis was not rejected.

Hypothesis 7c: There is no significant interaction effect of treatment, gender and religiosity on students' Practice in Peace Education.

Table 4.3.1a showed as regards the practice of students on peace education, that there was no statistical significant of interaction in terms of effect of religiosity, gender and treatment on students $F_{(3,267)} = 1.05$, $p > 0.05$, Based on this statistical report, the null hypothesis was not rejected.

4.2 Discussion of Findings

4.2.1 Effect of Treatments on Students' Achievement in Peace Education

The findings of this study revealed that the effect of Gender and Religiosity on student's achievement in Peace Education was statistically significant with participants who fell under investigation learning strategy and had the highest mean score while participants in conventional method had the least mean score. This finding is in line with the position of Omoshin (2004) that the use of conventional method of teaching in social studies class has failed to provide for the students' appreciation and understanding of learning as a continuing aspect of modern learning theory, which stresses students' active involvement in the teaching/learning process. It also supports the assertion of Fidelia,

(2012) that the success or failure of any educational endeavour depends ultimately upon the method adopted by the teacher. In addition, the findings of this study also agrees with Olaniyi (2009) who remarked that falling back on mere routine tradition of school teaching is no longer satisfactory in our technologically developing country. There is need therefore to seek for more dynamic and pragmatic learning strategies to reflect the ever changing nature of our society. This is why earlier studies such as Ogunsanya (1984), Mansaray (1991) Ajiboye (2004), Hafeez (2011) Olaniyi (2009) and Ayo-Vaughan (2016) posited that teaching strategies such as discussion method, problem – solving method, project method, inquiry method, dramatization, simulation method, questioning, role play and any other active learning strategies should be explored.

4.2.2 Effect of Treatments on Student’s Practice in Peace Education

Results obtained after adjusting for the covariance, (pre- practice in Peace Education) revealed that statistically, the influence of treatment on student’s practice in Peace Education was significant. This means that between treatment and students practice in Peace Education, there was main effect that was significant with engagement in Jigsaw Learning Strategy that has the mean score that was very high in comparison with those students that taught through Group Investigation Learning Strategy, Graffiti cooperative Learning Strategy as well as control group (conventional) that follow accordingly after Jigsaw Learning Strategy. This means that Jigsaw learning strategy was more effective with regard to students’ practice in peace education than all the other strategies investigated. This finding corroborates Naomi and Githua (2013) who carried out a study to investigate the use of Jigsaw cooperative learning strategy and students’ achievements in mathematics in secondary schools in Kenya. It was found that learners taught using Jigsaw cooperative learning strategy performed better than those taught using Conventional learning methods. Also, there was no significant gender difference in achievement when learners were taught using Jigsaw cooperative learning strategy. Naomi and Githua (2013) therefore concluded that Jigsaw learning strategy is a suitable method for teaching. The present study also supports Lai (2002) and Effandi (2003) who at different times and places conducted their studies using the cooperative learning strategies and the control section was instructed using the traditional lecture method. Results

indicated that students in the cooperative group instruction had higher mean scores in mathematics and problem-solving skills than their colleagues in the control group. However, the results of this study was not in line with that of Ghazi (2003) and Ren-shing (2006) who investigated the effects of Learning Together method of cooperative learning in improving English as a foreign language reading achievement and academic self-esteem. The results indicated a statistically significant difference in favour of the Learning Together strategy on the variable of EFL reading achievement.

4.2.3 Effect of gender on student's achievement in Peace Education

The findings of this study indicated that there was no main effect that was significant of gender on student's achievement in Peace Education. The result revealed that the value of differences in mean between male and female was 0.68 and it was not also significant statistically.

This finding does not support earlier studies such as Barton (1998), Erinoshon (1997) and Fakorede (1999) emphasised that gender differences predicted academic achievement in favour of male students. Esugbohunge (2000) also reveals that boys had an edge over girls in academic achievement. Okeke (2001) in his review of studies equally concludes that gender differences exist in student's achievement in science and any other subject. Adesoji (2002) gave three explanations, as identified by most studies in Europe and America on gender differences; these are biological, social and psychological. Aremu (1998) further states that another main reason for such difference in performance is noted in the attitudes of each gender. Okeke (1999) also concludes that gender has much influence in determining who goes to school, how well they perform and how far they progress. Mohammed (2002) states that gender bias in education generally dates back to the colonial period when only a minority of upper and middle class females had access to formal education. His study shows that males often out-ran females in terms of academic achievement. Gender is a factor whose influence on students learning outcomes has been vigorously examined by researchers in Social Studies (Salawu, 2000; Olatundun, 2008, Falade, 2007, Akinbote, 1999; Akinlaye, 1998; Ajiboye, 1997).

4.2.4 Effects of gender on Students' Attitude to Peace Education

The finding revealed that there was no significant main effect resulted from gender on students' attitude as regard Peace Education and the result revealed that the value of differences in mean between male and female was 1.06 and it was not also significant statistically.

This is contrary to the assertion that gender is one of the factors that influence the attitude to and practice of peace. For instance, Nnachi (2006) and Ayo-Vaughan (2016) posited that students especially the boys engage in political thuggery, election manipulation and rigging, robbery and vandalization of public properties. In addition, Olweus (1993) observed that those boys who are teenagers usually focus on girls and boys as their main target while girls who are teenagers usually focus on girls to bully by using indirect ways to engage in aggression than the way boys will do. For instance, most teenage girls are usually involved in gossiping or backstabbing instead of being involved in actions that can harm other girls physically. Rigby and Slee (1991) on their own parts, discovered that most of the bullying usually occur among girls than boys. They further discovered that male teenagers are usually the target of bullying. Male teenagers always complain that others bully them by actions such as hitting, pushing or slapping them. Meanwhile, teenage girls experience bullying by way of mockery. Most of the time, girls are usually the focus of target of sexual comments or rumour.

4.2.5 Effects of Gender on Students' Practice of Peace Education

The study revealed the fact that the main effect of gender on student's practice in Peace Education was significant, whereby a statistically significant difference existed between male students and their female counterparts. This result corroborates the position of Nnachi (2006) and Ayo-Vaughan (2016) that students especially the boys engage in political thuggery, robbery election manipulation and rigging vandalization of public properties. In addition, the finding supports Olweus (1993) who found that those boys who are teenagers usually focus on girls and boys as their main target while girls who are teenagers usually focus on girls to bully by using indirect ways to engage in aggression. For instance, most teenage girls are usually involved or backstabbing instead of being involved in actions that can harm other girls physically. Rigby and Slee (1991) on their

own part discovered that most of the bullying usually occurs among girls than boys. They further discovered that teenage boys are usually the target to be bullied and to bully others. Teenage boys always complained that they bully them by hitting, pushing or slapping them. Meanwhile teenage girls experience bullying by way of making jest of them or by questioning the way they talk. Most of the time girls are usually the focus of target of sexual comments or rumour.

4.2.6 Effect of Religiosity on Students' Achievement in Peace Education

Results on effects of religiosity indicated that there was significant main effect of religiosity on student's achievement in Peace Education. In other words, there was a significant difference in achievement in peace education between the students with a high sense of religiosity than their counterparts with a low sense of religiosity, with the former having higher mean score than the latter. This finding alludes to the fact that religiosity is an instrument to maintain peace and social cohesion. Perhaps, that was why George and Amusan (2012) stated that religion is acknowledged as a means to get both social and human behavior influenced in term of interaction. Solomon,(2002) observed that most of the religion practised all over the world, show elements of moral and spiritual contents that align with social justice, peace, reconciliation as well as harmony among people as well as between them and their creator. This study also has similar findings with Maryam Tabibi, et. al. (2011), who posit that there is significant positive relationship, between spiritual health and achievement of medical students. It also supports Alireza Bakhshayesh (2011) that there is link between trust in God and students achievement and their relationship is positively significant. The study also agrees with findings by Wlliams et al. (2002) that there is correlation that is significant between church attendance and students' achievement among African-American students. This means that those who attend church perform far better than their other peers who do not. In addition, the finding is in line with Pouligny, (2002) and Walker and Dixon (2002) that spiritual beliefs and religious participation were positively related to academic performance. Students who participated in religious activities and/or had spiritual beliefs had better academic performance.

4.2.7 Effect of Religiosity on Students' Attitude to Peace Education

The findings of this study on influence of religiosity on attitude of students to Peace Education revealed that there was no main effect that was significant of religiosity on students' attitude to Peace Education. Although, the pairwise comparison of the mean score indicated a mean difference of 0.46 between students with high religiosity and those with low religiosity but the difference was noted not to be statistically significant.

Thus, it was concluded that religiosity had no significant effect on student's attitude to peace education. This means that both students with a high religiosity and their counterparts with low religiosity have more or less similar attitudes to peace education in Junior Secondary Schools in Lagos State. This finding supports Shafiq and Ross (2009) who conducted a study on educational attainment and attitudes towards war in four predominantly Muslim countries and examined the statistical relationship between educational attainment and attitudes towards resorting to war with another country. The study reveal that, provided other features remained constant, there is no proof from regression analysis that education level of any country determines that they will wait for UNO approval before they will be involved in a war situation. The evidence has shown that those people from Turkey and Lebanon who are educated believe that war is an avenue through which justice can be obtained. This weak statistical relationship draws attention to the need for curricular reform.

4.2.8 Effect of Religiosity on Students' Practice of Peace Education

There was no significant main effect of religiosity on student's practice of Peace Education. The pairwise comparisons of the mean score showed a mean difference of .052 between students with high religiosity and their counterparts with low religiosity but the difference was noted not to be statistically significant. This finding corroborates earlier findings by Reave (2005) and Paević, Hasanović, and Delić (2007) opined that moral belief system receives from religion will serve as kind of means through which the younger generation can have total control of their anger and as well as their aggression behavior in which have tendency to transform the younger generation in way to reduce the level conflict in them as well as promoting good personality that will eventually produce

acceptable behavior in society. Similarly, practices traditionally associated with spirituality as demonstrated in daily life were found to be connected to leadership effectiveness.

4.2.9 Interaction effect of treatment and gender on students' achievement in peace education

Statistically, treatment and achievement of students' interaction effect with regard to peace education was not significant based on the estimated marginal mean of student's achievement in Peace Education via treatment and gender, which follows with highest mean of 16.79 got by female students in Group Investigation Learning Strategy group while male students in Graffiti cooperative Learning Strategy group recorded the least mean of 13.34. This finding supports the earlier one by Veenmen, Kenter and Post (2000), Sharan (1980), Johnson and Johnson (1985) and Slavin (1987) that group-learning methods consistently improve students' self-esteem and social relations among students. It is also being reported that team learning or group learning clearly increased helping behaviour, perception of giving and receiving help, viewing situation from the perspective of other, sense of fairness, Peace education mainly focused on how students in school can have common sense of responsibility to achieve common goals through mutual understanding schools. Meanwhile, the best way to come to realization of this is through cooperative learning (Johnson, Johnson and Houbec, 2002, 2008). The present finding does not agree with Jeynes (2002) that both religious commitment and religious schooling had influence on students' achievement and the influence is positive. It is vividly revealed that these two variables also influence students' behaviour being displayed in school. The study confirmed that those students who are religiously committed usually do well academically and they are also well-behaved. Line (2005) found that academic performance of those students who were well committed to scripture, persistent prayer life (regardless of individual faith), working according to church rules and standards perform far better than their peers who do not really engage in such spiritual activities. In another related study conducted by Elder and Conger (2000) revealed that those youths that are committed to spiritual engagement are likely to do well academically, that is, the more committed they are spiritually, the more their improvement in academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the findings as well as their educational implications. Recommendations are discussed and suggestions for further research and conclusion are also highlighted.

5.1 Summary

The study set out to examine the effect of group investigation; jigsaw and graffiti learning strategies on students learning outcomes in peace education concepts in social studies while also determining the moderating effects of gender and religion on the dependent measures. Seven hypotheses were developed and tested at 0.05 level of significance. Eight schools were then purposively selected based on certain criteria listed below and randomly assigned to the experimental and control groups for the purpose of this study. Five special schools were purposively selected across south-west, Nigeria. Information obtained was analysed using both descriptive and inferential statistics. The use of Analysis of Covariance (ANCOVA) was adopted in testing hypotheses, using pre-test as covariates. The mean scores of every group was compared through the use of the Estimated Marginal Mean. Appropriate Post hoc analysis was carried out to test if the effects of treatment were significant. The findings of this study were summarised below: The effect of treatment (Graffiti cooperative Learning Strategy, Jigsaw Learning Strategy, Group Investigation Learning Strategy and Conventional), Gender and Religion on student's achievement to Peace Education was statistically significant with participants who fell under investigation learning strategy having the highest mean score while participants in conventional method had the least mean score.

When covariance underwent adjustment, (pre- practice in Peace Education), the effect of treatment on student's practice to Peace Education was statistically significant which implied that the influence of treatment on student's practice in Peace Education was significant with referenceto those students who were exposed to Jigsaw Learning Strategy because they have a mean score that was very high and also followed others in sequential

orders such as those who were exposed to some contents through cooperative strategies which were both Group Investigation and Graffiti Strategy as well as control group.

The main effect of gender on students' achievement was not significant with regard to peace education. The result revealed that the value of differences in mean between male and female was 0.68 and it was not also significant statistically.

The main effect of gender on students' attitude showed that it was not significant with reference to peace education. The result revealed that the value of differences in mean between male and female was 1.06 and it was not also significant statistically.

The main effect of gender on students' practice showed that it was significant with reference to peace education. Statistically, there was significant difference between female and male students.

The main effect of religiosity on students' achievement showed that it was significant with reference to peace education. This showed that there is a difference that is significant in achievement in peace education between students with high religiosity and their counterparts with low religiosity with the former having higher mean score than the latter.

The main effect of religiosity on students' attitude showed that it was not significant with reference to peace education. Although, the pairwise comparison of the mean score indicated a mean difference of 0.46 between students with high religiosity and with low religiosity but it was not statistically significant.

There was no significant main effect of religiosity on student's achievement in Peace Education. The pairwise comparisons of the mean score show a mean difference of .052 between high religiosity and low religiosity students but it was statistically revealed that such differences were not significant.

There was no statistical significant influence of treatment on gender and students' achievement as regards Peace Education with the estimated marginal mean of student's achievement in Peace Education by treatment and gender, with highest mean of 16.79 got by females who were exposed to Investigation Learning Strategy group while male students in Graffiti cooperative Learning Strategy recorded the least mean of 13.34.

There is no statistical significant influence resulted from treatment and as well as gender on student's attitude with regard to Peace Education.

There is no statistical significant influence of treatment and as well as gender on student's practices with regard to Peace Education with the estimated marginal mean of student's practice in Peace Education by treatment and gender, with highest mean of 55.65 recorded by male students in Jigsaw Learning Strategy group.

5.2 Conclusion

Secondary school students need to be taught peace education using the most effective strategies in order to stimulate their interests in the subject and ultimately improve their learning outcomes irrespective of their gender and religion. Over indulgence in the use of conventional method of teaching peace education was found not to be very effective in bringing out the best in the students. It is in this regard that Group Investigation Learning Strategy, Graffiti cooperative Learning Strategy and Jigsaw Learning Strategy should be well utilized by teachers of peace education at the junior class level schools not only in Lagos State but throughout the country.

5.3 Contributions to Knowledge

The main contributions of this study to knowledge were stated below:

Cooperative learning strategies were important factors affecting learning outcomes of students in peace education concepts in social studies in Lagos state.

Religiosity is a contributing factor to the achievement of students in peace education concepts in social studies in Lagos state as students with high religiosity performed well than those students with low religiosity.

It revealed that group investigation learning strategy has potential strength to enhance students' achievement in peace education concepts in social studies in Lagos state.

Female students performed better in Peace education concepts in social studies in Lagos State than their male counterparts.

5.4 Educational Implications of the Study

The findings emanated from this study brought to limelight the immense contributions of independent variables toward dependent variables.

The study brought to limelight some contributions to some various stakeholders of education such as government, school administrators, school teachers, guidance counselors, students and parents of the students.

The government need to engage in formulation of ceratin policies which they will also execute to facilitate the integration of appropriate learning strategies into the social studies curriculum most especially peace education.

The school administrators should ensure that teachers are trained periodically on up to date teaching practices in order to effectively bring out the best in the students in terms of achievement in social studies.

Curriculum developers in peace education should ensure that all the religious barriers affecting achievement in Peace education are removed.

Guidance counselors should be employed in the schools in order to help the students overcome the issue of gender barriers to academic achievement not only in Peace education but also in other subjects taught in the schools, home and the society at large.

5.5 Recommendations

Based on the findings emanated from this study, it is therefore recommended that in order to have effective teaching of peace education in Junior secondary schools, teachers of social studies should as a matter of duty adopt the use of various teaching strategies such as Graffiti cooperative Learning Strategy, Group Investigation Learning Strategy and Jigsaw Learning Strategy. These learning strategies will go a long way in reducing the gender barriers and religious differences in the attitude to and practice of peace education among junior secondary school students. Also, the learning outcomes of students will be enhanced if gender and religion are taken into consideration in the use of identified teaching strategies.

5.6 Limitations of the Study

This study has some limitations. A major limitation is the inability of the researcher to cover all the junior secondary schools in Lagos state. This however did not affect the outcome of the study as the researcher was able to surmount this challenge by

using appropriate sampling technique so that the sample size used was a representative of the entire population.

This study was also limited to junior secondary school students in Lagos State. Another limitation is the fact that demographic variables such as age and socio-economic status of parents were not included in this study; this could have enriched this research. Nonetheless, the findings of the study irrespective of the limitations remain valid.

5.7 Suggestions for further studies

In view of the fact that the study could not claim to have exhaustively covered all the areas as there are other areas not covered by the present study, there is the need to carry out further research into related domains. To fill the vacuum inadvertently created by this study, further research is therefore suggested by replicating the three learning strategies on concepts in social studies with a view to comparing the learning outcomes with the finding of the present study. The Other socio-demographic variables such as school location, educational status of parents, parental involvement as well as ethnicity should also be investigated. In addition, junior secondary school students in other geopolitical zones of Nigeria could also be studied for wider generalization.

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APPENDIX I
PEACE EDUCATION ACHIEVEMENT TEST
(P. E.A.T)

Dear student,

The test is designed to find out how much you know about certain peace issues and concepts and how you feel about the peace generally. It is not a test meant for your school assessment. Whatever your score on this test will not be used as part of your continuous or any other aspect of your school assessments. You are also free to refuse to take the tests. If you decide to take the test, please answer all questions. .

Thank you for your cooperation

SECTION A – BIODATA

Please tick () as appropriate

Name -----

Sex: Male () Female ()

Religion: Christianity () Islam () Others (specify) -----

Name of School: _____

SECTION B

Dear students,

The test is designed to find out how much you know about certain Peace Education issues and concepts and how you feel about the Peace education

1. Peace means?

- a) Absence of war or violence
- b) A state of calm or quiet
- c) A period when there is unity among members of the same society or country
- d) All of the above

2. Another name for positive peace is.....

- a) Negative peace

- b) Social peace
 - c) Absolute peace
 - d) Normal peace
3. **When people are forced to be calm. The situation is.....**
- a) Positive peace
 - b) Negative peace
 - c) Social peace
 - d) Absolute peace
4. **Example of negative peace is**
- a) When two people settle their case through the community leader and judgement is given in favour of one group
 - b) When two groups are satisfied with the judgement
 - c) When a group in disagreement accepts their fault.
 - d) None of the above
5. **The following is an importance of peace except.....**
- a) Creates conducive environment for people to be creative
 - b) Promotes economic growth and development
 - c) Promotes unity and understanding
 - d) Creates tension and crises
6. **A peaceful society can be created through.....**
- a) Respect for human right
 - b) Showing of love to people in the society
 - c) Co-operation
 - d) All of the above
7. **Tolerance, justice, cooperation and dialogue are ways of promoting**
- a) Violence
 - b) Injustice
 - c) Peace
 - d) None of the above
8. **Pick the odd one from the following**
- a) Intolerance

- b) Justice
 - c) Cooperation
 - d) Dialogue
- 9. One feature of peace among the underlisted is**
- a) Cheating
 - b) Love
 - c) Fight
 - d) Gossip
- 10. Dialogue means**
- a) Rude talk
 - b) Friendly talk
 - c) Argument
 - d) Critical talk
- 11. Conflict means.....**
- a) A serious disagreement or argument
 - b) A breaking down of law and order
 - c) Inability of people to work together to achieve common goal
 - d) All of the above
- 12. Violent conflict refers to.....**
- a) Disagreement that does not involve the use of force
 - b) Ability to bring about political or social change
 - c) Where physical force is used with intention to kill and to destroy properties
 - d) None of the above
- 13. Non-violent conflict means.....**
- a) Ability to bring about political or social change
 - b) Disagreement or conflict that does not involve the use of force
 - c) That dialogue is employed to settle areas of disagreement
 - d) All of the above
- 14. When people of the same community quarrel among themselves. It means**
- a) Intra-national conflict
 - b) Inter-national conflict

- c) Inter-ethnic conflict
 - d) Multi-ethnic conflict
- 15. Conflict between Ife and Modakeke in Osun State is.....**
- a) Multi-ethnic conflict
 - b) Intra-ethnic conflict
 - c) Inter-personal conflict
 - d) Inter-ethnic conflict
- 16. Fighting between Yoruba and Hausa in Kano is.....**
- a) Inter-ethnic conflict
 - b) Multi-ethnic conflict
 - c) Intra-ethnic conflict
 - d) Inter-personal conflict
- 17. Which of the following is not the cause of conflict?**
- a) When people do not perform their duties according to expectation
 - b) When there is break down of law and order in the society
 - c) When there is inequality in the distribution of resources among people.
 - d) When there is cooperation among people in the society
- 18. Where conflict exists.....**
- a) Common goal of people is difficult to achieve
 - b) There is disunity in the society
 - c) There is economic development and progress
 - d) a and b
- 19. What do you understand by bullying?**
- (a) Violent attack
 - (b) Peaceful living
 - (c) Harassment
 - (d) a and c
- 20. One of the following is a sign of conflict except.....**
- (a) Kindness to others
 - (b) Quarrelling with people
 - (c) Fighting other people

- (d) Gossiping about others
- 21. Conflict can be resolved except through**
- (a) Legal institution
 - (b) Peaceful agreement
 - (c) Destruction of Government properties
 - (d) Spirit of tolerance
- 22. Conflict Management refers to.....**
- (a) All efforts made to stop conflict from arising
 - (b) All efforts made to reduce or minimize its destructive impact when the conflict has already started
 - (c) All efforts made to create more conflict in the society
 - (d) None of the above
- 23. Conflict resolution means.....**
- (a) All efforts made to stop conflict from arising
 - (b) All efforts made to reduce or minimize its destructive impact when the conflict has already started
 - (c) All efforts made to create more conflict in the society
 - (d) None of the above
- 24. The following are legal institutions established for the purpose of maintaining law and order in the society except**
- (a) The police
 - (b) The law court
 - (c) The Family
 - (d) The parliament
- 25. Conflict management and resolution do not promote.....**
- (a) Tolerance
 - (b) Justice
 - (c) Violation of human rights
 - (d) Co-operation

ANSWERS

1. **D**
2. **B**
3. **B**
4. **A**
5. **D**
6. **D**
7. **C**
8. **A**
9. **B**
10. **B**
11. **D**
12. **C**
13. **D**
14. **B**
15. **B**
16. **A**
17. **D**
18. **D**
19. **D**
20. **A**
21. **C**
22. **A**
23. **B**
24. **C**
25. **C**

APPENDIX II

STUDENTS' ATTITUDE TO PEACE EDUCATION QUESTIONNAIRE

Dear student,

This attitude scale is put together to measure your attitude to certain peace education concepts. It is not for school assessment or public records. It is strictly for the purpose of this research work. However, if you decide to fill it, please respond to all statements as honest as possible.

Thank you for your anticipated cooperation. If you agree to participate in this study, please kindly append your signature

Respondent's signature

SECTION A – BIODATA

Please tick () as appropriate

Name: _____

Sex: Male () Female ()

Religion: Christianity () Islam ()

Others (specify).....

Name of School: _____

SECTION B

Issues on peace education are made for every respondents to tick based on their respective opinion.

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

S/N	STATEMENTS	SA	A	D	SD
1.	Violence is a part of human nature.				
2.	Advocating for peace is sheer waste of time.				
3.	I abuse when people misbehave.				
4.	You can never be violent through your words.				
5.	Violence is necessary to solve a problem.				
6.	People who witness injustice and do nothing about it are still as guilty as those who commit the injustice.				
7.	Love is the only force capable of transforming an enemy into a friend.				
8.	Despite the conflicts around the home, we can still experience peace in our society				
9.	I can fight when the situation calls for it.				
10.	Achieving peace requires sacrifice.				
11.	Settlements of conflicts should never be on 'win-win' basis				
12.	It is better to make friends with people from your tribe to avoid conflicts				
13.	Intolerance is the cause of violent crimes across the society.				
14.	It is normal for people to live outside their communities				
15.	The entire world will be easy to live in when there exist compassion and love.				
16.	People should not be allowed to practice their religion outside their worship centre.				
17.	The poor should attack the rich for stealing so much from the society				
18.	Only the weak apologise when he or she does wrong, that he or she fault.				
19.	I find it difficult to forgive people who offend me				
20.	Peace education is worth learning.				

APPENDIX III
PEACE EDUCATION PRACTICE SCALE.

Dear student,

This practice scale is put together to measure certain peace education practices among students in Junior Secondary School. It is not meant for school assessment or public records. It is strictly for the purpose of this research work. However, if you decide to fill it, please respond to all statements as honest as possible.

Thank you for your anticipated cooperation. If you agree to participate in this study, please kindly append your signature

Respondent's signature

SECTION A – BIODATA

Please tick () as appropriate

Name: _____

Sex: Male () Female ()

Religion: Christianity () Islam ()

Others (Specify).....

Name of School: _____

SECTION B

Below are some questions concerning peace education practice among students in Junior Secondary School. Please, respond to each question according to how it affects you based on the option below

VO=VERY OFTEN

O = OFTEN

S = SELDOM

N = NEVER

You can tick the appropriate column of your interest in relation to your opinion.

S/N	ITEMS HOW OFTEN DO YOU DO THE FOLLOWING?	Very often	Often	Seldom	Never
1	Pick quarrels with people around you				
2	Get along with most of your classmates				
3	Fight with your classmates.				
4	Say bad things about people around you.				
5	Get angry easily at every slight provocation.				
6	Help most of your classmates when they need it.				
7	Quickly in pass judgement on others				
8	Sharing your peaceful ideas with others				
9	Listen to other people's opinion				
10	Keep grudge against someone who offends you even if the issue has been resolved				
11	Fight back when your mates offend you				
12	Allow peace to reign by doing good to your enemies.				
13	Be at peace with all your classmates in school				
14	Show your grievances against your friend even though it may lead to conflicts				
15	Reconcile with your friends when there is misunderstanding between them without taking sides				
16	Gossip about your friends for the fun of it				
17	Hate making friends with people outside your religion				
18	Willingly give out what belongs to you for the sake of peace				
19	Live in peace with all men				
20	Relate easily with other religions				

MEANING AND TYPES OF PEACE

LESSON 1

Peace according to Oxford Advance-Learner's dictionary is a situation or a period of time in which there is no war or violence in a country or an area. It means a state of calm or quiet. It is a period when there is love among members of the same society or country. It is a period of unity among members of the same society or country.

There is need for peace to reign in our society for us to achieve our aims and objectives. This is why peace must be promoted at all levels, family, society, local government, state and national level. For peace to be achieved in the society, individuals must first be at peace with himself or herself, and his or her God. One must ensure that inner peace of mind and body is portrayed in ones character and daily dealings with everyone around. When there is inner peace of mind, there will be peace in the family, there will be peace in our society and so there will be peace in the country and all over the world.

TYPES OF PEACE

Peace can be divided into negative or positive peace.

Positive peace

This can be referred to as social peace. This type of peace is not forced on the people. It comes naturally. No individual that is feeling anger or distrust can be said to be experiencing positive peace. Individual as well interacts with others freely. In this type of peace, there is no tribal rivalry among people of a nation.

Negative peace or uneasy peace

In this type of peace, people are forced to be calm. The parties involved in the conflict are forced or compelled to stop all violence but there is still uneasiness despite the seeming calm.

Negative or uneasy peace occurs for example when two people settle their case through the community leader and judgment is given in favour of one group. There will be calm but the group that lost the case will not be happy, such, he may keep malice with the group that won the case.

WEEK 2

LESSON 2

IMPORTANCE OF PEACE

1. A creative and productive environment is guaranteed when there is peace.
2. There will be economic growth and development when there is peace.
3. Peace brings about free movement of people in the society and this will promote economic activities.
4. Peace makes people free from insecurity and undue anxiety, needed for happiness.
5. Happiness and tolerance are being created when peace exists. This will enable people of different background to work together to achieve their goals.
6. It helps to promote felony and progress
7. It enhances the practice of fundamental human rights.
8. Peace helps to promote unity and understanding. When there is peace, people will understand themselves better. There will also be unity among different ethnic groups.

WEEK 3

LESSON 3

WAYS OF PROMOTING PEACE

1. **Tolerance:** To promote peace in our society, there is need for people to tolerate one another. Acceptance of people the way they are, will help promote peace in our society. In spite of all the differences in our culture, religion and ethnicity, tolerance will promote peace.
2. **Justice:** To promote peace, there must be social justice in the country. People with political and economic power should not molest others. For peace to reign there should be equality before the law and equality in the sharing of the national resources.
3. **Human rights protection:** Peace can reign in the society when there is protection of human rights. Every citizen must respect the rights of others. Principle of human rights must be entrenched in the constitution.

4. **Cooperation:** To promote peace in our society, there must be cooperation and mutual understanding among the people.
5. **Dialogue:** To promote peace, people should embrace dialogue instead of violence. Some people believe that they can only get what they want through violence but fail to realise that no problem can be resolved through violence.
6. **Contentment:** Contentment has to do with the individual's assessment of a situation. A contented person is happy, cheerful and put on smiles on his/her face all the time. For peace to reign, everybody should be contented with what he or she has or possesses.

WEEK 4

LESSON 4

MEANING AND TYPES OF CONFLICT

Conflict is a situation in which people, are involved in a serious disagreement or argument. It is the situation where there is break down of law and order. Conflict refers to the inability of people to work together to achieve a common goal. Conflicts are natural in every human society. It arises as a result of misunderstanding among members, differences in various opinions and ambitions of individuals with those of the group.

TYPES OF CONFLICT

Conflict can be categorised into the two:

1 Non-violent conflict

This is the type of conflict or disagreement that is devoid of any form of force. It also means the ability to bring about political or social change. In this type of conflict, the parties involved will hold a dialogue to resolve areas of disagreement.

2 Violent conflict

This is the type of conflict where physical force is used with the intention to kill and to destroy properties. This type of conflict is not settled peacefully. Examples are, physical clash between youth and police, ethnic, political and religious riot.

WEEK 5

LESSON 5

Examples of conflict

1. Inter personal misunderstanding: This occurs when people of the same community quarrel among themselves. This inter personal disagreement are usually non-violent but in some cases aggrieved parties have taken to violent protests which have led to damages of properties and loss of lives, for instance, upheavals between landlord and tenants or co-tenants.

2. Intra-National/ethnic conflict: This is the kind of conflict among people of the same country or ethnic group e.g. Conflict between Ife and Modakeke in Osun State, Aguleri and Umuleri in Anambra State.

3. Inter ethnic conflict: This is the kind of conflict among people from different ethnic groups in a country. Fighting between Urhobo and Itsekiri in Delta State, Yoruba and Hausa in Kano State, Hausa and the Kataf in Kaduna State, the Hausa and the Igbo in Kano State and so on.

WEEK 6

LESSON 6

CAUSES OF CONFLICT

1. Conflict occurs when there are differences in opinion, views and ambition of individuals which may be quite different from other groups.
2. Conflict occurs when there is breakdown of law and order in our society.
3. When people do not perform their duties according to expectation, there is bound to be conflict. It is expected that people who head important positions in the society perform their assigned duties satisfactorily to avoid conflicts in the society.
4. When people take decisions that will favour them or their ethnic group, there is bound to be conflict. It happens at various levels of government
5. Conflicts may arise from rumours or misinformation.
6. Conflict may arise in the society when there is inequality in the distribution of resources among citizens.

WEEK 7

LESSON 7

CONSEQUENCES OF CONFLICT

1. It does not promote economic development and progress.
2. Conflict makes it difficult for people to achieve a common goal.
3. It brings about disunity in the society.
4. Conflict infringes on the people's fundamental human right.
5. Conflict leads to hatred and disaffection among members of a group or society.
6. It brings about hardship and unhealthy rivalry in the society.
7. Conflict leads to mental and emotional disturbances.
8. It leads to loss of lives and properties.
9. Conflicts lead to lack of peace and harmony, riot and wars.
10. Conflict leads to displacement of people.

WEEK 8

LESSON 8

CONFLICT MANAGEMENT AND RESOLUTION

Conflict can be managed and resolved. Conflict management refers to all efforts made to stop the conflict from arising while conflict resolution refers to the efforts made to reduce or minimize its destructive impact when the conflict has already started. Conflict resolution is deeper than conflict management because violence is stopped and effort is made to change the attitude of the party involved in the conflict. The following steps can help in conflict management and resolution.

1. **Through peaceful agreement:** This is the use of dialogue instead of quarrelling. The groups or people involved in the conflict may come together to settle their dispute amicably.
2. **The spirit of tolerance should be encouraged in the society.** People should learn to tolerate one another irrespective of back ground or ethnicity.
3. **Conflict could also be resolved through the head of the family, school or community leaders.** Any party of the groups involved may report to the head for

resolution and any party found guilty may be asked to apologize or pay fines to the other party.

4. **Through legal institutions:** These are the institutions established for the purpose of maintaining law and order in the community. There are legal bodies such as the police, the law court and the parliament. The intervention of the police could help in resolving dispute in the community.
5. **There should be rules and regulations guiding every member of the society.** People should be encouraged to obey these rules and regulations. This will help to minimise conflict in our society.

GRAFFITI LEARNING STRATEGY GUIDE ON MEANING AND TYPES OF PEACE

1st WEEK

LESSON ONE

Topic: Meaning and types of peace

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should, as an individual, be able to:

1. Define the term peace
2. Explain two (2) types of peace

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught;

Step 2: The teacher breaks down the topic or content into subordinate questions;

Step 3: The teacher arranges students in groups of 5-6;

Step 4: Each group has marker and poster paper which is very large along with subordinate question which was written on each of the paper top. Every group has different marker colour;

Step 5: The teacher presented the following direction to the students: each group was given about specific time, says, 5 minutes, for every member in the group to brainstorm together before the response on the question will be written on poster paper. When the time given has expired, each group will write their response to the question on the paper in order to be distributed to the next group. Each group is encouraged give different sets of responses to be added to the paper. It is expected that summary should be given to the other class members as soon as they receive their initial question back along with different responses from the other groups member;

- Step 6: After the end of 3-5minutes given to every group for discussion, each group is expected to come up with their contribution by writing their responses on graffiti poster paper;
- Step 7: Step 6 is expected to be repeated through the guidance of the teacher by switching papers and questions. It is noted that in subsequent groups more time will be needed to think on those responses that were not written down initially.
- Step 8: It was ensured that each group receive initial question, which was original, along with response given from other groups in order to evaluate and synthesize the given information;
- Step 9: The remaining class members were given opportunity to be exposed to brief synthesis that will be presented by every group;
- Step 10: The teacher evaluates students' learning and this will be done by giving unit test only, to ensure students' mastery;
- Step 11: The teacher rewards group members for group success. (The teacher does this by awarding marks to each student in the group).

GRAFFITI LEARNING STRATEGY GUIDE ON THE IMPORTANCE OF PEACE

2nd WEEK

Topic: Importance of peace

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end every student should, as an individual, be able to:

1. Vividly explain the importance of Peace

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught;

Step 2: The teacher breaks down the topic or content into subordinate questions;

Step 3: The teacher arranges students in groups of 5-6;

- Step 4: Each group has marker and poster paper which is very large along with subordinate question which was written on each of the paper top. Every group has different marker colour;
- Step 5: The teacher presented the following direction to the student: each group is given about specific time, says, 5 minutes, for every member in the group to brainstorm together before the response on the question will be written on poster paper. When the time given has expired, each group will write their response to the question on the paper in order to be distributed to the next group. Each group is encouraged give different sets of responses to be added to the paper. It is expected that summary be given to the other class members as soon as they receive their initial question back along with different responses from the other groups' member;
- Step 6: After the end of 3-5minutes given to every group for discussion, each group is expected to come up with their contribution by writing their responses on graffiti poster paper;
- Step 7: Step 6 is expected to be repeated through the guidance of the teacher by switching papers and questions. It is noted that in subsequent groups more time will be needed to think on those responses that were not written down initially.
- Step 8: It was ensured that each group receive initial question, which was original, along with response given from other groups in order to evaluate and synthesize the given information;
- Step 9: The remaining class members were given opportunity to be exposed to brief synthesis that will be presented by every group;
- Step 10: The teacher evaluates students' learning and this will be done by giving unit test only, to ensure students' mastery;
- Step 11: The teacher rewards group members for group success. (The teacher does this by awarding marks to each student in the group).

GRAFFITI LEARNING STRATEGY GUIDE ON WAYS OF PROMOTING PEACE

3rd WEEK

Topic: Ways of promoting peace

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end every student should, as an individual, be able to:

1. Explain promotion of peace
2. Describe ways of promoting peace

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught;

Step 2: The teacher breaks down the topic or content into subordinate questions;

Step 3: The teacher arranges students in groups of 5-6;

Step 4: Each group has marker and a poster paper which is very large along with subordinate question which was written on each of the paper top. Every group has different marker colour;

Step 5: The teacher presented the following direction to the student: each group was given about specific time, says, 5 minutes, for every member in the group to brainstorm together before the response on the question will be written on poster paper. When the time given has expired, each group will write their response to the question on the paper in order to be distributed to the next group. Each group is encouraged give different sets of responses to be added to the paper. It is expected that summary be given to the other class members as soon as they receive their initial question back along with different responses from the other groups' member;

Step 6: After the end of 3-5 minutes given to every group for discussion, each group is expected to come up with their contribution by writing their responses on graffiti poster paper;

Step 7: Step 6 is expected to be repeated through the guidance of the teacher, by switching papers and questions. It is noted that in subsequent groups more time will be needed to think on those responses that were not written down initially.

Step 8: It was ensured that each group to receive initial question, which was original, along with response given from other groups in order to evaluate and synthesize the given information;

Step 9: The remaining class members were given opportunity to be exposed to brief synthesis that will be presented by every group;

Step 10: The teacher evaluates students' learning and this will be done by giving unit test only, to ensure students' mastery;

Step 11: The teacher rewards group members for group success. (The teacher does this by awarding marks to each student in the group).

GRAFFITI LEARNING STRATEGY GUIDE ON MEANING AND TYPES OF CONFLICT

4th WEEK

Topic: Meaning of and Types of Conflict

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end every student should be, as an individual, be able to:

1. Define the term conflict
2. Identify two conflict types

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught;

Step 2: The teacher breaks down the topic or content into subordinate questions;

Step 3: The teacher arranges students in groups of 5-6;

Step 4: Each group has marker and poster paper which is very large along with subordinate question which was written on each of the paper top. Every group has different marker colour;

- Step 5: The teacher presented the following direction to the student: each group was given about specific time, says, 5 minutes, for every member in the group to brainstorm together before the response on the question will be written on poster paper. When the time given has expired, each group will write their response to the question on the paper in order to be distributed to the next group. Each group is encouraged give different sets of responses to be added to the paper. It is expected that summary be given to the other class members as soon as they receive their initial question back along with different responses from the other groups' member;
- Step 6: After the end of 3-5minutes given to every group for discussion, each group is expected to come up with their contribution by writing their response on graffiti poster paper;
- Step 7: Step 6 is expected to be repeated through the guidance of the teacher by switching papers and questions. It is noted that in subsequent groups more time will be needed to think on those responses that were not written down initially.
- Step 8: It was ensured that each group receive initial question, which was original, along with response given from other groups in order to evaluate and synthesize the given information;
- Step 9: The remaining class members, were given opportunity to be exposed to brief synthesis that will be presented by every group;
- Step 10: The teacher evaluates students' learning and this will be done by giving unit test only, to ensure students' mastery;
- Step 11: The teacher rewards group members for group success. (The teacher does this by awarding marks to each student in the group).

GRAFFITI LEARNING STRATEGY GUIDE ON EXAMPLES OF CONFLICT

5th WEEK

Topic: Examples of Conflict

Duration: 45 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end that every student should, as an individual, be able to:

1. Explain three examples of conflict
2. Identify where these examples happened in Nigeria

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught;

Step 2: The teacher breaks down the topic or content into subordinate questions;

Step 3: The teacher arranges students in groups of 5-6;

Step 4: Each group has marker and poster paper which is very large along with subordinate question which was written on each of the paper top. Every group has different marker colour;

Step 5: The teacher presented the following direction to the student: each group was given about specific time, says, 5 minutes, for every member in the group to brainstorm together before the response on the question will be written on poster paper. When the time given has expired, each group will write their response to the question on the paper in order to be distributed to the next group. Each group is encouraged give different sets of responses to be added to the paper. It is expected that summary be given to the other class members as soon as they receive their initial question back along with different responses from the other group's member;

Step 6: After the end of 3-5 minutes given to every group for discussion, each group is expected to come up with their contribution by writing their responses on graffiti poster paper;

Step 7: Step 6 is expected to be repeated through the guidance of the teacher by switching papers and questions. It is noted that in subsequent groups more time will be needed to think on those responses that were not written down initially.

Step 8: It was ensured that each group receive initial question, which was original, along with response given from other groups in order to evaluate and synthesize the given information;

Step 9: The remaining class members were given opportunity to be exposed to brief synthesis that will be presented by every group;

Step 10: The teacher evaluates students learning and this will be done by giving unit test only, to ensure students' mastery;

Step 11: The teacher rewards group members for group success. (The teacher does this by awarding marks to each student in the group).

3 GRAFFITI LEARNING STRATEGY GUIDE ON THE CAUSES OF CONFLICTS

6th WEEK

Topic: Causes of Conflicts

Duration: 45 minutes

Instructional objectives:

At the end of the lesson, students should be able to:

1. Vividly discuss conflicts
2. Elucidate six causes of conflict

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught;

Step 2: The teacher breaks down the topic or content into subordinate questions;

Step 3: The teacher arranges students in groups of 5-6;

Step 4: Each group has a marker and poster paper which is very large along with subordinate question which was written on each of the paper top. Every group has different marker colour;

Step 5: The teacher were presented the following direction to the students: each group was given about specific time, says, 5 minutes, for every member in the group to brainstorm together before the response on the question will be written on poster paper. When the time given has expired, each group will write their response to the question on the paper in order to be distributed to the next group. Each group is encouraged give different set of responses to be added to the paper. It is expected that summary be given to the other class member as soon as they receive their initial question back along with different responses from the other groups member;

Step 6: After the end of 3-5 minutes given to every group for discussion, each group is expected to come up with their contribution by writing their responses on graffiti poster paper;

Step 7: Step 6 is expected to be repeated through the guidance of the teacher by switching papers and questions. It is noted that in subsequent groups more time will be needed to think on those responses that were not written down initially.

Step 8: It was ensured that each group to receive initial question, which was original, along with response given from other groups in order to evaluate and synthesize the given information;

Step 9: The remaining class members were given opportunity to be exposed to brief synthesis that will be presented by every group;

Step 10: The teacher evaluates students' learning and this will be done by giving unit test only, to ensure students' mastery;

Step 11: The teacher rewards group members for group success. (The teacher does this by awarding marks to each student in the group).

GRAFFITI LEARNING STRATEGY GUIDE ON THE CONSEQUENCES OF CONFLICTS

7th WEEK

Topic: Consequences of Conflicts

Duration: 60 minutes

Instructional objectives:

At the end of the lesson, students should be able to:

1. Discuss consequences of conflicts

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught;

Step 2: The teacher breaks down the topic or content into subordinate questions;

Step 3: The teacher arranges students in groups of 5-6;

Step 4: Each group has marker and as well as poster paper which was very large along with subordinate question which was written on each of the paper top. Every group has different marker colour;

Step 5: The groups were presented the following direction to the student: each group was given about specific time, says, 5 minutes, for every member in the group to

brainstorm together before the response on the question will be written on poster paper. When the time given has expired, each group will write their response to the question on the paper in order to be distributed to the next group. Each group is encouraged give different sets of responses to be added to the paper. It is expected that summary be given to the other class member as soon as they receive their initial question back along with different responses from the other groups' member;

Step 6: After the end of 3-5minutes given to every group for discussion, each group is expected to come up with their contribution by writing their responses on graffiti poster paper;

Step 7: Step 6 is expected to be repeated through the guidance of the teacher by switching papers and questions. It is noted that in subsequent groups more time will be needed to think on those responses that were not written down initially.

Step 8: It was ensured that each group receive initial question, which was original, along with response given from other groups in order to evaluate and synthesize the given information;

Step 9: The remaining class members were given opportunity to be exposed to brief synthesis that will be presented by every group;

Step 10: The teacher evaluates students' learning and this will be done by giving unit test only, to ensure students' mastery;

Step 11: The teacher rewards group members for group success. (The teacher does this by awarding marks to each student in the group).

GRAFFITI LEARNING STRATEGY GUIDE ON CONFLICTS MANAGEMENT RESOLUTION

8th WEEK

Topic: Conflict Management and Resolution

Duration: 60 minutes

Instructional objectives:

It is expected that by the time lesson will come to an end that every student should be , as an individual to be able to:

1. Define conflict management
2. Explain conflict resolution
3. Describe various means of conflict management resolution

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught;

Step 2: The teacher breaks down the topic or content into subordinate questions;

Step 3: The teacher arranges students in groups of 5-6;

Step 4: Each group has marker and poster paper which is very large along with subordinate question which was written on each of the paper top. Every group has different marker colour;

Step 5: The teacher presented the following directions to the student: each group was given about specific time, says, 5 minutes, for every member in the group to brainstorm together before the response on the question will be written on poster paper. When the time given has expired, each group will write their response to the question on the paper in order to be distributed to the next group. Each group is encouraged give different sets of responses to be added to the paper. It is expected that summary be given to the other class members as soon as they receive their initial question back along with different responses from the other groups' member;

Step 6: After the end of 3-5 minutes given to every group for discussion, each group is expected to come up with their contribution by writing their responses on graffiti poster paper;

Step 7: Step 6 is expected to be repeated through the guidance of the teacher by switching papers and questions. It is noted that in subsequent groups more time will be needed to think on those responses that were not written down initially.

Step 8: It was ensured that each group receives initial question, which was original, along with response given from other groups in order to evaluate and synthesize the given information;

Step 9 The remaining class members were given opportunity to be exposed to brief synthesis that will be presented by every group;

Step 10: The teacher evaluates students' learning and this will be done by giving unit test only, to ensure students' mastery;

Step 11: The teacher rewards group members for group success. (The teacher does this by awarding marks to each student in the group).

GROUP INVESTIGATION LEARNING STRATEGY GUIDE ON MEANING AND TYPES OF PEACE

1st WEEK

LESSON ONE

Topic: Meaning and Types of peace

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should, as an individual be able to:

1. Define the term Peace
2. Explain two (2) types of peace

Procedure

Presentation

Step 1: The teacher in the classroom introduces different sets of problems and also allows student to join a group of interest.

Step 2: The students were made to be aware of those needful investigative resources that can be of help to appropriately carry out investigation.

Step 3: Helps were offered to the groups when required as the investigative progress continued.

Step 4: Each group undergoes planning in relation to the investigation, the procedures tasks and goals persistence along the chosen subtopic

Step 5: Each group follows the planned procedure to engage in their investigation.

Step 6: Each group decides on how to go about their presentation

Step 7: The groups conduct the presentation

Step 8: The teacher engages in evaluating the investigation, results and presentation.

GROUP INVESTIGATION LEARNING STRATEGY GUIDE ON IMPORTANCE OF PEACE

2nd WEEK

LESSON TWO

Topic: Importance of peace

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should be, as an individual be able to:

1. Explain the importance of peace

Procedure

Presentation

Step 1: The teacher in the classroom introduces different sets of problems and also allows student join a group of interest.

Step 2: The students were made to be aware of those needful investigative resources that can be of help to appropriately carry out investigation.

Step 3: Helps were offered to the groups when required as the investigative progress continued.

Step 4: Each group undergoes planning in relation to the investigation, the procedures tasks and goals persistence along the chosen subtopic

Step 5: Each group follows the planned procedure to engage in their investigation.

Step 6: Each group decides on how to go about their presentation

Step 7: The groups conduct the presentation

Step 8: The students engage in evaluating the investigation, results and presentation.

GROUP INVESTIGATION LEARNING STRATEGY GUIDE ON WAYS OF PROMOTING OF PEACE

3rd WEEK

Topic: Ways of promoting peace

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should be, as an individual be able to:

1. Explains promotion of peace
2. Describe ways of promoting peace

Procedure

Presentation

Step 1: The teacher in the classroom introduces different sets of problems and also allows student to join a group of interest.

Step 2: The students were made to be aware of those needful investigative resources that can be of help to appropriately carry out investigation.

Step 3: Helps were offered to the groups when required as the investigative progress continued.

Step 4: Each group undergoes planning in relation to the investigation, the procedures tasks and goals persistence along the chosen subtopic

Step 5: Each group follows the planned procedure to engage in their investigation.

Step 6: Each group decides on how to go about their presentation

Step 7: The groups conduct the presentation

Step 8: The students engage in evaluating the investigation, results and presentation.

GROUP INVESTIGATION LEARNING STRATEGY GUIDE ON MEANING AND TYPES OF CONFLICT

4th WEEK

LESSON FIVE

Topic: Meaning of Conflict

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end that every student should be, as an individual be able to:

1. Define the concept of conflict
2. Explain 2 types of conflict

Procedure

- Step 1: The teacher in the classroom introduces different sets of problems and also allows student to join a group of interest.
- Step 2: The students were made to be aware of those needful investigative resources that can be of help to appropriately carry out investigation.
- Step 3: Helps were offered to the groups when required as the investigative progress continued.
- Step 4: Each group undergoes planning in relation to the investigation, the procedures tasks and goals persistence along the chosen subtopic
- Step 5: Each group follows the planned procedure to engage in their investigation.
- Step 6: Each group decides on how to go about their presentation
- Step 7: The groups conduct the presentation
- Step 8: The students engage in evaluating the investigation, results and presentation.

GROUP INVESTIGATION LEARNING STRATEGY GUIDE ON EXAMPLES OF CONFLICT

5th WEEK

LESSON SIX

Topic: Examples of Conflict

Duration: 60 minutes

Instructional objectives:

It is expected that by the time lesson will come to an end that every student should be , as an individual to be able to:

1. Explain three examples of conflict
2. Identify where these examples happened in Nigeria

Procedure

Presentation

- Step 1: The teacher in the classroom introduces different sets of problems and also allows student to join a group of interest.
- Step 2: The students were made to be aware of those needful investigative resources that can be of help to appropriately carry out investigation.
- Step 3: Helps were offered to the groups when required as the investigative progress continued.
- Step 4: Each group undergoes planning in relation to the investigation, the procedures tasks and goals persistence along the chosen subtopic
- Step 5: Each group follows the planned procedure to engage in their investigation.
- Step 6: Each group decides on how to go about their presentation
- Step 7: The groups conduct the presentation
- Step 8: The students engage in evaluating the investigation, results and presentation.

GROUP INVESTIGATION LEARNING STRATEGY GUIDE ON CAUSES OF CONFLICT

6th WEEK

LESSON SIX

Topic: Causes of Conflicts

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should be, as an individual be able to:

1. Define conflicts
2. Explain 6 causes of conflict

Procedure

Presentation

Step 1: The teacher in the classroom introduces different sets of problems and also allows student to join a group of interest.

Step 2: The students were made to be aware of those needful investigative resources that can be of help to appropriately carry out investigation.

Step 3: Helps were offered to the groups when required as the investigative progress continued.

Step 4: Each group undergoes planning in relation to the investigation, the procedures tasks and goals persistence along the chosen subtopic

Step 5: Each group follows the planned procedure to engage in their investigation.

Step 6: Each group decides on how to go about their presentation

Step 7: The groups conduct the presentation

Step 8: The students engage in evaluating the investigation, results and presentation.

**GROUP INVESTIGATION LEARNING STRATEGY GUIDE ON
CONSEQUENCES OF CONFLICTS**

7th WEEK

LESSON EIGHT

Topic: Consequences of Conflicts

Duration: 60 minutes

Instructional/Behavioural objectives:

It is expected that by the time the lesson will come to an end, every student should be as an individual be able to:

1. Discuss consequences of conflicts

Procedure

Presentation

Step 1: The teacher in the classroom introduces different sets of problems and also allows student to join a group of interest.

Step 2: The students were made to be aware of those needful investigative resources that can be of help to appropriately carry out investigation.

Step 3: Helps were offered to the groups when required as the investigative progress continued.

Step 4: Each group undergoes planning in relation to the investigation, the procedures tasks and goals persistence along the chosen subtopic

Step 5: Each group follows the planned procedure to engage in their investigation.

Step 6: Each group decides on how to go about their presentation

Step 7: The groups conduct the presentation

Step 8: The students engage in evaluating the investigation, results and presentation.

GROUP INVESTIGATION LEARNING STRATEGY GUIDE ON CONFLICT MANAGEMENT AND RESOLUTION

8th WEEK

LESSON NINE AND TEN

Topic: Conflict Management and Resolution

Duration: 60 minutes

Instructional objectives:

It is expected that by the time lesson will come to an end that every student should be , as an individual to be able to:

1. Define conflict management
2. Explain conflict resolution
3. Describe various means of conflict management and resolution

Procedure

Presentation

Step 1: The teacher in the classroom introduces different sets of problems and also allows student to join a group of interest.

Step 2: The students were made to be aware of those needful investigative resources that can be of help to appropriately carry out investigation.

Step 3: Helps were offered to the groups when required as the investigative progress continued.

Step 4: Each group undergoes planning in relation to the investigation, the procedures tasks and goals persistence along the chosen subtopic

Step 5: Each group follows the planned procedure to engage in their investigation.

Step 6: Each group decides on how to go about their presentation.

Step 7: The groups conduct the presentation.

Step 8: The students engage in evaluating the investigation, results and presentation.

JIGSAW LEARNING STRATEGY GUIDE ON MEANING AND TYPES OF PEACE

1st WEEK

LESSON ONE: Topic Meaning and types of peace

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should be, as an individual be able to:

1. Define the term Peace
2. Explain two (2) types of peace

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught.

Step 2: The teacher intimates the students about materials and as well as references he/she uses;

Step 3: The teacher divides the class into groups of 5-6 students, each with leaders based on intelligence and maturity;

Step 4: The teacher draws an expert group of students and the researcher exposes the expert group to the concepts to be learned. After they have finished their learning tasks, in the expert groups, students return to their jigsaw group for peer tutoring,

Step 5: The teacher ensures that the expert groups now handle their respective groups. Evaluation was based on students' academic products delivered by the expert group;

Step 6: The teacher carries out an overview of the lesson with the whole class in order to organize and conceptualize significant concepts;

Step 7: The teacher evaluates students learning, this will be done by giving unit test only.

Step 8: The teacher rewards group members for group success.

JIGSAW LEARNING STRATEGY GUIDE ON IMPORTANCE OF PEACE

2nd WEEK

LESSON TWO

Topic: Importance of peace

Duration: 60 minutes

Instructional objectives:

It is expected that by the time lesson will come to an end that every student should be , as an individual to be able to:

1. Explain importance of peace

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught.

Step 2: The teacher intimates the students about materials and as well as references he/she uses;

Step 3: The teacher divides the class into groups of 5-6 students, each with leaders based on intelligence and maturity;

Step 4: The teacher draws an expert group of students and the researcher exposes the expert group to the concepts to be learned. After they have finished their learning tasks, in the expert groups, students return to their jigsaw group for peer tutoring,

Step 5: The teacher ensures that the expert groups now handle their respective groups. Evaluation was based on students' academic products delivered by the expert group;

Step 6: The teacher carries out an overview of the lesson with the whole class in order to organize and conceptualize significant concepts;

Step 7: The teacher evaluates students learning, this will be done by giving unit test only.

Step 8: The teacher rewards group members for group success.

JIGSAW LEARNING STRATEGY GUIDE ON WAYS OF PROMOTING OF PEACE

3rd WEEK

LESSON THREE

Topic: Ways of promoting peace

Duration: 45 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should be, as an individual be able to:

1. Expatiate the term promotion of peace
2. Identify diverse means for peace promotion

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught.

Step 2: The teacher intimates the students about materials and as well as references he/she uses;

Step 3: The teacher divides the class into groups of 5-6 students, each with leaders based on intelligence and maturity;

Step 4: The teacher draws an expert group of students and the researcher exposes the expert group to the concepts to be learned. After they have finished their learning tasks, in the expert groups, students return to their jigsaw group for peer tutoring,

Step 5: The teacher ensures that the expert groups now handle their respective groups. Evaluation was based on students' academic products delivered by the expert group;

Step 6: The teacher carries out an overview of the lesson with the whole class in order to organize and conceptualize significant concepts;

Step 7: The teacher evaluates students learning, this will be done by giving unit test only.

Step 8: The teacher rewards group members for group success.

JIGSAW LEARNING STRATEGY GUIDE ON MEANING OF CONFLICT

4th WEEK

LESSON FOUR

Topic: Meaning of Conflict

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should be, as an individual be able to:

1. Explain the term conflict
2. Identify two conflict types

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught.

Step 2: The teacher intimates the students about materials and as well as references he/she uses;

Step 3: The teacher divides the class into groups of 5-6 students, each with leaders based on intelligence and maturity;

Step 4: The teacher draws an expert group of students and the researcher exposes the expert group to the concepts to be learned. After they have finished their learning tasks, in the expert groups, students return to their jigsaw group for peer tutoring,

Step 5: The teacher ensures that the expert groups now handle their respective groups. Evaluation was based on students' academic products delivered by the expert group;

Step 6: The teacher carries out an overview of the lesson with the whole class in order to organize and conceptualize significant concepts;

Step 7: The teacher evaluates students learning, this will be done by giving unit test only.

Step 8: The teacher rewards group members for group success.

JIGSAW LEARNING STRATEGY GUIDE ON EXAMPLE OF CONFLICT

5th WEEK

LESSON FIVE

Topic: Examples of Conflict

Duration: 60 minutes

Instructional objectives:

It is expected that by the time lesson will come to an end that every student should be , as an individual to be able to:

1. Explain three examples of conflict
2. Identify where these examples happened in Nigeria

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught.

Step 2: The teacher intimates the students about materials and as well as references he/she uses;

Step 3: The teacher divides the class into groups of 5-6 students, each with leaders based on intelligence and maturity;

Step 4: The teacher draws an expert group of students and the researcher exposes the expert group to the concepts to be learned. After they have finished their learning tasks, in the expert groups, students return to their jigsaw group for peer tutoring,

Step 5: The teacher ensures that the expert groups now handle their respective groups. Evaluation was based on students' academic products delivered by the expert group;

Step 6: The teacher carries out an overview of the lesson with the whole class in order to organize and conceptualize significant concepts;

Step 7: The teacher evaluates students learning, this will be done by giving unit test only.

Step 8: The teacher rewards group members for group success.

JIGSAW LEARNING STRATEGY GUIDE ON CAUSES OF CONFLICT

6th WEEK

LESSON SIX

Topic: Causes of Conflicts

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should be, as an individual be able to:

1. Define conflicts
2. Explain 6 causes of conflict

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught.

Step 2: The teacher intimates the students about materials and as well as references he/she uses;

Step 3: The teacher divides the class into groups of 5-6 students, each with leaders based on intelligence and maturity;

Step 4: The teacher draws an expert group of students and the researcher exposes the expert group to the concepts to be learned. After they have finished their learning tasks, in the expert groups, students return to their jigsaw group for peer tutoring,

Step 5: The teacher ensures that the expert groups now handle their respective groups. Evaluation was based on students' academic products delivered by the expert group;

Step 6: The teacher carries out an overview of the lesson with the whole class in order to organize and conceptualize significant concepts;

Step 7: The teacher evaluates students learning, this will be done by giving unit test only.

Step 8: The teacher rewards group members for group success.

JIGSAW LEARNING STRATEGY GUIDE ON CONSEQUENCES OF CONFLICTS

7th WEEK

LESSON SEVEN

Topic: Consequences of Conflicts

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, that every student should be, as an individual be able to:

1. Discuss consequences of conflicts

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught.

Step 2: The teacher intimates the students about materials and as well as references he/she uses;

Step 3: The teacher divides the class into groups of 5-6 students, each with leaders based on intelligence and maturity;

Step 4: The teacher draws an expert group of students and the researcher exposes the expert group to the concepts to be learned. After they have finished their learning tasks, in the expert groups, students return to their jigsaw group for peer tutoring,

Step 5: The teacher ensures that the expert groups now handle their respective groups. Evaluation was based on students' academic products delivered by the expert group;

Step 6: The teacher carries out an overview of the lesson with the whole class in order to organize and conceptualize significant concepts;

Step 7: The teacher evaluates students learning, this will be done by giving unit test only.

Step 8: The teacher rewards group members for group success.

JIGSAW LEARNING STRATEGY GUIDE CONFLICT MANAGEMENT AND RESOLUTION

8th WEEK

LESSON EIGHT

Topic: Conflict Management and Resolution

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should be, as an individual be able to:

1. Define conflict management
2. Explain conflict resolution
3. Describe various means of conflict management and resolution

Procedure

Presentation

Step 1: The teacher designed a specific learning objective and content to be taught.

Step 2: The teacher intimates the students about materials and as well as references he/she uses;

Step 3: The teacher divides the class into groups of 5-6 students, each with leaders based on intelligence and maturity;

Step 4: The teacher draws an expert group of students and the researcher exposes the expert group to the concepts to be learned. After they have finished their learning tasks, in the expert groups, students return to their jigsaw group for peer tutoring,

Step 5: The teacher ensures that the expert groups now handle their respective groups. Evaluation was based on students' academic products delivered by the expert group;

Step 6: The teacher carries out an overview of the lesson with the whole class in order to organize and conceptualize significant concepts;

Step 7: The teacher evaluates students learning, this will be done by giving unit test only.

Step 8: The teacher rewards group members for group success.

**LESSON PLAN ON CONVENTIONAL (CLASS) TEACHING METHOD ON
MEANING AND TYPES OF PEACE**

1ST WEEK

Topic: Meaning and types of peace

Duration: 60 minutes

Instructional objectives:

It is expected that by the time lesson will come to an end that every student should be, as an individual to be able to:

1. Define the term peace
2. Explain two (2) types of Peace

Step 1: The teacher introduces the lesson by presenting the topic of the lesson to them and asks them some questions to test their entry behaviour.

Step 2: The teacher discusses and gives notes on the content of the lesson.

Step 3: In order to bring lesson to conclusion, the teacher asks the following sets of questions:

- (i) Explain the concept of Peace
- (ii) Describe two types of peace.

Step 4: The teacher gives assignment to students on 'Why should you live in peace with your neighbour?'

LESSON PLAN ON CONVENTIONAL (CLASS) TEACHING METHOD ON THE IMPORTANCE OF PEACE

2nd WEEK

Topic: Importance of peace

Duration: 45 minutes

Instructional objectives:

It is expected that by the time lesson will come to an end that every student should be, as an individual to be able to:

1. Explain the importance of peace

Step 1: The teacher introduces the lesson by presenting the topic of the lesson to them and asks them some questions to test their entry behaviour.

Step 2: The teacher discusses and gives notes on the content of the lesson.

Step 3: The teacher asks the students some questions, based on the topic to summarize the lesson:

Mention the importance of peace at home, school and society.

Step 4: The teacher gives assignment to students on the topic.

LESSON PLAN ON CONVENTIONAL (CLASS) TEACHING METHOD ON WAYS OF PROMOTING PEACE

3rd WEEK

Topic: Ways of promoting peace

Duration: 45 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should be, as an individual be able to:

1. Explain Promotion of pPeace
2. Describe ways of promoting peace

Step 1: The teacher introduces the lesson by presenting the topic of the lesson to them and asks them some questions to test their entry behaviour.

Step 2: The teacher discusses and gives notes on the content of the lesson.

Step 3: The teacher asks the students some questions based on the topic.
Afterwards, he summarizes the lesson:

Define promotion of peace

Mention five ways of promoting peace

STEP 4: The teacher provides students with assignment on how to promote peace in our society.

LESSON PLAN ON CONVENTIONAL (CLASS) TEACHING METHOD ON

MEANING AND TYPES OF CONFLICT

4th WEEK

Topic: Meaning and Types of Conflict

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should be, as an individual be able to:

1. Define the term Conflict
2. Identify two conflict types

Procedure

Step 1: The teacher introduces the lesson by presenting the topic of the lesson to them and asks them some questions to test their entry behaviour.

Step 2: The teacher discusses and gives notes on the subject matter.

Step 3: In order to bring lesson to conclusion, the teacher asks the following set of questions:

Explain the term conflict.

What are two types of conflict?

Step 4: The teacher gives assignment to students on the topic.

LESSON PLAN ON CONVENTIONAL (CLASS) TEACHING METHOD ON

EXAMPLE OF CONFLICT

5th WEEK

WEEK FIVE

LESSON FIVE

Topic: Examples of Conflict

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, that every student should be, as an individual be able to:

1. Explain three examples of conflict
2. Identify where these examples happened in Nigeria

Procedure

Step 1: The teacher introduces the lesson by presenting the topic of the lesson to them and asks them some questions to test their entry behaviour.

Step 2: The teacher discusses and gives notes on the content of the lesson.

Step 3: The teacher asks the students some questions based on the topic. Thereafter, he summarizes the lesson:

Mention three example of conflict.

Identify five places where conflict happened in Nigeria.

Step 4: The teacher gives assignment to students on the topic.

LESSON PLAN ON CONVENTIONAL (CLASS) TEACHING METHOD ON CAUSES OF CONFLICT

6th WEEK

Topic: Causes of Conflict

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should be, as an individual be able to:

1. Define conflict.
2. Explain 6 causes of conflict

Procedure

Step 1: The teacher introduces the lesson by presenting the topic of the lesson to them and asks them some questions to test their entry behaviour.

Step 2: The teacher discusses and gives notes on the content of the lesson.

Step 3: In order to bring lesson to conclusion, the teacher asks the following set of questions: Afterwards, summarizes the topic.

Explain the term conflict.

Identify five causes of conflict in Nigeria.

Step 4: The teacher gives assignment to students on the topic.

LESSON PLAN ON CONVENTIONAL (CLASS) TEACHING METHOD ON CONSEQUENCES OF CONFLICT

7th WEEK

WEEK SEVEN

LESSON SEVEN

Topic: Consequences of Conflicts

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should be, as an individual be able to:

1. Discuss consequences of conflicts

Procedure

Step 1: The teacher introduces the lesson by presenting the topic of the lesson to them and asks them some questions to test their entry behaviour.

Step 2: The teacher discusses and gives notes on the content of the lesson.

Step 3: The teacher asks the students some questions based on the topic. Afterwards, he summarizes the lesson:

Identify five consequences of conflicts

Step 4: The teacher gives assignment to students on the topic.

LESSON PLAN ON CONVENTIONAL (CLASS) TEACHING METHOD ON CONFLICTS MANAGEMENT AND RESOLUTION

8th WEEK

LESSON EIGHT

Topic: Conflict Management and Resolution

Duration: 60 minutes

Instructional objectives:

It is expected that by the time the lesson will come to an end, every student should be, as an individual be able to:

1. Define conflict management
2. Explain conflict resolution
3. Describe various means of management and resolution of conflict.

Procedure

Step 1: The teacher introduces the lesson by presenting the topic of the lesson to them and asks them some questions to test their entry behaviour.

Step 2: The teacher discusses and gives notes on the content of the lesson.

Step 3: The teacher asks the students some questions based on the topic. Thereafter, he summarizes the lesson:

Define conflict management.

What is conflict resolution?

Describe four means of management and resolution of conflicts.

Step 4: The teacher gives assignment to students on the topic.

**TEACHER TRAINING EVALUATION SHEET
(T.T.E.S)**

TEACHER:.....

SCHOOL:.....

SUBJECT:.....

PARAMETERS	SCORE OBTAINABLE	SCORE OBTAINED
1. Introduction of topic		
a. Preparation	5	
b. Instructional presentation of objectives	5	
c. Teacher's smartness in assigning students to groups and passing relevant instructions	10	
2. Teacher-student relationship		
a. Teacher demonstrates respect for students	5	
b. Teacher demonstrates positive attitude and openness to students	5	
c. Teacher demonstrates willingness to be flexible	5	
3. Time management		
a. Materials, supplies and equipment are ready at the start of instructional activity.	5	
b. Students are tasked quickly at the beginning of each instructional activity	5	
c. Teacher maintains a high level of students' time on task	5	

4. Debrief		
a. Instructional monitoring of students performance	5	
b. Facilitating instruction	5	
c. Ability to logically relate outcome of group sessions to teaching objectives.	10	
d. Instructional feedback	5	
Total Score		

OVERALL EVALUATION

SATISFACTORY ()

UNSATISFACTORY ()