

**EFFECTS OF BUZZ-GROUP AND FUTURES-WHEEL STRATEGIES
ON JUNIOR SCHOOL STUDENTS' LEARNING OUTCOMES IN
PEACE EDUCATION CONCEPTS IN SOCIAL STUDIES IN OYO
STATE**

BY

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CERTIFICATION

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DEDICATION

I dedicate this thesis to the Almighty God, without whose enduring support, I could not have been able to successfully complete my Ph.D programme.

This work is also dedicated to the remembrance of my beloved parents, Pa Moses Dare Bamikole and Madam Victoria Wuraola Bamikole of blessed memory.

I equally dedicate it to my wonderful wife, Rev. Julianah Olufunke Bamikole and blessed children – Oluwabunkumi, Oluwakemi, Oluwajoba and Oluwadara.

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ABSTRACT

Peace Education Concepts (PECs) are taught in social studies to equip learners with desirable Knowledge, Attitude and Practice (KAP) of peace in their environment. However, reports from schools reveal that many Junior Secondary (JS) students are deficient in KAP of peace concepts in Oyo town, Nigeria as evident in their involvement in several violent acts. Previous studies focused largely on teacher and student factors influencing learning outcomes in PECs in social studies, with little emphasis on the impact of intervention using active learning strategies. This study, therefore, was carried out to determine the effects of Buzz-Group (BG) and Futures-Wheel (FW) strategies on JS students' learning outcomes in KAP in PECs in Social Studies in Oyo town, Nigeria. The moderating effects of Emotional Intelligence (EI) and School Location (SL) were also examined.

The study was anchored to Lev Vygotsky Social Constructivist Learning Theory, while the pretest-posttest control group quasi-experimental design, using a 3x3x2 factorial matrix, was adopted. The three local governments were enumerated in Oyo town. The purposive sampling was used to select six secondary schools based on frequent student violence and unrest. Six intact classes of Junior Secondary 2 (one per school) were randomly assigned to BG (52), FW (66) and control (73) groups. The instruments used were PECs Knowledge Test ($r = 0.80$); Student Attitude to PECs ($r = 0.86$), Student Practice of PECs ($r = 0.76$) scale and instructional guides. The treatment lasted 12 weeks. Data were analysed using Analysis of covariance and Bonferroni post-hoc test at 0.05 level of significance.

The participants were of 12.32 ± 1.13 age and 59% females. The treatment had significant main effects on student knowledge ($F_{(2,175)} = 31.92$; partial $\eta^2 = 0.27$) and practice ($F_{(2,175)} = 3.27$; partial $\eta^2 = 0.04$), but not on attitude. The participants in BG had the highest knowledge mean score (13.64), followed by FW (12.58) and the control (8.32) groups. The participants in the control group had the highest practice mean score (56.44; BG, 50.79 and FW, 49.29), probably because practice does not rest only on teaching strategies but also on other factors like students' home background, and pauses for direct oral questioning in conventional strategy.. The EI had a significant main effect on student attitude ($F_{(2,175)} = 3.71$; partial $\eta^2 = 0.04$), but not on knowledge and practice. The SL had significant main effects on student knowledge ($F_{(1,175)} = 11.22$; partial $\eta^2 = 0.06$) and practice ($F_{(1,175)} = 14.23$; partial $\eta^2 = 0.08$), but not on attitude. The students from rural had a higher knowledge mean score (12.93) than their counterparts from urban schools. Treatment and school location had significant interaction effect on student knowledge ($F_{(4,175)} = 14.96$; partial $\eta^2 = 0.15$) in favour of the students from rural in BG group. The two-way interaction effects of emotional EI and SL were not significant. The three-way interaction effects were also not significant.

Buzz-group and futures-wheel strategies enhanced student learning outcomes in Peace Education Concepts in social studies in Oyo town, Nigeria. The two strategies should be adopted in the teaching of PECs.

Keywords: Participatory learning strategies, Peace education concepts in social studies, Knowledge, attitude, practice of peace education concepts.

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TABLE OF CONTENTS

	Page
Title Page	i
Certification	ii
Dedication	iii
Acknowledgements	iv
Abstract	vi
Table of Contents	vii
List of Tables	xii
List of Figures	xiii
Abbreviations	xiv
List of Appendices	
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	6
1.3 Hypotheses	8
1.4 Scope of the Study	9
1.5 Significance of the Study	9
1.6 Operational Definition of Terms	10
CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK	11
2.1 Theoretical Framework	12
2.1.1 Social Constructivist Learning Theory	12
2.2 Conceptual Review	13
2.2.1 The Concept of Peace Education in Nigeria	13
2.2.2 The Philosophy of Social Studies Education in Nigeria	20
2.2.3 The Philosophy of Peace Education	22
2.2.4 Objectives of Peace Education	26
2.2.5 Pedagogical Implications of Peace Education Objectives	28

2.2.6	Peace Education in Social Studies Education	30
2.2.7	Teacher’s Functions in the Teaching Learning Processes	31
2.2.8	Concept of Participatory Learning	33
2.2.9	A Guide to the use of Participatory Learning	37
2.2.10	Small Group Teaching and Learning	38
2.2.11	Buzz Group Learning Strategy	39
2.2.12	Futures Wheel Learning Strategy	42
2.3	Empirical Review of Literature	44
2.3.1	Buzz Group Instructional Strategy and Students’ Peace Education Knowledge	44
2.3.2	Buzz Group Instructional Strategy and Students’ Attitude to Peace Education Concepts.	45
2.3.3	Buzz Group Instructional Strategy and Students’ Peace Education Practices	45
2.3.4	Futures wheel instructional strategy and students’ Peace Education Knowledge	46
2.3.5	Futures Wheel Instructional Strategy and Students’ Attitude to Peace Education Concepts	47
2.3.6	Futures Wheel Instructional Strategy and Students’ Peace Education Practices	48
2.3.7	Emotional Intelligence and Knowledge of Peace Education Concept.	49
2.3.8	Emotional Intelligence and Attitude to Peace Education Concepts	50
2.3.9	Emotional Intelligence and Practice of Peace Education Concepts	51
2.3.10	School Location and Knowledge of Peace Education Concepts	51
2.3.11	School Location and Attitude to Peace Education Concepts	52
2.3.12	School Location and Practice to Peace Education Concepts.	52
2.4	Appraisal of Reviewed Literature	52

CHAPTER THREE: METHODOLOGY	55
3.1 Research Design	55
3.2 Variables of the Study	57
3.2.1 Independent Variable	57
3.2.2 Moderator Variables	57
3.2.3 Dependent Variables	57
3.3 Selection of Participants	59
3.4 Selection of Peace Education concepts in the Study	60
3.5 Research Instruments	60
3.5.1 Peace Education Concepts Knowledge Test (PECKT)	60
3.5.2 Students' Attitude to Peace Education Concept Scale (SAPECS)	63
3.5.3 Students' Practice of Peace Education Concept Scale (SPPECS)	64
3.5.4 Students' Emotional Intelligence Scale (SEIS)	65
3.5.5 Teacher's Instructional Guide on Buzz Group Strategy (TIGBGS)	66
3.5.6 Teacher's Instructional Guide on Futures Wheel Strategies (TIGFWS)	66
3.5.7 Teacher's Instructional Guide on Conventional Strategy (TIGCS)	67
3.5.8 Evaluation Sheet for Assessing Teacher's Performance on the use of the Strategy (ESATP)	67
3.6 Procedure for Data Collection	68
3.6.1 Training of Teachers as Facilitators	68
3.6.2 Pre-test	69
3.6.3 Treatment Procedure	69
3.6.3.1 Experimental Group One: Buzz Group Instructional Strategy	69
3.6.3.2 Experimental Group Two: Futures Wheel Instructional Strategy	70
3.6.3.3 Conventional Strategy	70
3.6.4 Administration of Post-test	71
3.7 Data Analysis	71

CHAPTER FOUR: RESULTS AND DISCUSSION OF FINDINGS	72
4.1 Presentation of Results	72
4.2 Discussion of Findings	103
4.2.1 Treatment and Knowledge of Peace Education Concepts	103
4.2.2 Treatment and Attitude in Peace Education Concepts in Social Studies	104
4.2.3 Treatment and Practices in Peace Education Concepts in Social Studies	104
4.2.4 Emotional Intelligence and Knowledge of Peace Concepts	105
4.2.5 Emotional Intelligence and Attitude to Peace Education Concepts	106
4.2.6 Emotional Intelligence and Practices of Peace Education Concepts	106
4.2.7 School Location and Knowledge of Peace Education Concepts	107
4.2.8 School Location and Attitude of Peace Education Concepts	107
4.2.9 School Location and Practices of Peace Education Concepts	108
4.2.10 Treatment and Emotional Intelligence on Knowledge of Peace Education Concepts in Social Studies	108
4.2.11 Treatment and Emotional Intelligence on Attitude to Peace Education Concepts	108
4.2.12 Treatment and Emotional Intelligence on Practices of Peace Concepts in Social Studies	109
4.2.13 Treatment and School Location on Knowledge of Peace Education Concepts	109
4.2.14 Treatment and School Location on Attitude to Peace Concepts	109
4.2.15 Treatment and School Location on Practice of Peace Education Concepts in Social Studies	109
4.2.16 Emotional Intelligence and School Location on Knowledge of Peace Concepts in Social Studies	110
4.2.17 Emotional Intelligence and School Location on Attitude to Peace Concepts in Social Studies	111
4.2.18 Emotional Intelligence and School Location on Practice of Peace Education Concepts in Social Studies	111

4.2.19	Treatment, Emotional Intelligence and School Location on Knowledge of Peace Education Concepts	111
4.2.20	Treatment, Emotional Intelligence and School Location on Attitude to Peace Education Concepts in Social Studies	111
4.2.21	Treatment, Emotional Intelligence and School Location on Practices in Peace Education Concepts in Social Studies	112
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS		113
5.1	Summary of Findings	113
5.2	Conclusion	115
5.3	Recommendations	115
5.4	Educational Implication of Findings	116
5.5	Contributions to Knowledge	117
5.6	Limitations of the Study	118
5.7	Suggestions for Further Research	118
REFERENCES		119
APPENDICES		140

LIST OF TABLES

3.1	3x3x2 Factorial Matrix of the Variables	56
3.2	Table of Specification for Peace Education Concept Knowledge Test (PECKT)	62
4.1	ANCOVA of Post-Knowledge by Treatment, Emotional intelligence and School location	73
4.2	EMM of Post-knowledge by Treatment and Control group	75
4.3	Bonferroni Post-hoc Analysis of Post-Knowledge by Treatment and Control Group	77
4.4	ANCOVA of Post-Attitude by Treatment	79
4.5	EMM of Post-Practices by Treatment and Control Group	81
4.6	ANCOVA of Post-Practices by Treatment, Emotional Intelligence and School Location	83
4.7	EMM of Post-Practices by Treatment and Control Group	85
4.8	Bonferroni Post-hoc Analysis on Post-Practices by Treatment and Control Group	87
4.9	EMM of Post-Attitude by Emotional Intelligence	89
4.10	Bonferroni of Post-Attitude by Emotional Intelligence	91
4.11	EMM of Post-Knowledge by School Location	93
4.12	EMM of Post-Practices by School Location	95

LIST OF FIGURES

2.1: The Procedure of Buzz Group Technique	41
2.2: The Futures Wheel	43
3.1: Diagrammatic Representation of the Variables of the Study	58
4.1 Graph of the Interaction effect of Treatment and School Location on Students' Knowledge of Peace Education Concepts	98
4.2 Graph of Interaction Effect of Treatment and school location on students' Practices of Peace Concepts in Social Studies Education	100

LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ANCOVA	Analysis of Covariance
BGS	Buzz Group Strategy
CS	Conventional Strategy
EATFWS	Evaluation Sheet for Assessing Teachers' Performance on Futures
EI	Emotional Intelligence
EMM	Estimated Marginal Means
ESATBGS	Evaluation Sheet for Assessing Teachers' Performance on Buzz
FRN	Federal Republic of Nigeria
FWS	Futures Wheel Strategy Group Strategy
IGBGS	Instructional Guide for Buzz Group Strategy
IGCS	Instructional Guide for Conventional Strategy
IGFWS	Instructional Guide for Futures Wheel Strategy
JSS	Junior Secondary School
KR	Kuder-Richardson
MIE	Malawi Institute of Education
PECKT	Peace Education Concept Knowledge Test
PEPS	Peace Education Practice Scale
SAPES	Students' Attitude to Peace Education Scale
SEIS	Students' Emotional Intelligence Scale
UBE	Universal Basic Education
FWS	Futures Wheel Strategy

LIST OF APPENDICES

	Page
Appendix I: Catalogue of violence in Nigeria (1980-2012)	140
Appendix II: Students' Peace Education Concepts Knowledge Test	146
Appendix III: Students' Attitude to Peace Education Scale (SAPECS)	151
Appendix IV: Peace Education Concepts Practice Scale (PECPS)	153
Appendix V: Students' Emotional Intelligence Scale	156
Appendix VI: Week I - Lesson Note (Buzz Group)	159
Appendix VII: Week 2 – Lesson Note (Buzz Group)	161
Appendix VIII: Week 3 – Lesson Note (Buzz Group)	163
Appendix IX: Week 4 – Lesson Note (Buzz Group)	165
Appendix X: Week 5 – Lesson Note (Buzz Group)	167
Appendix XI: Week 6 – Lesson Note (Buzz Group)	169
Appendix XII: Week 7 - Lesson Note (Buzz Group)	171
Appendix XIII: Week 8 – Lesson Note (Buzz Group)	173
Appendix XIV: Teacher's Instructional Guide on Futures Wheel Strategy - Week 1 – Lesson Note	175
Appendix XV: Week 2 – Lesson Note (Futures Wheel)	177
Appendix XVI: Week 3 – Lesson Note (Futures Wheel)	179
Appendix XVII: Week 4 – Lesson Note (Futures Wheel)	181
Appendix XVIII: Week 5 – Lesson Note (Futures Wheel)	183
Appendix XIX: Week 6 – Lesson Note (Futures Wheel)	185
Appendix XX: Week 7 - Lesson Note (Futures Wheel)	187
Appendix XXI: Week 8 – Lesson Note (Futures Wheel)	189
Appendix XXII: Teacher's Instructional Guide on Conventional Method (TIGCM) Week 1 – Lesson Note (Conventional Method)	191
Appendix XXIII: Week 2 – Lesson Note (Conventional Method)	193
Appendix XXIV: Week 3 – Lesson Note (Conventional Method)	195
Appendix XXV: Week 4 – Lesson Note (Conventional Method)	197
Appendix XXVI: Week 5 – Lesson Note (Conventional Method)	199
Appendix XXVII: Week 6 – Lesson Note (Conventional Method)	201

Appendix XXVIII: Week 7 – Lesson Note (Conventional Method)	203
Appendix XXIX: Week 8 – Lesson Note (Conventional Method)	205
Appendix XXX: Evaluation Sheet for Assessing Teachers’ Performance on the Use of Buzz Group Strategy (ESATBGS)	207
Appendix XXXI: Evaluation Sheet for Assessing Teachers’ Performance on the Use of Futures Wheel Strategy) (ESATFWS)	208
Appendix XXXII: Evaluation Sheet for Assessing Teachers’ Performance on the Use of Conventional Method) ESATCM)	210
Appendix XXXIII: Marking Guide for Students’ Peace Education Knowledge Text	211

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The fundamental pursuit of any modern and democratic society is to achieve cultural, economic and socio-political development for the betterment of all its citizenry. Considering the fact that there is no development without peace, the realisation of such development hinges upon the quality of peace and harmony enjoyed by the inhabitants of such society. The importance attached to peace as a key factor to meaningful, qualitative and sustainable development has made it an ideal that individuals and societies continue to pursue vigorously. The Global trends lend credence to its indispensability to national and international development. The Nigerian government in its bid therefore, to achieve peace for economic, social, cultural and political development integrated peace education concepts into Social Studies; which forms the major part of the country's education curriculum at the nine-year Basic Education from the primary school to the junior secondary school level.

Social Studies is a discipline that studies human beings in relation to their social and physical environment. It aims at producing citizens with skills, competences, moral values and reasoned judgments to effectively live, interact, interrelate and contribute meaningfully and positively to the economic, social, cultural and political development of human society. Human society experiences varying degrees of emerging issues, like population-related matter, and peace and security issues, among others that pose threat to harmonious living in the society. All these become the focus of Social Studies as it has potential to address the varied emerging issues in any given society (Ajiboye 2010).

In modern times, security is becoming a mirage. There is so much disorder and confusion in the society arising from boundary disputes, tribal conflicts, religious crisis, and so on which have accounted for countless loss of lives and properties in some countries of the world like Burundi, Sudan and Pakistan. [Ball (2014), Boswell (2016) and Kalim (2018)].

Nigeria, a multi-ethnic and multi-religious society, is not left out in this wave of global menace. The country had been inundated with series of political, ethnic and religious crises. According to Muhammad (2005), there were ethno-religious conflicts that claimed several lives and property. Notable among such crises were the Maitatsine religious disturbances in parts of Kano and Maiduguri in the early 1980s; Jimeta-Yola religious disturbances (1984), the Zango Kataf crises in Kaduna State (1992), the Bulumkutu in Maiduguri Christian- Muslim riots (1982) (Salawu, 2010). There were also the Ijaw and Itsekiri clashes of 1991 and 1992, the boundary disputes between Modakeke, Ife, and Ipoti and Iloro in Ekiti state. Since December 2011, the nation has started to witness incessant bombing and massive killings of innocent citizens in many parts especially in the northern part of Nigeria by a sect called Boko Haram. Intra and inter-ethnic conflicts from the Fulani herdsmen and struggles in the Niger Delta are some of the traumatic experiences being experienced in present day Nigeria. Rosen (2009), observes that younger generation, particularly the school-going children experience the culture of violence through their social interactions within their school environment, families and mode of communication in their various environment.

The fundamental role of the school as an agent of education for peace cannot be downplayed. However, while the school is striving to ensure that the educational needs of the students and also the entire community, is being met, the school has been deeply affected by the economic, political and social conditions of our times culminating in many undesirable events and behaviours such as substance addiction, violence, child abuse, sabotage, gambling and other vices, which constitute insecurity in the school environment. Schools are no longer considered a place of safety for the students as well as for the personnel in schools as a result of prevailing problems that serve as threat to school security. This is evident in the continued rise in cases of students' rampage in schools and insurgency in the country as a whole. Amosun and Ige (2010), Nwachukwu (2010), Agulanna (2012) and Egegbulem (2013) argued that the prevalence of delinquent acts among Nigerian school children has increased in the last three years in terms of frequency of recorded delinquent crisis and number of students involved, coupled with inability to live a respectable, obedient, responsible and orderly life.

Before the advent of westernization in Nigeria, there existed an indigenous educational system with its own unique objectives, curricula, methodologies and administration (Osokoya, 1995). Its curriculum focused on the survival and continuity of the family and community. In fact, it was an educational system through which African values like sense of community life, sense of good human relations, sense of the sacredness of life, sense of hospitality, sense of the sacred and religion, sense of time, sense of respect for authority and the elders, and sense of language and proverbs were promoted. Consequently, the introduction of western education in Nigeria eroded these African values due to its lack of relevance to the aspirations, needs and problems of the indigenous people. Acquisition of such indigenous values shifted towards wealth acquisition at the expense of peaceful and harmonious living in the society. There is flagrant abuse of human rights, restiveness, religious intolerance, kidnappings, and rise in ethnic and religious violence. Incidentally, Social Studies is designed to promote cooperative learning and African values that are essential to the creation and sustainability of peace through the incorporation of Peace-Education related concepts into its curriculum.

Raviv, Oppenheimer, and Bar-Tal (2002) and Gumut (2004) view Peace Education as being concerned with how to establish and maintain good attitude towards peaceful co-existence within and among different levels of people as well as various society segments. Deveci, Yilmaz, and Kardag (2008) assert that teaching techniques such as cooperative techniques, which are tolerant and participatory, should be used to develop in the learners desirable attitude and knowledge of Peace Education. Indeed, the Social Studies teaching strategies need to be addressed properly at the Junior Secondary School level. Students should be exposed to various teaching strategies that can arouse, sustain and improve interpersonal skills in students, rather than traditional teacher-centered methods that contribute to poor learning outcomes in Social Studies (Ajiboye and Ajitoni, 2007).

Memorisation of facts taught in class and encouragement of rote learning are characteristics of conventional teaching method which is teacher-centered, but the fact remains that students need acquisition and understanding of interpersonal relationship and civic responsibilities. Therefore, the teacher must make a conscious effort to

become aware of students' problem as students' understanding of content without verbal feedback, requires a considerable amount of unguided student time outside of the classroom to enable understanding and long-term retention of content. Giglio (2012), Ogunyemi, Adetoro and Khaled (2013), Shittu and Olanite (2015) attribute reasons for poor learning outcome in Social Studies to few number of periods allocated for teaching Social Studies, salary delay every month, lack of supervision of secondary schools by government agents, poor supply of appropriate teaching and learning materials, poor attitude of government towards teaching and learning of Social Studies, and poor teaching and methods.

In order to address the problem of learning attitude to and achievement in peace concepts in Social Studies, many instructional strategies that are participatory in nature have been used in teaching Social Studies to bring about an improvement in learners' learning outcomes in various Social Studies concepts researched into. Examples include the self-learning programme by Ajiboye (1996), problem-solving by Holt and Willard Holt (2000), cooperative learning by Amosun (2002), and Salako (2013), experiential learning by Staub (2002), and Bar-Tal (2002), guided inquiry by Sweller (2003), full and quasi-participatory learning by Ajitoni (2005), programmed instruction and peer-tutoring by Apará (2005), inquiry by Oyeleke (2011), and appreciative inquiry by Olubela (2014) to mention but a few.

Despite the effects of these strategies in improving the teaching and learning processes that will enhance peaceful interpersonal relationship in the society, not much is yet to be realised in terms of meaningful and positive changes in the youth, which have called for more alternating and more effective approaches that will provide an enabling environment for national development (Ajitoni, 2007, 2005). Therefore, the buzz group instructional strategy is considered an alternate strategy that could take care of these deficiencies considering the findings of Zahedi (2009), Bolaji (2015), Tagor and Sondang (2017), where they note that students who participated in buzz group classes developed skills of patience and tolerance as they are forced into a situation of listening to what someone else has to say on the subject.

Another strategy used is Futures Wheel Strategy. The strategy involves organizing (thinking and questioning) instruction around carefully chosen problems.

Clark (2006), submits that students need opportunities for deep thinking to discover and understand issues or beliefs, by assessing the evidence and arguments of a point of view on issues and making a personal judgment based on a new assessment of the information. Futures Wheel Strategy has the potential of changing the mindset of students and helps them to discover ideas, and understand the connections between them (Coates, (1993) and Okurumeh, 2009).

Studies have shown different important factors that are responsible for students' learning outcomes in Social Studies notwithstanding the instructional strategies employed (Akinbote, 1999, Salawu, 2000, Falade, 2007' Olatundun, 2008). These include gender, school location, educational background, age, emotional intelligence among others. However, this study employed Emotional Intelligence and School Location as moderator variables as they tend to play important role in students' learning activities.

Emotional intelligence refers to abilities to accurately perceive emotions, to access and generate emotions in order to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions in order to promote emotional and intellectual growth (Mayer et al, 2004). Coleman (1998), Lopes, Cotee and Salovey (2006) and Adigwe (2015), averred that emotional intelligence is the basis for personal qualities such as realistic confidence, personal integrity, knowledge of personal strength and weaknesses, resilience in times of change or adversity, self-motivation, perseverance and the knack for getting on well with others. Emotional intelligence therefore emphasizes understanding of one's emotions and those of others in the environment, relating psychosocially well with them in order to successfully manage environmental demands (Bar-On, 2006).

Location of schools could also be a factor that affects students' learning outcomes in peace education concepts in Social Studies. As a matter of fact, the use of drugs and alcohol is a national problem and it is more prevalent in urban centres. Alcoholic beverages, tobacco, narcotics, stimulants and caffeine beverages are some of the drugs found largely in urban schools which encourage violent and criminal behavior in schools. Amayo and Wangai (1994), Sanchez and Agpaoa (1997) and Rutebuka (2001). Drugs undermine the school environment necessary for learning. Lack of

adequate classrooms, offices, laboratories, libraries, latrines and play grounds in urban schools tends to cause students to disrupt the peace of the school. (Alcornmetal (1970), Sugut and Mugasia (2014).

Research has shown that lack of attention (Benitez and Justicia, 2006), student and teacher absenteeism, academic failure (Prieto, 2005; Olweus, 1998), improvisation of classes is common to schools located in rural areas, and lack of norms is prevalent in urban schools (Ohsako, 1997; Diaz-Aguado, 2001). These challenges promote school violence. Location of school promotes students - teacher relationship (Yoneyama and Rigby, 2006). Large number of students in the classroom in urban located schools does not promote effective and quality student-teacher relationship. Rural located schools however promote quality student-teacher relationship (Blankemeyer, Flannery and Vazsonyi, 2002).

However, research on school violence reveals divergent opinions on effects of school location on violence commission. While some reveal that schools in the urban areas are the most affected by school violence, others reveal that violence of any form in the school is not only confined to the cities or urban areas, Bush (2005). These conflicting reports therefore make it important that further studies be conducted to determine the possible effects of school location on students' learning outcomes in Peace Education concepts in Social Studies in Oyo state.

In effect, this research work aimed at determining the use of two participatory strategies to enhance better understanding and performance of learners in relation to knowledge, attitude and practices in Peace Education concepts in Social Studies with reference to their emotional intelligence and school location.

1.2 Statement of the Problem

One of the compulsory subjects at the JSS curriculum is Social Studies. It has the potential of laying foundation for a safe and healthy environment and the community at large in terms of interaction, interrelationship and interdependence among people through the teaching and learning of peace concepts. Despite the enormous resources, both financial and material committed to its teaching and learning, the teaching activities have not been able to produce the much desired results,

evidenced by several reports of violent acts such as bullying, rampage, gambling, and drug abuse perpetrated by secondary school students in and outside the schools in recent times. These acts often result into damage of the brain and central nervous system of the students involved in them, culminating in poor academic performance, irrational suspicion of others and dropping out of school. It also places unnecessary expenses on parents and community as well as government in form of building and maintaining rehabilitation centres for drug addicts. Crime rate also increases in the community and at national level. This has been attributed to the use of conventional lecture method which concentrates on talking about peace and non-violent acts rather than involving students in activities that promote safe and peaceful environment. Scholars have thus experimented with interactive strategies such as self-learning programme, problem-solving, cooperative learning, and experimental learning, guided inquiries among others. To the best of the knowledge of the researcher, these strategies did not afford learners to internalize peace concepts objectively, critically, and reflectively hereby enhancing students' interpersonal relationship as regards tolerance, love, and cooperation. Hence the need for learning strategies that will address those identified deficiencies in previous studies. Two of such strategies are Buzz Group and Futures Wheel strategies. Studies have shown that the students' attitude and achievement can be improved by those strategies in Basic Science, Mathematics and English with little emphasis on its efficacy in teaching those Social Studies peace concepts.

Therefore this study was carried out to determine the effects of Buzz Group and Futures Wheel Strategies on students' knowledge of, attitude to and practices in Peace Education Concepts in Social Studies with the objective of finding out:

- i) the main effect of treatment on students' knowledge of, attitude to and practices in Peace Education Concepts in Social Studies.
- ii) the main effect of emotional intelligence and school location on students' knowledge of, attitude to, and practices in Peace Education Concepts in Social Studies.
- iii) the interaction effect of treatment, emotional intelligence and school location on students' knowledge of, attitude to, and practices in Peace Education Concepts in Social Studies.

- iv) the moderating effects of emotional intelligence and school location on students' knowledge of, attitude to and practices in Peace Education concepts in Social Studies.

1.3 Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

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

- (a) Knowledge of Peace Education concepts
- (b) Attitude to Peace Education concepts
- (c) Practices in Peace Education concepts

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

- (a) Knowledge of Peace Education concepts
- (b) Attitude to Peace Education concepts
- (c) Practices in Peace Education concepts

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

- (a) Knowledge of Peace Education concepts
- (b) Attitude to Peace Education concepts
- (c) Practices in Peace Education concepts

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

- (a) Knowledge of Peace Education concepts
- (b) Attitude to Peace Education concepts
- (c) Practices in Peace Education concepts

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

- (a) Knowledge of Peace Education concepts
- (b) Attitude to Peace Education concepts
- (c) Practices in Peace Education concepts

Ho₆: There is no significant interaction effect of emotional intelligence and school location on students'

- (a) Knowledge of Peace Education concepts

- (b) Attitude to Peace Education concepts
- (c) Practices in Peace Education concepts

Ho₇: There is no significant interaction effect of treatment, emotional intelligence and school location on students'

- (a) Knowledge of Peace Education concepts
- (b) Attitude to Peace Education concepts
- (c) Practices in Peace Education concepts.

1.4 Scope of the Study

The study covered JSS 2 students drawn from six purposively selected secondary schools in Oyo (Atiba, Oyo East and Oyo West Local Governments Areas) Oyo state. An intact class was selected from every school. The study took place for the period of twelve weeks. The study focused on the effects of buzz-group and futures-wheel strategies on students' knowledge, attitude and practices in Peace Education concepts in Social Studies. The study also investigated the moderating effects of emotional intelligence and location of school on students' learning outcomes in Peace Education Concepts in Social Studies. The contents for the study were taken from Social Studies topics in the basic education curriculum of 9-year (NERDC, 2007). These topics were Social groups, Group behaviour and Living together in family. They are all peace related in content as they deal with interactions among people.

1.5 Significance of the Study

The study determined the effects of buzz group and futures wheel strategies on junior secondary school students' learning outcomes in Peace Education concepts in Social Studies in Oyo town, Oyo State. Findings from the study would be significant in many ways:-

Firstly, it would reveal the effectiveness of the two strategies in enhancing students' knowledge, attitude and practices of Peace Education. Secondly, the study would also acquaint Social Studies teachers with innovative strategies of teaching Peace Education concepts at junior secondary school level for improved learning outcomes. Curriculum designers and planners would find the study useful as it would open their

eyes to two of effective strategies that can be used to teach peace education at junior secondary school level. Finally, the study would add to the pool of research being conducted to improve students' knowledge, attitude and practices of Peace Education concepts at the Junior Secondary School.

1.6 Operational Definitions of Terms

Buzz Group Learning Strategy: It is a learning strategy where the class is being made to break into small groups of two or three students to discuss one or two specific questions or issues. The classroom is thereby filled with noise as each group buzzes in discussion. It involved interactions among students.

Futures Wheel Learning Strategy: It involved the use of rational thinking by students in groups on the direct and indirect consequences of a decision, event or trend.

Conventional Learning Strategy: It is the learning strategy that involves the teacher doing most or all of the talking during the lessons, while the students remain passive listening to the teacher and sometimes taking down notes of important points.

Emotional Intelligence: This is the level of students' capability to recognise their own emotions and those of others discerned between different feelings and how these guide their thinking and behaviours in relation to their neighbour.

Location of school: This is where the schools for the studies are situated. They are grouped into urban and rural environments.

Urban: This is a settlement with a population of more than 200,000 inhabitants/people with existence of some social amenities such as tarred road, electricity, tap water, hospitals and tertiary institution.

Rural: This refers to a settlement with a population of less than 20,000 people without basic social amenities, that is, potable water, electricity and tarred roads with subsistence mode of life.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

The review of literature related to this study is organised under the following themes:

2.1 Theoretical Framework

2.1.1 Social Constructivism

2.2 Review of Concepts

2.2.1 Peace Education (PE) in Nigeria

2.2.2 The Philosophy of Social Studies Education in Nigeria

2.2.3 The Philosophy of Peace Education

2.2.4 Objectives of Peace Education

2.2.5 Pedagogical Implications of Peace Education objectives

2.2.6 Peace Education in Social Studies Education

2.2.7 Teacher's Functions in the Teaching and Learning Processes

2.2.8 Concept of Participatory Learning

2.2.9 A Guide to the Use of Participatory Learning

2.2.10 Small Group Teaching and Learning

2.2.11 Buzz Group Strategy

2.2.12 Future's Wheel Strategy

2.2.13 The Conventional Strategy

2.3 Empirical Review

Studies in Students Learning Outcomes in Peace Concepts in Social

Studies:

2.3.1 Buzz Group Instructional Strategy and Students' Peace Education Knowledge

2.3.2 Buzz Group Instructional Strategy and Students' Peace Education Attitude

2.3.3 Buzz Group Instructional Strategy and Students' Peace Education Practices

2.3.4 Futures Wheel Instructional Strategy and Students' Peace Education Knowledge

- 2.3.5 Futures Wheel Instructional Strategy and Students' Peace Education Attitudes
- 2.3.6 Futures Wheel Instructional Strategy and Students' Peace Practices
- 2.3.7 Emotional Intelligence and Peace Education Knowledge, Attitude and Practices
- 2.3.8 School Location and Peace Education Knowledge, Attitude and Practices

2.4 Appraisal of Literature

Theoretical Framework

2.1.1 Social Constructivist Learning Theory

Teaching and learning in Social Studies are always guided by many theoretical frameworks. The theory in support of this study is the Social Constructivism learning theory.

Constructivism as a learning theory in education suggests that people learn through an interaction between thinking and experience, and through the sequential development of more complex cognitive structures. Prominent education psychologists who have influenced this theory at one point or another include Jean Piaget (1926), Jerome Bruner (1986), Lev Vygotsky (1978), Wood (1988) and Wertsch (1985). The premise on which this theory is based is that when learners encounter a new experience, they both accommodate their existing thinking to it and assimilate aspects of the experience. As a result, they move beyond one state of mental equilibration and restructure their thoughts to create another (Pollard, 2008). Constructivist learning theory casts the learner in a very active and independent role, leaving much of the selection, pacing and evaluation of the activity to the child to negotiate.

The theory also lays emphasis on learners' interests and some compromise on the specifics of curriculum coverage. It is therefore important to note that the uniqueness and complexity of the learner must not only be acknowledged, but also encouraged, utilized and rewarded in the process of learning. The theory emphasises that class, group or individual discussion with an adult who is the teacher, or other children enhances group problem-solving. It therefore encourages collaboration, and

language development thereby clarifying thinking and extend meaningful understanding (Pollard, 2008).

This idea of social constructivism was greatly influenced by Lev Vygotsky (1978). He stressed that as a matter of fact, much learning by the child occurs as the child interacts with a skillful tutor who provides verbal instructions for the child. This suggests that internalization of peace education concepts cannot be achieved by merely preaching, but by practicing them. By implication, students need to internalize concepts of Peace Education such as tolerance, cooperation, dialogue, love, and giving appropriate respect for human rights among others.

The Social-Constructivist Learning Theory is relevant to this study because it supports the fact that learning is better done where there is good interaction, between teachers and pupils and also among the pupils. The teacher is therefore expected to assist pupils to develop skills that promote meaningful learner-to-learner interaction for the purpose of learning especially within the classroom. The way a teacher structures pupil-to-pupil interactions will determine to a very large extent how well the pupils learn and also dictate their attitude to school, the teacher and one another. The two teaching strategies employed in this study actually displayed the characteristics of the social-constructivist theory, where teacher interacts with the students by giving them guiding questions while students interact among themselves to discover facts by themselves. The teacher only plays the role of a guide. This interaction fosters peaceful relationship among the students which helps them to understand, internalize and practise peace related concepts in Social Studies.

2.2 Conceptual Review

2.2.1 The Concept of Peace Education in Nigeria

It is impossible to promote peace in Nigeria without considering the important role of education. The system of believing that education serves as an important instrument to attain peace and good governance is being affirmed by NPE (2004) that education is the main tool of national change. That is the main reason why education is rated high in national development.

However, teachers' involvement in education in terms of teaching development and delivery determines the quality of education to a great extent. The above statement is in line with the Schultz and Schultz (2005) assertion that almost every area of human behaviour is being influenced by learning, which is the process of education.

The teaching and learning of Social Studies in both Primary and Junior Secondary School levels in Nigeria today are facing a lot of problems. This often accounts for the inability of students to internalize and put to practice the objectives of Social Studies. It is often believed that quality teaching promotes pupil's interest and needs, allows each pupil to learn at an individuals' pace, encourages learning by a do-it-yourself approach and instructions given where necessary (MIE, 2004). This type of teaching and learning enhances relations which Ajitoni (2005) affirms as one of the main important aspects of human learning. Amosun (2002) opines that learning environment is usually made up of network of relations among individuals which is tagged 'group dynamics'. The teacher-student relationship therefore is considered as very crucial in determining the success or failure of teaching and learning (Ajitoni, 2005).

In order to make teaching and learning result oriented and effective, Social Studies scholars have favoured active learning approach in which every learners are given opportunity to play active roles in learning process (Stanheim-Smith (1998), Ogbodo, (2009). This is in line with the findings of Montessori (1946) that learners' education does not result from what the teachers teach or impart on the learners but rather activities naturally carried out by individual and individual experiences upon their various environment instead of learning by listening. For Chickering and Gamson (2004), learning is not a spectator sport. Students do not learn much just by sitting in classes, listening to teachers, memorising packaged assignments, they need to make what they learn part of themselves by participating actively in groups in the teaching and learning process. This active learning belongs to the social constructivism as well as the social learning theory and environmental learning theory all of which form the pivot upon which the theoretical framework of this study is built.

Involvement of individual learner in what they learn is the main focus of constructivists (Glaserfeld, 1990, Kanselaar, 2002). Dewey (1929) believes education

is meant to engage and increase experiences. Hence, the mode of individual learning requires giving the learners opportunity to think (knowledge), reflect (attitude) on what they have learnt and also allows learners interaction (practice) with one another. Again, Wertsch (1997) explains that constructivists take into consideration the individual differences and complexity of the individual learner and also encourages, utilising rewards as part of important aspect of learning process. As a result of aforementioned facts, the content relevance and learners' participation in the learning process and good knowledge of the fundamental concepts are very crucial to learning. Effective learning cannot be separated from a conducive learning environment. This is in support of Montessori's view that the main duty of the teacher is to make arrangement for cultural activities, create a well prepared environment and avoid any interference that can be obstructive. Based on this method of instruction, the teacher allows the students to engage in self-discovery, engaging, interacting, enjoying and also finding out the truth themselves which is socially verified.

The constructivist theory approaches pay much attention to create a climatic learning environment that is cooperative in nature. Woolfolk (2010), explains some other cooperative learning strategy in which reciprocal questioning is part of. Reciprocal questioning involves students working together for the purpose of asking and answering questions. Jigsaw is another cooperative strategy in which students are allowed to become experts in a particular group project, thereby giving them the opportunity to teach others. It is also referred to as a well patterned or structured problematic situation and students come to work together in concerted efforts to research into such controversial situation.

Kulik and Kulik (2000) also have the similar ideas through their study that coming together of the students afforded them the opportunity as a group to create world properties through invention. Constructivist researchers affirmed the aforementioned explanation that students give meaning to their learning through working together and the creating of sustainable environment that allows group work. It is worth noticing that knowledge is what exists as a result of existence of human being, that is, a human outcome. Knowledge exists as a result of social nature as well as outcomes of what our culture is (Praudat and Floden, 1996).

Bruner (1986) influenced by Vygotsky stresses the importance of social transmission of education or instruction through group learning strategies. He believes that most learning in most settings is a communal activity. He therefore, emphasizes the role of social interaction, negotiating and sharing in children's classroom learning (Educ. theory 2014). Research studies have shown that students that underwent cooperative strategy developed great confidence and continuous motivation when compared with those students that work independently. Johnson and Johnson (2002) find that cooperative learning has a positive influence on students' achievement, attitude, and perception of social support and self esteem. The implication is that the opportunity to work in small informal groups by students provides an avenue to interact with peers, thereby fulfilling the needs of learners with a high affiliation motive. In like manner, Weelman, Hughes, and Robinson (1993) compared cooperative learning strategy with direct instruction learning strategy and at the end of their study they found out that there are differences in learning outcomes because those students in small group were favoured than those students who were exposed to direct instruction among undergraduate students.

The social constructivist, Vygotsky (1978) sees learning as inseparable from its social context. The basic premises of Vygotsky theory was divided into two. The first stated that cultural and historical context determines intellectual development. The second stated that intellectual development determines sign systems in which children grow up which help them to think, communicate, and solve problems. Learning is strongly linked to input from others. (Slavin, 2009). Vygotsky affirmed that the main instrument to acquire culture and language of any community should be social interaction within such community. (Moreno, 2010). Children have more understanding of the world in which they live in as they interact with their social environment. The theorist, Vygotsky, also believed that if learning will take place as a result of social interaction, there is need for the inclusion of mediation in social interaction. Mediation takes place when teacher observes and gives meaning to behaviour, of the child and assists in bringing transformation to such behaviour observed in the child in a way that it will have the equivalent interpretation to both the child and others. (Wertsch & Tulviste, 1996; Light & Littleton, 1999). In effect, therefore, experience received

through mediated learning stimulates the learners to engage in reflection of their own action by subscribing certain labels to them, recognizing principles underlying them, or inferring conclusions.

Guided participation is being supported by Vygotsky's theory. Rogoff (2003) explains that guided participation takes place when students are allowed to personally engage in what they learn through the presence of the instructors who are to give mediation and motivation required to learn and acquire new skills and knowledge. Guided participation is made known as highly preferred mode of instruction to teach new skills to children in everyday learning. This implies that guided participatory strategy is considered good because it allows cooperation, collaboration and engagement of students by way of grouping students as a tutor and as a model. This strategy enables students to be capable of discussing concepts and processes to other students from various groups within the classroom. In a group, it is done in such a way that those students who are very capable or good are paired with those students who are not so capable or weak in a group work. This kind of strategy gives room for adequate discussion among the students in a way that those students that are weak will be encouraged in the group. In this strategy, where students engage in group discussions and make a skillful and more capable student as their leader, the learning will show clearly the level of their concepts development and formation and their individual perspective of both social and educational situations (Ajitoni, 2005). Knowledge is required to be co-constructed and it is not individually constructed.

In summary, it is very clearly seen that in the constructivist classroom the following are to be found:

- (i) The attention is moving from the tutors to the learners. In this case, learners are no longer considered as an empty vessel who are waiting to be filled with knowledge from their tutors and again, teachers are not considered to be the only custodian of knowledge. This implies that students are allowed to be involved in what they learn.
- (ii) In this strategy, the teacher is considered to be a facilitator whose duty is to guide the learners in most of the learning activities learners are engaged in.

(iii) Here, knowledge is not facts to be crammed or memorised but it is considered as a view that can change in the process of time in the world that we live. Knowledge is also concerned with the ability to successfully expand our view and explore that same view in our ever-changing world.

The relevance of this theory to this study is that as the environment is very crucial to student's internalisation of concepts which enhances attitudes and practices, teachers should ensure that they make use of teaching strategies which actively involve learners in their teaching.

Another relevant theory that forms a frame work for this study is theory of environmental learning, proposed by Bandura (1986). The theory stresses that learning takes place in children by observing many influential models in the environment such as parents, characters on television, peer group and teachers or school. The environmental learning theorists like Bandura attributed violent and aggressive behaviour to environmental maladies. Children's social interaction with their various given environment contributes to how they engage in act of retaliation, aggression and violent behaviour (Falade, 2014). The implication is that children's environment shapes their learning while human behaviour development and learning are seen as reactions to the environment. Shaffer (2005) finds out that children engage in aggressive act as a social behaviour via observational learning based on the theory of social learning. Observation is the main instrument being used by children to learn how to engage in aggressive behaviour, that is, they learn from those who act aggressively in their various environments.

Earlier in 1977, Bandura has observed through his study that learning takes place through observation of other people's behaviour. He explains that behaviour can be acquired by watching others. According to him, somebody, (a model or teacher), manifests a behaviour unconsciously or otherwise while the learner observes and tries to imitate the teacher's behaviour as displayed before the students to influence them. The teacher's behaviours include the way and manner he talks, thinks, walks, reacts and feels among others. If he has positive or negative attitude to something, this also reflects in the same manner in the attitude or behaviour of his students. In the classroom, the teacher must be certain to exemplify a standard of behaviour consistent with the

expectation he has for the students. For instance, if promptness and politeness or any other positive attitude like tolerance, co-operation among others the teacher wants to foster in the students, then the teacher must be certain to demonstrate those traits, as Miller (1993) observes that attitudes may be acquired through observation. It is obvious, therefore, that for Social Studies objectives to be well accomplished viz-a-viz the peace education concepts in social studies, the teacher must see himself as a model.

Rotter's (1954) social learning theory is another relevant theory to this study. It believes that one cannot explain an individual's personality without his environment. An individual's personality is the product of his environment. According to him, one cannot focus on behaviour as being an automatic response to an objective set of environment stimuli. Rather, one must take both the individual and the environment that one is responding to into account before the behaviour of that individual is understood. He further posits that personality (behaviour) is changeable when the way an individual thinks is changed or the environment he is responding to is changed.

Rotter suggests four major components of his social learning theory model as predictors of human behaviour. However, three of them feature directly in behaviour prediction. These three are discussed below:

Behaviour potential: This suggests that an individual will engage in a particular behaviour in a specific situation. In any particular situation, there are multiple ways of behaving. For any behaviour to be displayed by an individual there is potential for it from that individual.

Expectancy is considered as a probability that certain behaviour of an individual will bring about certain outcome, or reinforcement. It is likely that certain behaviour will bring about certain outcome inasmuch as that individual has a high level of expectancies that one particular behaviour leads to a particular outcome. In another way round, if an individual has low level of expectancies, there is a likelihood that certain behaviour may not likely lead to certain reinforcement. The theorist believed that if an individual desires the outcome, there is the likelihood that the individual will engage in behaviour that will lead to expected outcome. Furthermore, Rotter explains that expectancies are formed based on past experiences because if behaviour has led to

reinforcement in the past, there is expectancy that such behaviour will also achieve that same outcome in the present time.

Reinforcement value: Rotter uses reinforcement to describe the outcome of human behaviour while reinforcement value is used to refer to the desirability of the outcomes. He further argues that things which we want to come to reality have high level of outcome or reinforcement value. Again, there will be low reinforcement value for those things we do not want to come to reality or happen. He concluded that if probability of achieving a particular outcome is the same, we will likely display a kind of behaviour that will lead to desirable outcome. These three components of Rotter's theory of social learning that predict human behaviour is summed up in the following set of equation in which $B_p = f(E \propto RV)$. This implies that the potential of displaying a particular behaviour is a function of both expectancy and reinforcement or outcome value. In another word, this implies that the probability of a particular person displaying a certain behaviour is a direct function of likelihood that such behaviour will bring about a particular given outcome or reinforcement. Meanwhile, in any situation where expectancy and reinforcement value have high level of value there will be high level of behaviour potential. On the other hand, there will be low level of behaviour potential in a situation where both expectancy and reinforcement values are lower.

The implication of this theory for learning is that a student's given environment is very significant in improving the student's positive behaviours. Hence, the teacher should make the school environment student-friendly one. The teacher should carefully select and utilize appropriate teaching strategy. There is the tendency for students to be motivated to be positive in their attitudes to what the teacher teaches them, internalise them and put them to practice if the teacher uses appropriate teaching strategy to enhance his teaching.

2.2.2 The Philosophy of Social Studies Education in Nigeria

The main focus of Social Studies is to critically examine people and how their activities and their relationships are formed as they engage in meaningful interaction with the environment. Children have contact with their environment and some other agencies that can influence them. Likewise, the school is a major agency of

socialisation which also assists both home and other environments with which the child has previously interacted. It is the duty of the school to come up with a curriculum that can create a society with the kind of people that are ready to make their society better than the way they met it. This kind of curriculum must develop in the learners, skills, attitudes, and appreciations that will make individuals contribute meaningfully to the attainment of stipulated goals of better society. Different subjects in schools are introduced to collectively attain these objectives but Social Studies plays a major role to the attainment of such objectives. Its objectives are designed to achieve national objectives of education in Nigeria and also relevant to the philosophy of education in Nigeria.

Social Studies is defined as a study of people who live in the society and their healthy relationship with both social and physical environment with the link to the past, now and preparation for the future event. Social Studies helps individual students to develop required skills that will enable them to display good personalities at home, in the immediate environment in which they live and any other place they may find themselves in. This is referred to as the study of human relation. Social studies focuses on several relationships of different areas of human life with human beings such as people they interact with on daily basis, institutions and goods and services as well. It also explained how human beings meet up with their basic needs in different ways and how people come up with their various efforts to address societal problems. Those basic needs are food, shelter and cloths. Lawal and Oyeleye (2003) affirm that Social Studies focuses on how cultural activities of ancient people are being inherited and transferred from one generation to the other. It is also the study of groups along with their distinctiveness of each group in any given society. The basic philosophy behind Social Studies is that the teachers are saddled with the main task of developing active citizens of each local area and the country as well. As a result of this, teachers are to use the best mode of instructions to deliver the contents in Social Studies in a way that will improve patriotism and citizenship in the learners. This is to let the learners recognise that there are a lot of people from different historical background, which is quite different from their own and the need to understand the basic things that bring them together in order for them to engage fully in both the social and political affairs of their society. Social

Studies makes it possible to have a discipline that draws its contents from various disciplines with focus to having an integrated discipline to form people that can weather all obstacles in different professions. It forms learners that are relevant in different aspects of their country's economy and political life in this modern time of computer age (Lawal and Oyeleye, 2003).

Ogundare (2000) says that flexible nature of Social Studies makes it easier for the subject to include relevant issues in the society in its curriculum. As a result of this, its contents are formed from various disciplines which are relevant in addressing social issues. General contents in education for social living are developed through Social Studies since its contents were derived from relevant disciplines to form a holistic learner. The focus of Social Studies is learning to keep abreast of the ever-changing nature of our environment and this determines the philosophy of Social Studies education as regards the economy, socio-political and any other aspects of life.

Social Studies develops in learners the ability to engage in critical thinking for the purpose of rational decision making and potential strength for information analysis. It also makes the learner to be a problem solver. This emphasis is based on the premise that a functional citizen is one who thinks critically about the environment, and finds solutions to the problems that present themselves everyday. These skills are taught effectively in Social Studies. Also, there are attitudes and values which are considered desirable and which a good citizen should possess. These include cooperation, honesty, integrity, hard work, fairness, comradeship and togetherness. These are attitudes and values which are cultivated through education and which are explicitly stated as those that are possibly achievable through Social Studies as a subject.

Based on previous discussions, the development of individuals that can achieve a just and egalitarian society is possible through teaching of Social Studies since the subject is focused on developing an active citizenry that can positively contribute to the development of the society (Fabule, 2009; FRN, 2004).

2.2.3 The Philosophy of Peace Education

What is Peace Education? Why must we be concerned about Peace Education? These questions are necessary to clarify or establish the focus and importance or

usefulness of Peace Education. Attempts were made to examine them through the discussion of the nature of peace and meaning of Peace Education as they exist in literature. Johnson and Johnson (2006) opine that peace can be divided into two distinct aspects. The first aspect could be categorised as the absence of violence, strife and war. The second aspect could also be defined as an aspect, which also entails having common understanding, agreement and resolution that put an end to violence, war and strife. The absence of strife, violence as well as war is referred to as period of peace. On one side, there is discord, strife, uncommon ground, disagreement and winner or loser attitude which is an indication of social injustice while the other side embraces common goal, mutual understanding and benefits, thus signifying social justice. These view points show that when there are positive beneficial human relationships, there is the presence of peace. Once there is mutual understanding among individuals, nations or groups of people, then there is peace (Johnson and Johnson, 2006).

Different features of Peace Education are as follows:

- i. Peace can be maintained and sustained by healthy relationships. Peaceful traits can be noticed among nations, individuals and different sets of groups or societies. It is impossible for peace to exist in the absence of mutual cooperation or agreement.
- ii. The state of peace is not constant in nature because it can change based on the level of mutual relationship displayed between the two or more parties. Peace among people can be improved or impeded depending on the kind of actions put on by individuals at one time or the other.
- iii. Peace involves healthy and active interactions among people, nations and groups. To have a peaceful environment, it requires active participation of individuals in action that who maintain peace among themselves.
- iv. Peaceful co-existence is not very difficult to stop; neither is it easy to come by and develop. It requires a lot of time to build and maintain peace but it can be destroyed in a single day by destructive actions.
- v. Peace in any place is maintained in the midst of persistent conflict but such conflict is resolved in good constructive ways in order to avoid destructive conflict that can breakdown the peaceful environment. Peaceful co-existence

does not occur without the element of conflict but conflict is confronted through constructive resolution (Johnson & Johnson, 2006).

On the basis of all these propositions, Bar-Tal (2002) affirms that every society likes a peaceful environment and it is therefore mandatory for every member of any society to be educated on how to sustain peaceful living with oneself and others within the society. This act of education about peace is only possible through education and the school is the vehicle through which it can be achieved. Society recognises that education of the younger generation as regards peaceful living can be possible through schools. The agencies of education such as ministry of education as well as other bodies of education can design required educational curriculum that can train the younger generation with regard to peaceful living. The agencies can also make both physical and human resources available for the effective delivery of peace curriculum in a way that each learner will be able to put into practice what they have learnt in school in their day-to-day interaction with others (Bar-Tal, 2002).

What is Peace Education?

Previous researches have shown that there are different definitions of peace education. Different studies on Peace Education showed diverse changes and perspectives. Kester, (2013) and Harris (2004) categorised Peace Education into five distinct areas such as development education, human rights education, environmental education, conflict resolution education and international education. Contents in Peace Education curriculum includes history along with the philosophy of Peace Education (Harris and Morrison, 2003; Burns and Aspeslagh, 1996; Reardon, 1998), classification of peace into the one that is positive and negative peaceful state of mind (Galtung, 1969, 1996), gender issues and militarism of peace (Reardon 1993, 2001), different ways of educating individual about conflict resolution (Johnson and Johnson, 2006) and organisation of educational contents to embrace value of peaceful living (Boulding, 1988; Toh and Cawagas; 1991). As regards ways to build peace in individuals, Sommerfelt and Vambheim (2008) propose that every citizen should learn how to resolve any conflict arising out of violence, stop acts of aggression among themselves as well as learn better ways of living in cooperation among themselves. Jenkins (2007)

differentiated education about peace from what is called Peace Education. When contents are built around historical figures of people who maintained peaceful living in their various generations such as Gandhi and Kings as well as contents on peace and war, this is referred to or categorized as education about peace. Meanwhile education for peace is regarded as the way to build skills in individuals that will enable them to conquer violence. Those skills are built through nurturing of appropriate values, knowledge as well as good behaviour and strength to conquer violence of any form.

The major scholars advocating for practices of Peace Education in schools are Montessori, Paulo Freire, John Dewey and many others (Kester, 2013). Montessori's study emphasised that peace must be embraced at individual, community, and global levels. These three levels according to Montessori are inter-related. Awareness of an individual as someone with body, mind, emotion and spirit is regarded as the individual level of embracing peace but when interpersonal relationship is the focus that, is maintaining values of openness, trust and interdependence, this is embracing peace at community level. Finally, global peace is concerned with consciousness of both environment and culture (Montessori, 1949). Dewey's (1916) discussion on Peace Education shows the relationship that exists between education and democracy. He emphasised that the main task of education is to build an active citizenry that can be involved in democratic processes of his or her nation. Freire (1970) focused on education as a means of opening up mode of oppression by the use of identity along with language with teaching and learning. The main focus of these three researchers is to create a kind of education that is learner centered and also autonomous. According to Kester, (2013) learner centered education brings about a kind of social learning outcomes that are very crucial to democratic political systems. This kind of autonomous learning has relationship with both national and individual autonomy and it is further related to democratic involvement models and active citizenship in a democratic society. Apart from three scholars discussed above, Tolstoy, and Thoreau authored books on Peace Education. Again, social learning theorists like Foucault, Mead, Adams, Bandura and Walters, and activists like Gaudi, King and Ikeda also focused their attention through their work on Peace Education.

Harris (2004) writes that Peace Education hopes to build peaceful consciousness and commitment to the way of peace in an individual. Peace Education is a means by which students are immunised against any act of violence by teaching them some skills on how to manage any conflict they confront in life without the act of violence. Studies in the field of Peace Education have indicated that in reality, Peace Education is tailored towards building the kind of values and behaviour that are common in nature upon which individuals can cultivate peaceful living. Peace Education also embraces the act of solving conflict without violence through building of non-violence resolution skills in an individual thereby directing individual's commitment to a peaceful living in order to build a better future society.

Kester (2013) further identifies mediation, dialogue and artistic endeavours as basic skills to be acquired in Peace Education. It is therefore necessary for those who teach Peace Education to teach concepts like values which include respect for elders and one another, basic understanding of conflict and act of resolving conflict without violence. The teachers stand to build in learners' appropriate skills to do critical analysis of international conflict matter, ways to ensure optional security techniques as well as using pedagogy processes that are democratic in nature and also engaging. Finally, Peace Education is regarded as practices and philosophy because it brings different complementary processes of education and society together where socially related, subject matter and pedagogical processes of education that are suitable for inculcating peace are taught. These elements are referred to as dialogical students' experiences via students engaging in learning, where learners have an in-depth knowledge of both community and contemporary issues related to local and global contexts.

2.2.4 Objectives of Peace Education

Research studies have shown that various countries with diverse educational systems embark on giving Peace Education to their various citizens as far back as twentieth century till present time. It has been noted from different studies from different nations that the content, objectives, ideology, areas of focus, curricula and practices of Peace Education are not the same (Bjerstedt, 1988, 1993a, Haavelsrud 1974; Wulf, (1974). As observed by Burns (1985), and Lawson and Hutchinson (1992), Peace Education in Australia pays more attention to contents like opposing

ethnocentrism, cultural diversity promotion, cultural chauvinism, violence, conflict resolution and nuclear disarmament. Meanwhile, Peace Education contents focus on nuclear disarmament, the acts of violence in the past along with different responsibilities towards it and militarism (Murakami, 1992). South America Peace Education pays much attention to contents like human rights, economic inequality and violence pattern (Rivera, 1978; Garcia, 1984). Finally, Peace Education, especially in the United States of America is concerned with environmental issues, violence and prejudice (Harris, 1996; Stomfay-Stitz, 1993).

In Nigeria, the preamble to the 1999 constitution clearly shows the need for peace in Nigeria where it affirms that it is the intention of the nation to ensure unity and peace as they live together as a one nation despite their diversity (FRN, 1999). The Federal Government has made several attempts over the years through diverse means to ensure religious, cultural, social and linguistic harmonious cooperation as they live together as one nation in their diversity (Akudolu, 2006). She further notes that Nigeria is trying to establish a peaceful culture via education. The National policy on Education (2004) which is a product of the overall philosophy of Nigeria states the following:

- i. To live in unity and harmony as one indivisible, democratic, and sovereign nation founded on the principles of freedom, equality and justice;
- ii. To promote inter-African solidarity and world peace through understanding. This is an indication that Nigerian government is fully aware of the need to foster unity and peaceful co-existence among the multi-ethnic religious groups that co-exist in the country.

There is no subject in Nigeria curriculum that is called Peace Education but topics such as co-operation among diverse ethnics groups, peace and conflicts, human rights, socialization and prevailing social problems in Nigeria have been added to the Social Studies curriculum which is offered to every learner in the Universal Basic Education (UBE) programme (NERDC, 2007). Moreover, in tertiary institutions particularly in universities, some courses have related Peace Education concepts which are not limited to Border Studies. Human Security, Environmental Conflict Management, Peace and Conflict Management, Peace and Strategic Studies, intelligence studies, International Conflict Management (Kalagbor & Agabi, 2013).

Despite different forms of Peace Education, there are still particular general objectives that are peculiar to Peace Education. These main objectives that deal with Peace Education aim at building up a consistent world transformation that will bring about better society for everyone. The basic objectives of Peace Education are to have a society that is free from prejudice, injustice and intolerance, war, abuse of human rights, and all other forms of evil acts and to come up with a society where there are environmental quails, equality, tolerance, peace, human rights, justice and so many other good features that can bring about world peace (Harris, 1988; Reardon, 1988; Bjerstedt, 1993b; Burns & Aspeslagh, 1996;).

Bar-Tal (2002) writes that the diverse guidelines of different nations' objectives of Peace Education are based on their various present societal issues of each nation. As a result of this, Peace Education always reflects the political, economic and social nature of a given nation because Peace Education of different nations is designed to address the current state of any particular nation with the purpose of bringing desirable changes in any given nation (Vriens, 1990).

2.2.5 Pedagogical Implications of Peace Education Objectives

The objective of Peace Education is to develop some pedagogical implications because of its features. The special characteristics included in Peace Education objectives make it necessary to develop a unique mode of instruction to achieve those objectives. Peace Education objectives require participatory creative approach and innovative mode of instruction approach to actualize Peace Education objectives. The Peace Education objectives pedagogical implications are as follows:

1. **Peace Education is an orientation:** Bar-Tal (2002) wants it considered as an orientation educational programme that gives instructional objectives framework for learning in school environment. Harris (1988) supports the inclusion of Peace Education into curricula and objectives of other subjects in schools in such a way that it will be integrated into their mode of instruction. This implies that Peace Education serves as a corner piece through which students learn to have a view and assess or evaluate different topics and issues raised from other various subjects. Different studies have shown that Peace Education should be

included in some subjects that are suitable for the integration of Peace Education concepts such as geography, history, social studies, language and literature. Peace Education orientation should be implored in teaching these subjects by having the objectives of Peace Education in focus. (Merryfield & Remy, 1995).

2. **Open-mindedness should be at the core of Peace Education** – Peace Education needs to pay attention to creativity and critical thinking by way of giving consideration for alternative views by being open minded. Inasmuch as students learn how to evaluate and weigh different issues, pay attention on alternative issues, learn how to voice out criticisms, come out with creative ideas that are original in nature, and know how to make decisions that are rational in nature such students will imbibe values of Peace Education. Those values will then serve as a guide for them to cope with real life situations. The open nature adopted in Peace Education facilitates easy adoption of peace values in opposition to war. It is the duty of every teacher to find means of providing appropriate methods and programmes that will allow them to teach within the specific framework of Peace Education.
3. **It must be very relevant if it will be taught:** The main focus of Peace Education is the societal problem. The societal problems are so many to the extent that they have become society debate. It is therefore very important that whatsoever will be taught in Peace Education should be relevant to societal themes. Peace Education's relevance will enable students to realise that the main focus of its content is to solve real life issues in their immediate and remote environment. Through the knowledge of Peace Education, each student will be able to attach value with different events taking place in their environment. It is very imperative for the content of Peace Education to focus on particular societal issues and its programme which also must address the relevant themes identified in the society.
4. **Experiential learning is very germane to Peace Education:** The mode of instruction for Peace Education is tailored towards experience, simply because it focuses on the formation of individual learner's state of mind. This is the means through which learners can acquire attitudes, values, skills, perception and

behaviour tendencies of Peace Education. They include internalisation and experiential learning teaching strategy. Practice is the main means through which peaceful concepts can be internalised. If learners will be able to internalise Peace Education objectives, there will be need for the learners to be under the situation and condition explained in Peace Education. It is very necessary for each student in Peace Education class to live out the knowledge they have acquired in Peace Education in their various societies for the attainment of Peace Education goals. Peace Education scholars posit that learners learning environment should be the one that gives each learner opportunities to display attitudes like cooperation, tolerance, peaceful conflict resolution, environment devoid of violence, multiculturalism, social sensitivity, appropriate respect for fundamental human rights among many others as they have been taught in Peace Education class. (Hicks, 1998; Deutsch, 1993; Bey & Turner, 1995; Haul, 1999).

5. **Teacher determines how successful Peace Education will be:** Successful implementation of Peace Education will be more dependent on teachers' abilities, attitude, values, skills and behavioural tendencies of teachers who are to teach it. It is imperative for those teachers to teach according to the set of objectives of Peace Education. It is very crucial that those teachers that will teach Peace Education concepts appreciate its values, display good attitude and also display good behavioural tendencies related to Peace Education. Reardon (1998) posits that it is very imperative for teachers to implement Peace Education concept by developing and possessing necessary skills, knowledge and appropriate motivation for easier implementation.

2.2.6 Peace Education in Social Studies Education

The recognition of the fact that Peace Education is integrative in nature and pragmatic in pedagogy makes Social Studies education relational in its transmission. The various definitions of social studies bring to fore the following main features.

- i. Social Studies is about interaction, in other words, Social Studies is the use of knowledge and skills to study human beings as they interact in local, national and world communities.
- ii. Social Studies, seeks to promote civic competence: This suggests that learners will be made to contribute to and participate in the human society and the global community in ways that serve the common good.
- iii. Social studies is integrative: In essence, it integrates knowledge and skills across relevant academic areas. This integration makes it possible to view things from multiple perspectives and to perceive the interconnections and relationships among a wide variety of peoples, natures, and phenomena. Integrative approaches, help learners to be reflective, inquisitive, critical minded and human in decision making (Ogunyemi, 2008; Akinola, 2014).

The implication is that Peace Education finds a natural haven in being integrated to Social Studies. Many countries have considered Social Studies as a subject that is very liberal which equips individual students with a greater understanding of humankind. Enu (2005) opined that the nations that view Social Studies as a subject that can bring about new values that can sustain a peaceful co-existence in the society and that it is a subject for corrective measure in the society, usually place good premium on the implementation of the Social Studies curriculum to meet the objectives of the society.

2.2.7 Teacher's Functions in the Teaching-Learning Process

The implication of all that had been said so far is that the role of the teacher in the education system cannot be over-emphasised. This view has put the teacher in a vantage position in the teaching and learning process. The teacher serves as the link between the learner and the world which are the two key factors in the process of learning (Onwuka, 1985). Teachers manage three main activities simultaneously especially in group related activities. These are managing the group, managing activities and managing the learning itself.

The role of the teacher therefore becomes that of facilitator of learning. He leads discussions, asks open-ended questions, guides processes and tasks and enables active participation of learners as well as engagement with ideas. Due to the differences in the nature of learners and situations, teachers need to adopt a range of roles and skills to suit specific situations, sometimes during the same teaching session (McGorie, 2006).

In order to change the behaviour of students individually and in groups, Ajitoni (2005) asserts that environmental situations that make desired responses, reinforce the responses when they occur, and generally attempt to create a positive emotional response both to the teacher and to the subject matter, be set up. This involves presenting students with relevant problem solving situations in a warm, accepting context, maintaining a positive relationship with students while extinguishing (largely through non-reinforcement, partly through mild punishing contingencies) behaviour that interferes with productive activities. It also involves presenting a situation where the student can set his goals, receive feedback concerning his responses, and compare his progress with his past performance in order to see if he is attaining what he set out to do.

However, some scholars did not identify with the position. Jordan and Metais (1997); Slavin and Stevens (1995); Moriarty (1991); and Sheppard (1987) consider this process as too manipulative. They opine that teachers are to be passive members of educational environments in which students play virtually autonomous roles in selecting the ends and means of learning. This divergent opinion depends to a large extent on the knowledge about human behaviour that has been acquired. Thus, a growing appreciation for the subsidiary nature of the teacher's role in teaching and learning; hence, children must be left free to express themselves. They must discover knowledge for themselves, since true education is self-education, while teachers stand aside, talk less, explain less, direct less, and correct less (Corno, 1992; Khole, 1984). As plausible as this assertion may be, reacting against traditional classroom practice, it must be realized however, that teachers still play a key role in the teaching and learning process.

Since children are by nature curious, assertive and creative, and at the same time, submissive, imitative and ready to appeal for help, the necessity of the presence of the teacher becomes glaring. Teachers therefore cannot afford to stand aside

completely. They must know when to teach and when to stand aside, when to explain and when to give them scope for expression (Ajitoni, 2005). It should be noted however, that since teaching is an art, correct procedure in given circumstances depend upon the whole teaching-learning situation. These various views of the teacher's role form the pivot of the various models of participatory, collaborative and cooperative learning.

2.2.8 Concept of Participatory Learning

Social, cognitive and behaviorism psychology form the basis for participatory learning teaching strategy. Kohle (1984) has submitted that the furtherance of developed and creative learning rests on three environmental conditions which should be fulfilled at school.

1. There is high level of measurement of self-determination and freedom.
2. It provides opportunity in terms of time and space to transform relationship with people and things to great learning experiences.
3. There is greater opportunity for one-on-one relationship among students and between teacher and students.

The above components work together to ensure fruitful balance in what is referred to as participatory learning which belongs to the group investigation models. The models are adaptation of the social interaction models aimed at the advancement of democratic social skills process in form of participation through appropriate attention to inquiry and interpersonal skills for individuals. Others in this group include collaborative and cooperative learning and problem-solving models.

The creators of this model according to Campbell (1996) are concerned with improving inter-personal relations. They begin with models from a conception of society and provide classroom teachers with ways of organising classes into cohesive, productive groups and by implication; society is improved through the democratic process. Ajitoni (2005) highlighted the following as what the democratic process aims at organizing classroom groups to do:

1. Development of a kind of social process that is established upon and initiated by appropriate democratic processes.

2. There must be scientific inquiry study into human social life and as well as its processes. Based on this, the word democratic systems are also the same with the scientific method and the inquiry method.
3. Deep involvement in proffering solutions to both inter-personal and social problems.
4. Creation of learning environment that is experience-based in driving learning situation.

In another way round, the models concentrate on enhancing the ability of people to develop inter-personal relationship with others as well as the ability to work productively in their various given environment. It also involves the development of their mind towards learning academic subjects. This is in line with the submission of Dewey (1916), that the school is a miniature society, suggesting that the whole school environment is to be organized in that manner. Environmental social system should be fully students' involved for total transformation of the society. Students are expected to make use of their learning experiences in order to develop their society as Dewey suggested that such act is the best way to prepare for citizenship in a democratic society.

Amosun (2002) stresses that participatory learning, attempts to integrate in a single teaching method the kind of democratic processes that goes along with academic inquiry. However, there are three concepts which are very germane to the participatory learning strategy:

- a. Inquiry
- b. Knowledge.
- c. The dynamics of the learning group.

Inquiry: This is highly motivated when facing with certain or specific problem, an individual acquires knowledge through the process of inquiry. The social process enhances inquiry. Definitely, the heart of group investigation, as observed by Joyce and Weil (1980), is highly depended on inquiry formation. The main focus of inquiry is to give total attention to a particular thing through the act of initiating and supervising processes. It is the act of interacting and motivating by an individual via act of writing, reflecting, reorganising of concepts as well as attitudes as it reflects in the conclusion, identification of new study to be investigated. It involves taking action as well as

arriving at better output, and puzzle over a problem to be solved. In the classroom, the teacher can select problem situations. Given out a particular problem will not automatically bring about required source of energy that is needed for inquiry. There must be personal meaning by the students and this must come through students' self-awareness and personal desire. Each student must see himself or herself as someone who engages in two roles at the same time as a participant as well as observer of himself or herself in order to get involved in the act of problem inquiring processes as well as observing oneself as an inquirer. Inquiry is a social process basically because it assists students in self-observation through interaction with other people by observing their reactions.

It is the main duty of every learner, that is, inquirers, to identify and come up with the means to get identified problem solved, even when teacher presented them with problematic situation. The student must develop the potential to participate and synthesize overt participative behaviour with symbolic verbal behaviour. Though activities are the main process of inquiry, there is the need for personal motivation and curiosity from each student that is involved in problem solving through inquiry. If the teacher serves as a channel through which problem is identified and plan is formulated, then activities involved in inquiry will not be real process that inquiry requires. Thus, how the participatory group arrives at an answer is as important as what their answer is (Comeaux, 1991).

Knowledge: The main focus of inquiry is the knowledge development which is also central to participatory learning. Why, it could be asked, should inquiry take place in groups? The answers are not far-fetched. First, inquiry is the systematic use of scientific method. Second, inquiry has the aspect called emotion; this arises as a result of an individual's growth of self-awareness, an individual personal looking for meaning and the result that comes as a result of personal reflective behaviour. So, the groups formulated are the platform where individual addresses their doubts, anxieties and personal desires. It also serves as a tool through which social problems can be solved.

Dynamics of the Learning: Thelen (1954) feels that a teachable group is a prerequisite for any productive group learning and investigation. About ten to fifteen students have been suggested to comprise the investigating group. This kind of number is not

sufficient enough to allow for individual engagement but it is sufficient enough to allow diversity in people reactions. Moreover, it is essential to have, in that group, enough community of values so that communication is easy and ways of working are similar (thus the intact class). But, there must be enough differences to generate alternative reactions. Finally, it is essential for group members to possess a common level of development and orientation toward the knowledge area to be investigated. If the range is too great, the levels of understanding and conceptualizing will likely be too far apart to enable the group to relate, work and participate productively.

Participatory learning can, therefore, be described as an interactive approach to learning. It is a learning that works in group of people in process. It is also categorised as a kind of learning that involves an approach that is integrated in nature, which turns out to become learning that brings social together investigation, educational work and action. Problem-solving approach to learning allows different students who belong to the same peer group to work together in a small unit. In this approach, learners decide how to learn at their own pace and make necessary decisions that concern them on how learning should be patterned as in where and when such learning should take place.

The main focus of participatory learning is to give learners the foundation for activities that require problem solving after which the teaching sessions have expired or ended. The end result of this problem solving approach is the individual's total transformation and better improvement for the lives of those who engage in the process of problem solving. The main focus of participatory learning is its crucial role in improving people's awareness as regards their abilities as well as making use of available resources to ensure mobilisation of such engagement in its organisation (Wesseler, 1982).

The group investigation strategies incorporate ideas and strategies from the prior traditions and add the philosophy of social reconstruction, or the idea that schools should participate in efforts to create a more equitable, just and a more democratic society. Unlike other approaches, participatory learning strategy deals directly and forcefully with social and structural inequalities in our schools. By extension, our society prepares students with low academic ability to succeed in spite of existing inequalities. This approach argues for a bold commitment to democracy in schooling

based on a belief in the learning potentials of students with varying background and abilities and ethnic groups of both genders.

The goals of a democratic curriculum which are inherent in participatory learning are: (a) Critical literacy: this goes beyond ability of an individual to learn to read and as well as to write but it involves taking serious what one reads, hears and sees in order to investigate beyond the level of ordinary questions and appearances, (b) the general wisdom of individuals, understanding and knowledge of the intellectual scientific and cultural tradition that is diverse in nature and includes the academic discipline, histories and perspectives of those people including women and low academic ability students, traditionally excluded from success in schools. (c) Ability to use knowledge and skills; to seek for one's personal interest, engage in reasonable political and personal decision and also act in a way to satisfy the welfare of one's community.

Working toward these goals will require substantial changes in the routine and teaching practices of schools. Teachers face the choice of continuing the present school system with its high rate of dropout for many students of low academic ability, or they can choose alternative teaching strategies based on social reconstruction position that empowers low academic ability and disadvantaged students to achieve democratic goals for society.

2.2.9 A Guide to the Use of Participatory Learning

Teaching method that is participatory in nature should be the one that involves and that will benefit students to develop critical thinking ability, making use of problem solving skills and also making of rational decisions that will allow them to have confidence in order to take appropriate decisions on the field as expected. Participatory learning is easily used in teaching and learning by way of including participatory exercises in teaching which can be in form of short periods, in the duration of an hour during class session. If students are allowed to participate in learning modalities that are multiple in natures, then teaching will achieve full success. These multiple learning modalities include listening, visualising aids, opportunity to ask questions, highly stimulating situations or learning environment, role playing, reading, writing, freedom

of practising with appropriate equipment and engagement in discussion of critical issues. Participatory strategies, like cooperative learning methods can be offered as an alternative to ability grouping, special programmes for the gifted, and special education (Comeaux, 1991).

Moreso, if the teacher wishes to integrate more teaching strategies, there is need for the teacher to create a stimulated physical environment that calls for students' active participation in the learning environment. In order to ensure maximum interaction during learning among students, instructor needs to organise students in a group or circle to ensure active participation of students. Grouping of students will require that the class has movable chairs so that students can easily form a cluster, which is necessary in a large classroom, although this may prove difficult. Better still, students can still be told to pair themselves into three or five sub-groups as it may require (Gangel, 2009).

2.2.10 Small Group Teaching and Learning

One of the main focuses of education is to make students learn. Students can be motivated and their potentials harnessed inasmuch as the method of teaching is suitable for their learning. One of these kinds of methods is small group teaching strategy. According to Bakhtiyar and Norouzi (2003), this is referred to as student-centred learning, where the main role of the teacher is to guide the students in teaching-learning activities, that is, the teacher simply performs the role of a facilitator. The method is found to be good in enhancing better intellectual, professional development and communication skills (Brown & Atkins, 1988). Gross Davis (1999) also affirms that this kind of method encourages students' full participation in class activities; motivating them to learn more. It also makes every student to have deeper knowledge and understanding for a long period of time. In addition, it encourages ability to learn independently on the part of the learners. There are some particular methods that have been helping students to learn effectively and those methods include snow ball groups, buzz groups, and crossover groups (Final Report, 2007).

2.2.11 Buzz Group Learning Strategy

A buzz group is a kind of intense small group that involves discussion with which only 3 to 5 students forming the group, in order to give answers to some particular questions or seek out clear information about certain issues. In this kind of strategy, the entire group will be sub-divided into smaller groups.

Different studies have shown that Buzz Group Learning strategy is usually beneficial to students:

- It hardly matters how large the class is, the instructor ensures that individual students participates in the discussion, so that every unwilling student in the class will be encouraged to be fully involved in the discussion
- It creates an avenue for the teacher to get to know a lot about his/her students.
- There is an opportunity for each student to make comparisons with their peers in the group as regards understanding of the lesson contents (Jaques, 2003).

Thelen (1995) posits that this strategy allows students to shift from merely being listeners in the classroom to a situation where they can act on what they learn. It is referred to as intermediate step; a scenario where the main responsibility gradually moves from the group leader to the sub-divided smaller groups and then, to individuals within the group. This strategy can help students become self-determined to reach their stipulated goal and also help to develop in students the ability to be more tolerant in uncertain and conflicting situations. It reduces students total dependence on expert or professional authority and make them believe in their own personal ability in order for them to create their own personal knowledge, improve on their communication skills, and be consistent in their learning as a result of the link or bond that exists with the group. This stimulates learning and the learners and increases their self-esteem (Dueck, 1993; Goldgrap, 1992; Gangel, 2000).

The buzz group teaching lays more emphasis on students' interaction which is most significant in teaching. This strategy allows every student to have a say concerning the subject matter being learnt for the first time rather than making them totally dependent on what the teacher teaches. The teaching environment usually becomes learner friendly when buzz learning strategy is implored and it also transforms students learning (Imel, Keitka, and Pritz, 1994). The nature of learning is transformed by buzz

group learning strategy. Thelen (1995) recommends four important benefits of buzz group teaching strategy in learning:

1. It gives learners a reason to meet on a particular important problem, whose solution the students consider themselves responsible for.
2. It ensures that there is a particular agenda on how they will have learning experience that is meaningful.
3. It makes learners do away with laziness and encourages each member of the group to take required action.
4. Different ideas are given a platform to be verified and good communication between the audience and speaker is encouraged.

Dueck (1993), agrees that social skills that students already have before coming together to work as a group enhances their effective communication. Learners have each other's support, get their thinking right and have a better understanding of their own personal feelings.

For effective buzz groups, the teacher should carefully observe some basic principles in order to avoid some pit falls.

1. Plan the class time to allow for moving chairs, explaining the technique and hearing reports.
2. Ensure that each member in the group knows their role properly such as recorder and leader. This is necessary and it should be done within the group so that individuals will be aware about their group leader and recorder so as to know how to react to them.
3. There should be time limit for every group discussion.
4. The teacher needs to move round the group in order to encourage greater participation of every member of each group, help each group to resolve any hurdles and also motivate each group in the classroom.
5. The teacher will need to create mimeographs from the notes collected from each of the group reporters' findings. This mimeograph will represent group effectiveness in terms of their contributions in the class.

The procedure of Buzz Group Technique is as follows:

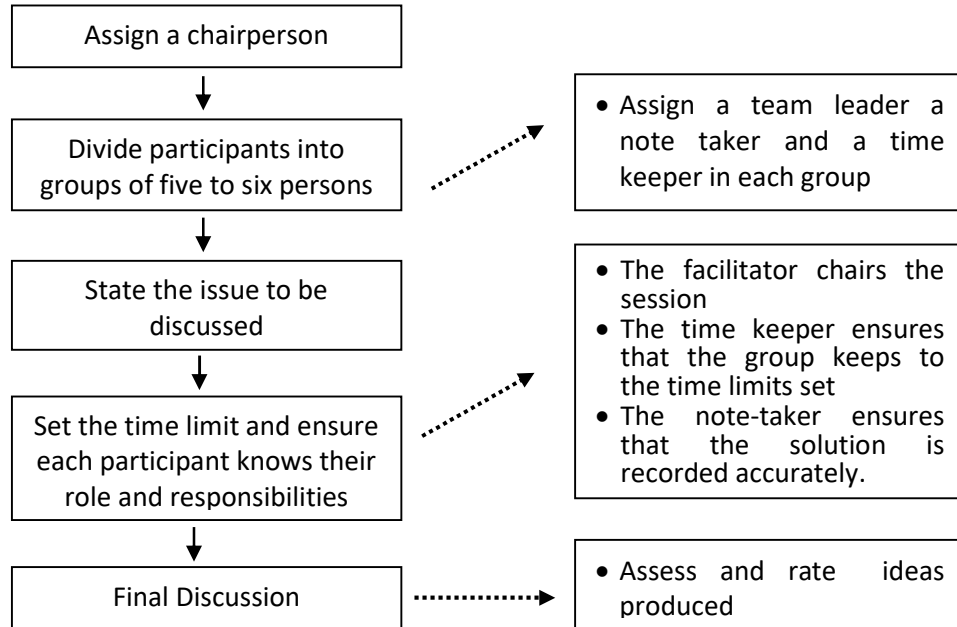


Figure 2.1: *The procedure of Buzz group technique*

Source: Tagor and Sondang (2018)

2.2.12 Futures Wheel Learning Strategy

The futures wheel teaching strategy is a method of identifying and packaging secondary and tertiary consequences of trends and events. Research studies have it that it was spread by workshops on futuristic curriculum development and by futurist consultants and trainers being considered as a system in which policy forecasting and analysis are made possible. In recent times, Future Wheel Learning Strategy is used all over the world by policy and corporate makers to bring out opportunities and likely problems, new set of markets, services and products and enlighten on the new set of alternative learning strategies (Glenn, 1972; Snyder, 1993; Coates, 1993).

The way in which we can organise thinking and question is referred to as Futures Wheel. Within the middle of the circle, the event was written. Small spokes are drawn wheel-like from the centre. At the end of each spoke, the primary impact was written. It had been documented by Glenn (1972) and Wagschal (1981) that future's wheel learning strategy is advantageous, because:

1. It helps the thinking of an individual about the present likelihood trends of the possible future events.
2. Students develop multi-concepts as it helps move the mind from linear thinking to more networks of oriented, organic, and complex thinking.

The strategy helps develop learners' prospective attitude towards things, events and people. It provides clear picture of complex interaction potential that exists (Coates, 1993).

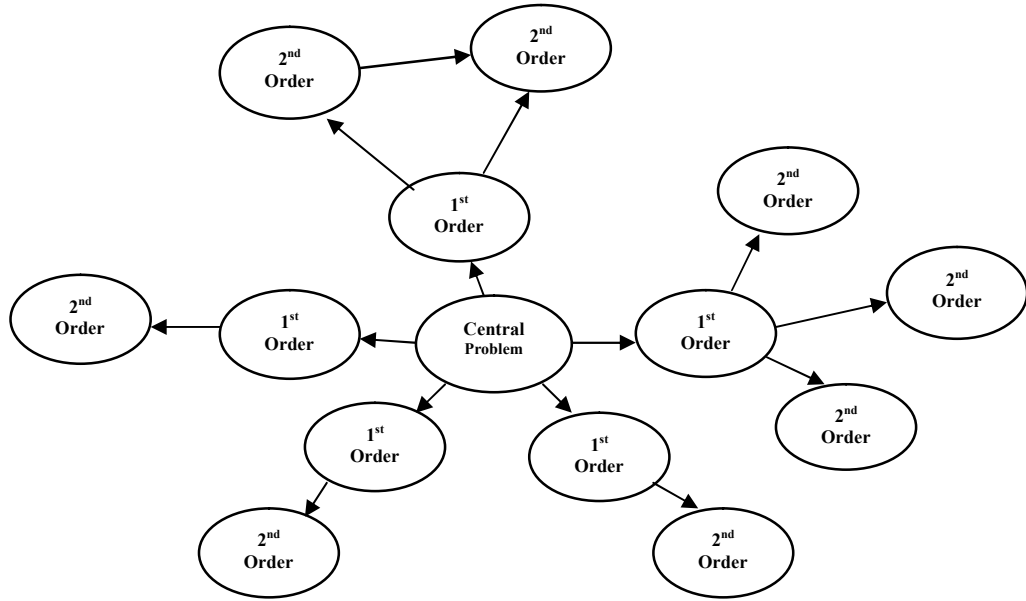


Figure 2.2 The Futures Wheel

Source: Glenn, J.C. (1971)

2.3 Empirical Review of Literature

Related studies to the present work are hereby reviewed.

2.3.1 Buzz group Instructional Strategy and Students' Peace Education Knowledge

The buzz group instructional strategy belongs to the participatory mode of instruction. Ajiboye and Silo (2008) in their study on Botswana primary school pupils reported that those who they engaged in the participatory modes in informal civic education performed significantly higher in the environmental knowledge than their counterparts in the control group. Also, in the report of study conducted by Ajiboye and Ajitoni (2008), on Nigerian secondary school students, it was discovered that those students exposed to a participatory mode of instruction performed significantly higher in knowledge of their environment when compared with those students that were taught through traditional methods.

Earlier, Oyetade's (2003) study of College of Education students had revealed that those who were engaged in the participatory environmental education knowledge achieved significantly higher than their counterparts in the conventional lecture group. Bolaji (2015), Tagor and Sondang (2017) used Buzz Group strategy with other retention enhancing strategies to teach concepts of overpopulation, conservation and waste management in Biology and writing at the First Class of SMAHKBPI respectively. They all had the same findings that treatment had influence on students' attitude to overpopulation, conservation and waste management concepts in Biology, as well as writing in English Language. The result analysis indicated that students that were taught by Buzz Group strategy did well in the post-test score in comparison with those students who were exposed to other strategies.

Based on their analysis, they concluded that Buzz Group strategy is most effective in enhancing students' attitude to waste management concepts in Biology and writing in English Language than the traditional strategy. These findings support the reports of the Department of Education and Training, New South Wales (2010) that people would develop strong environmental knowledge and capacity for positive environmental change when it is contextualized or taught using real examples with active-learner participation.

2.3.2 Buzz Group Instructional Strategy and Student's Attitude to Peace Education Concepts

The studies of Ajiboye and Ajitoni (2008) revealed significantly more positive attitudes of the participants exposed to participatory mode of instruction such like buzz group than those of their counterparts in the control groups. This is also in line with the report of Ogunbiyi and Ajiboye (2009) in which attitude was influenced by the main effect of treatment which has significant effect. The findings of Bolaji (2015), Tagor and Sondang (2017) on the effects of this strategy on ecology and writing in English Language respectively might also suggest that buzz group strategy can improve students' attitude to and practice in Peace Education concepts in Social Studies; hence, the use of this strategy in this study, to determine student's knowledge in attitude to and practice in Peace Education. Nkire's (2012) study showed that those students that were exposed to participatory mode of instruction developed better environmental attitude than those students that were exposed to conventional mode of instruction. The researcher proved further that the reason why those students who were exposed to participatory mode of instruction performed better than those of the conventional teaching strategy, can be linked to the fact that participatory mode of instruction had efficient activities in nature encouraged team work, and had group activities which were natural. As a result, those in the participatory group were able to develop good attitude to their environment.

2.3.3 Buzz Group Instructional Strategy and Students' Peace Education Practices

A survey of several research studies on Peace Education practices revealed a variety of activities that have been put forth. In Sierra Leone, a programme named "Concerned Youth for Peace" was developed and tested for its level of effectiveness over the conventional method in achieving minimal learning level in Peace Education (Ardizzone 2001). It was reported that the experimental group who were exposed to the programme showed better performance than the control group. It was revealed that students that were within experimental group in all the selected content areas, performed better in the post-test than in the pre-test scores; but that was not the case

with the control group who, in some cases were found to have performed even lower in the post-test than in the pretest.

Another example is in South Africa where the Centre for Conflict Resolution adopted a participatory programme through youth project works to encourage the practice of peace concepts among the community members (Dovey, 2000). Ekwueme (2001) posits that a youth programme that is participatory in nature can promote personal understanding and peaceful co-existence among people.

2.3.4. Futures Wheel Instructional Strategy and Students' Peace Education

Knowledge

The study conducted by Nkire (2012) affirmed that those students that were taught through participatory mode of instruction performed better when compared with students who were taught by conventional methods in environmental knowledge. The implication is that the students who were taught by participatory teaching learning strategy acquired environmental knowledge effectively over those groups in conventional learning strategy. This also suggests that it will have the same impact as regards knowledge of Peace Education knowledge.

This superior performance of learners involved in the participatory instruction over those in the conventional strategy can be linked to participatory environmental education programme developed and implemented which gives students opportunity to participate in activities in a democratized learning atmosphere. Every student is given the opportunity to create knowledge on their own based on the concepts each individual group is concentrating on; they generate, distinguish, link and compare ideas. Also, the study of Chilwant (2012) revealed that learners who are exposed to interactive lectures like Futures Wheel, performed better in the post-test than in the pre-test scores; but that was not the case with the control group who in some cases were found to have performed even lower in the post-test than in the pre-test phase. The Futures Wheel Strategy increases learner's interest in the subject, simplifies the topic and motivates them for self study. The report also had it that students have commented that their retention of topic was increased after the interactive method

Cornel and Allen (2011) used futures wheel strategy with other cooperation enhancing strategies to teach the concept of cooperation in civic education to 344 junior school students in Virginia, USA. The report shows that the treatment on students' learning outcomes in civic education had main effect that is significant. The result shows that students in futures wheel strategy group had better post-test score (mean) than students who were exposed to other strategies. Based on this analysis, they concluded that futures wheel strategy is most efficient to bring about desirable students' learning outcomes in civic education than the traditional instructional strategy. The finding of Cornel and Allen's (2011) study made the effect of this strategy on civic education concepts imperative in the sense that the strategy may also improve the student's attitude to and achievement in Peace Education concepts. This finding of Owoyemi (2014) indicates that the strategy enhanced students' problem solving skills in Basic Science. The increase in the problem solving skills might be traced to the reason that the instructional strategy encouraged deeper reasoning thus enhancing students' interest which led to a positive effect on their learning outcome. Abimbola (2013) revealed that when students have opportunities to develop their own solution methods through a strategy like Futures Wheel, they are better able to apply such knowledge to solving other life-problems.

2.3.5 Futures Wheel Instructional Strategy and Students' Peace Education Attitude

Previous researches have shown the role of active participation of students in improving their attitudes or knowledge or both in any concept. Ajiboye and Ajitoni (2007) in their study investigated how environmental attitude could be developed as a result of participatory strategy. They discovered that the students were found to have generally developed positive attitudes to the environment regardless of the mode of instruction used. However, subjects in the full participatory learning strategy group recorded the highest mean attitude scores than the quasi-participatory learning strategy. This implies that if learners are exposed to salient facts relating to environmental education concepts through active participation, they will be better able to make informed and reasoned decisions after due consideration of the alternatives as presented to them in a more cognitive framework. (Ajiboye, 1996). Ajiboye and Ajitoni (2007)

equally reported that changes in attitudes towards teachers and fellow students in general were also noticed in the participatory groups. The teachers started thinking of the students as individuals, and not just a group of people to whom they were to impart certain knowledge and skills. The result from this study showed that there is still a lot to do for effective teaching of Peace Education in Nigeria. This is because Peace Education like environmental education is a value-laden subject which allows for individual learner's decisions that affect learner's decision-making and choice.

2.3.6 Futures Wheel Teaching Strategy and Students' Peace Education Practices

Although, no serious literature has been found as regards the use of Futures Wheel Teaching Strategy in the classroom, literature on related teaching strategy has been used here. This is pre-theoretic intuition quiz. This strategy involves getting students interested in a topic in which the instructor gives a quiz to students with the hope of making them identify with and improve their assessment of own concepts thereby removing all misconceptions about concepts for the new information to be understood (Ogundiwin, 2013).

Ogundiwin's (2013) investigation has relationship with the study of Tessier (2006), who made use of pre-theoretic intuitions quiz strategy. The result showed that students' achievement scores significantly improved. Attitude of students toward environmental issues has also improved through this strategy. This result corroborates the findings of Olagunju (2002) which recommended that any strategy that will be used in the teaching of environmental management education should be tailored towards development of positive attitude among people with the hope of motivating people to be aware of their individual behavioural patterns and how individuals can improve on their pollution management in the environment through practical training activities that can help people to ensure good environmental management. Ogundiwin's (2013) study showed that those students that were exposed to pre-theoretic intuition had good achievement scores in environmental practice than those students who were exposed to conventional learning strategy.

The implication of this result is that those students who were exposed to pre-theoretic intuition quiz had good environmental practices when compared with those

who were taught via conventional strategy. Critical thinking brings about this kind of result. Evaluation programme that was executed in this investigation lays a lot of emphasis on learner's active involvement. In line with that of UNESCO (2004) Mahanty (2003) and WWF (2008) that there was marked improvement in environmental practices by both adult and adolescent learners who were taught through participatory learning strategy in environmental education programmes. The implication of this finding on Peace Education cannot be over-emphasized. This is because Peace Education, like environmental education is a value-laden subject which allows for individual learner's decision making and choice.

2.3.7 Emotional Intelligence and Knowledge of Peace Education Concept

Emotional intelligence (EI) is one of the factors or variables that determine the capacity of an individual to perceive emotion, integrate it in thought, understand it and manage the emotion. In other words, emotional intelligence makes the individual relate well in the society. The level of emotional intelligence whether high or low will determine other variables such as knowledge, attitude and the way an action is practised. Sunbul and Aslan (2008) revealed that emotional intelligence and non-traditional measures can determine students' success. Likewise, Nwadinigwe and Azuka-Obieke (2012) affirm that if the students improve on their emotional intelligence skills, there will be improvement in student's achievement and this was depicted in their study which showed a significant difference between student's emotional intelligence and students achievement.

Adigwe (2015) submitted that the various definitions of emotional intelligence have been applied to build three emotional intelligence models. These three models are ability-based emotional intelligence model, mixed emotional social intelligence model and trait emotional intelligence model. The ability-based emotional intelligence model views emotional intelligence as an ability of an individual to engage in critical process of analysis of emotional information and relate the process to cognitive capabilities. He further states that emotional intelligence emphasizes four types of capabilities-perceiving and differentiating emotions in one's self and others, applying emotional tools to facilitate cognitive processes like thinking and solving problems, understanding

and comprehending emotions and managing the emotional characteristics of one's self and those of others in order to attain cognitive processes.

The mixed emotional social intelligence model of Coleman (1998) cited by Adigwe (2015) viewed emotional intelligence as a range of competency and skill levels which motivates one's performance thereby emphasising (a) self-awareness which is one's ability to understand his/her emotion and its impact on his/her physical and mental actions, and rationalisation to guide situations; (b) social-awareness which is sensing, understanding and reacting to others' emotions, while recognizing the social relations; (c) self-management which is one's ability to control one's emotions, the corresponding impulses and adjusting to variations in environmental situations and (d) managing relations which is the ability to manage psychosocial conflicts, mentor, influence and foster the growth and development of others. Fayombo (2012) discovered that emotional intelligence can improve learning outcomes than any other factor, especially in the area of intra-personal abilities, adaptability and stress management. Critical thinking will be easily applied in individual inter-personal relationships. Once emotional intelligence of students are improved, it leads to improvement in the ability for empathy and the ability to allow individuals to interpret every situation based on its context, thereby making rational choices (Abhishek, 2014).

2.3.8 Emotional Intelligence and Attitude to Peace Education Concepts

Studies exploring the relationship between emotional intelligence and attitude to peace related issues have produced mixed results. For example, the finding of Hannuna (2016), revealed that both motivation and attitudinal beliefs improve as a result of emotional intelligence. People who have good emotional intelligence have tendency to improve on their attitude and motivation to attain their set goals (Adegboyega, 2016). Bohnke (2009) also supports the assertion that motivation can easily be influenced by emotional intelligence; that is, inter-personal relationship with others. The findings of Azeez (2015) revealed that people with high emotional intelligence have a higher mean score in peace building attitudes than the low EI group. This was in tandem with the findings of Iro-Idoro (2014), Morphy and Porok (2011) and Ogunyemi and Mabekoje (2007) which established that human behaviour, achievement, caring and performance

in inter-personal relationship could be fostered through emotional intelligence training. However, some studies (Audrey and Jeagan, 2007, Maizatul et al, 2013) found that correlations between academic achievement and emotional intelligence were weak, varied and in some instances insignificant due to issues of subject-matter domains and characteristics of operationalised achievement measures.

2.3.9 Emotional Intelligence and Practice of Peace Education Concepts

Emotional Intelligence (EI) is another area of interest in the practice of peace education concepts by various researchers. A study conducted by Ozabaci (2006) revealed a link between family cooperation and emotional intelligence. Naghavi and Redzuan (2011) revealed in their study that there is always interaction within the family settings between the parents and children that usually call for emotional expression in a conscious or an unconscious way. Azeez (2015) in his study revealed that EI plays positive effects on peace-building skills of secondary school students. This is in tandem with the earlier ample research evidence of Akpochafo (2011), and Aremu and Tejumola (2008). However, a substantial body of evidence indicated that both high and low EI students demonstrate the same level of peace-building skills.

2.3.10 School Location and Knowledge of Peace Education Concepts

Findings from some studies have supported the position that school location affects knowledge of and attitudes to the environment in which peace knowledge and attitude is promoted. Crowded, unattractive school buildings especially in urban schools are found to generate confusion and disorder (Sugut and Mugasia, 2014). However, as Alcorn et al. (1970) observe students who lack physical comfort provided by ventilation in rooms, chairs, desks, tables and other teaching and learning apparatus tend to become unattractive and unproductive. This often leads to disorder in class especially in urban located schools. Bush (2005) in his work found that values and norms in the local environment embrace national priorities and less place premium on family and communities. He submits that local communities uphold traditional values. It is likely that rural communities will have the knowledge of peace-related concepts and have positive attitude to peace-related concepts. However, (Ezike (2001), Quirk (2003) and

Akpan (2008) in their separate studies observed that amenities in urban areas like electricity, high population density with high technology devices expose young people to dangerous acts, thereby reducing their knowledge level of peace related concepts. But, Kissau (2006), Ezeudu (2003) and Bosede (2002) in their separate studies reported that there was no difference in the student knowledge level of peace related concepts of both rural and urban areas.

2.3.11 School Location and Attitude to Peace Education Concepts

Above (1991); Ainley (1981); Daramola (1983); and Hampel, Holdsworth, and Boldero (1996) found in different studies that school location produced significant differences in the learning outcomes of learners. Akudolu (2006) in his study found also that school location created significant differences in the performance of students in problem solving skills, attitude and environmental knowledge in favour of the chemistry students. In urban schools, Obe (1984) investigated the differences in performance between urban and rural primary six students in common entrance examination. The findings revealed that students from urban areas performed better than those students from rural areas. Also, Mehmood, et al (2015) reported that there was a considerable difference among the attitudes of urban and rural students regarding peace related issues in Pakistan.

2.3.12 School Location and Practice of Peace Education Concepts

Findings from research have shown that most instructional activities that students are exposed to do not really allow students to display principles and values embedded in Peace Education (Akudolu, 2006). Researches have shown that secondary schools students' physical violence is up to 85%. Rural areas experience more of physical violence of up to 90% when compared with that of urban areas of 80% (Federal Ministry of Education, 2007).

2.4 Appraisal of Reviewed Literature

Literature review showed that Social Studies is a core subject in the Nigeria Junior Secondary School curriculum; it is a subject primarily concerned with the study of people, their activities and relationships as they interact with the social and physical

environments. It is also evident in the literature reviewed that as a school subject that focuses on emerging issues that are human related like environmental issues, population issues, human trafficking, drug abuse, civic competence among others, it becomes a carrier and transmitter of peace values through the process of formal education. It is revealed in the literature reviewed that effective transmission of peace values among school age children will be a function of the teaching strategies employed by the teacher to transmit such values. In addition, the literature reviewed revealed that youth and children are predominantly taking part in street violent actions which is a result of the teacher-centered method used in teaching and learning process of peace concepts in social studies.

The reviewed literature revealed that an attempt to enhance the teaching of Social Studies at JSS towards a good attitude and achievement in the subject has made many researchers to conduct different experiments along with several student-centred modes of instructional strategies, which are effective. These include cooperative learning, self-learning programmes, problem-solving, and experimental learning among others. Although, the efforts of these researchers have produced laudable and useful insights into effective teaching and learning of Social Studies skills and values, available evidence shows a serious lag in peace concepts practice among school-age children. However, the use of buzz group and futures wheel teaching strategies have not been examined in teaching peace concepts in Social Studies in Nigeria but more commonly in Business Studies and Bible Knowledge class outside Nigeria.

Meanwhile, some other studies have reported significant relationship between students' variables such as emotional intelligence and learning outcomes in various social studies concepts but the extent to which this variable could determine students' knowledge of peace education concepts and practices has not enjoyed much research focus in Oyo state. Furthermore, the previous studies on impact of emotional intelligence on attitude to and practice in peace education concepts in Nigeria are sparse, while the few available ones lack consensus among themselves on the effects of emotional intelligence on students' learning outcomes. This lack of consensus therefore justified further studies on moderating effects of emotional intelligence.

Besides, the contradictory and inconclusive research findings on how and where school is located can influence students' knowledge of and attitude to peaceful living among Junior Secondary School students as evident in the reviewed literature informed the inclusion of school location as another moderator variable in the study. Although, some studies reviewed observed that students from schools located in the urban areas have better knowledge of environmental concepts and practices than their rural counterparts, some findings revealed otherwise. Some studies however found no significant relationship between school location and students learning outcomes in Social Studies. Based on these conflicting reports, the current study examined the effects of two modes of participatory strategies-buzz group and futures wheel strategies on students' peace education knowledge, attitude and practices in Social Studies in Oyo state with regard to the moderating effects of emotional intelligence as well as school location on the dependent variables, with a view to filling this important gap.

CHAPTER THREE

METHODOLOGY

This chapter described the research design, variables in the study, selection of participants, instruments, research procedures, and method of data analysis.

3.1 Research Design

The study adopted the pretest post-test control group, quasi-experimental design.

This is schematically represented as follows:

Experimental Group 1	O ₁	X ₁	O ₄
Experimental Group 2	O ₂	X ₂	O ₅
Control Group	O ₃	X	O ₆

Where O₁, O₂ and O₃ represented the pre-test observations of experimental 1, 2 and control groups respectively. O₄, O₅ and O₆ represented the post-test observations for experimental groups one, two and control groups respectively.

X₁ is Buzz group Strategy.

X₂ is Futures Wheel Strategy.

X₃ is conventional strategy.

The matching of the variables in the study was 3x3x2 factorial matrix as stated in the next page.

Table 3.1: 3x3x2 Factorial Matrix of the Variables

Treatment	Emotional Intelligence			School
	Low	Medium	High	Location
Buzz Group Strategy				Urban
				Rural
Futures Wheel Strategy				Urban
				Rural
Conventional Strategy				Urban
				Rural

3.2 Variables of the Study

There are independent, dependent and moderating variables

3.2.1 Independent Variable

This variable is manipulated at three levels:

Buzz Group Strategy (BGS)

Futures Wheel Strategy (FWS)

Conventional Strategy (CS)

3.2.2 Moderator Variables

There are two moderator variables which are:

Emotional Intelligence of students, at three levels:

(a) Low

(b) Medium

(c) High

School location at two levels:

(a) Urban

(b) Rural

3.2.3 Dependent Variables

There are three dependent variables and these are:

(a) Students' knowledge of Peace Education concepts

(b) Students' attitude to Peace Education concepts

(c) Students' practices of Peace Education concepts

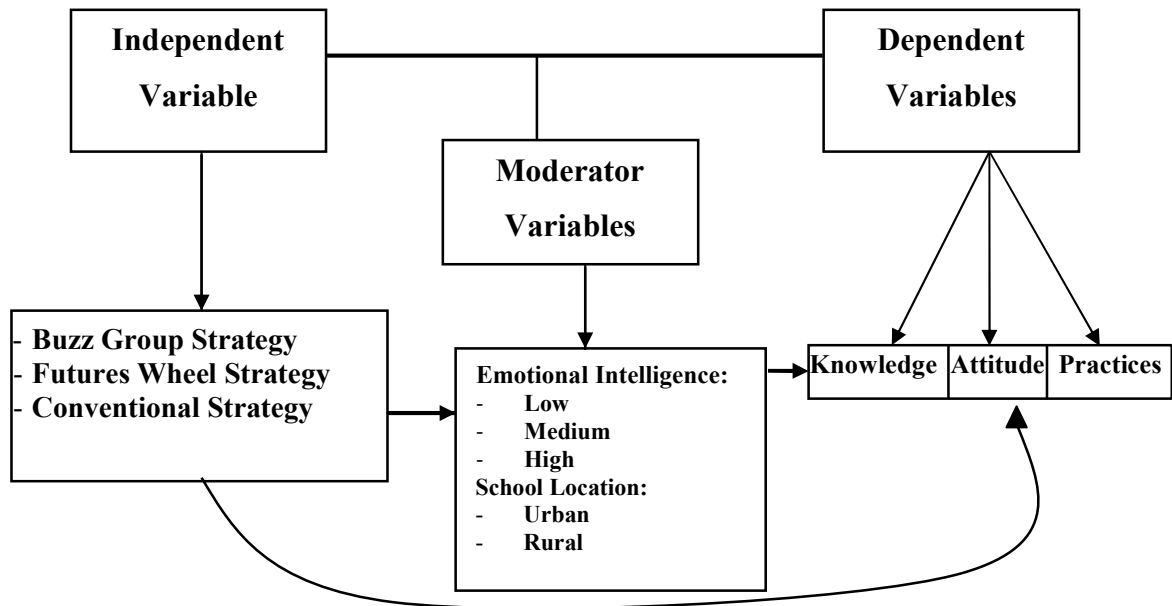


Figure 3.1: Diagrammatic Representation of the Variables of the Study

3.3 Selection of Participants

The respondents were chosen from Oyo town in Oyo State. Oyo is stratified into three Local Government Areas which are Atiba, Oyo West, and Oyo East. In each local government, two schools were purposively selected; one from the urban area and another from the rural area, making a total number of six (6) schools that participated. Each local government area was randomly assigned to treatment such that two schools in the local government area were for the same treatment group. To this end, two (2) schools were assigned buzz group instructional strategy, two (2) for futures wheel instructional strategy while the remaining two (2) were for control. In every school selected for this study, the researcher selected an intact class out of JSS 2 classes. Both female and male students from JSS II were selected to be involved in the study for the purpose of obtaining required and appropriate information as regards students' perception of Peace Education concepts in Social Studies in their respective locations.

The researcher made use of the following guidelines to select schools that participated in the study:

- i. The schools were public secondary schools.
- ii. The JSS 2 students in the school had completed the JSS 1 Social Studies curriculum at the time of data collection.
- iii. The schools had qualified Nigeria Certificate in Education or graduate teachers in Social Studies education.
- iv. Schools had willing Social Studies teachers as participants in the study.

The choice of JSS 2 Social Studies students was made because they had been exposed to introductory aspects of Social Studies and other related topics like people and their environments, socialization processes, culture, social issues and problems, national unity and integration, national economy in JSS 1 which acts as pre-requisites for the study of the chosen topics. The students were likely to be more receptive to the teaching strategy as they were not under the pressure of preparing for external examination. Also, the teaching of the topics was appropriate to the scheme of work at this stage of their spiral curriculum.

3.4 Selection of Peace Education Concepts in the Study

Topics were picked in the NERDC Curriculum content of the Universal Basic Education (UBE) programme approved by the Federal Ministry of Education, 2007 edition.

The following topics were taught in the study:

- Social Group
- Group Behaviour
- Living Together in the Family
- Religion

3.5 Research Instruments

The following research instruments were used in this study

1. Peace Education Concepts Knowledge Test (PECKT)
2. Students Attitude to Peace Education Concepts Scale (SAPECS)
3. Peace Education Concepts Practices Scale (PEPCS)
4. Students' Emotional Intelligence Scale (SEIS)
5. Instructional Guide for Buzz Group Strategy (IGBGS)
6. Instructional Guide for Futures Wheel Strategy (IGFWS)
7. Evaluation Sheet for Assessing Teacher's Performance on Buzz Group Strategy (ESATBGS), futures wheel strategy (ESATFWS), Conventional strategy (ESATCS).
8. Conventional Strategy Guide (CSG)

3.5.1 Peace Education Concepts Knowledge Test (PECKT)

The PECKT was self-designed to measure knowledge of Peace Education concepts. It contained 20-item multiple choice test which cut across all the peace education related concepts and issues selected for this study. This instrument tested the JSS 2 students' knowledge in peace education concepts and their competence in applying such knowledge in solving immediate and future peace problems. Two sections were contained in the instrument, that is, A and B. Section A consists of respondents' personal information such as sex, school, class and local government area.

Section B consists of some items on Peace Education issues that have options ranging from A to D. The students were expected to tick only one answer for each item making a total of 20 marks. The test items focused on the six levels of cognitive domain knowledge, comprehension, application, analysis, synthesis and evaluation in accordance with Okpala Onocha and Oyedeji (1998).

Table 3.2: Table of Specification for Peace Education Concepts Knowledge Test (PECKT)

TOPIC	REMEMBERING	UNDERSTANDING	THINKING	TOTAL
Social Group	1, 2 (2)	3, 5 (2)	4 (1)	5
Group Behaviour	7, 8 (2)	9, 6 (2)	10 (1)	5
Living Together in the Family		13, 14 (2)	11, 12, 15 (3)	5
Religion	16, 19 (2)	18, 20 (2)	17 (1)	5
	6	8	6	20

The initial draft of thirty multiple choice items were given to some lecturers in the Social Studies unit of the Department of Arts and Social Sciences Education, Faculty of Education, University of Ibadan, three students on the Ph.D. programme in the unit, and two lecturers in the school of secondary Education (Arts and Social Sciences Programmes), Federal College of Education (Sp), Oyo. These people are experts in the field of social studies and they were able to remove ten items while twenty were retained. This was done to ascertain the face content and construct validity of the sample of 30 students in Oba Akinbiyi High School, Mokola, Ibadan, which is not part of the secondary schools that were selected for the main study. The data collected were analyzed using Kuder-Richardson formula (KR20). The reliability coefficient of 0.80 and an average item difficulty index of 0.49 were obtained.

3.5.2 Students' Attitude to Peace Education Concept Scale (SAPECS)

SAPECS is designed to measure students' affective domain on their attitude to issues relating to peace in the students' immediate environment and the involvement of students in activities for peaceful environment. The instrument was self-designed. The instrument has two sections, that is, section A and B. Section A was designed to elicit personal information of respondents such as name of the school, class, sex, local government area.

Section B contained statement about peace concepts. It assessed students' attitude towards peace-related issues. It comprised 4 Likert-scale statements of 20 items: 10 positive and 10 negative. The scoring of SAPECS was as follows:

Strongly Agree (SA)	-	4 marks
Agree (A)	-	3 marks
Disagree (D)	-	2 marks
Strongly Disagree (SD)	-	1 mark

The above went for those statements that were stated positively while the reverse was used for those statements that were stated negatively, that is, Strongly Agree (SA) carries 1 mark, Agree (A) carries 2 marks, Disagree (D) carries 3 marks, Strongly Disagree (SD) carries 4 marks. The instrument content and face validity was determined by two experts in the field of social studies in the Department of Arts and

Social Sciences Education, Faculty of Education, University of Ibadan. The test instrument was also examined by researcher's supervisor in order to determine whether the items measured the intended contents. The research used the correction made to improve on the final draft. The Cronbach Alpha formula procedure was applied by the researcher to find the reliability co-efficient. The instrument was trial-tested on some students which were out of the study area in a separate school to determine instrument reliability coefficient. The reliability (Cronbach Alpha Co-efficient) of 0.86 was obtained which was considered as good reliability coefficient that can be used.

3.5.3 Students' Practice of Peace Education Concept Scale (SPPECS)

This was made up of 20 items on a 4-point rating scale from 1-4 marks designed by the researcher to measure students' attainment of essential peaceful practice skills and their activities for peaceful environment. The instruments contained two sections; A and B. Section A sought information on the students' personal data while section B contained 20 items to which students responded by indicating the extent to which they practise the items listed on the 4-point scale ranging from Very Often (VO), Often (O), Seldom (S), and Never (N). The items were scored thus:

Very Often (VO)	-	4 points
Often (O)	-	3 points
Seldom (S)	-	2 points
Never (N)	-	1 point

The above was used for positively stated items while the reverse was used for negatively worded statements thus:

Very Often (VO)	-	1 point
Often (O)	-	2 points
Seldom (S)	-	3 points
Never (N)	-	4 points

The instrument was given out to Social Studies teachers at the junior schools in order to check for both face and content validity of the instrument. The corrections made by the two teachers were used to improve on the instrument. Later, it was given to two Social Sciences Education unit lecturers, for them to reconstruct the skills. The

inter-rater reliability was then estimated using Scott π . The inter-rater reliability index obtained was 0.76.

3.5.4 Students' Emotional Intelligence Scale (SEIS)

This is the instrument designed to measure students' emotional intelligence level. The instrument was adapted from Schutte et al (1998). The instrument had been adapted by Salami (2004), and Adeyemo (2010). It consisted of two parts, A, that is first section and B, that is second section. Part A consists of the background information of the students, name, gender, class, school location while part B has 20 items that assessed the students' emotional level in the area of well-being, self-control, emotionality and sociability through a four point scale ranging from Always, Usually, Rarely, and Never. The items were scored thus:-

Always - 4 points

Usually - 3 points

Rarely - 2 points

Never - 1 point, for positively stated items, while the reverse was

used for negatively worded statements thus:

Always - 1 points

Usually - 2 points

Rarely - 3 points

Never - 4 point

For the scoring, the maximum point is 80. The point was further divided into three parts: 0-40 points for low emotional intelligence, 41-59 points for medium emotional intelligence and 60-80 points for high emotional intelligence. To validate the instrument, it was presented to two lecturers in the Social Studies unit, that is, Department of Arts and Social Sciences Education, University of Ibadan, candidate's supervisor as well as two lecturers from Peace Education Studies for review. To ascertain the reliability, the instrument was administered to twenty (20) J.S.S. II students in other schools that were not part of the study. The reliability and an internal consistency of SEIS was determined through Cronbach alpha which gave 0.81.

3.5.5 Teacher's Instructional Guide on Buzz-Group Strategy (TIGBGS)

Buzz-group strategy guide included the following steps:

Step 1: Research assistant introduced the lesson through questions that can motivate students to display their background knowledge.

Step 2: Students responded to the questions posed by the teacher based on their experience.

Step 3: Research assistant gave a brief explanation on the topic for discussion.

Step 4: Research assistant organized the students into groups of 3-5 students per group.

Step 5: Research assistant wrote some questions on the chalkboard for students, which guided their discussions in their respective groups.

Step 6: Research assistant moved round to monitor students' activities.

Step 7: The class reconvened and each group presented its findings through the group leader.

Step 8: Research assistant evaluated the lesson, and gave assignment to be done at home.

Some Social Studies educators in higher institutions of learning were consulted as to the suitability of content, coverage, ambiguities and standard of language used. The corrections made on the instrument were used to improve upon the instrument. The research made use of inter-rater reliability estimated Scott π in which 0.74 was obtained.

3.5.6 Teacher's Instructional Guide on Futures Wheel Strategy (TIGFWS)

Futures Wheel instructional strategy guide follows the stated steps below:

Step 1: Teacher wrote the key topic on the chalkboard and drew a circle around it.

Step 2: Students embarked on identifying the first-order effects from the key topic.

Teacher drew lines out from the centre circle, wrote the first-order effects at the end of the lines. After all key first-order effects have been identified by students, teacher drew circle that enclosed all the first-order effects.

Step 3: Students were allowed to identify the key potential results from the first-order effects. Teacher followed same process as in step II to complete the circles.

Step 4: Students identified the implications that emerged from the identified effects.

Step 5: Students were given opportunity to view the whole futures wheel and synthesize the information through discussion of the key topic

Step 6: Teacher evaluated the lesson by asking questions and gave assignment to be done at home.

Some Social Studies educators in higher institutions of learning were consulted to ascertain the suitability of content, coverage, ambiguities and standard of language used. The suggestions given were used to give the guide for the study a new constructed look and the inter-rater reliability estimated Scott π obtained was 0.76.

3.5.7 Teacher's Instructional Guide on Conventional Strategy (TIGCS)

The following were the steps in conventional strategy:

Step 1: Teacher introduced the lesson

Step 2: Teacher discussed the content of the topic with the students as put on chalkboard and asked the students to write in their notebooks.

Step 3: Teacher gave an overview of the lesson.

Step 4: Teacher evaluated the lesson by asking questions from the students.

Step 5: Teacher concluded the lesson by giving homework to the students.

Some Social Studies Educators in higher institutions of learning were consulted as to the suitability of content, coverage, ambiguities and standard of language used. The suggestions given were used to give the guide for the study a new constructed look and the inter-rater reliability estimated Scott π was 0.78.

3.5.8 Evaluation Sheet for Assessing Teacher's Performance on the use of the Strategies (ESATP)

During the training of the participating teachers for two weeks, the researcher requested them to give demonstration of lesson which was evaluated through Evaluation Sheet for Assessing Teachers Performance (ESATP) in order to make sure that the teacher follows the required procedures while teaching. The guideline for evaluating performance of the trained teachers on the effective use of these strategies:

1. Buzz-group
2. Futures wheel-

3. Conventional strategy is as follows:

Section A: consisted of the personal data of the trained participating teacher, name, school, period, class taught, date and the summary of the concept discussed in the class.

Section B consisted of items to be evaluated. The items were placed on 5-points Likert rating scale ranging from Very good (5), Good (4), Average (3), Poor (2), very Poor (1)

The instruments were trial-tested to ensure reliability. Experts' attention was drawn to ascertain the appropriateness of the concepts and methods to the Social Studies education. The observations and comments of the experts were taken into consideration while preparing the final draft.

The following instruments Peace Education Concepts Knowledge Test (PECKT), Peace Education Concepts Attitude Scale (PECAS), Peace Education Concepts Practices Scale (PECPS) were administered to the students to form the pretest at the first contact.

3.6 Procedure for Data Collection

Work schedule

1. Training of research assistants – 2 weeks
2. Administration of pretest – 1 week
3. Application of treatment in experimental and control group – 8 weeks
4. Administration of post-test – 1 week

The duration of the programme was twelve (12) weeks.

3.6.1 Training of Teachers as Facilitators

Teachers were trained on the use of the guides. The training materials (instructional guide) were given to them. The teaching instrument for all groups had for its content the following areas of peace education concept in social studies – social group, group behaviour, living together in the family and religion.

Adequate training was conducted for those people that were selected as research assistant on how to administer the instruments – buzz group strategy, futures wheel strategy and conventional strategy. The research assistants were given the pretest materials shortly after the training. Students were also briefed on the benefits they could

gain if they participated fully from the beginning of the programme to the end. More importantly was the fact that the research incorporated topics to be taught for the term and this would enhance their excellent performance in their examination. They were reminded that the subject teacher might not have another opportunity to re-teach these topics before their examination.

3.6.2 Pre-test

Pretest designed for this study were administered after the teacher had made required preparation for the students and the pretest included students' peace education knowledge test (SPECKT), students' attitude to peace education concept scale (SAPECS), students' practice of peace education concept scale (SPPECS) the students' emotional intelligence scale (SEIS). Each treatment used all the social studies periods of 80 minutes per week for eight weeks.

3.6.3 Treatment Procedure

Both experimental and control groups were exposed to the treatment. Students were given opportunity to be taught different concepts in peace education during this period in social studies using futures wheel, buzz groups and conventional strategies. This stage lasted eight weeks.

3.6.3.1 Experimental Group One: Buzz Group Instructional Strategy

Buzz group instructional guide includes the following steps:

Step I: Teacher asked students some questions in order to motivate them to learn and reveal their background knowledge about the concepts.

Step II: Students responded to the questions posed by the research assistant based on their experience.

Step III: Teacher presented the topic to be discussed on the chalkboard for students to see.

Step IV: Students formed groups of 3-5 students per group with a leader who led other members of the group in the discussion of the issues put before them by the teacher.

Step V: The students discussed in their respective groups while the teacher moved from group to group, listening and when necessary raised questions to stimulate discussion or bring the discussion back on track.

Step VI: Each group through its representative gave its report to the larger group for general discussion on points raised by each group which formed new ideas.

Step VII: Teacher evaluated the lesson, gave assignment to be done at home so as to have pre-knowledge before the next lesson.

3.6.3.2 Experimental Group II: Futures Wheel Instructional Strategy

Futures wheel instructional guide includes the following steps:

Step I: Teacher introduced the topic and the activities involved for the day's lesson in a circle.

Step II: The teacher discussed the detail of the topic that will assist students in doing the task.

Step III: The students performed task individually by allowing them to think for few minutes to generate relevant concepts.

Step IV: The students responded by generating concepts from the main concepts which the teacher wrote in circles around the main circle.

Step V: The students generated the second order concepts.

Step VI: They generated ideas from the diagram through the collaborative efforts of the teacher. The teacher supplied missing links and wrote the major points on the board.

Step VII: Students were allowed to ask questions on the topic discussed.

3.6.3.3 Conventional Strategy

The control groups were taught the same selected contents taught those in experimental group using the conventional strategy. The strategy involves the following guidelines which were in steps:

Step I: Teacher asked students questions on what they have learnt previously in order to introduce the lesson.

Step II: Teacher made use of instructional materials along with vivid explanation on the lesson content.

Step III: Teacher informed every student to copy the summary note from chalkboard inside their note books.

Step IV: Teacher asked students questions in order to evaluate the lesson being taught in the class.

Step V: Teacher gave assignment to students to do from home.

The treatment lasted eight weeks.

3.6.4 Administration of Post-test

When the teaching session came to an end, Peace Education Concepts Knowledge Test (PECKT), Student Attitude to Peace Education Concepts Scale (SAPECS) and Peace Education Concepts Practices Scale (PECPS) were administered to the students to form the posttest.

3.7 Data Analysis

Analysis of Covariance (ANCOVA) was used to analyse the data collected for this study. The differences in the different group mean scores were computed through the Estimated Marginal Means (EMM) while source of significant differences among the three groups was computed through Bonferroni post-hoc analysis. All the hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results and discussion of findings of study. A total of 191 Junior Secondary School 2 (JSS 2) students participated in the pre-test and post-test study. The participants were 78 males and 113 females with age range between 12 and 13 years with 41% for males and 59% for females respectively. The study targeted schools from urban and rural areas made up of three (3) schools from urban and three (3) from rural. The results are presented in the order of the null hypotheses generated for the study.

4.1 Presentation of Results

Testing of Null Hypotheses

Ho1a: Treatment does not have main significant effect on students' knowledge of peace education concepts.

Table 4.1: ANCOVA of Post-Knowledge by Treatment, Emotional intelligence and School location

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1510.475 ^a	15	100.698	22.902	0.000	0.663
Intercept	829.645	1	829.645	188.687	0.000	0.519
Pre Knowledge	134.836	1	134.836	30.666	0.000	0.149
Treatment	280.739	2	140.369	31.924	0.000*	0.267
Emotional intelligence	8.130	2	4.065	.924	0.399	0.010
School location	49.331	1	49.331	11.219	0.001*	0.060
Treatment x Emotional intelligence	8.942	4	2.981	0.678	0.567	0.011
Treatment x School location	131.543	2	65.771	14.959	0.000*	0.146
Emotional intelligence x School location	4.589	2	2.295	0.522	0.594	0.006
Treatment x Emotional intelligence x School location	1.182	4	0.591	0.134	0.874	0.002
Error	769.462	175	4.397			
Total	26459.000	191				
Corrected Total	2279.937	190				

^a = .663 (Adjusted R Squared = .634) * denotes significant at p<0.05

The result of findings from Table 4.1 shows that the treatment had a significant main effect on students' knowledge ($F_{(2,175)} = 31.92$; $p < 0.05$, partial $\eta^2 = 0.27$). The effect is 27.0%. This implies that 27.0% variation in students' knowledge is accounted for by the treatment. Thus, hypothesis 1a tested was rejected.

Table 4.2 shows the estimated marginal means that was computed for the purpose of knowing the significant magnitude of the main effect of different groups in this study under treatment.

Table 4.2: EMM of Post-Knowledge by Treatment and Control group

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Buzz Strategy (BS)	13.64	.568	12.521	14.763
Futures Wheel Strategy (FWS)	12.58	.559	11.473	13.680
Conventional Strategy (CS)	8.32	.316	7.700	8.946

Table 4.2 shows that the means score (13.64) of the adjusted post-knowledge of those students in treatment Group 1 that were exposed to Buzz Strategy was the highest, followed by Futures Wheel Strategy (FWS)treatment Group 2 (12.58). Meanwhile, those students that were taught by the conventional strategy mode, that is, students in control group, had the lowest mean score of 8.32 of the adjusted post-knowledge. BS > FWS> CS was used to represent the order.

Table 4.3: Bonferroni Post-hoc Analysis of Post-Knowledge by Treatment and Control Group

Treatment	Mean	BS	FWS	CS
Buzz Strategy (BS)	13.64			
Futures Wheel Strategy (FWS)	12.58			
Conventional Strategy (CS)	8.32	*	*	

Table 4.3 showed that the post-knowledge scores for those students that were taught through Buzz Strategy were not really significantly when compared with their counterparts exposed to Futures Wheel Strategy (FWS) but it was significantly different when compared with those students that were exposed to Conventional mode of instruction Strategy. Furthermore, it was also shown that those students who were taught through Futures wheel strategy were significantly different when compared with those students who were exposed to conventional mode of instruction strategy. The implication of this finding is that significant differences in treatment were as a result of buzz and futures wheel strategies.

Ho1b: No significant main effect of treatment existed on students' attitude to peace education concepts

Table 4.4: ANCOVA of Post-Attitude by Treatment, Emotional intelligence and School location

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2823.975 ^a	15	188.265	5.004	0.000	0.300
Intercept	2220.032	1	2220.032	59.008	0.000	0.252
Pre Attitude	1402.819	1	1402.819	37.287	0.000	0.176
Treatment	15.060	2	7.530	0.200	0.819	0.002
Emotional intelligence	279.265	2	139.633	3.711	0.026*	0.041
School location	98.544	1	98.544	2.619	0.107	0.015
Treatment x Emotional intelligence	116.088	4	38.696	1.029	0.381	0.017
Treatment x School location	66.862	2	33.431	0.889	0.413	0.010
Emotional intelligence x School location	222.040	2	111.020	2.951	0.055	0.033
Treatment x Emotional intelligence x School location	25.466	4	12.733	0.338	0.713	0.004
Error	6583.921	175	37.622			
Total	522964.000	191				
Corrected Total	9407.895	190				

R Squared = .300 (Adjusted R Squared = .240)

As shown in table 4.4, as regards the students' attitude that there was statistical significant of interaction in terms of effect of treatment on students. ($F_{(2,175)} = 0.20$; $p > 0.05$, partial $\eta^2 = 0.002$). This means that student attitude could not be influenced by treatment. Thus, hypothesis 1b was not rejected.

Table 4.5: EMM of Post-Attitude by Treatment and Control Group

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Buzz Strategy (BS)	50.29	1.662	47.004	53.565
Futures Wheel (FW)	51.19	1.636	47.958	54.414
Conventional Strategy (CS)	52.36	0.896	50.594	54.131

Table 4.5 shows that the means score (52.36) of the adjusted post-knowledge of those students who belong to control Group that were exposed to conventional strategy was the highest, followed by Futures Wheel mode of instruction Strategy treatment Group 2 (51.19), while the Buzz Strategy (BS) for those students in Treatment Group 1 had the lowest mean score (50.29) for the least adjusted post-attitude. These minor differences might be due to the non-significance of the treatment on students' attitude. CS > BS>FWS was used to represent the order.

H01c: There is no significant main effect of treatment on students' practices of peace education concepts.

Table 4.6: ANCOVA of Post-Practices by Treatment, Emotional intelligence and School location

Source	Type III			F	Sig.	Partial Eta Squared
	Sum of Squares	Df	Mean Square			
Corrected Model	4705.253 ^a	15	313.684	8.072	0.000	0.409
Intercept	7764.310	1	7764.310	199.800	0.000	0.533
Pre Practice	263.981	1	263.981	6.793	0.010	0.037
Treatment	254.324	2	127.162	3.272	0.040*	0.036
Emotional intelligence	221.878	2	110.939	2.855	0.060	0.032
School location	553.108	1	553.108	14.233	0.000*	0.075
Treatment x Emotional intelligence	107.926	4	35.975	0.926	0.430	0.016
Treatment x School location	257.108	2	128.554	3.308	0.039*	0.036
Emotional intelligence x School location	53.246	2	26.623	0.685	0.505	0.008
Treatment x Emotional intelligence x School location	215.933	4	107.966	2.778	0.065	0.031
Error	6800.558	175	38.860			
Total	528594.000	191				
Corrected Total	11505.812	190				

^a = .409 (Adjusted R Squared = .358)

The result of the findings from Table 4.6 shows that the treatment had a significant main effect on students' practices ($F_{(2,175)}=3.27$; $p<0.05$, partial $\eta^2 = 0.04$). The effect is 0.4%. The implication of this is that 0.4% variation in students' practices is accounted for by the treatment. Thus, based on the calculated result, hypothesis 1c was noted to be rejected. Table 4.7 shows the estimated marginal means that was computed for the purpose of knowing the significance of magnitude of the main effect of different groups under treatment.

Table 4.7: EMM of Post-Practices by Treatment and Control group

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Buzz Strategy (BS)	50.79	1.692	47.447	54.126
Futures Wheel Strategy (FWS)	49.29	1.669	45.996	52.582
Conventional Strategy (CS)	56.44	0.919	54.630	58.257

Table 4.6 shows that the means score (56.44) of the adjusted post-knowledge of those students who belong to control Group that were exposed to conventional strategy was the highest, followed by Buzz Strategy mode of instruction Strategy treatment Group 1 (50.79), while the Futures Wheel Strategy of instruction, for those students in Treatment Group 2 had the lowest mean score (49.29) for the least adjusted post-attitude.

Table 4.8: Bonferroni Post-hoc Analysis on Post-Practices by Treatment and Control Group

Treatment	Mean	BS	FWS	CS
Buzz Strategy (BS)	50.79			
Futures Wheel Strategy (FWS)	49.29			
Conventional Strategy (CS)	56.44	*	*	

Table 4.8 revealed that those students who were taught using Conventional Strategy were significantly different in the post-practices score from their counterparts exposed to the Buzz (BS) and the Futures Wheel Strategies (FWS). Furthermore, it was also shown that there was no significant difference in their post-practices between Buzz (BS) and the Futures Wheel (FWS) Strategies. The implication of this is that significant differences in treatment were as a result of conventional strategy.

Ho2a: There is no significant main effect of emotional intelligence on students' knowledge

Table 4.1 shows that the emotional intelligence had a significant main effect on students' knowledge ($F_{(2,175)} = 0.92$; $p > .05$, partial $\eta^2 = 0.01$). The hypothesis was therefore not rejected. The implication of this is that emotional intelligence had no influence on students' knowledge.

Ho2b: There is no significant main effect of emotional intelligence on students' attitude
Table 4.4 shows that the emotional intelligence had a significant main effect on students' attitude ($F_{(2,175)} = 3.71$; $p < .05$, partial $\eta^2 = 0.04$). The effect is 0.4%. This means that 0.4% variation in students' attitude accounted for emotional intelligence. Hence, hypothesis 2b was rejected. This indicates that emotional intelligence had influence and potential strength on students' attitude. Table 4.8 reflects the estimated marginal means in relation to emotional intelligence that was computed for the purpose of knowing the significance of magnitude of the main effect over emotional intelligence reflecting the estimated marginal means of emotional intelligence that was calculated to know the significance of the magnitude of the main effect across emotional intelligence.

Table 4.9: EMM of Post-Attitude by Emotional Intelligence

Emotional intelligence	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Low	46.27	2.213	41.905	50.642
Medium	52.33	0.502	51.338	53.319
High	53.78	1.912	50.011	57.558

Table 4.9 revealed that the highest adjusted post-attitude mean (53.78) score was linked with those students with high emotional intelligence, followed by medium emotional intelligence students (52.33), while their low emotional intelligence counterparts had low adjusted post-attitude mean score (46.27).

Table 4.10: Bonferroni Post-hoc on Post-Attitude by Emotional Intelligence

Emotional Intelligence	Mean	Low	Medium	High
Low	46.27		*	
Medium	52.33			
High	53.78	*		

Table 4.10 revealed that high emotional intelligence students post-attitude mean scores were not significantly different from their medium emotional intelligence counterparts but significantly different from low emotional intelligence students. Furthermore, medium emotional intelligence students' post-attitude mean scores were different significantly from the low emotional intelligence students. This explains that high and medium emotional intelligence levels were the only reason for the significant differences in the emotional intelligence groups.

Ho2c: There is no significant main effect of emotional intelligence on students' practices

As shown in table 4.6, as regards the students' practices that there was no statistical significance of interaction in terms of effect of emotional intelligence on students. ($F_{(2,175)} = 2.86$; $p > .05$, partial $\eta^2 = 0.03$). The hypothesis therefore was not rejected. The implication of this is that emotional intelligence had no influence on students' practices.

Ho3a: There is no significant main effect of school location on students' knowledge

Table 4.1 showed that there was a significant main effect of school location on students' knowledge ($F_{(1,175)} = 11.22$; $p < .05$, partial $\eta^2 = 0.06$). The effect is 0.6%. This means that 0.6% variation in students' knowledge is accounted for where school is located. Thus, based on the calculated result, hypothesis 3a was noted to be rejected. Therefore, table 4.11 shows the estimated marginal means of school location that was computed for the purpose of knowing the magnitude of significance of the main effect over school location.

Table 4.11: Estimated Marginal Means Post-Knowledge by School location

School location	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Urban	10.81	0.453	9.917	11.704
Rural	12.93	0.412	12.112	13.739

Table 4.11 revealed that students from rural located schools had the higher adjusted post-knowledge mean (12.93), while their counterparts from urban schools had the lowest adjusted post-knowledge mean score(10.81).

Ho3b: There is no significant main effect of school location on students' attitude

The results revealed from Table 4.4 showed that students' Knowledge cannot be influenced because there is no significant interaction effect that occurs in school location on students' attitude ($F_{(1,175)} = 2.62$; $p > .05$, partial $\eta^2 = 0.02$). The hypothesis was therefore not rejected. The implication of this result is that school location did not have potential strength to influence students' attitude.

Ho3c: There is no significant main effect of school location on students' practices

As shown in table 4, 6, as regards the influence of school location on students' practices, that there was statistical significance of interaction in terms of effect of school location on students ($F_{(1,175)} = 14.23$; $p < .05$, partial $\eta^2 = 0.08$), the effect is 0.8%. This indicates that 0.8% variation in students' practices is accounted for by where their schools are located. Thus, based on the calculated result, hypothesis 3c was noted to be rejected. Again, table 4.12 vividly explains the school location EMM table computed for the purpose of knowing the magnitude of significance of the main effect over school location.

Table 4.12: EMM of Post-Practices by School location

School location	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Urban	54.99	1.322	52.382	57.600
Rural	47.93	1.216	45.530	50.330

Table 4.12 revealed that students from rural located schools had the higher adjusted post-practice mean (54.99), while their counterparts from urban schools had the lowest adjusted post-practice mean score(47.93).

Ho4a: Interaction effect of treatment and emotional intelligence is not significant on students' knowledge

As shown in table 4.1, as regards students' knowledge, that there was no statistical significant of interaction in terms of effect of treatment and emotional intelligence on students ($F_{(4,175)} = 0.68$; $p > .05$, partial $\eta^2 = 0.01$). Based on this result, hypothesis 4a was therefore not rejected. The implication of this is that students' knowledge was influenced by the treatment and emotional intelligence.

Ho4b: Interaction effect of treatment and emotional intelligence is not significant on students' attitude

Table 4.4, as regards students' attitude, showed that there was no statistical significant of interaction in term of effect of treatment and emotional intelligence on students ($F_{(4,175)} = 1.03$; $p > .05$, partial $\eta^2 = 0.02$). Based on this result, hypothesis 4b was therefore not rejected.. This indicates that treatment and emotional intelligence had no potential to influence students' attitude.

Ho4c: Interaction effect of treatment and emotional intelligence is not significant on students' practices

As shown in table 4.6, as regards students' practices, there was no statistical significance of interaction in terms of effect of treatment and emotional intelligence on students ($F_{(4,175)} = 0.93$; $p > .05$, partial $\eta^2 = 0.02$). Based on this result, hypothesis 4c was therefore not rejected. The implication of this is that both emotional intelligence and treatment had effect on the potential to influence students' practices.

Ho5a: Interaction effect of treatment and school location is not significant on students' knowledge

As shown in table 4.1, as regards students' knowledge, there was statistical significance of interaction in terms of effect of treatment and school location on students knowledge ($F_{(2,175)} = 14.96$; $p < .05$, partial $\eta^2 = 0.15$). The effect is 15.0%. This means that 15.0 % variation in students' knowledge is accounted for by treatment and school location.

However, as it was inferred from the findings, the hypothesis 5a was rejected. The implication of this is that treatment and school location had potential strength to influence students' knowledge. Fig. 4.1 showed the main result of interaction effect through line graph presented in the next page.

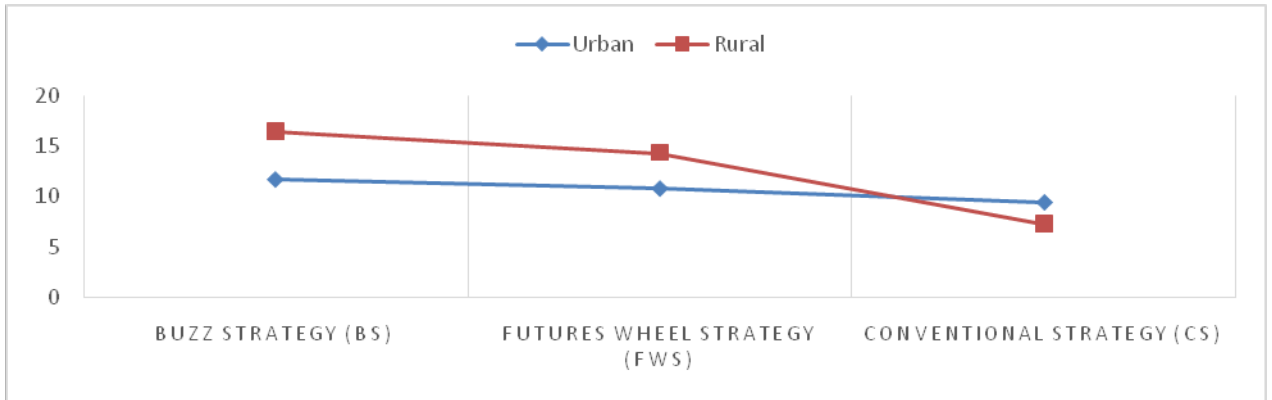


Fig. 4.1: Graph of the interaction effect of Treatment and School Location on Students' Knowledge of Peace Education Concepts

Figure 4.1 revealed that those students that were exposed to buzz strategy in rural areas had better knowledge acquisition mean score (16.48) followed by rural students in futures wheel strategy (14.34), urban students in buzz strategy (11.74), urban students in futures wheel strategy (10.81), urban students in conventional strategy (9.40), while those students in rural areas who were exposed to traditional mode of teaching instruction had the lowest knowledge acquisition mean score (7.25). There is disordinal in the interaction. The implication of this is that school location has potential strength to determine performance of students in Peace Education.

Ho5b: Interaction effect of treatment and school location is not significant on students' attitude

As shown in table 4.4, as regards the students' attitude, there was no statistical significance of interaction in terms of effect of treatment and school location on students' ($F_{(2,175)} = 0.89$; $p > .05$, partial $\eta^2 = 0.01$). Based on this result, the hypothesis 5b was not rejected. The implication of this is that students' attitude cannot be influenced by treatment and school location.

Ho5c: Interaction effect of treatment and school location is not significant on students' practices

The findings that produce results revealed from Table 4.6 that students' practices can be influenced because there is interaction effect which is significant from both treatment and school location on students' practices ($F_{(2,175)} = 3.31$; $p < .05$, partial $\eta^2 = 0.04$). The effect is 0.4%. This implies that 0.4% variation in students' practices is accounted for by treatment and school location. Thus, hypothesis 5c therefore was rejected. The implication of this is that students' practices can be influenced by treatment and school location. Fig. 4.2 showed the interaction effect through line graph presented below.

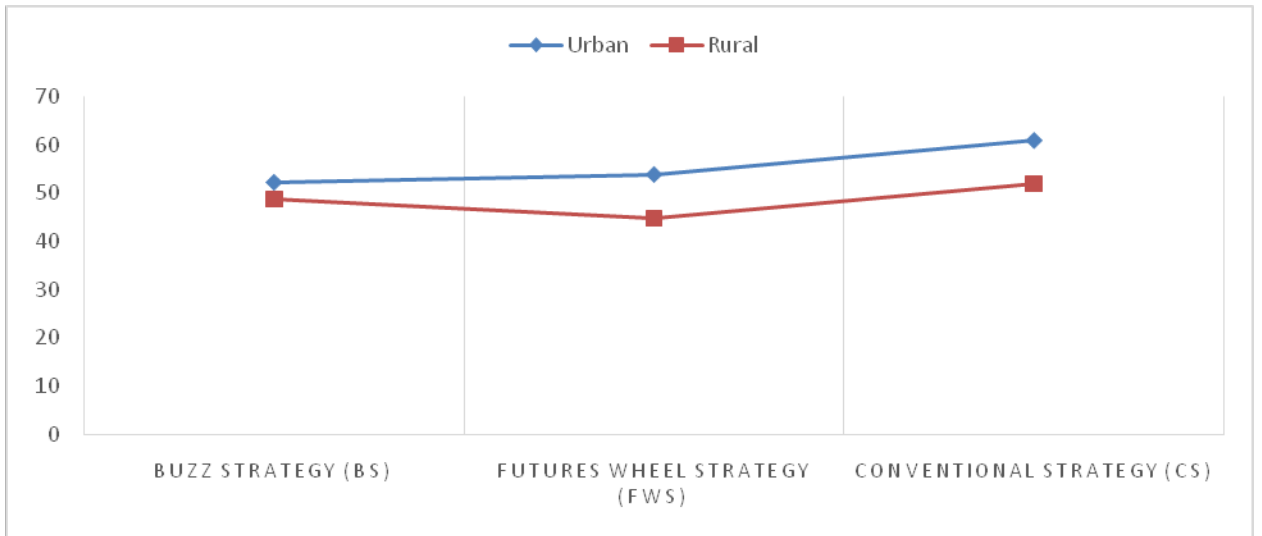


Fig. 4.2: Graph of Interaction Effect of Treatment and School Location on Students' Practices of Peace Education Concepts in Social Studies

Figure 4.2 revealed that those students in urban areas who were exposed to conventional strategy had higher practices mean score (60.98) followed by urban students in futures wheel strategy (53.81), urban students in buzz strategy (52.17), rural students in conventional strategy (51.90), rural students in buzz strategy (48.71), while rural students in futures wheel strategy (44.76) had the least practices mean score. The interaction is ordinal. This implies the same group of students by school location (urban) had better practices.

Ho6a: Interaction effect of emotional intelligence and school location is not significant on students' knowledge

The findings that produce results revealed from table 4.1 that students' Knowledge cannot be influenced because there is no significant interaction effect that occurs between emotional intelligence and school location on students' knowledge ($F_{(2,175)} = 0.52$; $p > .05$, partial $\eta^2 = 0.01$). As it was inferred from the findings, the null hypothesis was therefore not rejected. This expatiates that emotional intelligence and school location cannot influence students' knowledge.

Ho6b: Interaction effect of emotional intelligence and school location is not significant on students' attitude

The outcome revealed from Table 4.4 showed that students' attitude cannot be influenced because there is no significant interaction effect that occurs between emotional intelligence and school location on students' attitude ($F_{(2,175)} = 2.95$; $p > .05$, partial $\eta^2 = 0.03$). As it was inferred from the findings, the null hypothesis was therefore not rejected. This indicates that emotional intelligence and school location cannot influence students' attitude.

Ho6c: Interaction effect of emotional intelligence and school location is not significant on students' practices

The outcome revealed from table 4.6 showed that students' practices cannot be influenced because there is no significant interaction effect that occurs between emotional intelligence and school location on students' practices ($F_{(2,175)} = 0.69$; $p > .05$, partial $\eta^2 = 0.01$). As it was inferred from the findings, the null hypothesis 6c was not rejected. The implication of this is that the emotional intelligence and school location have no potential to influence students' practices.

Ho7a: Treatment, emotional intelligence and school location have no significant interaction effect on students' knowledge

The findings that produce outcome revealed from Table 4.1 that students' Knowledge cannot be influenced because the interaction effect that occurs among treatment, emotional intelligence and school location on students' knowledge was not significant ($F_{(4,175)} = 0.13$; $p > .05$, partial $\eta^2 = 0.002$). Thus, based on the calculated results, hypothesis 7a was noted not to be rejected. The implication of this is that emotional intelligence, treatment and school location have no potential to influence students' knowledge.

Ho7b: Treatment, emotional intelligence and school location have no significant interaction effect on students' attitude.

The statistical outcome revealed from Table 4.4 showed that students' attitude cannot be influenced because the interaction effect that occurs among treatment, emotional intelligence and school location on students' attitude was not statistically significant ($F_{(4,175)} = 0.34$; $p > .05$, partial $\eta^2 = 0.004$). As it was inferred from the findings, the null hypothesis 7b was not rejected. The implication of this is that treatment, emotional intelligence and school location have no potential to influence students' attitude.

Ho7c: Treatment, emotional intelligence and school location have no significant interaction effect on **students'** practices

As shown in table 4.4, as regards students' practices, there was no statistical significant of interaction in term of effect of treatment, emotional intelligence and school location on students ($F_{(4,175)} = 2.78$; $p > .05$, partial $\eta^2 = 0.03$). Hence, based on this result, null hypothesis 7c was not rejected. The implication inferred is that treatment, emotional intelligence and school location do not have potential strength to influence students' practices.

4.2. Discussion of Findings

4.2.1. Treatment and Knowledge of Peace Education Concepts

Findings of this study revealed that the main effect of treatment on students' knowledge in peace education concepts was significant. The outcome of the study showed that buzz group strategy has potential strength to enhance students' knowledge in peace education concepts followed by futures wheels strategy, while traditional strategy (control) was considered less effective. The effectiveness of buzz group instructional strategy over futures wheel strategy could be as a result of the fact that the buzz group instructional strategy gives the students more opportunities to exchange information freely among themselves through group work because it allows students to display their additional strengths and expertise.

In addition, Buzz group strategy afforded students the opportunities to learn from other students through active participation in the learning process as it gives individual student the opportunity to express their ideas. Here, students experience how to deal with real life circumstances. This finding is in line with Bolaji (2015), Wijayadi (2015), Tagor and Sondang (2017) who reported in their separate studies using buzz group strategy that the strategy enhanced students' knowledge. However, in another study conducted by Ikromah et al (2015), using buzz group and audiovisual lecture method on the knowledge of prison inmates on HIV/AIDs in Indonesia, revealed no significant difference between the mentioned educational strategies. This contradiction might be due to differences in social-cultural environment as the study of Ikromah et al (2017) was conducted among the prison inmates on HIV/AIDs in Indonesia.

The futures wheel strategy was considered an effective strategy based on the findings over the traditional strategy. The effectiveness of the strategy could be because the strategy allows students to offer ideas in turns and each student builds on each other's ideas as the teacher asks questions and students answer. Futures wheel strategy also provides the students with direct opportunities of quick thinking about and generating consequences.

The result corroborates the findings of Okurumeh (2009) who reported that the strategy kept students actively engaged nearly 100% of the time compared to 30% of the time with the teacher- dominated instruction. It also agrees with the findings of

Cornel and Allen (2011) and Bengston (2015) who submitted in their separate studies that futures wheel instructional strategy was able to increase students' attitude to and achievement in civic education than the traditional instructional strategy.

4.2.2 Treatment and Attitude to Peace Education Concepts in Social Studies

As regards the students' attitude to peace education concepts, there was no statistical significance of interaction in terms of effect of treatment on students. The result showed that conventional strategy (CS), control group proved to be effective followed by futures wheel strategy and buzz group strategy. The buzz group strategy was less efficient as mode of instruction on the students. This result corroborates the findings of Ogunyemi (2014) and Lawore (2016) whose study revealed that instructional strategy had no effect that was significant on students' attitude to essay writing and reading comprehension respectively. The findings however negates the findings of Tagor and Sondang (2017) which reported that buzz group strategy had the effect that was significant on students' attitude to essay writing. The result might be due to the fact that instructional strategy is not only factor that influences attitude and it might likely also be because attitude takes a long time to be formed. In addition to this, is the fact that students might have been used to the traditional strategy. The researcher believes that with the consistent use of good instructional strategies like buzz-group and futures wheel strategies over a longer period of time than this study took, learners would likely develop much more positive attitude to peace concepts in Social Studies. The main reason that can be attributed to students' attitudinal changes can be as a result of the fact that they have been exposed to the use of interest arousing aids such as pictures and charts during the lesson.

4.2.3 Treatment and Practices in Peace Education Concepts

The findings of this study revealed that main effect of treatment on students' practices was significant in peace education concepts. The result showed that conventional strategy impacted mostly, followed by buzz group strategy while futures wheel strategy had the least effect on students' practices in peace education concepts. This could be traced to the fact that practice in peace education concepts, by students does not rest only on teaching strategies employed by the teacher but on other factors

such as students home background, school location and the issue of pauses during the use of conventional strategy for direct oral questioning. This finding corroborated the report of Brenda and Robert (2003) and of Muntaha (2016) who in their separate studies discovered that students who were taught by using conventional strategy had higher mean score than those who were taught by using buzz group. The finding corroborates the submission of Vaughan and Amosun (2016) who in their study reported that conventional strategy enhanced students' civic competence better than the experimental strategies. However, other findings, Aziz and Hossain (2010) revealed that students who were exposed to cooperative learning in mathematics performed better than students with conventional teaching. The contradiction might be due to difference in the context of the use of the strategy. While this study was conducted in Oyo town, Nigeria, among Social Studies students, that of Aziz and Hossain (2010) was conducted in Malaysia among their secondary school mathematics students.

4.2.4. Emotional Intelligence and Knowledge of Peace Concepts.

The outcome of the study brought to limelight students' knowledge of peace education concepts, revealing that there is no significant main effect of emotional intelligence on students. This implies that emotional intelligence has no effect on students' knowledge. This finding supported by Koifman (1998), Sutarso, Baggett and Tapia (1996) revealed no significant relationship between emotional intelligence and academic achievement. By contrast, the findings of Scutte, Malouff, Hall (1998) and Ogundokun (2007) in their separate studies revealed that emotional intelligence had significant main effect on students learning outcomes. The findings of Newsome, Day, and Catano (2000) however support this finding that relationship between emotional intelligence and academic achievement was not significant. The contradiction in findings might be due to the fact that emotional intelligence was not a strong predictor of academic achievement. Also, in support of this finding is the submission of Bastian, Burns and Nettelbeck (2005) which revealed that correlations between emotional intelligence and academic achievement were not statistically significant.

4.2.5 Emotional Intelligence and Attitude to Peace Education Concepts

As regards students' attitude to peace education concepts, there was statistical significance of interaction in terms of effect of emotional intelligence on students. Students with high emotional intelligence obtained the highest mean score followed by the medium and low emotional groups. This could be traced to the fact that emotional intelligence is a cognitive activity that influences attitude. In other words, as averred by Erber, (1991); Forgas, (1995); Zajonc and McIntosh, (1992), low emotional intelligence will lead to poor attitude, while high emotional intelligence often leads to improved attitude. This finding is in line with that of Ogunyemi and Mabekoje (2007), Azeez (2012) Gyanani and Kushwala (2001) and Adegboyega et al (2017) who reported in separate studies that emotional intelligence had a positive correlation with examinations. This is also in agreement with the findings of Tatlah et al and Mortazari et al (2012) who in their separate studies averred that there is a positive and significant relationship between self-consciousness and emotional intelligence, interpersonal relationship and social consciousness. However, other studies (Audrey and Jeagan, 2007) found little effect of emotional intelligence and attitude of students to environmental demands and pressures. The contradiction might be due to the fact that Audrey and Jeagan (2007) had their studies in other subjects.

4.2.6. Emotional Intelligence and Practices of Peace Education Concepts

Emotional intelligence main effect on students' practices of peace education concepts in Social Studies was not significant. This finding corroborates with Mohzan et al (2013) and Malik and Shasis (2015) who in their separate studies revealed that no significant relationship was found between emotional intelligence and students' learning outcomes but this does not corroborate the findings of Fayombo (2012) and Adeyemo (2013) who argued that emotional intelligence had relationship that is significant with learning outcomes. Inconsistent findings could be traced to the fact that Fayombo (2012) and Adeyemo (2013) had their studies in different subject areas . Also, it might be due to some of the challenges militating against the use of active learning and student-centred strategies such as Buzz-group and Futures-wheel teaching learning strategies. The challenges included the need for teachers to develop skills in working

with pupils in groups and helping pupils to develop appropriate interaction skills among themselves.

4.2.7. School Location and Knowledge of Peace Education Concepts

As regards students' knowledge of peace education concepts, there was statistical significance of interaction in terms of main effect of school location on students. The finding showed that students from schools located in rural areas, had the higher mean score than their counterparts in urban schools. This might not be unconnected with the fact that there are different national priorities of social community and family over others. Besides, families from rural areas have the tendency to make use of more traditional values such as co-operation, discipline and relationship which influence interpersonal relationship among peoples in the community (Bush, 2005).

This agrees with the findings of Ezike (2001), Quirk (2003), and Akpan (2008) who in their separate studies observed that facilities in urban areas like electricity, high population density with high technological devices expose young people to dangerous acts, and incidentally result into poor academic performance. While Kissau (2006), Ezeudu (2003) and Bosede (2010) reported that students in urban and rural locations performed in a similar manner, Owoeye and Yara (2011) reported that those students in urban environment had better learning outcomes in chemistry than their mates in rural areas. The contradiction might be due to the fact that Owoeye and Yara (2011) had their studies in another discipline and in a different environment and location.

4.2.8. School Location and Attitude to Peace Education Concepts

With regard to students' attitude to peace education concepts, that there was no statistical significance of interaction in terms of main effect of school location on students This finding negates the submission of Ahoje (1991), Hampel et al (1996) and Akudolu (2006) who in their separate studies found that school location produced significant differences in the learning outcomes of learners. The finding corroborates Ezeudu and Obi (2013) who averred that location of schools had nothing to do with the learning outcome of learners.

4.2.9 School Location and Practices in Peace Education Concepts

The findings showed that those students who are from schools located in the urban areas had higher mean score while their counterparts from rural schools had the lower practice mean score. This implies that those students in urban schools were involved in activities that demonstrate values and peace-making skill acquisition activities than their counterparts in rural schools. This is in line with the findings of Federal Ministry of Education (2007), Akudolu (2006) and Akinwumi (2017) that students from schools located in the urban areas achieved better than the students from rural located schools. This negates the findings of Okorie and Ezeh (2016) who found that mean achievement score of rural students was higher than that of the urban students. The contradiction might be due to the fact that Okorie and Ezeh did their studies in chemistry.

4.2.10 Treatment and Emotional Intelligence on Knowledge of Peace Education Concepts in Social Studies

As regards the students' knowledge of peace education concepts in Social Studies, there was no statistical significance of interaction in terms of effect of the treatment and emotional intelligence on students. This implies that treatment and emotional intelligence are not statistically related to affect students' knowledge of peace concepts in Social Studies. This is in support of the findings of Aremu et al (2013) that other factors like parental involvement affects students learning outcomes besides learning strategy and emotional intelligence.

4.2.11 Treatment and Emotional Intelligence on Attitude to Peace Education Concept

The result of the study revealed that the interaction effect of treatment and emotional intelligence on students' attitude to peace education concept was not significant. This indicates that treatment and emotional intelligence had no effect on students' attitude to peace concepts in Social Studies. Though, students with high and medium emotional intelligence levels differ from their low emotional intelligence counterparts, the degree of difference was insignificant.

4.2.12 Treatment and Emotional Intelligence on Practices of Peace Concepts in Social Studies

With regard to the students' practices of peace concepts in Social Studies, there was no statistical significance of interaction in terms of main effect of treatment and emotional intelligence on students. By implication, treatment and emotional intelligence had no effect on students' practices of peace education concepts in Social Studies.

4.2.13 Treatment and School Location on Knowledge of Peace Education Concepts

With regard to students' knowledge of peace education concepts in Social Studies, there was statistical significance of interaction in terms of main effect of treatment and school location on students. The implication is that the students' knowledge of peace education concepts could be influenced by treatment and school location. It was noted that those students from rural areas in buzz group strategy had better knowledge acquisition than their counterparts from other groups. This might be due to the fact that the practice of communal living is still being practised in the rural areas where students are made to understand and practise tolerance, love and affection. These helped the students to connect the communal experience to learning situation.

4.2.14 Treatment and School Location on Attitude to Peace Concepts

As regards students' attitude to peace concepts in Social Studies, there was no statistical significance of interaction in terms of effect of the treatment and school location on students. This means that, students' attitude to peace concepts was not influenced by both treatment and school location.

4.2.15 Treatment and School Location on Practice of Peace Education Concepts in Social Studies

With regard to students' practices of Peace Education concepts in Social Studies, there was statistical significance of interaction in terms of main effect of treatment and school location on students. This implied that treatment and school location had effect on students' practice of peace education concepts in Social Studies.

In other words, instructional strategy and school location depend on each other significantly in terms of the practices of students in peace education concepts in Social Studies. The graph fig. 4.2. showed ordinal interaction which suggests that there is no appreciable crossing of the line connecting the means. This result further revealed that urban students have better practices of peace education concepts than their rural counterparts in conventional strategy, followed by buzz group strategy and futures wheel strategy.

The findings agreed with Adedayo (2018) and Akpochafo (2001) that reported that students' achievement could be influenced by both school location and environment.

This finding was in line with Nworgu (1994) Isiuge-Abanike and Labo-Popoola (2004), Agboghoroma (2009), Onah (2011), Gbadamosi (2012) who in their separate studies revealed that school location had potential strength to influence students' learning outcomes.

However, other studies, Jegede (1984), Erubami (2003), and Okorie and Eze (2016) had reported that the interaction effect of school location on students' learning outcomes in their respective studies was not significant. The reason for this contradiction might not be unconnected with the fact that the researchers had their studies in other fields of studies different from peace education concepts in Social Studies.

4.2.16 Emotional Intelligence and School Location on Knowledge of Peace Concepts in Social Studies

As regard the students' knowledge of peace concepts in Social Studies, that there was no statistical significant of interaction in terms of main effect of emotional intelligence and school location on students, students' knowledge of peace education in social studies was not influenced by emotional intelligence and school location.

4.2.17 Emotional Intelligence and School Location on Attitude to Peace Concepts in Social Studies

As regards the students' attitude to peace concepts in Social Studies, there was no statistical significance of interaction in terms of effect of the emotional intelligence and school location on students. The implication of this is that students' attitude to peace education in Social Studies was not influenced by emotional intelligence and school location.

4.2.18 Emotional Intelligence and School Location on Practices of Peace Education Concepts in Social Studies

With regard to students' practice of peace education concepts in Social Studies, there was no statistical significance of interaction in terms of main effect of emotional intelligence and school location on students. The main implication of this is that emotional intelligence and school location had no effect on students' practices of peace education concepts in social studies.

4.2.19 Treatment, Emotional Intelligence and School Location on Knowledge of Peace Education Concepts

With regard to students' knowledge of peace education concepts in Social Studies, there was no statistical significance of three interactions in terms of main effect of treatment, emotional intelligence and school location on students. The implication of this finding is that once the same treatment is given to high, medium as well as low emotional intelligence level students from rural and urban schools, similar results would be obtained in knowledge.

4.2.20 Treatment, Emotional Intelligence and School Location on Attitude to Peace Education Concepts in Social Studies

As regards students' attitude to peace education concepts in Social Studies, there was no statistical significance of three interactions in terms of main effect of treatment, emotional intelligence and school location on students. By implication, once the same treatment is applied to high, medium and low emotional intelligence level students from rural and urban schools, similar results would be obtained in attitude.

4.2.21 Treatment, Emotional Intelligence and School Location on Practices in the Peace Education Concepts in Social Studies

The result obtained revealed that treatment, emotional intelligence and school location on students' practices in peace education concepts in Social Studies was not significant in the three-way interaction effect. The implication of this result is that once the same treatment is applied to high, medium and low emotional intelligence level students from rural and urban schools, similar results would be obtained in practices.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary, conclusion and recommendations arising from the findings of this study.

5.1. Summary of Findings

This study critically looked into the effects of buzz group and futures wheel learning strategies on Junior Secondary school students' learning outcomes in peace education concepts in Social Studies in Oyo town, Nigeria. The study examined the influence of moderating effects of emotional intelligence and school location on students' learning outcomes in peace education concepts in social studies among those selected schools. Pre-test-post-test control group, quasi-experimental design was adopted for this study by using 3x3x2 factorial matrix. at 0.05 level of significance. Lev. Vygotsky Social Constructivism Learning Theory provided the framework. The study covered Junior Secondary School two (J.S.S. II) in Oyo West, Oyo East and Atiba Local Government Areas of Oyo town, Oyo State, (Oyo was stratified into urban and rural settlements). Two schools were selected from each of the local government area purposively, that is, urban and rural settlements. One intact class of junior secondary school two was selected from each school randomly. Six intact classes were involved in this study. Those schools selected for this study were assigned to both experimental and control groups through random sampling technique. Eight instruments were used to collect appropriate data for the study

A total of one hundred and ninety one JSS 2 Social Studies students including male and female from rural and urban schools participated in the study. Some peace related topics used include social group, group behaviour, living together in family and religion. The following work schedules were adopted: The first two (2) weeks were set aside for the research assistants training, the administration of pretest (PECKT, PECAS, PECPS and PECEIS) was set for one week and treatment engaging the research

assistants who were trained earlier on the listed strategies set to be done for eight weeks. These took place alongside schools that were involved in the study and administration of post-test which lasted for the period of one week, making a total of twelve (12) weeks spent.

Analysis of Covariance (ANCOVA) was used to analyse the data collected for this study. The differences in the different group mean scores were computed through the Estimated Marginal Means (EMM) while source of significant differences among the three groups was computed through Bonferroni post-hoc analysis. 0.05 level of significance was used to test all hypotheses.

The following were found based on the results got from the findings:

1. There was a significant main effect of treatment on students' knowledge and practices of peace education concepts in Social Studies. Buzz group strategy was effective in enhancing students' knowledge and practices of Peace Education, but not on attitude.
2. Emotional intelligence was significant on knowledge of and attitude to Peace Education concepts.
3. There was significant main effect of school location on students' knowledge and practices of Peace Education concepts.
4. There was no significant interaction effect of treatment and emotional intelligence on students' knowledge, attitude to and practices of Peace Education concepts in Social Studies.
5. There was a significant interaction effect of treatment and school location on students' knowledge and practices of Peace Education concepts in Social Studies but not significant on students' attitude.
6. Emotional intelligence and school location had no interaction effect that was significant on students' knowledge, attitude and practice in Peace Education concepts in Social Studies.
7. Treatment, emotional intelligence and school location interaction was not significant on students' learning outcomes in Peace Education concepts in Social Studies.

5.2 Conclusion

This study was conducted to determine the effect of buzz group and futures wheel strategies on Junior Secondary School students' knowledge, attitude and practices of Peace Education concepts in Social Studies. It was established from the study that buzz group and futures wheel strategies were effective in improving the students' knowledge of peace education concepts in Social Studies than conventional strategy.

Students taught with buzz group and futures wheel strategies had the opportunity to make contributions gained from cooperating and collaborating with their colleagues in the process of learning. The Buzz Group strategy increases students' capacity to interact among themselves in a group so as to find relevant answers to contemporary issues that can promote peaceful co-existence in the community. The Futures Wheel Strategy enhanced critical thinking of related concepts to the primary peace concepts by students as they work together with the teacher. The strategy is participatory in nature than the conventional strategy. However, the study revealed that conventional strategy will remain a powerful means to communicate information to achieve instructional goals. Furthermore, treatment and emotional intelligence do not have any influence on students' attitude to, knowledge, and practices of peace education concepts. In addition, school location and the levels of emotional intelligence had no influence on attitude to, knowledge, and practices of peace education concepts of the students.

5.3 Recommendations

Based on the findings of this study, the following recommendations are hereby made:

1. Teachers should make concerted efforts to facilitate the use of Buzz group and Futures Wheel strategies in schools to enhance positive attitude of students and improve their skills in interpersonal relationships which Social Studies peace related concepts are all about.
2. There is need to organise seminars, workshops and symposia for teachers of Social Studies on the use of Buzz group and Futures wheel instructional

strategies, to teach concepts in Social Studies. This should be done by government and professional bodies such as the Nigerian Union of teachers (NUT), Social Studies Association of Nigeria (SOSAN), in order to expose teachers to the use of these strategies.

3. These two strategies should be taught to pre-service teachers by including them in their curriculum in various institutions so as to facilitate their effective use in the teaching of Social Studies especially Peace Education concepts in Social Studies.

5.4 Educational Implication of Findings

The result from findings of this study recommended Buzz Group and Futures Wheel strategies to be used in teaching social studies peace education concepts over conventional strategy at the Junior Secondary School. However, the use of conventional strategy as discovered from this study cannot be totally discarded as a means of passing information to learners especially when introducing new subject matter and when using other participatory techniques. The exposure of the learners to participatory teaching and learning strategy like Buzz Group and Futures Wheel strategies has been found to positively affect students' knowledge of Peace Education concepts, attitude to and practices of Peace Education concepts in Social Studies. The findings from this study brought to lime light the importance of teaching strategies that allow students' involvement in teaching and learning processes where students are given the opportunity to construct and direct their personal learning interaction to ensure effective learning.

There is glaring evidence from the findings of this study that it is equally necessary to infuse in our educational system the buzz group and futures wheel strategies to help improve Social Studies cognitive achievements and attitude as well as practices essential to achieve the necessary learning outcomes in Social Studies.

Another important revelation from the study is that students' levels of emotional intelligence do not have any significant effect on the literacy level of students in peace related issues in Social Studies. The implication of this is that the performance of students is predicted by the teaching method adopted by the teacher. It was also

revealed from the study that location of schools had significant effects on knowledge and practices of peace education concepts in Social Studies. Students from schools located in the rural areas had better knowledge than their counterparts from urban schools, while students from schools located in the urban areas had better mode of practices than their counterparts who are schooling in rural environment. Based on the results of this finding, there is the need for teachers to undergo professional development through training and retraining as regards the use of Buzz Group and Futures Wheel strategies.

5.5 Contributions of the Study to Knowledge

The contributions of this study to knowledge are stated as follows:

1. The study revealed that buzz group and futures wheel instructional strategies are effective in enhancing the knowledge of, attitude to and practices of peace education concepts in Social Studies. The result has further strengthened the call for curriculum innovation with a view to incorporating the use of effective strategies such as these two strategies to teach Peace Education concepts in Social Studies.
2. This study has also acquainted Social Studies teachers with innovative strategies of teaching Peace Education concepts in Social Studies at Junior Secondary School level for improved learning outcome.
3. The study has stressed the need for a programme for both pre-service and in-service teachers to be trained and re-trained in order to expose them to buzz group and futures wheel instructional strategies and other effective participatory strategies for teaching Peace Education concepts in Social Studies.
4. Curriculum designers and planners, through the study have a lot to gain from inculcating into the curriculum the two effective strategies at the Junior Secondary Schools to teach Peace Education concepts in Social Studies.
5. The study has added to the pool of research being conducted to improve students' knowledge of, attitude to and practices of Peace Education concepts at Junior Secondary School.

5.6 Limitations of the Study

There are some constraints discovered in this study. For instance, from research evidence, the two strategies: Buzz Group and Futures Wheel are new in the Nigerian school system. There is yet to be evidence of their serious application in the teaching and learning process in Nigerian Secondary Schools. Also, the study was limited to those secondary schools located in Oyo town, Oyo State from which six (6) schools participated in the study out of many schools. Due to small number of schools and students that participated in the study, this could limit the extent to which the result of this study could be generalized. Also, out of the numerous factors that have potential to predict students' attitude to and achievement in social issues in Social Studies, only two (2) independent variables, emotional intelligence and school location, were investigated in this study. Some constraints were experienced from teachers who were reluctant in assisting the researcher as many of them were expecting some incentives from the researcher. Also, students were reluctant in participating in class activities for fear of examination because of the Peace Education concept knowledge test involved. Despite those limitations, the study provides important landmark in the quest for improved learning outcomes in Peace Education concepts.

5.7 Suggestions for Further Studies

Another study can aim at the application of Buzz Group and Futures Wheel instructional strategies to other issues in Social Studies such as citizenship education, civic education, population and family life education, peace and security education and other Social Studies related subjects such as government and history. Also, similar studies could be carried out with different moderator variables such as gender, ability levels, cognitive styles, personality traits among others. There can be replication of this kind of study in some other parts of Nigeria other than the place where this study was conducted, using more states, more local governments, schools and teachers in order to achieve a more generalizable result.

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APPENDIX I

Table 1.1: Catalogue of Violence in Nigeria (1980 – 2012)

NO	STATE	TOWN	NATURE	DATE/YEAR
1.	Kano	Kano	Maitasine riot (Intra-religious crisis).	1980
2.	Bornu	Maiduguri	Muslim/Christian crisis	1982
3.	Kaduna	Kaduna Tundunwada	Muslim/Christian crisis	1983
4.	Gongola	Yola	Muslim/Christian crisis	1984
5.	Kaduna	Kafachan	Muslim/Christian crisis	March 6-10 1987
6.	Kaduna	Kafachan	Spillover of Kafachan crisis.	March 10-12 1987
7.	Katsina	Zaria/Katsina Fuutua & Kaduna	Spillover of Kafachan crisis.	March 12, 1987
8.	Kaduna	Kaduna	Muslim/Christian fight at Kaduna Polytechnic.	March 1988
9.	Bauchi	Bauchi	Muslim/Christian (secondary school fight over worship).0	June 1990
10.	Bauchi	Bauchi	Demonstration by Muslim	April 2, 1991
11.	Bauchi	Tafawa-Balewa	Sayawa-Fulani riot.	April 19-26, 1991
12.	Bauchi	Toro-Ninji	Muslim/Christian riot	April 22-26, 1991
13.	Kaduna	Zangon-Kataf	Kataf-Hausa	May 6, 1991
14.	Kano	Kano	Reinhard Bonnke's Revival led to riot from Muslim youth in Kano.	Oct. 14, 1991
15.	Taraba	Jalingo	Jukun / Hausa riot (Guardian Aug. 1992).	March 1992
16.	Osun	Ife/Modakeke	Intra-ethnic clash.	June 1999
17.	Osun	Imosan	Religious crisis between Hausa/Fulani Muslim and Oro cult members and this began as a result of ethnic crisis but later turned out become a religious crisis.	Nov. 9, 1999
18.	Delta	Warri	Itsekiri vs. Urhobo (ethnic clash)	Nov. 11, 1999
19.	Lagos	Ishaga/Onipanu Ikorodu	Hausa/Fulani Muslims vs. Yoruba tribe and Christian.	Nov. 27, 1999
20.	Kwara	Ilorin/Offa	Hausa/Fulani Muslims vs. Christians.	Dec. 9, 1999

21.	Oyo	Oyo	Retaliation fight from Christians against Hausa/Fulani Muslims as a result of attacked on Christians earlier.	Jan. 5, 2000
22.	Kaduna	Kaduna	Fight between Hausa/Fulani and other ethnic groups as a result of Sharia legal system that was introduced.	Feb. 21, 2000
23.	Abia	Aba/Umuaha	Retaliation fight from Christians against Hausa/Fulani Muslims as a result of attack on Christians earlier.	Feb. 28, 2000
24.	Rivers	Port-Harcourt	Eleme vs. Okirika	March 18, 2000
25.	Borno	Dambo	Hausa/Fulani who were Muslims vs. Christians.	March 28, 2000
26.	Oyo	Saki	Muslims who were Hausa/Fulani vs. Christians.	April 24, 2000
27.	Anambra	Onitsha	Muslims who were Hausa/Fulani vs. Igbo.	May 4, 2000
28.	Oyo	Saki	Muslims who were Hausa/Fulani vs. Yoruba	May 6, 2000
29.	Abia	Aba	Muslims who were Hausa/Fulani vs. Igbo.	May 15, 2000
30.	Kaduna	Kaduna	Muslims who were Hausa/Fulani vs. other tribes who are Christians.	May 20, 2000
31.	Kano	Kano	Religious crises between Christians were Yorubas and Muslims who were Hausa/Fulani	July 12, 2000
32.	Ogun	Shagamu	Muslims who were Hausa/Fulani vs. Yoruba Christians.	July 18, 2000
33.	Lagos	Mile 2	Muslims who were Hausa/Fulani vs. Yoruba Christians.	Oct. 15, 2000
34.	Oyo	Ibadan	Muslims who were Hausa/Fulani vs. Yoruba Christians.	Oct. 16, 2000
35.	Lagos	Alaba	Religious crises between Christians who were Igbo	Oct. 16, 2000

			and Muslims who were Hausa/Fulani.	
36.	Lagos	Alaba	Spillover Muslims who were Hausa/Fulani vs. Odua People Congress (OPC).	Oct. 17,2000
37.	Kwara	Ilorin	Religious crises between Christians who were Yorubas and Muslims who were Hausa/Fulani.	Oct. 17,2000
38.	Niger	Minna	Nupe/ Muslims who were Hausa/Fulani vs. Yoruba Christians.	Oct. 17,2000
39.	Lagos	Lagos	Muslims who were Hausa/Fulani vs. Yoruba.	Nov. 25, 2000
40.	Katsina	Katsina	Muslims who were Hausa/Fulani vs. Yoruba.	April 7, 2001
41.	Kaduna	Zango-Kataf	Italu vs. Bojju (ethnic clash)	April 22, 2000
42.	Bauchi	Tafa-Balewa	Muslims who were Hausa/Fulani vs. other religious group.	June 18, 2001
43.	Gombe	Gombe	Muslims who were Hausa/Fulani vs. others.	June 18, 2001
44.	Kebbi	Binni Kebbi	Muslims who were Hausa/Fulani vs. Christians.	June 25, 2001
45.	Jigawa	Dutse	Muslims who were Hausa/Fulani vs. Christians.	July 4, 2001
46.	Kaduna	Birni Gwari	Muslims who were Hausa/Fulani vs. Christians.	Aug. 8, 2001
47.	Plateau	Jos	Religious crises between Muslims and Birom religious group and other sets of religious groups in the North.	Sept. 7, 2001
48.	Taraba	Jalingo	Fulani Jukun vs. Tiv (ethnic clash).	Sept. 8, 2001
49.	Zamfara	Gasau	Religious crises between Muslims and other sects of religious groups in the North.	Oct. 8, 2001
50.	Delta	Warri	Itsekiri vs. Urhobo (ethnic clash).	Oct. 10,2001

51.	Kano	Kano	Muslims who were Hausa/Fulani vs. Christians.	Oct. 12, 2001
52.	Benue	Otukpo	Jukun vs. Tiv (ethnic clash)	Oct. 12, 2001
53.	Osun	Osogbo	Religious fundamentalists vs. Christians before Reinhard Bonnke's crusade.	Nov. 29, 2001
54.	Plateau	Jos	Hausa/Fulani Muslims vs. Birom/Anaguta/Irigwe.	Dec. 29, 2001
55.	Delta	Warri	Itsekiri vs. Urhobo (ethnic clash).	Jan. 10, 2001
56.	Lagos	Idi-Araba	Hausa/Fulani Muslims vs. Yoruba Christians.	Feb. 2, 2002
57.	Lagos	Idi-Araba	Hausa/Fulani vs. Yoruba Christians.	Nov. 13, 2002
58.	Kaduna	Kaduna	Fighting between Muslims and Christians as a result of Beauty Competition of Miss World	Nov. 22, 2002
59.	F.C.T.	Abuja	Fighting between and Muslims and Christians that came up as a result of certain publication that was classified as offensive to the Muslim religion.	Nov. 23, 2002
60.	Bauchi	Bauchi	Fighting between and Muslims and Christians that can up as a result of certain publication that was classified as offensive.	Nov. 23, 2002
61.	Jos	Jos	Religious riot that emanated as a result of fighting between Hausa/Fulani and Jos indigenes.	Dec. 2008
62.	Bauchi	Bauchi	The incidence of movement of Boko Haram from their initial base to other states	July 2009

63.	Niger	Mandalla	Boko Haram bomb blast.	Dec. 2011
64.	Jos	Jos	Boko Haram bomb blast.	Dec. 2011
65.	Yobe	Potiskum	Boko Haram bomb blast.	Dec. 2001
66.	Borno	Maiduguri	Boko Haram bomb blast.	Dec. 2011
67.	Kano	Kano	Boko Haram bomb blast.	Jan. 2012
68.	Adamawa	Mubi	Boko Haram bomb blast.	Jan. 2012
69.	Abuja	Suleja	Boko Haram bomb blast.	Feb. 2012
70.	Jos	Jos	Boko Haram bomb blast.	Feb. 2012
71.	Jos	Jos	Boko Haram bomb blast.	March, 2012
72.	Kaduna	Kaduna	Boko Haram bomb blast.	April, 2012
73.	Kano	Bayero University, Kano	Boko Haram bomb blast.	April, 2012
74.	Bauchi	Yelwa	Boko Haram bomb blast.	June, 2012
75.	Borno	Biu	Boko Haram bomb blast.	June, 2012
76.	Kaduna	Kaduna	Boko Haram bomb blast.	October, 2012
77.	Borno	Baga	Baga massacre by Islamic terrorist group called Boko Haram	April, 2013
78.	Yobe	Mamudo	41 school children and one teacher killed by Boko Haram	6-7-2013
79.	Yobe	Gujba	The incidence of Boko set who entered into dormitory of students from college of Agriculture in Gujba and many of them were killed, including their teachers.	29-9-2013
80.	Borno	Kawuri	Attack by Boko Haram	11-1-2014
81.	Yobe	Buni Yadi	Islamist gunmen killed 59 students at Federal Government College, Buni Yadi.	25-2-2014
82.	FCT	Abuja	Two bombs planted by Boko Haram terrorist group blasted into an explosion where people were many in the outskirts of Abuja	14-4-2014
83.	Borno	Gambary	There was an incidence of attack from the Militants. Many houses were set on fire and those who tried to escape were shot.	6-5-2014
84.	Borno	Gwoza	Boko Haram attack on	2-6-2014

			Christian villagers	
85.	Kano	Kano	In the school of Hygiene in Kano state many people were killed of bomb blast.	23-6-2014
86.	Anambra	Onitsha & Aba	Security operatives in Nigeria killed up to eighty Nigerian when they were fighting for the cause of the Biafran region	August, 2015
87.	Kaduna	Zaria	When the Shiite group were preparing their religious function, the Nigeria army opened fire on them.	12-13 th December, 2015

Isaac Terwas S. (2015). Religious violence in Nigeria: Causal diagnosis and strategic recommendations to the state and religious communities. African Journal on conflict Resolution (2015). Pp. 107-112.

APPENDIX II
UNIVERSITY OF IBADAN
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
FACULTY OF EDUCATION
STUDENTS' PEACE EDUCATION CONCEPTS KNOWLEDGE TEST
(SPECKT)

SECTION A (DEMOGRAPHIC INFORMATION)

School's Name _____

Student's Name _____

Class Level _____

Location of School _____

Local Government _____

Gender: Male: Female:

SECTION B

Time allowed: One hour

Instruction: Attempt all questions. Tick (✓) the best option that correctly answers each question:

1. The following describe the meaning of social group except
 - (a) a group of people that are united by common goals
 - (b) a collection of people that work towards attainment of common interest,
 - (c) a group of people tied together by formal and organized form of relationship.
 - (d) people in diaspora
2. Social group is classified into two categories which are:
 - (a) primary and family
 - (b) primary and secondary
 - (c) secondary and rotary club
 - (d) primary and kinship group
3. The interaction among people in social group over time develops into
 - (a) interdependence
 - (b) rules and regulations

- (c) code of conduct
 - (d) independence
4. All of the following are the attributes of primary social group except
- (a) closely knitted relationship
 - (b) demonstration of strong feeling for one another
 - (c) members share their sorrows, success, victories and challenged together
 - (d) has people of varying cultural backgrounds
5. The smallest and closet unit of the primary group is the
- (a) family
 - (b) friends
 - (c) trade union
 - (d) polyandry
6. The term 'group behaviour' means
- (a) a number of people that share intimate feeling of togetherness.
 - (b) a unified action of a particular group of people directed towards the achievement of particular goals.
 - (c) different activities performed by a social group
 - (d) the cultural background of a particular social group
7. The organised group of people who come together to influence government decisions without necessarily resulting into vandalism is called
- (a) pressure group
 - (b) family
 - (c) age group
 - (d) Nigerian Bar Association
8. What are the major types of group behaviour?
- (a) mass action and community service
 - (b) conflict and violence
 - (c) tolerance and abandonment
 - (d) discrimination and segregation
9. Define the concept of 'mass action'
- (a) violent demonstration only

- (b) organized activities of social groups to show support or displeasure over the policy of government
 - (c) community service
 - (d) rules, regulations and code of conduct
10. All of these are the characteristics of group behaviour except
- (a) common focus, objective and aspiration
 - (b) guided by rules, regulations and code of conduct
 - (c) means by which people at the helm of affairs gauge the feelings of the populace towards some of their policies.
 - (d) has the capability of making the society a better place to live in
11. The following are the advantages of living together in the family except
- (a) promoting happiness among members
 - (b) serving as a means of protection from all forms of insecurity
 - (c) violence and intimidation
 - (d) cementing the family relations
12. A child gains the following experiences from living in the family except
- (a) good eating habit
 - (b) showing respect
 - (c) ways of greeting
 - (d) intolerance
13. The following are essential ingredients of living together:
- (a) indolence
 - (b) co-operation
 - (c) caring sharing
 - (d) tolerance
14. Which of the following usually guides the relationship in the family
- (a) punishment
 - (b) rules and regulation
 - (c) father
 - (d) government

15. The proof of relationship that is beneficial to the family and society is
- (a) friendship among peers
 - (b) healthy family living
 - (c) greetings
 - (d) running errand
16. What is religion?
- (a) worship of an unseen being
 - (b) belief in the existence of God and the activities involved in the worship of God.
 - (c) act of gathering to fight for God
 - (d) observance of traditions
17. All our religions in Nigeria teach the following except
- (a) tolerance
 - (b) selfishness
 - (c) honesty
 - (d) patriotism
18. Identify the similarities in our religions in Nigeria.
- (i) Emphasise one God
 - (ii) advocate peaceful co-existence
 - (iii) regulate human behaviour
 - (iv) terminate the life of infidel
 - (v) avoidance of somebody of another faith or religion
- (a) I, iv and v
 - (b) I, ii and v
 - (c) I, ii and iii
 - (d) iv and v
19. Religion is a very strong force that affects the following except
- (a) our behavioural pattern
 - (b) the kind of relationship we keep
 - (c) our general attitude to the life and living
 - (d) the type of race we belong to
20. Which of the following contributes largely to social conflict in Nigeria?

- (a) religious intolerance
- (b) corruption
- (c) dressing
- (d) language

APPENDIX III
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
FACULTY OF EDUCATION, UNIVERSITY OF IBADAN

STUDENT ATTITUDE TO PEACE EDUCATION QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION

Please, tick as applicable

Gender: Male () Female ()

School Name.....

Class of student.....

Local Government

SECTION B

PEACE EDUCATION CONCEPTS ATTITUDE SCALE

Please tick () as appropriate to you.

SA = Strongly Agreed;

A = Agreed,

D = Disagreed;

SD = Strongly Disagreed.

S/N	STATEMENT	SA	A	D	SD
1.	I do share problems with my classmate.				
2.	Showing compassion to any suffering student is a waste of time, I hate it.				
3.	I hate working in the same group with students who are not from my tribe.				
4.	I do not always like to tolerate everybody that offends me in school.				
5.	I do not like moving with people of other faith in my school.				
6.	I participate in social activities in school.				
S/N	STATEMENT	SA	A	D	SD
7.	I do not like participating in prayer rallies for peace organized by the school				

8.	I do not like to be criticised by my schoolmates				
9.	I always withdraw from participating in school activities anytime teacher beats me.				
10.	Moral incentive to good conduct in school should be encouraged.				
11.	School should always engage in activities that make students respect one another.				
12.	I see mediation in conflict resolution in school as a thing one can take pride in.				
13.	I am always happy when the teacher is teaching the value of dialogue to resolve conflict in the family.				
14.	I hate accepting defeat in competition like school debate or inter-house sports.				
15.	I do respect other fellow students' opinion on issues that concern my class.				
16.	It is always good to report two fighting students to the teacher.				
17.	I like to be patient in everything I do in school.				
18.	School should encourage students to be orderly in performing activities that involve their classmates.				
19.	Tolerance is a difficult virtue to embrace in school; therefore it should not be encouraged.				
20.	I do not like engaging in team work with my classmates.				

APPENDIX IV
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
FACULTY OF EDUCATION, UNIVERSITY OF IBADAN

PEACE EDUCATION CONCEPTS PRACTICES SCALE (PECPS)

SECTION A

Gender: Male () Female ()

School Name

Class of student.....

Local Government

Instruction: The following are statements about practices of people as regards Peace Education.

Please, indicate your opinion about each of the statements by ticking () the appropriate response at the right hand column of each statement.

VO = Very often;

O = Often;

S = Seldom;

N = Never.

S/N	ITEMS	Very often	Often	Seldom	Never
1.	I hate being engaged in dialogue to discuss issues that affect school academic work.				
2.	I dislike being involved in dialogue with others to resolve conflicts.				
3.	I engage in team work that requires				

	cooperation.				
4.	I do not appreciate the value of dialogue in conflict resolution.				
5.	I express compassion when fellow students are disciplined.				
6.	I am involved in activities that call for solidarity among students in the classroom.				
7.	I do not encourage other students to engage in non-violent activities in the school.				
8.	I hate exercising patience when requests are yet to be granted by the teacher or other school mates.				
9.	I do show feelings of compassion on victims of violence or terrorism.				
10.	I don't exercise patience when school management delays in fulfilling its obligation.				
11.	I do not forgive when fellow students offend me.				
12.	I seek for forgiveness from fellow students who inform me I offended them.				
13.	I do respect other fellow students' opinion in class discussion.				

14.	I hate respecting the instruction of class captain and other school prefects.				
15.	I do not share my belongings with other fellow students in the class.				
16.	I hate advocating for justice in the allotment of portions for environmental cleanliness exercise in the school.				
17.	I hope for improved conditions of things in the school/class environment.				
18.	I express love to everybody in my class regardless of sex or tribe.				
19.	I want to be loved from all members of my class especially whenever I feel lonely.				
20.	I want some level of freedom to operate and use initiatives in class management.				

APPENDIX V
DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
FACULTY OF EDUCATION, UNIVERSITY OF IBADAN

STUDENTS' EMOTIONAL INTELLIGENCE SCALE

SECTION A

Gender: Male () Female () Tick as appropriate.

School Name

Class of the student

Local Government

Instruction:

Please, indicate your opinion about each of the statements by ticking (✓) the appropriate response at the right hand column of each statement.

		Always	Usually	Rarely	Never
1.	I keep my personal problems to myself, that is, I don't say it out to others.				
2.	In most of the things I try my hand on, I have good expectation that I will do well				
3.	Other people do not find it easy to confide in me.				
4.	Emotions are one of the things that make my life worth living.				
5.	I don't expect good things to happen all the time.				
6.	I don't like sharing my emotions with				

	others.				
7.	I arrange events others enjoy.				
8.	I seek out activities that make me happy.				
9.	I present myself in a way that makes a good impression on others.				
10.	Solving problems is easy for me when I am in a positive mood.				
11.	I don't recognize the emotions people are experiencing by looking at their facial expression.				
12.	I find it difficult to know why my emotions change.				
13.	I am able to cope with new ideas when I am in a positive mood.				
14.	I find it difficult to have control over my emotions.				
15.	I motivate myself by imagining a good outcome to any task I embark upon.				
16.	I find it difficult to compliment others when they have done something well.				
17.	I find it difficult to put myself in another person's experience shared with me.				
18.	I know what other people are feeling just by looking at them.				

19.	I can't help other people feel better when they are down.				
20.	I can tell how people are feeling by listening to the tone of their voice.				

APPENDIX VI
WEEK 1 - LESSON NOTE (BUZZ GROUP)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic to be taught: Social Group

Sub-Topic to be taught: Meaning and Types of Social Group etc

Reference: Adeoti, I.A. (2012): Current Social Studies for Nigerians JSS 2. Pp. 3-4

Instructional Materials: Charts, pictures showing family and institutions

Instructional Objectives: By the time lesson comes to an end, individual students should be able, on their own, to:

Define social group

- Mention types of social group
- Identify how members of social group contribute to peaceful living in the society

Entry Behaviour: Students were previously taught about social environment

Presentation:

Step I: The facilitator asks the following questions to arouse the students' interest and activate their background knowledge.

- (i) What are the two types of people's environment? – Physical and Social
- (ii) Mention the types of social environment (a) Primary social groups
(b) Secondary social groups.

Step II: Students respond to the questions posed by the teacher based on students' experience

Step III: The teacher presents the lesson on social group in the area of meaning and types.

- (i) Meaning – a group of people that are united by common goals which they set out to achieve.
- (ii) Types – (a) Primary social group
(b) Secondary social group

Step IV: The teacher organizes the students into groups of 3 - 5 students, with a leader.

Step V: The teacher writes the following questions on the chalkboard to guide students' discussion in their respective groups:

- (i) What is primary social group?
- (ii) Who are the members of the primary social groups?
- (iii) What kind of relationship exists among members of the primary social group?
- (iv) What effects do you think this relationship can have on the group and the community?
- (v) What are the major characteristics of secondary social group? (formal and organized relationship, united by a common interest, no blood relationship)
- (vi) What does that group need for continued existence? (harmonious relationship)

Step VI: The research assistant goes round to monitor students' activities.

Step VII: The class reconvenes and each group presents its findings through the group leader or group recorder.

Step VIII: Research assistant evaluates the lesson and gives assignment to be done at home.

- (i) Define social group
- (ii) Enumerate the differences between primary and secondary group

APPENDIX VII
WEEK 2 - LESSON NOTE (BUZZ GROUP)

Class: J.S.S II

Average age of students: 12 years

Duration: 80 mins

Topic: Social Group

Sub-Topic: Characteristics of Primary Social Group

Reference: Adeoti, I.A. (2012). Current Social Studies for Nigerians JSS 2 pp. 3-4

Instructional Materials: Charts, pictures showing members of organized labour.

Instructional Objectives: By the time lesson comes to an end, every learner should be able, on their own, to: mention the characteristics of primary social group

Entry Behaviour: Students were previously taught about meaning and types of social group- family, age group, Rotary club, University of Ibadan etc.

Presentation:

Step I: The facilitator arouses the interest of the learners by asking of some questions that can trigger the background knowledge of the students:

- (i) What is Social Group?
- (ii) Mention two types of social group.

Step II: Every student responds to set of questions posed by the Research assistant

Step III: Teaching Research Assistant presents the characteristics of primary social group thus:

- i. Smaller number of people
- ii. Members know each other intimately
- iii. Members have strong feeling for one another
- iv. They usually have blood relationship

Step IV: The Research Assistant organizes the students into groups of 3-5 students, with a leader

Step V: Research Assistant writes the following questions on the chalkboard to guide students' discussions in their respective groups:

1. Identify the features of relationship in primary social group

2. How do family members entrench peace in the family? e.g. through moral talk/training.
3. How is peace entrenched and maintained in secondary social group? – rules and regulations.
4. Why is it not easy to breach peace in primary social group?- blood relationship.
5. Which of the social groups does the school belong to? – secondary social group.

Step VI: Research Assistant goes round to monitor students' activities.

Step VII: The whole class reconvenes and each group presents its findings through the group leader.

Step VIII: Research Assistant evaluates the lesson and gives assignment to be done at home.

Assignment:

- (i) What is family?
- (ii) Mention types of family.

APPENDIX VIII
WEEK 3 - LESSON NOTE (BUZZ GROUP)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Group Behaviour

Sub-topic: Meaning and types of Group Behaviour

Reference: Adeoti, I.A (2012): Current Social Studies for Nigerians JSS 2, pp 8-9

Instructional Materials: Charts showing different types of Group Behaviour

Instructional Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) Define Group Behaviour
- (ii) Enumerate the relevance of group behaviour to peace-related issues in the school.

Entry Behaviour: Students were previously taught about social group, their types and characteristics of social group.

Presentation:

Step I: The facilitator asks the following questions to arouse students' interest and activate their background knowledge.

- (i) Mention the types of social group
- (ii) What are the characteristics of secondary social group?

Step II: Students respond to the questions posed by the facilitator

Step III: Research Assistant presents the meaning and types of group behaviour

- Group behaviour – a unified action of members of a particular group of people directed towards the attainment of a specific goal.
- Types of group behaviour – (i) mass action (ii) community service

Step IV: The Research Assistant organizes the students into group of 3-5 students, with a leader.

Step V: Research Assistant writes the following questions on the chalkboard to guide students' discussions in their respective groups:

1. Why do people organize themselves into groups?

2. What form can mass action take in a society? – positive form or negative form through mass protest, strike, campaign, mass rally.
3. Identify what effects these can have on the society – unrest crisis if it is negative?
4. What is community service?
5. How does community service promote peace in the society?
 - Through community self-help projects, vigilante group work, rotary or lion's club etc.

Step VI: Research assistant goes round to monitor students' activities.

Step VII: The whole class reconvenes and each group presents its findings through the group leader.

Step VIII: Research Assistant evaluates the lesson and gives assignment to be done at home.

- (i) List four characteristics of group behaviour

APPENDIX IX

WEEK 4 - LESSON NOTE (BUZZ GROUP)

Class: J.S.S II

Duration: 80 mins

Topic: Group Behaviour

Sub-Topic: Characteristics of Group Behaviour

Reference: Adeoti, I.A. (2012) Current Social Studies for Nigerians JSS 2. P. 9

Instructional Materials: Charts

Instructional Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (ii) Describe the characteristics of group behaviour in relation to peace in the society

Entry Behaviour: Students were previously taught the meaning and types of group behaviour.

Presentation:

Step I: Research Assistant asks the following questions to arouse students' interest and activate their background knowledge

- (i) What is group behaviour
- (ii) Name different types of group behaviour

Step II: The students respond to the questions posed by research assistant

Step III: The Research Assistant presents the characteristics of group behaviour to the students as follows:

- (i) Common focus, objective and aspiration
- (ii) Rule, regulations and code of conduct
- (iii) Means of communication
- (iv) Dealing with one another
- (v) Constructive comments
- (vi) Destructive comments

Step IV: Research Assistant organizes the students into groups of 3-5 students, with a leader.

Step V: Research Assistant writes the following questions on the chalkboard to guide students' discussions in their respective groups:

1. What are the means of operation in group behaviour? – common focus, objectives, aims, aspirations.
2. What is the instrument of operation in a group behaviour? Rules, regulations and codes of conduct.
3. How does group behaviour promote peace in the community? Communicating members feelings to the leaders or government officials
4. In what way does group behaviour create a better society that anyone can easily live in? Through community service, self-help projects, vigilante group etc.
5. How can group behaviour's activities promote crisis in the society? – Mass action, protest, destruction of lives and property.
6. In what ways can this be resolved? – Dialogue, tolerance, love, cooperation.

Step VI: Research Assistant goes round to monitor students' activities.

Step VII: The whole class reconvenes and each group presents its findings through the group leader.

Step VIII: Research Assistant evaluates the lesson and gives assignment to be done at home.

(i) Mention the characteristics of group behaviour

Assignment:

List out some past mass actions in Nigeria and their attendant effects

APPENDIX X
WEEK 5 - LESSON NOTE (BUZZ GROUP)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Group Behaviour

Sub-Topic: Benefits of Group Behaviour

Reference: Adeoti, I.A (2012): Current Social Studies for Nigerians JSS 2. Pp. 9-10

Instructional Materials: Charts, pictures

Instructional Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) Mention the benefits of group behaviour
- (ii) Describe how group behaviour promotes peaceful coexistence within the society

Entry Behaviour: Students were previously taught the characteristics of group behaviour

Presentation:

Step I: Research Assistant asks the following questions to arouse students interest and activate their background knowledge:

- (i) What are the characteristics of group behaviour?
- (ii) Mention different types of group behaviour

Step II: The students respond to the questions posed by Research Assistant

Step III: The Research Assistant presents the characteristics of group behaviour to the students as follows:

- Means of gauging the people's feelings towards government policies
- Means of satisfying the interest of a group of people apart from the general populace
- Means of promoting peaceful coexistence within the society
- Means of assisting the government to provide social amenities
- Means by which every society contributes to the process of decision making by the government

Step IV: Research Assistant organises the students into groups of 3-5 students, with a leader.

Step V: Research Assistant writes the following questions on the chalkboard to guide students' discussions in their respective groups:

1. How does group behaviour assist government in its policies?
2. In what way(s) can group behaviour promote peace in the society?
3. Identify areas of group behaviour interaction that can help project government activities
4. Mention some specific ways by which group behaviour promote economic stability and societal development.

Step VI: Research Assistant goes round to monitor students' activities.

Step VII: The whole class reconvenes and each group presents its findings through the group leader.

Step VIII: Research Assistant evaluates the lesson and gives assignment to be done at home.

- (i) In what ways does group behaviour promote peaceful co-existence within the society?
- (ii) List different members available in a nuclear family.

APPENDIX XI

WEEK 6 - LESSON NOTE (BUZZ GROUP)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Living together in the family

Sub-Topic: Relationship in the family

Reference: Adeoti, I.A. (2012): Current Social Studies for Nigerians JSS 2. pp. 58-59.

Instruction Materials: Charts, pictures

Instructional Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) Mention the relationship existing among various members of the family
- (ii) Describe how relationship promotes peace in the society.

Entry Behaviour: Students were previously taught the benefits of group behaviour

Presentation:

Step I: The Research Assistant asks the following question to arouse students' interest and activate their background knowledge:

- (i) Mention five benefits of group behaviour

Step II: The students respond to the questions posed by the teaching Research Assistant

Step III: Teaching Research Assistant presents the relationship existing among various members in the family

- Relationship by blood
- Consists of parent, children and close relations
- Elderly members of the family serve as mentors to the younger ones
- Younger ones gain experience by observing modes of greeting, eating, dressing, showing respect and so on.
- Younger ones assist in house chores such as cleaning, cooking and running errands.

Step IV: Research Assistant organizes the students into groups of 3-5 students per group with a leader.

Step V: Research Assistant writes the following questions on the chalkboard to guide students' discussions in their respective groups:

1. What is the form of relationship existing in the family? (relationship by blood)
2. Who are the core members of the family? (parents, children & relation)
3. How does living together in the family promote peace? (protection, happiness, unity & provision)

Step VI: Research Assistant goes round to monitor students' activities.

Step VII: The whole class reconvenes and each group presents its findings through the group leader.

Step VIII: Research Assistant evaluates the lesson and gives assignment to be done at home.

- (i) What is a family?
- (ii) Describe the relationship existing among family members

Assignment:

List the advantages one gains by living in the family

APPENDIX XII
WEEK 7 - LESSON NOTE (BUZZ GROUP)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Living together in the family

Sub-Topic: Values needed to live family in the family in peace and harmony

Reference: Adeoti, I.A (2012): Current Social Studies for Nigerians JSS 2. pp. 58-59

Instructional Materials: Charts and pictures

Instructional Objectives: By the time lesson comes to an end, individual students should be able, on their own, to:

- (i) Mention values needed to live together in peace in the family
- (ii) Describe how each of the values mentioned enhances peace in the family

Entry Behaviour: Students were previously taught about the relationship existing in the family

Presentation:

Step I: The Research Assistant asks the following questions to arouse students' interest and activate their background knowledge:

- (i) What is a family?
- (ii) What are the advantages living in the family?

Step II: Every student responds to set of questions posed by the Research Assistant

Step III: Research Assistant presents the values needed to live together in the family to the students

- Cooperation is a value needed
- Love
- Compassion
- Tolerance
- Caring and sharing
- Gratitude

Step IV: Research Assistant organizes the students into groups of 3-5 students per group with a leader.

Step V: Research Assistant writes the following questions on the chalkboard to guide students' discussions in their respective groups:

1. What does cooperation involve?
2. Who does a member of the family demonstrate love to in the family?
3. Identify ways by which compassion can be demonstrated in the family and among school mates?
4. How is tolerance demonstrated in a family and school?
5. Identify the components of caring and sharing as they affect peace in the family.

Step VI: Research assistant goes round to monitor students' activities.

Step VII: The whole class reconvenes and each group presents its findings through the group leader.

Step VIII: Research Assistance evaluates the lesson and gives assignment to be done at home.

- (i) Mention the core values needed to live in peace and harmony in family and school.

Assignment:

Look for more values needed to live in peace.

APPENDIX XIII

WEEK 8 - LESSON NOTE (BUZZ GROUP)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Culture

Sub-Topic: Religion – Meaning and Importance

Reference: Adeoti, I.A. (2012): current social studies for Nigerian JSS 2. Pp 65-66.

Instructional Materials: Chart, religious materials (Bible, Quran, Opan Ifa etc)

Instructional Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) Mention different types of religion in Nigeria
- (ii) Describe things our religions teach us

Entry Behaviour: Students are previously taught values needed to live together in the family

Presentation:

Step I: Research Assistant asks the following questions to arouse students' interest and activate their previous knowledge:

- (i) What are the core values needed to live in harmony and peace in the family and school?

Step II: Every student responds to set of questions posed by the Research Assistant

Step III: Research Assistant presents the types of religion in Nigeria and the values religions inculcate in the students

- Religion is the belief that God exists and the several activities that we are involved in as regards our relationship with the worship of God
- Types of religion in Nigeria include Christianity, Islam, and traditional religion
- Values our religion teaches us include love for one another, honesty, selflessness, holiness, tolerance, patience, patriotism, cooperation.

Step IV: Research Assistant organizes the students into groups of 3-5 students, with a leader.

Step V: Research Assistant writes the following questions on the chalkboard to guide students' discussions in their respective groups:

1. What influence does religion play in our daily life? –
 - (i) It affects our behavioural pattern.
 - (ii) Affects the kind of relationship we keep.
 - (iii) Affects our general attitude to life and living.
2. Identify the different types of religion in Nigeria – Christianity, Islam, traditional.
3. Identify how religions in Nigeria can promote peace among the people of Nigeria - (having love for one another, honesty, tolerating one another irrespective of religion, tribe or language etc)

Step VI: Research Assistant moves round to monitor students' activities.

Step VII: The whole class reconvenes and each group presents its findings through the group leader.

Step VIII: Research Assistant evaluates the lesson and gives assignment to be done at home.

- (ii) Identify some of the core values our religion teaches us.

Assignment:

Identify the similarities in our religions in relation to the promotion of peace in Nigeria.

APPENDIX XIV

Teachers' Instructional Guide on Futures Wheel Strategy WEEK 1 - LESSON NOTE (FUTURES WHEEL STRATEGY)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic to be taught: Social Group

Sub-Topic to be taught: Meaning and types of Social Group

Reference: Adeoti, I.A. (2012): Current social studies for Nigerians JSS 2. Pp 3-4.

Instructional Materials: Chart, pictures showing family institution

Instructional Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- Define Social Group
- Mention types of Social Groups
- Identify how members of social group contribute to peaceful living in the

society

Entry behaviour: Students have been taught about social environment

Presentation:

Step I: Researcher makes use of some set of questions in order to introduce the lesson to every student in class to activate their background knowledge.

- (i) What are the two types of peoples' environment? – (physical & social)
- (ii) Mention the components of social environment (all social institutions)

Step II: Teacher presents the topic for discussion on the chalkboard in a circle and gives a brief explanation on it thus:

Social group – a group of people that are united by common goal.

- A collection of people that work towards attainment of common interest
- Involves relationship
- There are primary social group and secondary social group
- Primary social group is made up of smaller number of people that are very close and who know one another very well e.g. family, age group etc.
- Members demonstrate strong feelings for one another in a cordial relationship

- Members of secondary social group are people drawn from varying backgrounds and different strata in the society e.g. rotary club, group of students, company etc.

Step III: Teacher asks the following set of orderly questions to prompt thinking out of the first order from the original topic

1. What is likely to happen first where social group exists? - Interaction

Step IV: Students are allowed to think for few minutes after which they give their answers which are written on the chalkboard and circled.

Step V: Teacher takes the feedback and selects one first order implicating for the first round of brainstorming

Step VI: Teacher repeats the procedure to get to the desired order implication

Step VII: Teacher clears the air on the students' view about the concepts as he/she evaluates the students for further critical analysis by giving them opportunity to work on another new concept.

Step VIII: Teacher allows students to develop their skills by giving them homework for further assessment.

(i) What is social group?

(ii) List out the activities that can be generated from social group which can also enhance peaceful co-existence.

APPENDIX XV

WEEK 2 - LESSON NOTE (FUTURES WHEEL)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Social Group

Sub-Topic: Characteristics of primary Social Group

Reference: Adeoti, I.A. (2012): Current Social Studies for Nigerians JSS 2 pp. 3-4

Instructional Materials: Charts, and pictures of family institution

Behavioural Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) List the characteristics of primary social group
- (ii) Describe how each characteristics promotes peace among the people within a family

Entry Behavior: Students have been taught about the meaning and types of social group

Presentation:

Step I: Researcher makes use of some set of questions in order to introduce the lesson to every student in class to activate their background knowledge.

- (i) What is social group?
- (ii) List the features of primary social group

Step II: Teacher presents the topic for discussion on the chalkboard in a circle and gives a brief explanation on it as follows:

- Relationship
- Common goal or aspirations
- Small number of people
- Strong feelings for one another
- Togetherness

Step III: Teacher asks the following set of orderly questions to prompt thinking out of the first order from the original topic

1. What is likely to happen first where relationship exists?

Step IV: Students are allowed to think for few minutes after which they give their answers which are written on the chalkboard and circled.

Step V: Teacher takes the feedback and selects one first order implicating for the first round of brainstorming

Step VI: Teacher repeats the procedure to get to the desired order implication

Step VII: Teacher clears the air as regards the students' view about the concepts as he/she evaluates the students for further critical analysis by giving them opportunity to work on another new concept.

Step VIII: Teacher allows students to develop their skills by giving them homework for further assessment.

- (i) Describe the effect of each of the characteristics on promotion of peaceful living among the family members.
- (ii) List out different types of family

APPENDIX XVI

WEEK 3 - LESSON NOTE (FUTURES WHEEL)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Group Behavior

Sub-Topic: Meaning and types of Group Behavior

Reference: Adeoti, I.A. (2012): Current Social Studies for Nigerians JSS 2 pp 8-9.

Instructional Materials: Charts showing different types of group behavior

Behavioural Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) Define group behavior
- (ii) Explain how group behavior contributes to peace in the society

Entry Behavior: Students have been taught about the characteristics of primary social group

Presentation:

Step I: Researcher makes use of some set of questions in order to introduce the lesson to every student in class to activate their background knowledge.

- (i) Mention the characteristics of primary social group

Step II: Research assistant presents the topic for discussion on the chalkboard in a circle and gives a brief explanation on it.

Meaning – a unified action of members of a particular group of people directed towards the achievement of particular goals.

Types – mass action and community service

Step III: Teacher asks the following set of orderly questions to prompt thinking out of the first order from the original topic

1. What is likely to happen first where there is mass action to show support for government policy?

Step IV: Students are allowed to think for few minutes after which they are allowed to give their answers which are written in circles around the main circle.

Step V: Teacher selects one first order implication for the first round of brainstorming.

Step VI: Teacher repeats the procedure to get to the desired order implication

Step VII: Teacher clears the air on the students' view about the concepts as he/she evaluates the students for further critical analysis by giving them opportunity to work on another new concept.

Step VIII: Teacher gives more assessments on the skills developed.

(i) Mention what happens where there is mass action to show discontent for government policy.

Assignment:

Name examples of group behavior in Nigeria.

APPENDIX XVII

WEEK 4 - LESSON NOTE (FUTURES WHEEL)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Group Behavior

Sub-Topic: Characteristics of Group Behaviour

Reference: Adeoti, I.A. (2012): Current Social Studies for Nigerians JSS 2 .p. 9.

Instructional Materials: Charts

Behavioural Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) Mention the characteristics of group behaviour
- (ii) Describe the characteristics of group behavior in relation to peace in the society.

Entry Behavior: Students have been taught about the meaning and types of group behavior.

Presentation:

Step I: Research Assistant introduces the lesson by asking questions from the students to activate their background knowledge.

- (i) What do you understand by group behaviour?
- (ii) Mention different types of group behaviour.

Step II: Researcher makes use of some set of questions in order to introduce the lesson to every student in class to activate their background knowledge.

- Characteristics of group behaviour are:-

- (i) Common focus, objective and aspiration
- (ii) Rules, regulation and code of conduct
- (iii) Means of communication
- (iv) Dealings with one another
- (v) Constructive
- (vi) Destruction

Step III: Teacher asks the following set of orderly questions to prompt thinking out of the first order from the original concept

1. What is likely to happen first where there is common focus, objective and aspirations?

Step IV: Students are allowed to think for few minutes after which they now give their answers which are written in circles around the main circle.

Step V: Teacher selects one first order implication for the first round of brainstorming.

Step VI: Teacher repeats the procedure to get to the desired order implication

Step VII: Teacher make clears on the students view about the concepts as he/she evaluates the students for further critical analysis by giving them opportunity to work on another new concept.

Step VIII: Teacher gives more assessments on the skills developed.

(i) Mention the characteristics of group behavior

(ii) Mention how each of the characteristics can affect peace situation in the society

APPENDIX XVIII

WEEK 5 - LESSON NOTE (FUTURES WHEEL)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Group Behavior

Sub-Topic: Benefits of Group Behaviour

Reference: Adeoti, I.A. (2012): Current Social Studies for Nigerians JSS 2 pp 9-10.

Instructional Materials: Charts, pictures

Behavioural Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) Mention the benefits of group behaviour
- (ii) Describe how group behavior promotes peaceful coexistence within the society.

Entry Behavior: Students have been taught about the characteristics of group behaviour

Presentation:

Step I: Researcher makes use of some set of questions in order to introduce the lesson to every student in class to activate their background knowledge.

- (i) What are the characteristics of group behaviour?

Step II: Research Assistant presents the topic for discussion on the chalkboard in a circle and gives a brief explanation on it.

- Benefits of group behaviour
- Means of gauging the feelings of the populace towards some of government policies
- Means of satisfying the interest of a group of people e.g. NLC
- Promotes peaceful coexistence within the society
- Assisting the government to provide social services and amenities
- Means of contributing to the process of taking decisions by the government
- Promotion of economic stability and societal development

Step III: Teacher asks the following set of orderly questions to prompt thinking out of the first order from the original concept:

1. What is likely to happen first where the populace demonstrate their feelings towards some of the government's policies.

Step IV: Students are allowed to think for few minutes after which they now give their answer which are written in circles around the main circle.

Step V: Teacher selects one first order implication for the first round of brainstorming.

Step VI: Teacher repeats the procedure to get to the desired order implication

Step VII: Teacher make clears on the students view about the concepts as he/she evaluates the students for further critical analysis by giving them opportunity to work on another new concept.

Step VIII: Teacher gives more assessments on the skills developed.

(i) How does group behavior promote peace situation in the society?

Assignment:

Find out more benefits of group behaviour to the society.

APPENDIX XIX

WEEK 6 - LESSON NOTE (FUTURES WHEEL)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Living together in the family

Sub-Topic: Relationship in the family

Reference: Adeoti, I.A. (2012): Current Social Studies for Nigerians JSS 2 pp 58-59.

Instructional Materials: Charts, pictures

Behavioural Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) Mention the relationship existing among various groups in the family
- (ii) Describe how the relationship promotes peace in the society

Entry Behavior: Students have been taught about the benefits of group behaviour

Presentation:

Step I: Research Assistant introduces the lesson by asking questions from the students to activate their background knowledge.

- (i) Mention the benefits of group behaviour

Step II: Research assistant presents the topic for discussion on the chalkboard in a circle and gives a brief explanation on it.

- Family – the smallest unit of human association
- Consists of parents, their children and close relations
- Members are related by blood or adoption
- Their relationship are guided by some rules and regulations
- Members have rights to claim and they also have responsibilities towards one another
- Both the young and the elderly ones need each other for mutual assistance

Step III: Teacher asks the following set of orderly questions to prompt thinking out of the first order from the original concept

1. What is likely to happen first where father, mother and children live together?

Step IV: Students are allowed to think for few minutes after which they now give their answer which are written in circles around the main circle.

Step V: Teacher selects one first order implication for the first round of brainstorming.

Step VI: Teacher repeats the procedure to get to the desired order implication

Step VII: Teacher clears the air on the students' view about the concepts as he/she evaluates the students for further critical analysis by giving them opportunity to work on another new concept.

Step VIII: Teacher gives more assessments on the skills developed.

Describe how relationships promote peace in the society

Assignment:

List advantages and gains derived from living peacefully within the family unit.

APPENDIX XX

WEEK 7 - LESSON NOTE (FUTURES WHEEL)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Living together in the family

Sub-Topic: Values that promote living together in the family in harmony

Reference:

Adeoti, I.A. (2012): Current Social Studies for Nigerians JSS 2 Pp 58-59.

Instructional Materials: Charts

Behavioural Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) Mention values that promote living together in the family in harmony
- (ii) Describe how each of the values enhances peace in the family and society in general.

Entry behavior: Students have been taught about the relationship existing in the family

Presentation:

Step I: Researcher makes use of some set of questions in order to introduce the lesson to every student in class to activate their background knowledge.

- (i) How does relationship among different people in the family promote peace in the society

Step II: Research Assistant presents the topic for discussion in a circle drawn on the chalkboard and gives a brief explanation on it.

The values are:

- love – among family member
- cooperation among members
- loyalty – to the family rules and regulations
- tolerance among members
- empathy

Step III: Teacher asks the following set of orderly questions to prompt thinking out of the first order from the original concept

1. What is likely to happen first where family members live together to enjoy peace?

Step IV: Students are allowed to think for few minutes after which they now give their answers which are written in circles around the main circle.

Step V: Teacher selects first order concepts implication for the first round of brainstorming.

Step VI: Teacher repeats the procedure to get to the desired order implication

Step VII: Teacher clears the air on the students' view about the concepts as he/she evaluates the students for further critical analysis by giving them opportunity to work on another new concept.

Step VIII: Teacher gives more assessments on the skills developed.

(i) Mention the core values needed to live in harmony and peace in the family

Assignment:

List five advantages derived from living together in the family

APPENDIX XXI

WEEK 8 - LESSON NOTE (FUTURES WHEEL)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Culture

Sub-Topic: Religion – Meaning and Importance

Reference: Adeoti, I.A. (2012): Current Social Studies for Nigerian JSS 2 pp 65-66.

Instructional Materials: Charts

Behavioural Objectives: By the time lesson comes to an end, individual students should be able, on their own, to:

- (i) Mention different names we call God in different societies in Nigeria
- (ii) Mention how religions promote peace in Nigeria

Entry Behavior: Students have been taught about the values needed to live together in harmony in the family

Presentation:

Step I: Teacher makes use of some set of questions in order to introduce the lesson to every student in class to activate their background knowledge.

- (i) Mention the core values needed to live in harmony and peace in the family and society

Step II: Research Assistant presents the topic for discussion in a circle drawn on the chalkboard and gives a brief explanation on it.

Religion – the belief that God exists

- Involves various activities in worshiping that God
- A strong force that affects our behaviour pattern
- Affects the kind of relationship we keep
- Affects our general attitude to life and living

Step III: Teacher asks the following set of orderly questions to prompt thinking out of the first order from the original concept

1. What is likely to happen first where the concept of religion is well understood and practised?

Step IV: Students are allowed to think for few minutes after which they now give their answers which are written in circles around the main circle.

Step V: Teacher selects one first order implication for the first round of brainstorming.

Step VI: Teacher repeats the procedure to get to the desired order implication

Step VII: Teacher clears the air on the students' view about the concepts as he/she evaluates the students for further critical analysis by giving them opportunity to work on another new concept.

Step VIII: Teacher gives more assessments on the skills developed.

(i) Describe some of the values of peace that our religions teach us.

Assignment:

Identify the similarities among different religions in Nigeria in relation to the promotion of peace in Nigeria.

APPENDIX XXII

TEACHER'S INSTRUCTIONAL GUIDE ON CONVENTIONAL METHOD (TIGCM)

WEEK 1 - LESSON NOTE (CONVENTIONAL STRATEGY)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Social Group

Sub-topic: Meaning and types of social group

Reference: Adeoti, I.A. (2012): Current social studies for Nigerian JSS 2 pp 3-4.

Instructional materials: Charts, pictures showing family and institutions

Behavioural Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) Define social group
- (ii) Mention types of social group
- (iii) Identify how members of social group contribute to peaceful living in the society

Entry Behaviour: Students are taught and they are familiar with their immediate social environment

Presentation:

Step I: Teacher makes use of some set of questions in order to introduce the lesson to every student to activate their background knowledge.

- (i) What are the two types of people's environment?
- (ii) Mention the components of social environment

Step II: Teacher discusses the content of the concept with the students and builds the chalkboard summary

- (i) Social group – a group of people that are united by common goals which they set out to achieve.

- Types include: primary social group, and secondary social group
- Primary social group – a type of closely united relationship
- Works towards attainment of common interest\

- Each member of a social group has roles to play in order to achieve and maintain the goals of the group

Step III: Research Assistant gives students opportunity to copy note summary from the chalkboard into their notebooks.

Step IV: Research Assistant gives an overview of the lesson

Step V: Research Assistant evaluates students based on the lesson taught by asking the following questions below:

1. What is social group?
2. Mention the types of social group
3. How does a member of the social group

Step VI: Teacher concludes the lesson and gives homework.

Assignment:

List the differences between primary social group and secondary social group.

APPENDIX XXIII

WEEK 2 - LESSON NOTE (CONVENTIONAL STRATEGY)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Social Group

Sub-Topic: Characteristics of primary social group and secondary social group

Reference: Adeoti, I.A. (2012): current social studies for Nigerian JSS 2 pp 3-4.

Instructional materials: Charts, pictures showing members of organized labour

Behavioural Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

(i) Mention the characteristics of primary social group and secondary social group

Entry Behaviour: Students are being exposed to the concepts of meaning and types of social group

Presentation:

Step I: Teacher makes use of some set of questions in order to introduce the lesson to every student in class:

(i) What is social group?

(ii) Mention the types of social group

Step II: Teacher gives detail explanation as regards the contents as follows:

(a) Social group: primary social group:-

- Closely knitted relationship
- Made up of smaller number of people
- Members know one another very well
- Strong feelings for one another
- Share their sorrows and joy together
- Examples are family, age group, kinship etc

(b) Secondary group:-

- Formal and organised form of relationship
- Made up of large number of people
- Members don't have intimate, personal or cordial relationship

- Members have different backgrounds
- Examples are Rotary club, Boys scout, Manufacturing company, School etc

Step III: Teacher gives students opportunity to copy note summary from the chalkboard into their notebooks.

Step IV: Teacher gives an overview of the lesson

Step V: Teacher evaluates his/her the students based on the lesson taught by asking the following questions:

1. Mention the characteristics of social group
2. How does secondary social group promote peace in the society?

Step VI: Teacher gives every student homework in order to bring his lesson to conclusion.

- (i) List the type of family you know

APPENDIX XXIV

WEEK 3 - LESSON NOTE (CONVENTIONAL STRATEGY)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Group Behaviour

Sub-topic: Meaning and types of group behaviour

Reference: Adeoti, I.A. (2012): current Social Studies for Nigerian JSS 2 pp 8-9.

Instructional materials: Charts, pictures showing different types of group behaviour

Behavioural Objectives: By the time lesson comes to an end, individual students should be able, on their own, to:

- (i) Define group behaviour
- (ii) Identify types of group behaviour

Entry Behaviour: Students are being exposed to the concepts of social group, their types and characteristics.

Presentation:

Step I: Teacher makes use of some set of questions in order to introduce the lesson to every student in class:

- (i) Mention the types of social group
- (ii) What are the characteristics of secondary social group?

Step II: Teacher discusses the content of the concept with the students as follows:

- Meaning of group behaviour - a unified action of members of a particular group of people directed towards the achievement of particular goals.
- Types – (i) mass action – activities of a particular social group that are directed towards showing support or displeasure over an issue or policy of the government.
- Examples are mass protest and strife.
- (ii) Community service – any form of activities carried out by social groups to address some of the challenges facing the society
- Examples are vigilante group, Rotary or Lion's club etc.

Step III: Teacher gives students opportunity to copy note summary from the chalkboard into their notebooks.

Step IV: Teacher gives an overview of the lesson

Step V: Teacher evaluates his/her the students based on the lesson taught by asking the following questions:

- (i) What is group behaviour?
- (ii) What are the types of group behaviour

Step VI: Teacher gives every student homework in order to bring his lesson to conclusion

Assignment:

List four characteristics of group behaviour

APPENDIX XXV

WEEK 4 - LESSON NOTE (CONVENTIONAL METHOD)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Group Behaviour

Sub-topic: Characteristics of group behaviour

Reference: Adeoti, I.A. (2012): current Social Studies for Nigerian JSS 2 .p. 9.

Instructional materials: charts

Behavioural Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) List the characteristics of group behaviour
- (ii) Describe the characteristics of group behaviour as they determine peace situation in the society

Entry Behaviour: students are being exposed to the meaning and types of group behaviour

Presentation:

Step I: Teacher makes use of some set of questions in order to introduce the lesson to every student in class:

- (i) What is group behaviour?
- (ii) Describe different types of group behaviour

Step II: Teacher gives indepth explanation as regards the contents as follows:

- Has common focus, objective and aspirations
- Has rules, regulations and code of conduct
- Means of communicating the feelings and aspirations of the people to the Government
- Means of dealing with one another
- Has the capability of bringing harmony into the society
- Can be destructive

Step III: Teacher gives students opportunity to copy note summary from the chalkboard into their notebooks.

Step IV: Teacher gives an overview of the lesson

Step V: Teacher evaluates his/her the students based on the lesson taught by asking every student in the class the set of questions under listed below:

- (i) Identify the characteristics of group behaviour
- (ii) In what way(s) do they contribute to the society peace?

Step VI: Teacher gives every student homework in order to bring his lesson to conclusion.

Assignment:

List out some past mass actions in Nigeria and their attendant effects.

APPENDIX XXVI

WEEK 5 - LESSON NOTE (CONVENTIONAL STRATEGY)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Group Behaviour

Sub-topic: Benefits of group behaviour

Reference: Adeoti, I.A. (2012): current Social Studies for Nigerian JSS 2 .p. 9-12.

Instructional materials: Charts, pictures

Behavioural Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) Mention benefits of group behaviour
- (ii) Describe how group behaviour promotes peaceful coexistence within the society

Entry Behaviour: Students are already being exposed to the concept of characteristics of group behaviour

Presentation:

Step I: Teacher makes use of some set of questions in order to introduce the lesson to every student in class:

- (i) What are the characteristics group behaviour?

Step II: Teacher explain vividly the content of the concept with the students as follows:

- Means by which people in government gauge the feelings of people towards government policies
- Means of satisfying the interest of a group of people whose interest may be different from that of the society e.g. NLC
- Promotes peaceful coexistence within the society
- Assists the government in providing social services and amenities
- Means by which every society contributes to the process of decisions making by the government
- Promotion of economic stability

Step III: Teacher gives students opportunity to copy note summary from the chalkboard into their notebooks.

Step IV: Teacher gives an overview of the lesson

Step V: Teacher evaluates his/her the students based on the lesson taught by asking every student in the class the set of questions under listed below:

- (i) Mention five benefits of group behaviour
- (ii) In what ways does group behaviour promote peaceful coexistence among members of the society?

Step V: Teacher gives every student homework in order to bring his lesson to conclusion

- (i) List more benefits of group behaviour

APPENDIX XXVII

WEEK 6 - LESSON NOTE (CONVENTIONAL STRATEGY)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Living together in the family

Sub-topic: Relationship in the family

Reference: Adeoti, I.A. (2012): current Social Studies for Nigerian JSS 2 .p. 58-59.

Instructional materials: Charts, pictures

Behavioural Objectives: By the time lesson comes to an end, every learner should be able, on their own, to:

- (i) Mention the relationship existing among various groups in the family.
- (ii) Describe how the relationship promotes peace in the society

Entry behaviour: Students are familiar with the benefits of group behaviour

Presentation:

Step I: Teacher makes use of some set of questions in order to introduce the lesson to every student in class:

- (i) Mention the benefits of group behaviour

Step II: Teacher explains vividly the contents of the concept with the students as follows:

- Family consists of parents, their children and close relations
- Members are related by blood
- Relationship is guided by rules and regulations
- Members have responsibilities towards one another
- Members enjoy protection, happiness, unity and provision

Step III: Teacher allows the students to copy the chalkboard summary, into their notebooks

Step IV: Teacher gives an overview of the lesson

Step V: Teacher evaluates his/her the students based on the lesson taught by asking every student in the class the set of questions under listed below:

- (i) Give definition of family

(ii) Describe the relationship existing among family members.

Step VI: Teacher gives every student homework in order to bring his lesson to conclusion.

Assignment

(i) List the advantages an individual gains from living in the family

APPENDIX XXVIII

WEEK 7 - LESSON NOTE (CONVENTIONAL STRATEGY)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Living together in the family

Sub-topic: Values needed to live together in the family

Reference: Adeoti, I. A. (2012): Current Social Studies for Nigerian JSS 2 .p. 58-59.

Instructional materials: Charts

Behavioural Objectives: By the time lesson comes to an end, individual students should be able, on their own, to:

- (i) Mention values needed to live together in the family
- (ii) Describe how each of the values enhances peace in the family

Entry Behaviour: Students were previously taught about the relationship existing in the family

Presentation:

Step I: Teacher makes use of some set of questions in order to introduce the lesson to every student in class:

- (i) Describe the relationship existing among family members

Step II: Teacher explains relationships that exist among family members as follows:

Cooperation - family members must cooperate together to help each other

Love – love should exist among family members

Honesty: to defend the cause of the family

Tolerance: to tolerate other members of the family.

Empathy: to have good feelings towards other members of their family

Step III: Teacher gives students opportunity to copy note summary from the chalkboard into their notebooks.

Step IV: Teacher gives an overview of the lesson

Step V: Teacher evaluates his/her the students based on the lesson taught by asking every student in the class the set of questions under listed below:

- (i) Mention the core values needed to live in peace and harmony in the family

(ii) Describe how each of the values promotes peace in the society

Step VI: Teacher gives every student, homework in order to bring his lesson to conclusion

Assignment:

(i) List five advantages of living together in the family.

APPENDIX XXIX

WEEK 8 - LESSON NOTE (CONVENTIONAL STRATEGY)

Class: J.S.S II

Average age of students: 12 years

Duration: 80mins

Topic: Culture

Sub-topic: Religion – Meaning and Importance

Reference: Adeoti, I.A. (2012): Current Social Studies for Nigerian JSS 2 .p. 65-66.

Instructional materials: Charts, religious materials

Behavioural Objectives: By the time lesson comes to an end, individual students should be able, on their own, to:

- (i) Mention different names we call God in different societies in Nigeria
- (ii) Describe benefits of belonging to a religious affiliation.

Entry Behaviour:

Students have been taught about the values needed to live together in the family

Presentation:

Step I: Teacher makes use of some set of questions in order to introduce the lesson to every student in class:

- (i) What are the core values needed to live in peace and harmony in the family?

Step II: Teacher discusses the content of the concept with the students as follows:

Religion - belief that God exists and several activities we are involved in that has direct link with God we worship.

- Affects our behavioural pattern.
- Different ethnic and cultural groups call God different names.
- Types of religion - Christianity, Islam, traditional
- Teaches us the following:

Love for one another

Honesty

Holiness

Selflessness

Tolerance

Patience

Patriotism

Step III: Teacher gives students opportunity to copy note summary from the chalkboard into their notebooks.

Step IV: Teacher gives an overview of the lesson

Step V: Teacher evaluates his/her the students based on the lesson taught by asking every student in the class the set of questions under listed below:

- (i) Give definition of religion
- (ii) Mention three religions in Nigeria.
- (ii) State reasons why religion is very important in Nigeria.

Step VI: Teacher gives every student, homework in order to bring his lesson to conclusion

- (i) Identify the similarities in our religions in relation to the promotion of peace in Nigeria.

APPENDIX XXX

**EVALUATION SHEET FOR ASSESSING TEACHERS' PERFORMANCE ON
THE USE OF BUZZ GROUP STRATEGY (ESATBGS)**

Name of Teacher: _____

School: _____

Date: _____

Guidelines Involved	V Good	Good	Average	Poor	V Poor
	5	4	3	2	1
Teachers information of the lesson whether it is based on students' previous knowledge					
Teacher's potential strength to avail students the opportunity to make use of their intuition to answer questions.					
Development of new concept or idea from the given material. This will be concluded among each group and at the end of their findings, the class generally listens to each group to present their material.					
Teacher gives home work or assignment					

APPENDIX XXXI

**EVALUATION SHEET FOR ASSESSING TEACHERS' PERFORMANCE ON
THE USE OF FUTURES WHEEL STRATEGY (ESATFWS).**

Name of Teacher: _____

School: _____

Date: _____

Guidelines Involved	V Good 5	Good 4	Average 3	Poor 2	V Poor 1
Ability of the teacher to provide students with tasks that require reasoning, using non-routine problems.					
Teacher's ability to maintain balance between the time students spend in discovering new order or ideas by helping students to re-discover concepts and methods through appropriate heuristic approach by providing the necessary environment and aids.					
Ability of the teacher to check back through the steps which lead to answers in case of an error, and to look at alternative approaches.					
Teacher clarifies the students perspective on the concept through which teacher motivates them to make further attempt.					

<p>Teacher's ability to structure institution around carefully chosen skills and provide opportunities to share experiences when developing the skill.</p>					
<p>Teacher's ability to give homework or assignment to students based on intelligent question.</p>					

APPENDIX XXXII

**EVALUATION SHEET FOR ASSESSING TEACHERS' PERFORMANCE ON
THE USE OF CONVENTIONAL METHOD. (ESATCM)**

Name of Teacher: _____

School: _____

Date: _____

Guidelines Involved	V Good	Good	Average	Poor	V Poor
	5	4	3	2	1
Teacher's introduction of the lesson.					
Ability of the teacher to discuss the content of the concept.					
Ability of the teacher to allow students to write the note.					
Teacher's ability to give an overview of the lesson.					
Teacher's ability to ask oral questions in conformity with the concept.					
Ability of the teacher to conclude the lesson.					
Teacher's ability to give homework or assignment.					

APPENDIX XXXIII
MARKING GUIDE FOR STUDENTS' PEACE EDUCATION KNOWLEDGE
TEST

- | | | | |
|-----|---|-----|---|
| 1. | D | 11. | D |
| 2. | B | 12. | C |
| 3. | A | 13. | D |
| 4. | D | 14. | B |
| 5. | A | 15. | B |
| 6. | A | 16. | B |
| 7. | A | 17. | B |
| 8. | A | 18. | C |
| 9. | B | 19. | D |
| 10. | A | 20. | A |