Abstract

Peace education programmes in our secondary school is a very significant aspect of ensuring morality, harmony in personal relations, discipline, and decorum among staff and students. It encourages obedience to laid-down rules and regulations, respect for constituted authorities and cordial working relationship in the school organization. This study is aimed at empirically investigating the challenges of implementing peace education in secondary schools in Bayelsa State. The Study adopted the descriptive survey design. Three research questions and three hypotheses were formulated to guide the study. The population for the study comprised 16,856 SS II Students in the entire State. Sample of 1,540 respondents were drawn for the study using the cluster sampling techniques. The face and content validity of the instrument titled challenges of Peace Education Programme Implementation Questionnaire (CPEPIQ) was ascertained by two experts in the field of Peace and Conflict Resolution. The reliability of the instrument was established through the use of test-retest method and a reliability coefficient of 0.79 was obtained using Pearson’s Product Method Correction Coefficient (PPMCC). The descriptive statistic of mean and standard deviation was used to answer the research questions while inferential statistics of chi-square was used to
test the hypotheses at .05 alpha levels. Findings revealed that lack of teachers and unavailability of instructional materials was challenges to the implementation of peace education programme at the secondary level of education in Bayelsa State, among others. It was recommended among others that, there is need for State Government to employ more peace and conflict personnel in the secondary school.

Keywords: Challenges, Peace, Peace Education, Secondary School.

The concept “Peace” could be defined as a state of tranquility, quiet, harmony in personal relations and disturbance free. Also, it could be seen as a state free of disrespect to human dignity, oppressiveness, disruption and unpleasant thought and emotions (Longman English Dictionary, 2001). Some persons perceive Peace as the absence of war, and war as the absence of Peace. This way of conceptualizing peace is inadequate for the understanding of the culture of Peace since war is only one form of expressing violence. There are some other forms of expressing violence which are not physical, open and direct, and cannot be perceived as such. This has to do with our social conditions such as poverty, high crime rates, excursion, intimidation, oppression, want, fear, corruption, unemployment and many types of psychological pressure man is faced with.

While the concept Education simply refers to the process or act of imparting and acquiring knowledge, facts, skills and ideas. Education is fundamental to peace building. Education for peace, human rights and democracy is inseparable from a style of teaching that imparts to the younger and older generation, attitudes or values of self-respect, dialogue and nonviolence. In other words, the values of tolerance, openness to others and sharing should be the watchword.

According to Aronson (2017), the culture of Peace envisioned by the United Nations calls on all people to be educated to see themselves as a peaceful people with norms that emphasizes cooperation and the resolution of conflicts by dialogue, negotiation and nonviolence. This could only be achieved when the citizens of the society understands the term conflicts or conflicts situation and have the skills to resolve conflicts and struggles for justice nonviolently, live by international standards of human rights and equity, appreciate cultural diversity and respect for each other in a given environment. Such learning could only be achieved with systematic education for peace.

Peace Education plays a decisive role not only in dealing with the violent potentials present within our society which comprised the schools as a mini society but also in containing violence within the international framework of peace.

The United Nation call for peace education within the continents suggests that education in general is important for the establishment of a culture of peace and those
specific sorts of peace education may be of particular importance. This include the expectation that children from an early age, should benefit from education about the values, attitudes, modes of behavior, and ways of live that can enable them resolve any dispute peaceful and in a spirit of respect for human dignity, tolerance and non-discrimination.

Peace education according to Danesh (2006), is based on the presumption that conflict do not necessarily have to escalate violently, that there is no innate readiness for violence, and that war is not a natural phenomenon. He further observed that sufficient man power and refraining from the use of force among human are essential pre-requisite for successful peace education and an essential condition for successful human co-existence. As stated by Dixon and Tredoux (2005), peace education is contributory process in the sustainable development goals, to developing a culture of peace among youths which is based upon a positive and procedural concept of peace that is characterized by a decrease in violence and an increase of fairness. This implies that peace education is aimed at developing a comprehensive culture of tolerance and serves as the foundation for a peaceful coexistence. A culture of peace encourages the values, attitudes, traditions behaviours and lifestyles that rest on the principle of human rights, tolerance and non-violence. This has to be transcended not only through mere explanations but also through personal, social and political actions.

Peace education programme would afford both school children and staff in either formal or informal educational settings to be acquainted with the right skills that would foster harmonious living with others. That is, both staff and student to develop the right and proper attitudes or values towards resolving any arising dispute peacefully through peace education.

According to Bar-tel (2012), school students and staff can as well develop the competence or attitudes and skills through effective implementation of peace education programmes to identify and manage the various factors that can predispose them to reject incidents or violence in the environment they find themselves if instructional materials are made available and adequate.

In Bayelsa State, which is the area of study, not much has been done in initiating a systematic peace education programme in the secondary School system. Although, to some extent, some aspect of peace education is embedded in the civic education scheme of work for secondary school but it has never been organized into a formal process that would have invoke the peace consciousness among staff and students in the secondary school system.

Bayelsa state is one of the 36 states in the Federal Republic of Nigeria, it was established on the 1st October 1996 out of the then old Rivers State. The name Bayelsa is an acronym of three former Local Government Areas namely Brass, Yenagoa and Sagbama in the then Rivers State. Its capital is Yenagoa which is the seat of government. It has a population of 5,267 Adults according to census 2010.
The four main cultural groups and languages in the State are Izon, Nembe, Ogbia and Epie-Attissa. The people are predominately Christians and traditional worshippers. The main occupations of the people are fishing, farming, palm-oil milling, lumbering, trading, palm wine tapping, local gin making, canoe carving and weaving.

The Problem
In recent time, there had been series of complaining in the social media concerning the unwarranted attitudes of secondary school students in the State. The observed attitudes manifest itself in various ways ranging from disrespect to school authorities, fighting, oppression, bullying, stabbing, stealing etc. some students even come to the schools intentionally with some light weapons such as daggers, knives, broken bottles and pistols to cause mayhem to their fellow students.

The schools are primarily not established to be breeding grounds for crime and criminalities among students rather citadels where students are trained to uphold the tenancy of the society or be well equipped to properly fit into the society after graduation. In a bid to arrest the situation, the State Government about two years ago announced the implementation of Peace Education as a core subject in the secondary schools but these unjustified situations still persist.

More worrisome on this issue is the facts that some kidnap suspects awaiting trials are within the age barricade of 15-20 years which is considered as the age for secondary schools. It is against this backdrop that this work was intended to identify some challenges or obstacles in the implementation of Peace Education programme in Bayelsa State.

Purpose of the Study
The primary aim of this study was to investigate the challenges of implementing Peace education programme in secondary schools in Bayelsa State. Specifically, the study sought to ascertain if;

1. Lack of instructional materials is a challenge to implementing Peace Education in the secondary schools in Bayelsa State.
2. Students’ attitudes are challenges to implementing Peace Education in the secondary schools in Bayelsa State.
3. Insufficient teachers are challenges to implementing Peace Education in the secondary schools in Bayelsa State.

Research Questions
To achieve the purpose of this study, the following research questions were formulated;

1. Does lack of instructional materials poses a challenge to implementing Peace Education in secondary schools in Bayelsa State?
2. Does students’ attitude poses a challenge to implementing Peace Education in secondary schools in Bayelsa State?
3. Do insufficient teachers pose a challenge to implementing Peace Education in secondary schools in Bayelsa State?

Hypotheses
The following hypotheses were formulated to guide the study:
1. Lack of instructional materials has no significant influence on the implementation of Peace Education in secondary schools in Bayelsa State.
2. Students’ attitude does not pose any significant influence on the implementation of Peace Education in secondary schools in Bayelsa State.
3. Insufficient teachers do not pose any significant influence on the implementation of Peace Education in secondary schools in Bayelsa State.

Methodology
To achieve the purpose of this study, the descriptive survey design was adopted. The choice of this design was because it gives the researchers the opportunity of obtaining the opinion of the sampled population to infer the opinion on the entire population. A sample size of 1540 was drawn from a population of 16,856 SS2 students using the cluster random sampling technique. An instrument titled ‘Challenges of Peace Education Programme Implementation Questionnaire (CPEPIQ) was used to elicit data from the respondents. A total of 1540 copies of the questionnaires were administered while 1068 copies were retrieved and used to analyze the result. The questionnaire items were subjected to both face and content validity to ascertain its suitability for use by two experts in the field of Peace and Conflict. The reliability was established using the test retest method and a reliability coefficient of 0.79 was obtained using the Pearson’s Product Moment Correlation Coefficient (PPMCC). The descriptive statistics of mean and standard deviation was used to analysis the research questions while inferential statistics of chi-square were used to analyze the hypotheses.

Results
The results from the obtained data were analyzed and presented as follows;

Test of Research Questions
Research Question One: Does Lack of Instructional Material Pose Challenge to Implementing Peace Education in Bayelsa State

Table 1: Mean Analysis for Research Question One

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statements</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are not exposed to principles of peace education due to lack of instructional materials</td>
<td>3.94</td>
<td>1.27</td>
</tr>
<tr>
<td>2</td>
<td>Student failure to apply peace technique is</td>
<td>4.00</td>
<td>1.16</td>
</tr>
</tbody>
</table>
attributed to insufficient equipment

<table>
<thead>
<tr>
<th></th>
<th>Statements</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Lack of instructional materials reduces student interest</td>
<td>3.70</td>
<td>1.27</td>
</tr>
<tr>
<td>4</td>
<td>Peace education do not create desired consciousness in students due to insufficient instructional materials</td>
<td>4.24</td>
<td>.89</td>
</tr>
<tr>
<td>5</td>
<td><strong>Grand Mean</strong></td>
<td><strong>3.97</strong></td>
<td></td>
</tr>
</tbody>
</table>

In table 1, the respondents affirmed that students are not exposed to principles of peace education (3.94), student failure to apply peace technique is attributed to insufficient equipment (4.00), lack of instructional materials reduces student interest (3.70) and peace education do not create desired consciousness in students due to insufficient instructional materials (4.24). This is because the mean values for each questionnaire item is above the criterion mean of 3 from the four points Likert type scale of strongly agree to strongly disagree. Furthermore, the grand mean of 3.97 demonstrates that lack of instructional materials poses challenge to implementing peace education in Bayelsa State?

**Research Question Two: Does Students’ Attitude Pose Challenge to Implementing Peace Education**

**Table 2: Mean Analysis for Research Question Two**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statements</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student attitude to peace education reduces the enthusiasm of curriculum planners</td>
<td>4.22</td>
<td>.85</td>
</tr>
<tr>
<td>2</td>
<td>Students attitude to peace education will limit the impact of the programme</td>
<td>4.09</td>
<td>.99</td>
</tr>
<tr>
<td>3</td>
<td>Students participation in peace programmes is reduced due to their attitudes</td>
<td>3.52</td>
<td>1.56</td>
</tr>
<tr>
<td>4</td>
<td>Frequency of peace programmes in schools is reduced due to their attitudes</td>
<td>2.88</td>
<td>1.39</td>
</tr>
<tr>
<td>5</td>
<td><strong>Grand Mean</strong></td>
<td><strong>3.68</strong></td>
<td></td>
</tr>
</tbody>
</table>

From Table 2, respondents indicated that students’ attitude to peace education reduces the enthusiasm of curriculum planners (4.22), students attitude to peace education limit the impact of the programme (4.09), students’ participation in peace programmes is reduced due to their attitudes (3.52) and reduction in the frequency of peace programmes in schools does not arise from students’ attitudes (2.88) as all the mean values are above the mean benchmark of 3 from the four point Likert type scale response exception the last questionnaire item. In addition, the grand mean of 3.68 demonstrates that students’ attitude poses challenge to implementing peace education.
Research Question Three: Does Insufficient Teachers Pose Challenge to Implementing Peace Education in Secondary Schools in Bayelsa state

Table 3: Mean Analysis for Research Three

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statements</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students do not have interest in peace education programme due to insufficient teachers</td>
<td>3.76</td>
<td>1.39</td>
</tr>
<tr>
<td>2</td>
<td>Student awareness in peace education cannot be sustained due to insufficient teachers</td>
<td>3.81</td>
<td>1.24</td>
</tr>
<tr>
<td>3</td>
<td>No academic achievement could be sustained due to insufficient teachers</td>
<td>2.93</td>
<td>1.55</td>
</tr>
</tbody>
</table>

*Grand Mean* 3.50

From table 3, respondents affirmed that students do not have interest in peace education programme due to insufficient teachers (3.76), student awareness in peace education cannot be sustained due to insufficient teachers (3.81), no academic achievement could be sustained even with insufficient teachers (2.93) as clearly indicated that the mean values are above the mean benchmark of 3 but questionnaire item three. The grand mean of 3.50 demonstrates that insufficient teachers pose challenge to implementing peace education in Bayelsa State.

Test of Hypotheses


Table 4: Chi-Square Test of Significance for Hypothesis One

<table>
<thead>
<tr>
<th>$X^2$ Computed</th>
<th>$X^2$ Critical</th>
<th>Chosen Alpha($\alpha$)</th>
<th>Degrees Freedom(df)</th>
<th>P Value</th>
<th>Remark</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>105.94</td>
<td>9.49</td>
<td>0.05</td>
<td>4</td>
<td>.000</td>
<td>significant</td>
<td>Reject $H_0$</td>
</tr>
</tbody>
</table>

Reject $H_0$ if the $X^2$ computed $\geq$ $X^2$ critical; Reject $H_0$ if the $p \leq 0.05$

In table 4, the $X^2$ computed 105.94 is greater than $X^2$ critical 9.49 with chosen alpha of 0.05 at 4 degrees of freedom. Therefore, the null hypothesis was rejected. This means that lack of instructional materials has a significant influence on the implementation of Peace Education programmes in secondary schools in Bayelsa State.

Table 5: Chi-Square Test of Significance for Hypothesis Two

<table>
<thead>
<tr>
<th>$X^2$ Computed</th>
<th>$X^2$ Critical</th>
<th>Chosen Alpha($\alpha$)</th>
<th>Degrees Freedom(df)</th>
<th>P Value</th>
<th>Remark</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>101.33</td>
<td>9.49</td>
<td>0.05</td>
<td>4</td>
<td>.000</td>
<td>Significant</td>
<td>Reject $H_0$</td>
</tr>
</tbody>
</table>

Reject $H_0$ if the $X^2$ computed $\geq X^2$ critical; Reject $H_0$ if the $p \leq 0.05$

In table 5, the $X^2$ computed 101.33 is greater than $X^2$ critical 9.49 with chosen alpha of 0.05 at 4 degrees of freedom. Therefore, the null hypothesis was rejected. This means that students’ attitude poses significant influence on the implementation of Peace Education in secondary schools in Bayelsa State.


Table 6: Chi-Square Test of Significance for Hypothesis three

<table>
<thead>
<tr>
<th>$X^2$ Computed</th>
<th>$X^2$ Critical</th>
<th>Chosen Alpha($\alpha$)</th>
<th>Degrees Freedom(df)</th>
<th>P Value</th>
<th>Remark</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.96</td>
<td>9.59</td>
<td>0.05</td>
<td>4</td>
<td>.000</td>
<td>significant</td>
<td>Reject $H_0$</td>
</tr>
</tbody>
</table>

Reject $H_0$ if the $X^2$ computed $\geq X^2$ critical; Reject $H_0$ if the $p \leq 0.05$

In table 6, the $X^2$ computed 53.96 is greater than $X^2$ critical 9.59 with chosen alpha of 0.05 at 4 degrees of freedom. Therefore, the null hypothesis was rejected. This means that insufficient teachers pose significant influence on the implementation of Peace Education in secondary schools in Bayelsa State.

Discussion of Findings

The study investigated the challenges of implementing peace education in secondary schools in Bayelsa state. The finding of this study revealed that, there was a significant influence of lack of instructional materials on the implementation of peace education in Bayelsa State. This result is in agreement with the findings of Nnoli (2015) who carried out a study on determinant of failure in safety education in tertiary institutions in Lagos State and observed that, lack of safety equipment and materials was a significant factor that constrain safety education programmes implementation in schools. This finding is also in congruent with the findings reported by Azar (2002) who investigated on the management of protracted social conflict in the school system and one of the observations was that lack of instructional materials is a cursive factor.

The findings of this study also revealed that students’ attitude pose a significant influence on the implementation of peace education programme in Bayelsa State. This finding is in agreement with the findings of Bhardwaj and Arteta (2015) who in their
study on the attitude of medical student towards environmental safety, concluded that the attitude of students towards safety was a challenge to the implementation of safety and other health programmes. Also, this finding is in line with the findings of Rachelle and Hemendez (2013) who carried out an investigation on knowledge and attitude towards safety consciousness among group of students in Saudi Arabia and concluded that attitude of students has significant influence on the implementation of safety education programmes.

The findings of this study also revealed that there is a positive significant influence of insufficient teachers on the implementation of peace education programmes in the secondary schools in Bayelsa State. This finding is in agreement with Khan (2012) who embarked on a study on the position of the class tutors in the implementation of safety awareness in schools and concluded that lack of health and safety tutors in schools would hinder health programmes from achieving their desired goals and objectives.

**Conclusion**

Conclusively, one of the greatest concern human beings has always been confronted with is the peaceful and harmonious living with oneself and others since man is a gregarious animal. Peace is an important aspect of the well-being of man. Without a peaceful environment, man would not be able to carry out his routine daily activities in the school environment and by extension the society. When students and staff are exposed to appropriate Peace education and enlightenment that would arouse their peace consciousness, the rate of unwarranted behaviours in the school environment may be reduced. The findings of this study revealed that lack of instructional materials, attitude of students and insufficient peace education teachers were challenges to the implementation of peace education in secondary schools in Bayelsa State.

**Recommendation**

The following recommendations were made based on the findings of the study.

1. Government, school administrators and stakeholders should as a matter of urgent necessity make the provision for adequate and appropriate instructional materials for the teaching of peace education programmes in the secondary schools. This will help to raise the peace conscious among the students that will promote peaceful coexistence.

2. Parents and schools counselors should prevail on their children and students to have a rethink of their attitudes towards peace education programmes, as this would make them to have positive attitude that would put in place the much needed peace in the schools and the society at large.
3. Government should employ more peace education teachers in the secondary schools. This will help to solve the problem of insufficient teachers with peace background in the secondary school system.

References


