Assessment Of Peace Education Contents In Social Studies Curricula For Effective Citizenship Participation And Moral Development Of Basic Students In Nigeria

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Abstract: The rate of conflicts, crises and violent acts across the globe are seriously affecting all forms of human facets. These have endangered the level of economic growth and development of many nations of the world. Hence, peace education becomes useful instrument through which learners can acquire necessary skills, values and attitudes that will make them tolerate and peacefully coexist with one another irrespective of primordial differences within the justice system. Therefore, the study sought assessment of peace education contents in basic Social Studies curricula for effective citizenship and moral development of basic students in Nigeria. The study adopted descriptive design of survey type. The samples of 606 basic Social Studies teachers were used. A structured questionnaire involving the items related to the subject matter of the study was used for data collection. The findings of the study showed that, Social Studies teachers are aware of relevance of peace education goals in Social Studies curricula. Then, peace education contents in basic Social Studies curricula are sufficient to prepare basic students toward being effective and morally developed as Nigerian citizens. Findings revealed that, Social Studies teachers possessed the pedagogical content knowledge of peace education contents in Social Studies curricula and the basic student are tolerant and exhibit acceptable attitudes that support Nigerian society. However, there were recommendation, that, members of the society should be synthesized through media, conferences, seminar and the likes about the benefits accrued to peaceful coexistence. Basic students should go on excursions to engage directly from crises affected areas in order to learn more about negative effect of crises.

Keywords: Social Studies, peace education, basic student, moral development and citizenship participation.

I. INTRODUCTION

Peace is an integral aspect and generally recognized as one of the vital characteristics of a stable human society. Hence, it is of no doubt, that, no community; society or any nation across the globe can meaningfully grow and develop outside of peaceful coexistence of the people. It is pertinent to note that, to have a peaceful society, the young are vulnerable and need to be exposed to right form of educational curriculum contents that support skills and appropriate values at early age of life as they grow up to adulthood for the sake of communal peace, effective citizenship and political participation. In fact, it is essential to do this, since the younger generation would later grow up into adulthood and mount the positions of leadership and corridors of powers.

Considering the submission of Uko, Igbineweka and Odigwe (2015), that, early stage of learning in life, influences behavioral patterns of individuals in a society. This is in line with the fact that, when there is informed learning at early stage of human life, such a person is privileged and nurtured in spirit, mind and soul. Thereby, being at choice to dislike what ought to hate in violent context and embrace what is good for the sake of peace. UNESCO (2001), in respect to constitution in reference to peace states that, "since wars begin in the minds of men, it is in the minds of men that the defense of peace must be constructed. This means, human's mind should be educated and enlightened in order to be an informed fellow who would embrace peace and shun violence by all possible means.

Miall (2000) conceives peace as the absence of war, respect and tolerance between people. Peace occurs when people are able to manage and resolve their disparities without violence and work together in unity to improve their quality of lives through appropriate justice system. It is highly important to have a just and peaceful society due to immense benefits accrued to peaceful living. According to Ibeanu (2007), supports that, peace should not be merely understood as absence of conflicts, wars or crises but as a creation and maintenance of sustainable just and order in the society through non-violent resolution of conflicts. However, apart from a society been free from war, violence or crisis, everybody ought to maintain justice system in all human relationship. The opinion of Okebukola (2007) is more touching by representing peace as a state of mutual understanding and cooperation regardless of some perceived primordial differences. It shows that, in whatever circumstance, there ought to be a complete maintenance of peaceful agreement among people.

Additionally, one needs not to only consider peace as an ordinary state of being free from conflicts, war or crises but allowing sustainable and just society using conflict free resolution means to create peaceful human existence. Peace, in whatever form, level or environment it operates, is significant, in that, peace is the greatest factor facilitating institutional management toward sustenance of performance, Ebura and Ekpoh (2011). In other word, when there is tranquility and harmony in a society, there is tendency for institutional leadership at different capacities to perform better as to compare with human society filled with persistent crises. This is to establish that, when there is harmonious living among people, it would be reasonably easier for various concerned intuitional settings to plan, grow and develop at their capacities depending on their leadership strength.

With the high level of campaign for peace in many nations of the world, there is still daily occurrence of one form of violent act or the other across the globe. Francis (2007) asserts that, despite the global relevance of peace to societal progress and development, many nations of the world are constantly confronting with conflict situations, which impose severe limitations on both national and international stability, mutual peace and co-existence. Due to this, World Health Organization (2002) describes violence as "the intentional use of physical force or power, threatened or actual, against oneself, another person or against a community that result in or has a high likelihood of resulting to injury, death, psychological harm, mal-development or deprivation." This is to show that, violence can take place in diverse ways and it interrupts the state of peace of either of a man or human society.

Cubukcu and Donmez (2012) argue that, violence is not only intentional physical behavior against another person but also unintentional verbal psychological pressure. Ibeanu (2008), as noted by Nwaubani and Okafor (2015), submitted that, in Nigeria, many conflicts are largely caused by mutual suspicion, ethnic antagonism or separatist tendencies, fear, excessive political, economic rivalry and competition, and even religious restiveness have been witnessed among different peoples and cultures. These have resulted into claiming many lives, destruction of properties and are now affecting peace and stability of Nigeria as a nation.

However, communication plays essential role in either causing existence of peace or conflict in a society. If one investigates the origins of some of the past and present conflicts in Nigeria, it could be because of misunderstanding in communication that leads parties to be angered to one another. Justifiably, communication is the process of exchanging information between or among individuals, groups, institutions or organizations in oral, written, sign forms or through any available means of communication. This enables the sharing of information for many purposes, which includes informing, persuading, motivating or influencing people. Nwogbaga, Nwankwo and Onwa, (2015), concur that, 'effective communication is very essential in the avoidance, prevention, resolution and management of conflicts and crisis in human society'. It enables to bridge the gap where misperceptions and misunderstanding could thrive.

On the other hand, conflict is an essential ingredient for a corrupt society; it enables to move into an ideal state. It forms part of social characteristics in human society. Therefore, there is no community or society, which, has ever existed without a trace or traces of conflicts in its history. Therefore, conflict could be small or big in nature but needs handling with sincerity and positive intentions. Moreover, conflict does not have boundaries, it occurs locally, nationally and international and for a purpose. However, conflicts are inevitable in social relations, but people can approach conflict constructively. When approached constructively and cooperatively, conflict can surface important issues and challenge injustice and brought about ideal and peaceful society.

To attain this, education becomes an essential instrument since it is a tool for character training and weapon for knowledge acquisition that builds and makes one an agent of positivity toward meaningful life and societal building. Obemeata (2003) opines that, education is a process of helping individuals to develop their physical, moral and intellectual abilities. In the view of this, the essence of basic education should quip enough to help the basic students make appropriate judgment, reason well and be morally balance in the context of social living.

In other words, education, which is a process of cultural transmission and preparation for meaningful life, cannot take place if there is nothing to indicate its contents and procedures. Therefore, there is a close link between education and curriculum. In fact, the later constitutes the foundational structure that foregrounds the former. To this end, curriculum is the heart and soul of the education. Mednick (2006), curriculum is all about learning activities that are carefully planned and guided by educational institution involved and carried out by learners in groups or individually, in classroom or off-classroom context.

Kolawole (2006) regards curriculum as a significant factor in the process of imparting knowledge, which summarizes values and skills and foregrounds in specified disciplines, developed in the school, and pass on to the members of society. Since it is not possible to have a school system without a curriculum, same way, there cannot be education without curriculum. Curriculum is crucial and

highly loaded in respect to providing necessary skills, knowledge and desirable behaviour in children.

The integral education is all about developing a whole person, so, the approach to curriculum management, designing, implementing, assessing, should encompasses both technical skills and development of the learner as a whole person (Fish 2013). If this should be the case, then, Social Studies is one of the core subjects for basic students in Nigeria and is the study of man and his environment. Thus, Social Studies is placed in making the learners have the understanding and relate ideally with both humans and their environment for the betterment in respect of their growth and development for the benefit of humanity. Kilinc (2014) considers Social Studies as an integrated study of social sciences and humanities to promote civil competency. This is in line with why Social Studies as a subject to prepare students as disciplined citizens.

Despite the immense benefits attached to exposition to the knowledge of Social Studies, social injustice, war and other forms of violence have long been the features of Nigerian society. Largely, they have resulted into causing death, destruction and horrific suffering of people. Therefore, there is a need to look into peace education contents in basic Social Studies curricula, which ought to be practical way to educate people in respect to solving these human problems and bring about meaningful growth and development in Nigeria.

Ogundele, Musa & Jimba (2015) opine that, peace education is a systematic way of training individual toward non-violence, love, compassion, good welfare, cooperation and good interpersonal relationship. Peace education is a means to acquire skills, values and right form of attitudes to live harmoniously with members of a society. Moreover, for any nation to be positively transformed, progressed and developed, such a nation must be stable and peaceful in all human dealings. In this position, one would realized that, when both the young and adult in the society are trained appropriately in respect to having an in-depth knowledge of peace education, there would be communal rest. Navarro-Castro and Nario-Galace (2008), peace education seeks transformation by building awareness and understandings, developing concerned and challenging personal and social action that will enable people to live, relate and create conditions and systems that actualize nonviolence, justice, environmental care and other peace values.

To this end, Ekwueme and Opara (2008) assert that, in Nigeria, peace education contents have then been fused and integrated into the existing school subjects both at the basic Secondary and at tertiary education levels. At basic education level, with the expectation of promoting peace education through the teaching of some relevant school subjects and in which Social Studies is one of these subjects. The Universal Basic Education (UBE) by virtue of its structure is divided into three distinct levels, namely; the Lower Basic (Primary 1-3), Middle Basic (Primary 4-6) and Upper Basic (JSS 1-3) (Nigerian Education Research and Development Council, 2007; Universal Basic Education Commission, 2008) as noted by as noted by Uko, et al (2015).

In Nigeria, peace education in basic Social Studies curricula should be a ground through which basic students could learn to be tolerant and integrated into becoming responsible Nigerian citizens both at home and abroad. In fact, it would aid the enablement of citizenship education, which allows learning about the rights, responsibilities, how society functions, develop skills, and knowledge of social and political matters. Thus, Eid (2015) realizes that, education for citizenship is important because society needs people who can contribute effectively to the future of their communities, locally, nationally and globally. Since learning is a social process, and every social institution in society must handle it well as to making sure that, everyone learns what is appropriate in order to make sound decisions for societal benefits.

Noonan (2010) asserts that, if people are going to be empowered to make decisions, they must also be prepared to make informed decisions and able to accommodate others who have opinions, which are sometimes radically different from their own. This will give room for peace and making one a participatory and responsible citizen who desires growth and development in the society. In the opinion of Ersoy (2012), citizenship education is a learning process, which continues through whole life and in all aspects of life. It must be noted here that, educating toward been effective and responsible citizens is a lifetime training process. Hence, citizenship education is then a core social responsibility, which ought not to be completely devoted to school system alone but must also, be a major concern to informal system as well. Then, citizen participation in respect to community-based process where citizens work together and make sound decisions would then depend on social and moral values they have acquired in the society, which entails both formal and informal structures.

Justifiably, Social Studies is one of the core subjects in the Nigerian curricula for basic school programmes which explores moral issues in order to provide learners with required skills and the ability to understand values associated with being good, effective and functional citizens. The subject enjoins to play sensitive roles in the moral development of the basic students. Clarken (2006) argues that, morals are the principles that guide behavior. Therefore, if one must be a peace-loving type, one must have attained certain level of tolerance and moral development. However, decline in morality in human society is one of the major problems facing many nations of the world and which needs urgent solution. It calls for needs to building a just society where humans will thrive reasonably well with both material and non-material things for human satisfaction.

Clarken (2007) believes that, teachers are to be model of holistic education, exemplifying the virtues to seek and inspire in their students, in open-mindedness, understanding, love, truth, humility, kindness, tolerance, justice, honesty, fairness, courage, wisdom, trustworthiness and caring. With teachers' help in inspiring the above mentioned and as well showing moral-values in their disposition would help the basic students in developing moral intelligence that would be a guide toward virtuous behavior. Therefore, Olusola & Ajayi (2015) argue that, moral intelligence as the individual capacity to understand right from wrong in order to have strong ethical convictions and to act on them and behave in the right and honorable way. Hence, moral intelligence is a key and vital to moral development.

STATEMENT OF THE PROBLEMS

It is salient to realise that, the essence of Social Studies is meaningfully loaded in respect to making the learners to have in-depth understanding about human relationship and its physical environment. In line with this, peace education in the Social Studies aimed at preparing the basic students as functional citizens who will be able to accommodate and inculcate right form of attitudes in any circumstance as regard to promoting sustainability of peace, effective participation in the ordeal of the society and morally developed for societal growth and development in all facets.

Despite of all the expectations, it is pathetic that, basic students in Nigeria have not fully tapped from the embedded benefits attached to peace education contents in the Social Studies curricula looking at the level of crises, conflicts, violence that have taken nearly all the aspect of human dealings in Nigeria. Moreover, while many of the beneficiaries of the basic education in Nigeria are morally deformed and are not able to participate effectively in the affairs of the state as informed and transformed citizens.

In response to these aforementioned, this study is to integrate several options that would gear toward making and improving basic students in Nigeria to be able to responsibly tolerate and make sound decisions in respect to becoming citizens that would be morally developed and able to participate effectively in the affairs of the state.

RESEARCH QUESTIONS

- ✓ To what extent do Social Studies teachers have awareness of relevance of peace education goals in basic Social Studies curricula in building basic students.
- ✓ To what level do peace education contents in basic Social Studies curricula prepare basic students toward moral development and effective participation of citizens?
- ✓ Do Social Studies teachers have pedagogical content knowledge of peace education contents in basic social studies curricula?

HYPOTHESIS

In relation to the above research questions, the following hypotheses were tested.

Ho1. There is no significant relationship between the knowledge of peace education goals and moral development of basic students.

Ho2. There is no significant relationship between peace education goals and effective citizens' participation among basic students.

THEORETICAL FRAMEWORK

This research engages social constructivism theory to back up the study. Hence, social constructivism focuses on the role social interaction plays in individuals in creating knowledge. Therefore, knowledge formation is a basis for social interaction and consensus. In as much Social Studies deals with study of man and his environment, it is from this perspective that, Social Studies could be effective and its peace education contents becomes helpful to Nigerian basic students for inculcation of culture of peace. Rice and Wilson (1999) support that, Social Studies teachers should encourage their students to engage in collaborative learning, use high-order thinking skills, construct their own knowledge about social concepts, and relate classroom lessons to their lives and experiences. This will create learning community in the classroom that emphasizes on not only improving achievement and learning skills but enhances students to grow mentally (Nuthall, 2000). In this direction, the essence of peace education is achievable by instilling an appropriate behaviour in the learners.

Development of anti-social act is through ill interaction with peers or behavioral deformed people. Teague (2000) argues that, social constructivism is a theory on how people develop and acquire knowledge. The theory assumes that, individual develops understanding, significance and meaning jointly and in collaboration with other human beings. In this regard, Gergen (1995) notes that, the fundamental principle behind social constructivist theory is that, knowledge construction is through the means of social interaction and because of social processes. The individual develops knowledge from their interaction with people around them.

Vygotsky (1978) realizes that, cognitive growth takes place first at a social level and then internalized and used by individual. Roth (2000), states that, the root of individuals' knowledge is through interacting with people and their surroundings before internalized. Therefore, social constructivists believe that, the process of sharing individual perspectives, together with collaborative and social interaction, help in constructing understanding. Construction of total understanding cannot be possible alone within an individual but jointly with social interaction. Social constructivist scholars view learning as an active process and learners need to interact with others in order to discover principles, concepts and facts.

Moreover, social constructivists encourage guesswork and intuitive thinking in learners. Vygotsky (1978) views learning as a continuous movement from current intellectual level to higher level, which is closely approximate to learners' potential. It is with this submission that has shown at glance that, social interaction among basic students plays essential role in making them of what they are. Students who interact with children who have home training and such training cultivated, may possibly behave well than children who associate with peers who are morally deformed. Shrunk (2000) argues that, social constructivism teaching approaches are based on reciprocal teaching, peer collaboration, problem-based instruction, anchored instruction, cognitive apprenticeship, web quests and other teaching methods that incorporate interacting and learning with others. This will further provide students with multiple methods for knowledge acquisition.

Doolittle and Hicks (2001) submit that, social constructivism requires that teachers take a role of a facilitator of knowledge not as a conduit. Teachers should position themselves as facilitators of knowledge through which experiences created and within which students can learn and then guide them through these experiences. Gamoran, Secada and Marrett (2000), confirm that, in social constructivism, the

focus moves from the teachers and contents toward learners. A facilitator should provide guide and give room for appropriate environment for the learner to arrive at their own personal conclusions on issues or matter arising. Di Vesta (1978), concludes that, learning environment ought to be supportive and challenging to learners' thinking. Therefore, the important aspect of it all is to help the learners to become effective thinkers.

II. METHODOLOGY

The research design adopted in this study was a descriptive research design of survey type. The method helped the researcher to having the opportunity of obtaining information from the randomly selected sample size using self-structured questionnaire.

SAMPLE AND SAMPLING TECHNIQUES

The sample used for this study consists of six hundred and six (606) of Social Studies teachers selected through the convenience sampling and simple random sampling techniques from the basic schools that are in the three senatorial districts of Oyo State, Nigeria.

INSTRUMENTATION

This research made use of structured questionnaire for data collection. This questionnaire has section A, B, and C. Section A of the questionnaire involved the personal data of the respondent such as sex, academic qualification, teaching experience and age. Section B and C of the questionnaire contained the items related to the subject matter of the study. The instrument was based on the four point likert scale. Thus, the respondents then asked to what extent they strongly agree, agree, disagree or strongly disagree to the structured items.

DATA ANALYSIS

The procedure used in the analysis of data collections were frequency counts, percentage, mean and standard deviation for the three research questions and the two hypotheses tested on assessment of peace education contents in Social Studies curriculum for effective citizenship participation and moral development of basic students in Nigeria. The descriptive analyses were tabulated based on the data got through the self-structured questionnaire of the study.

III. RESULTS AND DISCUSSION

DEMOGRAPHIC VARIABLES

Gender	Frequency	Percentage
Male	125	20.6
Female	481	79.4
Total	606	100.0

Table 1: Distribution of the respondents by Gender

Table 1 shows that 125 (20.6%) of the respondents were male while their female counterparts were 481 (79.4%)

Academic Qual.	Frequency	Percentage
NCE	102	16.8
B.Ed/B.Sc	367	60.6
M.Ed/M.Sc	129	21.3
Ph. D	8	1.3
Total	606	100.0

Table 2: Distribution of the respondents by Academy qualifications

From table 2, the analysis reveals that 102 (16.8%) of the teachers have NCE, 367(60.6%) with B.Ed/B.Sc, 129 (21.3%) for M.Ed/M.Sc. and Ph. D 8 (1.3%).

Years of experience	Frequency	Percentage
Entry Level	25	4.1
1-5	85	14.0
6-10	205	33.8
11-15	52	8.6
16 and above	239	39.4
Total	606	100

Table 3: Distribution of the respondents by years of experience

From table 3, it shows that 25 (4.1%) is on entry level, 85 (14%) falls between 1-5 years of experience, 205 (33.8%) is between 6-10 years, 52 (8.6%) is between 11-15 years and 239 (39.4%) falls between 16 and above.

Age	Frequency	Percentage
Below 30	59	9.7
31-40	159	26.2
41-50	193	31.8
51 and above	195	32.2
Total	606	100

Table 4: Distribution of the respondents by Age

From table 4, respondents under age 30 is 59 (9.7%), 159 (26.2) falls between 31-40 years, 193 (31.8%) is between age 41-50 while 195 (32.2%) js of age 51 and above.

RESEARCH QUESTIONS

RESEARCH QUESTION 1: To what extent do Social Studies teachers have awareness of relevance of peace education goals in basic Social Studies curricula in building basic students.

S/N	ITEMS	SA	A	S	SD	Mean	Std. D
1	I encourage basic students to cultivate appropriate social behaviour in our society	356 58.7%	250 41.3%	- -	-- --	3.41	0.49
2	I promote obedience to social rules and regulations among basic students in Nigerian space	328 54.1%	277 45.7%	1 0.2%	--	3.54	0.50
3	I educate basic students on their expected civil responsibilities	281 46.4%	325 53.6%	-	--	3.46	0.50

	in Nigerian society.						
4	I provide basic students with knowledge about intercultural understanding.	335 55.3%	271 44.7%	-	--	3.45	0.50
5	I involve in the promotion of national unity and consciousness among basic students for interest of Nigerian nation.	327 54.0%	279 46.0%	-	--	3.54	0.50
6	I help in the enhancement of religious tolerance and respect for beliefs among basic students.	317 52.3%	289 47.7%	-	--	3.48	0.50
7	I encourage acceptable attitudes among Nigerian basic students	165 27.2%	440 72.6	1 0.2%	--	3.27	0.45
8	I partake in imbibing culture of peace in the hearts of basic students for harmonious living.	201 33.2%	388 64.0%	17 2.8%	--	3.30	0.52
9	I train basic students in conflict resolution skills for the benefit of human existence.	289 47.7%	300 49.5%	17 2.8%	--	3.45	0.55
10	I communicate with basic students about the danger in promoting conflicts and violent acts	332 54.8%	200 33.0%	56 9.2%	18 3.0%	3.40	0.78

Key: Strongly Agree (SA) = 4, Agree (A) = 3, Strongly Disagree (SD) = 2, Disagree (D) = 1
Table 5: Responses on the Extent of Teachers Awareness to the Relevance of Peace Education Goals

Summary of the statistics on the extent of teachers' awareness to the relevance of peace education goals

Average % of rating (Strongly Agree) = 48.37%

Average % of rating (Agree) = 49.81%

Average % of rating (Disagree) = 1.52%

Average % of rating (Strongly Disagree) = 0.3%

The data in Table 5 shows the extent of teachers' awareness of relevance of peace education goals expressed as Strongly Agree, Agree, Disagree, Strongly disagree. It could be observed from the table that item 1 and 4 rated the highest with rating 440 (72.6%) and 388 (64.0%) respectively.

From the table, an average % rating of 48.37% (Strongly Agree) and average % rating of 49.81% (Agree) indicated that Social Studies teachers are aware of relevance of peace education goals in basic social studies curricula.

RESEARCH QUESTION 2: To what level do peace education contents in basic Social Studies curricula prepare basic students toward moral development and effective citizens' participation?

S/N	ITEMS	SA	A	D	SD	Mean	Std. D
1	Peace education contents in basic Social Studies curricula enable Nigerian basic students to develop spirit of allegiance and solidarity for Nigerian nation.	212 35.0%	359 59.2%	35 5.8%	--	3.29	0.57
2	Peace education contents in basic Social Studies curricula enhance spirit of unity and peaceful co-existence amongst Nigerian basic students.	311 51.3%	278 45.9%	17 2.8%	--	3.49	0.55
3	Peace education contents in Social Studies curricula enjoin basic students of being tolerant of others in their social interaction.	260 42.9%	312 51.5%	34 5.6%	--	3.37	0.59
4	Peace education contents in basic Social Studies help correct anti-social acts among basic students in Nigeria.	262 43.2%	289 47.7%	55 9.1%	--	3.34	0.64
5	The contents of peace education in basic Social Studies enable the development of corrupt free citizens among basic students	165 27.2%	272 44.9%	134 22.1%	35 5.8%	2.94	0.85
6	Peace education contents in basic Social Studies promote training of basic students in leadership roles	228 37.6%	305 50.3%	73 12.0%	--	3.26	0.66
7	Peace education contents in basic Social Studies help to build responsible and disciplined individuals who will contribute to development of Nigerian nation	386 63.4%	205 33.8%	17 2.8%	--	3.61	0.54

Key: Strongly Agree (SA) = 4, Agree (A) = 3, Strongly Disagree (SD) = 2, Disagree (D) = 1
Table 6: Teachers' responses on the level to which peace education contents in basic Social Studies curricula prepare basic students toward moral development and effective citizens' participation

Summary of the statistics on the Teachers' responses on the level to which peace education contents in basic social studies curricula prepare basic students toward moral development and effective citizens' participation.

Average % of (Strongly Agree) = 42.94%

Average % of rating (Agree) = 47.61%

Average % of rating (Disagree) = 8.46 %

Average % of rating (Strongly Disagree) = 0.83%

Table 6 shows to what level do peace education contents in basic Social Studies curricula prepare basic students toward moral development and effective citizens' participation expressed as Strongly agree, Agree, Disagree, Strongly disagree. It could be observed from the table 6, items 7 and 1 were rated the highest with rating of 386 and 359 respectively.

From the table, an average % rating of 42.97 (Strongly Agree) and average % rating of 47.61% (Agree). This indicated that, peace education contents in basic Social Studies curricula prepare basic students toward moral development and effective citizen's participation.

RESEARCH QUESTION 3: Do Social Studies teachers have pedagogical contents knowledge of peace education contents in basic social studies curricula?

S/N	ITEM	SA	A	D	SD	MEAN	Std. D
1	I use various appropriate examples and analyses in teaching peace education contents in basic Social studies curricula.	162 26.7%	443 73.1%	1 0.2%	--	3.27	0.45
2	I have in-depth understanding of content knowledge of peace education contents in basic Social Studies curricula.	244 40.3%	326 53.8%	36 5.9%	--	3.34	0.59
3	I use appropriate teaching methods during peace education contents classes for basic students.	267 44.1%	322 53.1%	17 2.8%	--	3.41	0.55
4	I use didactic method in teaching peace education contents in basic Social Studies curricula.	209 34.5%	278 45.9%	119 19.6%	--	3.15	0.72
5	I travel on excursion with my basic students to learn from areas affected by conflict and crises	18 3.0%	106 17.5%	289 47.7%	193 31.8%	1.92	0.78
6	I use my pedagogical	174 28.7%	396 65.3%	36 5.9%	--	3.22	0.54
	skills to educate my basic students to practice peace education contents in their social relationship with people.						
7	I make use of appropriate instructional materials to teach peace education contents in basic Social Studies curricula	245 40.4%	299 49.3%	62 10.2%	--	3.30	0.65

Key: Strongly Agree (SA) = 4, Agree (A) = 3, Strongly Disagree (SD) = 2, Disagree (D) = 1

Table 7: Teachers' responses on pedagogical content knowledge of peace education in basic Social Studies curricula

Summary of the statistics on the Social Studies teachers' pedagogical contents knowledge of peace education contents in basic social studies curricula.

Average %of rating (Strongly Agree) = 31.1%

Average %of rating (Agree) = 51.14%

Average %of rating (Disagree) = 13.19%

Average %of rating (Strongly Disagree) = 4.54%

Table 7 shows the extent at which Social Studies teachers have pedagogical contents knowledge of peace education contents in basic social studies curricula expressed as Strongly agree, Agree, Disagree, Strongly disagree. It could be observed from the table that item 1 and 6 rated the highest with rating of 443 and 396 respectively.

From the table 7, an average % rating of 31.1% (Strongly Agree) and average % rating of 451.14 (Agree). This indicated that, Social Studies teachers have pedagogical contents knowledge of peace education contents in basic social studies curricula.

TESTING OF NULL HYPOTHESES

Ho1: What is the relationship between the independent variable (knowledge of peace education goals) and (dependent variable) students' moral development?

Variable	N	Mean	STD. D	Df	R	P-value	Remark
Moral development	606	16.21	4.053	604	0.405	0.000*	sig.
Knowledge of peace education goals	606	17.31	2.093				

* denotes significant relationship at 0.05 level of significant

Table 8: Correlation between knowledge of peace education goals and students' moral development

Table 8 shows that, there is a positive and low significant relationship between the independence variable (teachers' knowledge of peace education goals) and (dependent variable) moral development (r = 0.405), df = 604, P<0.05).

Since P value is less than 0.05, the null hypothesis that stated that 'there is no significance relationship between

teacher's knowledge of peace education goals and moral development of basic students' is rejected.

Ho2: What is the relationship between the independent variable (teachers' knowledge of peace education goals) and students' effective citizens' participation?

Variable	N	Mean	STD.D	Df	R	P-value	Remark
Effective citizens' participation	606	16.39	2.224	604	0.606	0.000*	sig.
Teacher's knowledge of peace education goals	606	17.31	2.093				

* denotes significant relationship at 0.05 level of significant
Table 9: Correlation between teachers' knowledge of peace education and students' effective citizens participation

Table 9 shows that there is a positive and high significant relationship between the independent variable (teachers' knowledge of peace education goals) and (dependent variable) effective citizens' participation (r = 0.606, df = 604, P<0.05).

Since P value is less than 0.05, thus, the null hypothesis that stated that, 'there is no significance relationship between teachers' knowledge of peace education goals and effective citizens' participation of basic students is rejected.

IV. DISCUSSION OF THE FINDINGS

From the research question one, the results revealed that, Social Studies teachers have relevant awareness of peace education goals of peace education contents in the basic Social Studies curricula. The result is in line with the findings of Nwaubuani, and Okafor (2015) who posited that, Social Studies teachers' level of awareness is high and aware of the need to use basic Social Studies curricula to teach peace education and moral related issues. Moreover, this is highly essential in the sense that, Social Studies teachers understand the needful and should intensify more in imparting and helping the student inculcate desirable skills and values that are positive and meaningful in the society.

The research question two, it shows at glance that, peace education contents in basic Social Studies curricula are sufficient to prepare basic students toward effective citizenship participation and moral development. Therefore, it collaborates with Adeniyi (2009) submission, that, Social Studies teachers do not only know the moral relevance of peace education contents in Social Studies curricula but are also grounded on knowledge of the of its core curricula mandate with regard to values and citizenship participation. Hence, Social Studies as a core subject in basic schools helps and sufficient to prepare a child as responsible citizen through its contents and it value-added.

Research question three has shown that, basic Social Studies teachers have pedagogical content knowledge to teach peace education contents in Nigerian basic Social Studies curricula. However, Nwaubani (2009) partly concluded that, the extent to which peace education contents are integrated into present basic education Social Studies curricula are not adequately reflected at JSS level of basic education and even though teachers are aware of its instructional relevance in the classroom. Nwaubani (2009) supported that, basic Social

Studies curricula seem not to be entirely devoid of moral and peace education contents as suggested by some earlier findings. Believing that, these could be because of the integrated philosophy and nature of contents of Social Studies that recommended it been suitable for the inculcation of moral virtues, skills and attitudes required to participate effectively and morally as citizens of Nigeria.

The results of the test of hypothesis one indicated that there is a positive and low significant relationship between the independence variable (teachers' knowledge of peace education goals) and dependent variable (moral development) where (r = 0.405, df = 604, P<0.05). This implies that, teachers' knowledge of peace education goals are positively related to basic students' moral development.

Since P value is less than 0.05, the null hypothesis that stated that 'there is no significance relationship between teacher's knowledge of peace education goals and moral development of basic students' is rejected.

The results of the test of hypothesis two shown that there is a positive and high significant relationship between the independent variable (teachers' knowledge of peace education goals) and dependent variable (effective citizens' participation) where (r = 0.606, df = 604, P<0.05). This implies that, teachers' knowledge of peace education goals are positively related to students' effective citizens' participation.

Since P value is less than 0.05, thus, the null hypothesis that stated that, 'there is no significance relationship between teachers' knowledge of peace education goals and effective citizens' participation of basic students is rejected.

Finally, as submitted by Osho (2002) and Yusuf (2009), conclude that the inherent topical issues and related activities are capable to promote experience for political participation, cooperation and sense of tolerance that are essential and purposeful for interaction among diverse culture of Nigerians.

V. CONCLUSION

This study established the essence of peace education contents in basic Social Studies curricula for the benefit to improving the level of moral development and to making the learners to participate effectively as responsible citizens in Nigerian Society and other part of the world.

However, based on the findings of the study, there was an indication that, basic Social Studies teachers are aware of relevance of peace education goals in basic Social Studies curricula and have pedagogical content knowledge in teaching peace education contents in basic Social Studies curricula.

There was an establishment that, peace education contents in basic Social Studies are sufficient to prepare basic students towards being morally developed and effectively participate as good citizens in Nigeria and any other part in the world.

Moreover, since Social Studies is a sensitive subject and its peace education contents are highly valuable to basic students' moral development and their effective citizenship participation. Then, measure should continuously be put in place in respect to ensuring that qualified teachers teach Social Studies subject at various basic schools. Hence, it becomes the duty of all in the moral development of learners for sake of peaceful co-existence in the society. This will enable us to

actualise the goals of peace education as established in the basic Social Studies curricula.

Additionally, peace education contents in basic Social Studies curricula ought to be more integrated in respect to making basic students more responsible, tolerant and of positive social behaviour beyond basic school level for the benefit of humanity.

VI. RECOMMENDATIONS

✓ Those who are responsible for the administration in basic schools should engineer the habits of supporting Nigerian basic students to embark on excursion to crises affected areas as to learn freshly about the negative effects and implications of conflict or crises on societal growth and development.

✓ Every member of the society need to synthesize the minds of the students and the concerned ones through seminars, conferences, mass media and other educational means on benefits associated to cultivating culture of peace in all social interactions for the purpose of human gains.

✓ Teachers and everyone should position themselves as image of integrity and worthy of emulation for students both in characters and other areas of human dealings.

✓ There must be equality before law and faceless working justice system for enforcing discipline on offenders and lawbreakers irrespective of their status or position in the society.

✓ Government should evenly distribute national resources for the benefits of all rather been sentimental in the course of discharging their constitutional duties and responsibilities for the sake of peace.

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