EFFECTS OF SCAFFOLDING TECHNIQUE ON ACADEMIC PERFORMANCE OF STUDENTS IN PEACE EDUCATION IN COLLEGES OF EDUCATION IN NASARAWA STATE, NIGERIA

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BEING A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL AHMADU BELLLO UNIVERSITY, ZARIA, NIGERIA IN PARTIAL FULFILLMENT OF THE REQUITREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (Ph.D) IN SOCIAL STUDIES EDUCATION

SEPTEMBER, 2016

DECLARATION

I declare that this Thesis entitled "EFFECTS OF SCAFFOLDING TECHNIQUE ON ACADEMIC PERFORMANCE OF STUDENTS IN PEACE EDUCATION IN COLLEGES OF EDUCATION IN NASARAWA STATE, NIGERIA" is the result of my independent investigation, except where I have indicated my indebtedness to other sources. This thesis is written in the Social Studies Section under the supervision of Dr. M. C. Ubah, Dr. Mamman Musa, and Prof. Sadiq, Mohammed.

I hereby certify that this thesis has not already been accepted in substance for any other degree, nor is it being submitted concurrently for any other degree programme.

I hereby give consent for my thesis, if accepted, to be available for photocopying and for research purpose only.

_____ _____

Mohammed Abdul SARKIN-FADA Date

CERTIFICATION

This thesis titled "EFFECTS OF SCAFFOLDING TECHNIQUE ON ACADEMIC PERFORMANCE OF STUDENTS IN PEACE EDUCATION IN COLLEGES OF EDUCATION IN NASARAWA STATE, NIGERIA by Mohammed Abdul SARKIN-FADA PHD/EDUC/41728/2012-2013 meets the requirement governing the award of the degree of doctor of philosophy in social studies of Ahmadu Bello University; and is approved for its contribution to knowledge and literacy presentation.

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I am happy to acknowledge that the views, interpretation and conclusion, along with any omissions, inadequacies that may remain in this work. I take full responsibility of all errors in this work.

DEDICATION

This thesis is dedicated to my Late father Abdu Sarkin-Fada, and late sister Halima Abdu Sarkin-Fada.

ABSTRACT

This study entitled 'Effects of scaffolding technique on Academic Performance of Students in Peace Education in Colleges of Education in Nasaraw State, Nigeria is aimed at inculcating in learners the right type of attitude, knowledge, and skills to help them resolve conflicts using non-violent approach. The study has three objectives, three research questions, and three corresponding hypotheses. The study used the eclectic approach to situate educational theories underpinning Social Studies Education, Harris's (2004) peace education theory, and Vygosky's (1978) Zone of Proximate Development (ZPD) explaining scaffolding technique. The population of the study was 1178 involving N.C.E. II Social Studies of C.O.E. Akwanga, and HIILs C.O.E. Gwanje. The sample size of the study is made up of 90 research participant. The research design for the study is the quasi-experimental research design, the reliability index for instrument is .947 and .80 respectively. Hypothesis one and three, were tested with the use of t-test independent statistic, while hypotheses two was tested using ANOVA. Hypotheses one, was rejected while hypotheses two and three were accepted. The findings of the study revealed that: Scaffolding Technique is effective and more superior to the conventional teaching approach in the teaching of peace education. Scaffolding enhances students' academic performance through cooperative, autonomous, and independent learning. Scaffolding technique is not gender bias. The study made the following recommendations: Colleges of Education, and teachers should adopt scaffolding technique in teaching because scaffolding technique creates an enabling environment where learners can interact in series of learning activities which can lead to better understanding of concepts. Teachers should teach learners' peace education using scaffolding technique, because scaffolding technique allows learners to work in groups, become autonomous, as well as independent learners, this will help in improving their academic performance. Teachers should not discriminate learners based on gender, because scaffolding technique is not gender bias. The study made contributions to knowledge.

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LIST OF ABBREVIATIONS

ACF- Arewa Consultative Forum

AG – Action Group

ANPP- All Nigerian People‟ s Party

APC- Arewa People's Congress (APC)

ASSP-African Social Studies Programme

BB- Bakassi Boys

CAN- Action Congress of Nigeria

CESAC – Comparative Education Study and Adaptation Centre

CHS – Comprehensive High School, Aiyetoro

CL- Cooperative Learning

CREDO- Center for Curriculum Renewal and Education/Development Overseas.

EB- Egbesu Boys

EDC- Education Development Center

IL- Independent Learning

MAMSER -Mass Mobilization for social justice and Economic Recovery

MBF-Middle belt forum'

MDGs-Millennium Development Goals

MKO- More Knowledgeable Others.

MOSOP Movement for the survival of Ogoni people

MOSSOB- Movement for the Actualization of Sovereign State of Biafra

NCE – Nigerian Certificate in Education

NEEDS- National Economic Empowerment and Development Strategies

NERC – Nigeria Educational Research Council

NERDC – Nigeria Educational Research and Development Council

NPC – Northern People's Congress

NPE – National Policy on Education

NSSP- Nigerian Social Studies Programme

NSSSSP- Nigerian Secondary Schools Social Studies,

NYSC – National Youth Service Corps

OPC- Odua People's Congress

PDP- Peoples Democratic Party

PHD- Doctor of Philosophy Degrees in Social Studies.

SAC-Self-Access Centers

SOSAN – Social Studies Association of Nigeria

SOSCEAN- Social Studies and Civic Educators of Nigeria

SSPEAT- Social Studies Peace Education Ability Test

UPE- Universal Primary Education

WAIC- War Against Indiscipline and Corruption

WAI-War against Indiscipline

WANEP- West African Network for Peacebuilding

YEC- Yoruba Council of Elders

ZDP- Zone of Proximate Development

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OPERATIONAL DEFINITION OF TERMS

Autonomous learning	learner ability to take charge of his/her learning.
Gender inequality	male or female dominated society
Independent learning	learning that allows learner to become self-reflective about the learning process, with a direction from the Teacher, Parents or more knowledgeable peers.
Peace education	Teachers teaching about: what is peace, why does it does not exist, and how to achieve it. It includes teaching about challenges of achieving peace, developing non-violent skills and promoting peaceful attitudes
Relative analysis	Assigning research participants into treatment, and control group based on the assessment of infrastructure, manpower, and teacher's qualification, and other variables.

Scaffolding Teacher teaching about Cooperative, Autonomous and independent learning to enhance students' learning outcome.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Peace has been the most crucial issue of human existence from its inception. Beginning from the very first recorded murder, of Abel by his brother Cain - the children of Adam and Eve mentioned in the Book of Genesis - the history of war and bloodshed is nearly as old as the history of humankind. Right up to the present day, we continue to witness outbreaks of violence throughout our war-torn global village (Moons, 2002). Globally, human peace integration and security initiatives have increasingly assumed policy priority necessary for good governance. "Within the frame work of global social system, human peace and security has become a contemporary social issue for understanding global disposition" (Bette, Ude. 2011). The advocate of human security and peace building initiative challenge the conventional notion of national security, they argued that the focal point of security should be the individual. They submitted that a people centered security is a necessary condition for national, regional and global stability (Bette, 2011). This view is collaborated by ElBaradei (2006) who postulates that "human quest for peace is not confine to one region as search for security is still a major concern for people and nations". The current picture of peace, integration and security in a global scale is not encouraging, as the world is becoming increasingly insecure.

The terrorist and the extremist are taking the advantage of advance technology to find new ways of engaging with disaffected youths, they utilize the social network site, radical chat rooms and online video channel. As noted by European commission (2014) "Terrorism in Europe is now found in variety of ideology, this include nationalist and separatist ideology those inspired by Al-Qaida, violent left-wing, anarchist, and right-wing ideology". The crises in Ukraine and Syria points to the fact that insecurity, separatist nationalism and lack of peace can serve as the bedrock for the fall of democratic regimes. "The September 2001 terrorist assaults striking at the heart of the United States of America, the unending spiral of attacks and reprisals between Israelis and Palestinians in the Middle East, and the Kashmir dispute between India and Pakistan, to name but a few (Moons, 2002), are pointers to insecurity across the globe.

Africa is a vast and varied continent, the source of conflict in Africa reflect this diversity and complexity, hence some sources of conflicts are purely internal, some reflect the dynamics of a particular sub-region, and some have important international dimensions" (Agrippa and Ezozo, 2009). Journalistic accounts of wars in Rwanda, Somalia, Sudan, and several other countries of sub-Saharan Africa in the 1990s have raised concern that ethnic cleavages and overlapping affiliations of religion and race may undermine prospects for economic and political development in much of Africa (Osinubi, 2006). The leadership failure in Africa culminate to form the challenges of poverty, corruption, hunger, unemployment which serve as the bedrock for problems of lack peace, integration and insecurity across Africa. The first generation of African leaders had the conviction that political independence would give Africans the opportunity to developed politically, socially and economical, but the reality on ground is contrary to those wild dreams. The devil is in transition" (Reycher in Blagojevic 2009), Synder postulate that "the transition to democracy seem to have facilitated the ethnic conflict, Synder further argued that "a countries first step towards democracy spur the development of nationalism and heightens the risk of war and internal ethnic conflicts" (Synder cited in Blagojevic, 2009).

Nigeria has a land mass of approximately 923,768 square kilometer with an estimated population of 167 million people, it is estimated that there are some 400 ethnic groups of varying sizes and cohesiveness that are to be found in Nigeria. These group for most part, before the British colonial rule had remain largely separated, although some form of interaction inform of trade, religious ties and sometimes politics did occur" (Ikimi, 2006; Aniekwe and Kushie, 2011). The negotiations, competition struggle among divers ethnic group in a given state has the capacity to generate conflicts, even though there are some states who have done well recognizing and managing their multi ethnic configuration while others have not make any remarkable progress. "On October 1, 1960 when Nigeria gained her independence, most African nations thought Nigeria would serve as an example for the rest of the continent. Nigeria could have played that role, but the major setback for the new political development was the introduction of a military regime. Hence, the Nigerian elite started a culture of undemocratic and unaccountable government that has crippled the continent" (Agrippa and Ezozo, 2009). The colonial

legacy and military interventions into the political land scape of Nigeria can be argued as the key factor or a catalyst for the current security challenges the country is witnessing today. EL Rufai (2013) adds:

> "*a little over five years into Nigeria's independence and first republic, a group of young misguided and naïve military officers wipe out nearly all of the nation's political leadership. The bulk of those murdered in January 15, 1966 were leaders from regions and ethnic group other than those where the coup plotters hailed from. This led to mass killings, counter coups, and civil war laid to the foundations for Nigeria's unfortunate political, economic and social trajectory for the ensuring forty plus years".*

Similarly, Falade and Falade (2013) observed that "immediately after independence in 1960, Nigeria witness ethnic based agitation and party politics that strengthened the ethnic bias and intolerance that existed among people from different part of the nation". Ethnicity has become a major challenge to Nigeria's political, economic and social development and a threat to peace, national integration and security. "The prolong stay of military in power has created a very large vacuum in the constitution because the law is not applied, instead the military regime use decree to rule" (Ayittey, 2012), as a result, an ethnic nationalist in Nigeria see his/her self as members of a particular ethnic nationality before identifying himself and herself with a nation" (Aluko and Ajani, 2009). This is the justification for the proliferation of ethnic association and militia groups.

The feeling of attachment to once ethnic group has led to the emergence of ethnic associations and ethnic militia such as " Yoruba council of elders (YCE) Odua people's congress (OPC), Arewa consultative forum (ACF), 'Arewa people's congress (APC), Oheneze Ndigbo; 'Egbesu Boys' 'Bakassi Boys', Middle Belt forum' (MBF), movement for the survival of Ogoni people (MOSOP) South-South people's congress, Union of Niger-delta (UND), (Falade, 2008; Aluko, 2009; Elaigwu, 2013). In addition, there is the emergence of other new deadly ethnic militia groups such as the Ombatse, Eggon ethnic Militia. Another dangerous perspective to national peace, integration and security is the activities of the dreaded group, the Boko haram who kill with impunity. "Around 2002, a group of young Muslim adherent from the North-eastern state of Borno and Yobe in

Nigeria declare that Nigerian state as founded on the basis of unbelief or kurf, a reason which justify in their view, a jihad or Holy war against it. With the name ahlul Sunna lidda'awatiwal jihad, this group's abhorrence to anything western, including culture, value, and educational system earned them the pejorative name of Boko Haram which in Hausa language is roughly translated to mean western education is sin" (Walker, 2012). The killing of male student in Yobe. The recent kidnapping of over 250 female student in a boarding school at Chibok Borno state by Boko haram is the height of insecurity in Nigeria, it has attracted global outrage and condemnation. There is 'rain of Bombs' everywhere. "Apart from the bomb blast of Oct. I, 2010, there have been many bomb-blast including those at the police headquarters and the United Nations Office" (Elaigwu, 2013). "The Nyanya bomb blast, which analysts now refer to as the 14/4 bombing, is so far the deadliest attack on the nation's capital, ever since a 35-year-old Boko Haram member, Mohammad Manga, detonated his bomb-laden vehicle at Police Headquarters, Abuja, on 16 June 2011" (Onuoho, 2014). Back-to-back bomb blast killed at least 118 people and wounded 45 people in the crowded business district of the central Nigerian city of Jos (Reuters, 2014). Nigeria is today in a deep crisis as a result of leadership failure. The result is lack of peace, national unity and security. Citizens in the North-East Nigeria have lost confidence in the government at the center to provide them with security, they have resolve to defend themselves against the rampaging Boko Haram. "Over 200 Boko Haram terrorist killed by local Borno Villagers in fight back" (NigerianWatch, 2014). "Members of a vigilante group in the Madagali town of Adamawa State did not just killed 70 Boko Haram menbers, but they also captured seven alive who they handed over to the police" (FreshGist.com, 2014). This implies that, the legitimacy of government is fast deteriorating. "The search for 'national identity' and 'autonomy' now challenges The legitimacies of the government and the very existence of the state as these searches are in the form of Arm struggle, formation of ethnic militia, religious and ethnic conflict, and terrorism" (Azalahu, Joseph, and Jane 2013). The present Nigerian government have lost the monopoly of the State instrument of violence.

North Central zone of Nigeria is home to Minority Ethnic Groups and the dominant religions are Islam and Christianity it is also home to people from majority ethnic groups making North Central States ethnically diverse, the diversity is mostly not

utilized in a way to bring about meaningful progress, peace, integration and a sense of security to the people in the area. Communal violence have become a common phenomenon. "Between 1991and 2007 there were several outbreak of communal violence in Jos. The two that stand out are those of April 1994 and September 2001. The Jos crisis of 2001 was the beginning of a series of outbreak of communal violence, in Plateau State, continuing in 2002, 2003, and 2004 which generated 250,000 internally displaced persons (IDP's)" (Ostien, 2009). "Investigations, showed that in the Middle Belt, most conflicts are actually over land clashes. In Benue State, 27 of the 32 areas of conflict studied between 1980 and 2001 were over landownership as were 4 out of 6 in Plateau State between 1991 and 2000, 8 out of 13 in Kogi State between 1991 and 2000 and 5 out of 13 in Nasarawa State between 1985 and 2001. Not only were these clashes deadly, but they also tended to last longer than other types of conflicts" (Mvendaga, Antonia, and Habu, 2001). Only in September 2013, while fighting the Boko Haram, President Jonathan ordered the army to go into Nasarawa State, to curb the menace of the Ombatse militants" (Elaigwu, 2013). The consequences of all these violent conflicts in Nasarawa State is that, it has negative effects on student's learning outcomes, because most times when there is violence some students lose their lives, the school academic calendar is distorted, schools closed down, tension amongst students from the conflicting communities, and there is generally lack of mental security among students', this calls for peace education.

The idea of a scaffolded approach to learning is linked to scholars such as Jerome Bruner and Lev Vygotsky. Vygotsky was of the view that children learn by interacting with more knowledgeable others such as adults, older peers, a teacher, or, the internet, Smith, Cowie, and Blades, 2003). According to Yu and Tsai (2013) Scaffolding, a term coined by Wood, Bruner, and Ross (1976) is a form of support to help learners reach pedagogical goals which they may not be able to achieve if unaided. In particular, it attempts to bridge the gap between the learners' current abilities (actual development) and the intended goals (potential development).Raymond (2000) stated that Instructional scaffolding is a teaching approach that underscores the teaching of new skills by engaging pupils collaboratively in tasks that would be too difficult for them to complete on their own. Scaffolding is linked with cooperative, autonomous and independent

learning. In cooperative learning learners in class work cooperatively, engaged in face-to-face interaction, brain storm as well as learning inter-personal and social skills. In autonomous learning, the learners study autonomously charting their way through self-initiated learning and taking charge and control of learning. However, in independent learning, the learner is learning to learn, and become self-reflective about learning processes. The three learning styles can take place under the guidance of a teacher. The teacher becomes more of a facilitator of learning processes.

Vygotsky'ssocio-cultural theory spelt out that social interaction plays an important role in the development of cognition. He believes that learning occurs through participation in social or culturally embedded experiences. In his view, the learner does not learn in isolation, rather learning is strongly influenced by social interactions, which take place in meaningful contexts. Children social interaction with more knowledgeable or capable people and their environment significantly affect their ways of thinking and interpreting situations.

Instructional scaffolding as a teaching strategy depends heavily on the idea that children come to school with pre-existing knowledge, some of which may be incorrect. It is the process of building on what a student already knows that makes scaffolding an effective instructional technique. Olson and Prath (2000) quoted in Azih and Nwosu (2011) noted that in instructional scaffolding, a more knowledgeable other provides scaffolds to facilitate the learner development. The scaffolds facilitate a student ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone. An important aspect of scaffolding is that the scaffolds are temporary. As the learners abilities increase the scaffolding provided by the more knowledgeable person is progressively withdrawn. Finally, the learner is able to complete the task or master the concepts independently (Chang, 2002 as cited in Azih, 2011).

When scaffolding is incorporated in the classroom, the teacher become more of a mentor and facilitator of knowledge rather than the dominant content expert.Although scaffolding is often carried out between the teacher and one student, scaffolds can successfully be used for an entire class. In teaching and learning situations, more

complex content might require a number of scaffolds given at different times to help students master the content. In scaffolded lesson the teacher provide encouragement and praise as well as ask questions and have students explain their progress to help them stay focused on their learning goals.It also enables the teacher to help students become less dependent on instructional supports as they work on tasks and encourage them to practice the task in different contexts.

1.2 Statement of the Problem

Scaffolding technique plays important role in teaching and learning processesas revealed by numerous studies. In spite of its importance, scaffolding technique has long being neglected approach in teaching of social studies education. The processes of employing scaffolding technique on the part of learners and explicitly teaching skills on the part of teachers, has been overlooked. This neglect come through strong emphasis on traditional teaching approach. One of the major difficulties facing education sector in Nigeria is the low level of the academic performance of students in local and standardized examinations. It has become a great concern for researchers, educators and stake-holders in the educational sector over the years. It is observed that students usually fail in examinations due to improper teaching technique, motivation and lack of essential teaching aids for instructional delivery.

Against this backdrop, the researcher is motivated to carry out this study with a view to use scaffolding technique to teach peace education to N.C.E social studies students in order to enhance their academic performance. Thus,this study deemed it necessary to look specifically into the Effects of Scaffolding Technique on Academic Performance of Students in Peace Education in Colleges of Education in Nasarawa State, Nigeria.

The problem areas of this study are stated as follows:

1. Many NCE social studies students lack the strategies to learn cooperatively ina community of learners.

2. Most learners lack interest in learning autonomously because of the difficulty

they encounter in their attempt to self-initiate learning and taking responsibility of their learning.

3. How to make learners learn independently through self-reflection within a cooperative learning group.

1.3 Objectives of the Study

This study is to investigate the Effects of Scaffolding Technique on Academic Performance of Students in Peace Education in Colleges of Education in Nasarawa State, Nigeria. Based on the stated problem of the study, the following objectives were stated:

1. Find out the effects of scaffolding technique on academic performance ofstudents in peace education in Colleges of Education in Nasarawa State, Nigeria.

2. Find out if there is difference in the performance of students in Cooperative Learning, Independent learning, and autonomous learning in peace education.

3. Investigate the effect of scaffolding on the academic performance amongMale and Female students' in peace education in colleges of education in Nasarawa state, Nigeria.

1.4 Research Questions

In line with the objectives of the study, the following research questions were asked

1. What is the difference in the mean performance score in peace education between students taught peace education with scaffolding strategy and those taught using conventional teaching approach in colleges of education in Nasarawa state?

2. What is the difference in the mean performance scores of students in peace education after exposure to Cooperative Learning, Independent learning, and autonomous learning?

3. What is the difference in the mean performance score in peace education between male and female students' taught peace education using scaffolding strategies in colleges of education in Nasarawa state?

1.5 Research Hypotheses

Based on the above stated research questions, the following hypotheses were formulated for the study.

Ho1. There is no significant difference between the mean performance score in peace education between students' taught using scaffolding strategy and those taught using conventional teaching approach in colleges of education in Nasarawa state.

Ho2. There is no significant difference between the mean performances scores of students in peace education after exposure to Cooperative Learning, Independent learning, and autonomous learning.

Ho.3. There is no significant difference between the mean performance scores of male and female students' taught using scaffolding strategies in colleges of education.

1.6. Significance of the Study

The study is significant because it is expected to:

- Help learners to learn cooperatively in the teaching and learning processes.
- Help learners to take charge and control of their learning.
- Help learners to learn independently,set their learning objectives and become self-reflective.
- increased engagement, motivation, and self-efficacy in their academic work
- Greater student awareness of their limitations and their ability to manage them; enabling teachers to provide differentiated tasks for students; and fostering social inclusion by countering alienation.
- It will help to improved communication skills among learners.
-
- The study will give teachers alternative teaching technique when teaching learners a complex concept or topic.
- The result of the study may enable curriculum planers to adequately incorporate scaffolding technique in the NCE social studies curriculum.

- Book writers may include the result of this study to enrich the contents of their books.

1.7 Scope of the Study

The scope of this study comprised of N.C.E II Social Studies students of Nasarawa state college of education Akwanga, and N.C.E II Social Studies students of Hills College of education Gwanje Akwanga. The study adopted the quasi-experimental research design (quantitative and qualitative methods). The study only focused only on 'Effects of Scaffolding Technique on the Academic Performance of Students in Peace Education in Colleges of Education in Nasarawa States of Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

This chapter is devoted to literature review, the reviewed literatures are presented as follows;

- Theoretical frame work
- Peace education theory.
- Relative Deprivation Theory.
- Theories Underpinning Social Studies Education
- Theory underpinning scaffolding: Vygotsky's Theory of Zone of Proximal Development (ZPD)
- Conceptual Elucidation of Social Studies Education
- Objectives of Social Studies Education
- Nature and Scope of Social Studies Education
- History of Social Studies in Nigeria
- Social Studies in Nigeria
- Role of Social Studies Education in National Development
- Concept of Scaffolding
- Features of Scaffolding
- Types of Scaffolding
- Role of Teachers in Scaffold
- Benefit of Scaffolding
- Challenges of Scaffolding
- Concept of Cooperative Learning
- Forms of Cooperative Learning
- Merit of Cooperative Learning.
- Teacher's Roles in cooperative learning
- Students' Roles
- Challenges teachers confront in cooperative learning

- Concept of autonomous learning
- Characteristics of autonomous learners
- Autonomous Learning Activities
- Teacher Autonomy
- Interactions between Teachers and Learners in the Process of Learning Autonomy
- Concept of Individualize Instruction
- Benefits of Individualized Learning
- Challenges in Encouraging Individual Learning
- Students' Roles in Individual Learning
- Teachers Roles in individual learning
- Concept of Peace
- Peace Education
- Goals of Peace Education
- Importance of Peace Education
- Channels of Peace Education
- Forms of Peace Education
- Stages of Implementing Peace Education in institutions of learning
- Stages of Implementing Peace Education in School
- Roles of teachers in peace education
- Challenges of implementing peace education in institution of learning.
- Human Rights
- Human rights in Nigeria
- Human Right Abuse
- Violence against Women in Nigeria
- Gender inequality and Women rights
- Factors Responsible for the Relegation of Women Nigeria
- Cultural and Religious Restraints
- Political Restraints
- Statutory Discrimination
- Child Rights

- Human Right Education
- Concept of conflicts
- Sources of conflict
- Escalation of Conflict
- Level of Conflict
- Factors Militating Against Peaceful Coexistence in Nasarawa States of Nigeria
- Concept of Security
- National Security
- Sources of Insecurity in Nasarawa States in Nigeria
- Nasarawa States and the Challenges of Security
- Review of Related Studies
- Summary

2.02. Theoretical Frame Work

There is no specific or single theory that can explain this study.However, an eclectic approach was explored to give theoretical arguments on social studies education, peace education, national security, and Vygotsky's theory of Zone of Proximal Development (ZPD) explaining scaffold.

2.02.1. Peace Education Theory

The theory underpinning peace education in this study is hinged on Harris' (2004) theory of peace education. The theory hypothesizes Peace Education as Teachers teaching about: what is peace, why it does, and how to achieve it. It includes teaching about challenges of achieving peace, developing non-violent skills and promoting peaceful attitudes" (Harris, 2004). According to Harris (2004) peace education has five main postulates:

1. It explains the root of violence.
2. It teaches alternative to violence.
3. It adjust to cover different forms of violence.
4. Peace its self is a process that varies according to context.
5. Conflict is omnipresent (Universal).

Postulate one, the role of clarion call warm about the hazard of violence: under this postulate, students in peace education classes learn about the 'others' in order to deconstruct the enemy image. Postulate two presents different peace strategies that can be used to address the problem of violence pointed out in postulate one. Peace Educators teach processes such as negotiation, reconciliation, non-violent struggle and the use of treaties and laws that can be used to reduce level of violence. "Peace Education is focused on the importance of peace and its components in the lives of people. Non-violence and brotherhood is about the settlement of conflict through peaceful ways and development of close relationship between individual justice and equity which concerned on the equality of people with regards to opportunity and law" (Alaya-ay, Basang, Fernandez, Sabaduquia, Sambo, and Talaid, 2013). Postulate three explains the Dynamic nature of peace education-as it shift its emphasis according to the type of violence it is addressing. Postulate four embeds Peace education theory and practice within specific cultural norms. Postulate five states that, peace educators cannot eliminate conflicts but they can provide students with valuable skills in managing conflicts. Postulate one and two creates unifying mission for peace education, while three and four diversify topics covered by peace educators" (Harris (2004). (I.e. peace education varies). Postulate five remind us about the role of conflict in our lives. (Conflict is the spice of live)

2.02.2 Relative Deprivation Theory.

To investigate the security challenges, bedeviling, the Nigerian state, and its economy, the Relative Deprivation theory was also adopted for the study. The theory was propounded by Dollard, Neal, and Miller (1939). This theory was propounded as part of efforts to link socio-political and economic inequalities in the society to rebellions and insurrections. As individual and group- based theory of aggression, the relative deprivation theory argues that when expectation outstrips achievement regardless of the absolute levels of economic consumption or the provision of political rights, frustration is generated. Thus, the collective frustration turns to anger and violence (Dollard, Neal, and Miller; 1939). Aggression is the result of blocking, or frustrating, a person's efforts to attain a goal (Friedman, and Schustack, 1999; 204-207). The theory is an attempt to explain why people scapegoat when their frustration cannot be changed, the aggression

gets displaced into a soft or innocent target. For example, if a Man is humiliated somewhere outside his home, and was unable to seek for redress, he may go home and take his anger and frustration out on his family. Relative deprivation theory is also use to explain riots and revolutions, both are caused by poorer and more deprived section of the society who may express their bottled up frustration and anger through violence (Nielsen, 2012).

By implication, this theory guide us to trace the historical antecedence of conflicts, agitations and frequent rise of individuals and groups against each other in Nasarawa states in Nigeria. From the standpoint of the assumptions of Relative Deprivation Theory, we argue that the abysmal failure of the respective Governments in Nasarawa state to address critical challenges of poverty, unemployment, inequality, land dispute, local government and state border disputes, and injustice among others, has generated frustration among citizens most especially the poor. It is the venting out of these frustration that is responsible for the internal insurrection by armed militia groups against the innocent citizens, and the state leading to the wanton destruction of lives and property in Nasarawa states and Nigeria at large. We equally argued that the security threats in some parts of Nasarawa states are indications of abysmal failure of government to play its paramount role of providing security and other essential service to its citizens. To further buttress this argument, unemployment is on the rise, hunger and poverty is now a common phenomenon in Nasarawa states.

2.02.3. Theories Underpinning Social Studies Education

In general terms, several theories are used to form the bedrock or foundation of education in Nigeria. These theories argued Osokoya, 2008) Akinsanya, (2012) are generally referred to as ‘Eclectic’. They are termed eclectic because they do not adhere strictly to a single philosophical foundation. The National Policy on Education (NPE) suggested four approaches to education in Nigeria: a pragmatic approach, an existential approach, an idealistic approach, and a realistic approach (National Policy on Education, 2004). As reported by the National Policy of Education, the ‘realistic’ approach to education is in sync with science, techncal education, and vocational subjects. The teaching and learning of these subjects requires carrying out practical exercises and

experiments usually in the laboratory or work-shop that equips the students' with the ability to observe the natural world and understand cause and effect relationships with a view to make them productive and creative so as carry out the task of nation building. Idealistic approaches to education expose students to subjects that allow them to enter discourses and evaluate evidence or facts as well as making valid judgment: such subjects include History, Political Science, Geography, Literature, the Creative Arts, theater arts, and Music. An existential approach to education is applicable to Religious Studies, where students apply principles and ideas of their religion (Islam, Christianity, or traditional religion) to their own existence or daily lives. Finally, the pragmatic approach (attributed to John Dewey) and closely associated with constructivist approach exposes students to subjects such as Social Studies education which equip them with the understanding and skills to explore the world in which they live" (Kivinen and Ristela, 2003).

From the foregoing, it is evident that social studies education is tied to pragmatic approach to education. Thus, pragmatic approach to education can be strongly argued as being the theoretical foundation upon which social studies education is build. Similarly, the nature of social studies education of being eclectic gives it the mandate to go to other approach to education: such as realist approach to draw concept and ideology and utilize it in social studies education. For instance, social studies education utilizes Information and communication technology (ICT) and mobile learning technologies for effective teaching and learning to enable learners deal with the challenges confronting our ever changing material world today. The world today is driven by mobile technologies (culture) as against ideologies (western or eastern bloc). Social studies education also explores the idealist approach to education, these can be seen in the collection of subjects from other fields of studies that make-up social studies education, for example, Geography , history, sociology, and political science among others. The existential approach to education is applicable to social studies education in terms of the moral lesson that can be gained from subjects such Christian religious knowledge, Islamic religious knowledge and traditional religion that would go a long way to make learners to be up-right morally.

2.02.4. Theory Underpinning Scaffolding: Vygotsky's Theory of Zone of Proximal Development (ZPD).

This studyexplores the Vygotsky's Zone of Proximal Development (ZPD) to explain social studies scaffold. ZPD is one of the three major themes in Vygotsky's Social Development Theory (1978). Social Development Theory envisages that social interaction precedes development where consciousness and cognition is the end product of socialization and social behavior. Vygostky defines the ZPD as "The distance between the actual developmental level as determined by individual problem-solving and the level of potential development as determined through problem- solving under adult guidance or in collaboration with more capable peers" (Vygostky, 1978:86). In other words, ZPD is the distance between the most difficult task someone can do alone and the most difficult task someone can do with help (Vygotsky in Mooney, 2000:83).

In his theory, Vygotsky stresses that interaction is vital for a learner in the edge of learning where the learner can benefit from the interaction to enhance his or her learning achievement. He stresses that interaction between the learner and other more skillful peers could effectively aid in developing the learner's skills, competence, and strategies. Vygotsky did not propose a specific procedure for determining how to locate an individual's ZPD, nor did he specify how to perform dialogic interaction within it. Consequently, those were issues left for his successors to wrestle with. He did, however, briefly mention examples of the work that could be conducted within the ZPD, such as giving demonstrations, asking leading questions, and giving part of a task's solution (Chaiklin, 2003).

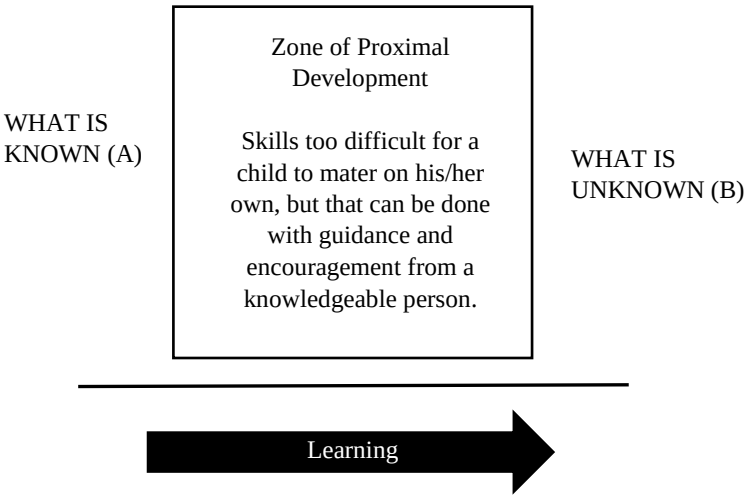


Figure 1. Zone of Proximal Development

Within the context of this study, lecturers in colleges of education in Nasarawa state may include cooperative social studies activities where skillful peers could help less competent learners within the learners' zone of proximal development. These more skillful peers are what Vygotsky terms as the More Knowledgeable Other (MKO). MKO is an important `concept that relates to the difference between what a student can achieve on his own and what the student can achieve with the guidance and encouragement from a more skilled partner. This concept implies that not necessarily higher interlocutors such as lecturers or instructors but other students qualify to be the MKO too. The assistance given by the more skilled learners here is what is also termed as 'scaffolding'. It is worthy to note that, Vygotsky never used the term scaffolding in his theory, but the term was first introduced by Wood, Bruner, and Ross cited in Tharp and Gallimor, (1988) as a metaphor to idealize the role of a teacher. Vygotsky suggests that when a student is at the ZPD, he should receive the appropriate assistance (scaffolding) by an MKO just enough to achieve the task. Once this student gain mastery of the task, the 'scaffolding' may be removed, and he would be able to face the task on his own again. This is likened to scaffolding as a metaphor taken from building construction where the scaffolds are used to support workers to construct a building, and the scaffolds will be removed after the building is completed (Johnson, Christie, and Wardle, 2005).

However, in education, scaffolding can be 'Directive' where students are expected to acquire standard skills and knowledge taught through series of specified

content and strategies designed by an instructor. 'Supportive' scaffolding is a learner-centered strategy where learning ends are determined by the learners' needs, which manifests in instructions tailored to students needs based on their own ability and interest (Lenski and Nierstheimer, 2002). In scaffolding, the ZPD actually serves as a critical concept. ZPD concept was originally applied in face-to-face tutoring but later it was found to be also successful in other settings where computer software could serve as scaffolding support, similarly, mobile phones can as well serve as scaffolding support. One of the most recent studies was one conducted by Zhang and Quintana (2012) who design the Digital Idea-Keeper, a scaffolding software tool to assist students with online inquiry. The software tool resulted in students' online activity to be more systematic, integrated, efficient, continuous, and focused. The online environment which facilitates the students' activity allows them to participate and manage their own learning (Isman, 2004). All these tutoring systems are geared towards scaffolding the learners to reach their projected learning outcomes where assistances are offered based on the learners' individual needs, level and pace within their ZPDs. In scaffolding, the MKO plays a significant role in providing the scaffolding for the learners to deal with their ZPD and the MKOs are usually a more capable peer, a tutor, or a lecturer. However, it is important note that the MKO may not necessarily be in human form. As an example of this, Cook (2010) presents an augmented context for development mediated by mobile phones in re-conceptualizing Vygotsky's notion of ZPD. He argues that the context of learning for the century is augmented and accelerated by mobile devices and technologies through new digital tools and media. This actually supports augmentation as a fundamental way in conceptualizing mobile Learning (Quinn, 2011).

As Vygotsky's Theory of ZPD postulates learning on social interactions in facilitating learners' learning and cognitive development, the theory supports social studies education as social studies also thrives on interaction and communication among individuals for learning too. Interestingly, through the teaching of social studies education, there is a larger repertoire of communication channels which the students could resort to seek help from more 'experts'(MKO) other than their teachers or instructors to interact with in order to meet their learning needs at their own pace in or beyond the classroom walls detached from time constraint. Within the scope of this

study, Vygotsly's ZPD was employed to theorize social studies education which capitalized on interaction where scaffolding serves to aid learners to achieve their learning goals.

2.03. Conceptual Elucidation of Social Studies Education

Clarifying the concept of social studies education is a herculean task, this is so because there is no general consensus and clear cut definition of social studies, however the following scholars made attempts to clarify the concept. "Social studies as the study of man in his environment, it is the study of how man influence and is influenced by his physical, social, economic, political, psychological, cultural scientific and technological environment. It is the study of interrelationships between man and his environment (Adaralegbe, 1975). Kissoock (1981) opined "that social studies is a programme of study which a society uses to instill in the students the knowledge, skills, attitudes and actions it considers important of the relationships human beings have with each other, their world and them", as put by Osakwe (2009) social studies is a contemporary and environmentally focused field of study and therefore provides the learner with requisite knowledge, skills, values, attitudes and competencies to contribute meaningfully to Nigeria's national development.

Viewed from other perspective, Awoyemi and Ndagunnu (2005) are of the view that Social Studies embraces those studies which are concerned with how people build a better life for themselves and their fellow human beings; how people deal with the problems of living together, how people change and are changed by their environment, as put by Ajiboye, Adu and Amosun (2005) Social studies attempts to foster in young learners a better understanding of man's interactions with his physical and social environments. This suggest that focus of social studies is on how man influences his environment and how the environment, in turn, influences him. Similarly, Mansaray (1991) postulates that social studies is concerned with the reciprocal relationship between man and his environment. Ajiboye (2003) in his opinion argued that social studies attempts to study the total realities of man's existence on earth. Usoroh, and Umoetok (2012) adds: "Social studies education as "the study of man in his environment, it is

concerned with the problem of human survival irrespective of the inevitable changing life situations and as a way of life which gives man citizenship education".

The philosophy behind this subject was to make it help solve the numerous problems associated with nation building in Nigeria. The ministry or education (1997) writes: Social studies is the systematic study of an integrated body of content drawn from the social sciences and the humanities. It enables students to develop their knowledge and understandings of the diverse and dynamic nature of society and of how interactions occur among cultures, societies, and environments. Students develop and apply skills as they investigate society, explore issues, make decisions, and work cooperatively with others. The understandings and skills they develop enable them to participate in society as informed, confident, and responsible citizens"

The above definitions of social studies provided by various scholars indicates that there is no general consensus as to what the definition of social studies should be like. This explains why critics of social studies argued that lack of single definition of the discipline is a major short-coming of the subject, it is worthy to note that not only social studies education is confronted with the challenge of multiple definitions by luminaries. Disciplines such as political science, History, sociology, education etc. are also faced with the challenge of not having a single definition. The short comings in the definition of social studies does not reduce or diminish the status of the subject. Because the existing definitions of social studies have provided a microscope for looking at the society's structure and problems with a view to use a more pragmatic approach embedded in social studies education in addressing or solving those problems.

The disciplines that social studies cut across to draw its concept and ideologies includes but not limited to Anthropology, psychology, Geography, Economic, History, etc. what makes social studies unique from other discipline is its ability to draw concept and ideas from other field of studies and then utilize such concept and ideas to positively impact on the attitudes of learners, so as to make them useful to themselves and the society at large. Social studies is a good semblance of in integrated approach to teaching and learning.

2.03.1 Objectives of Social Studies Education

As a developing country, Nigeria is making concerted efforts towards attaining a sustainable development, these effort can only be achieved through a well plan, articulated and sound educational policy. Nigeria's policy makers recognized the imperativeness of education to sustain national growth, development, and progress (Oliver, 2005). Social studies education has a lot of input to make towards the attainment of national objectives, this can be seen in its objectives drawn from the main national objectives of Nigeria as stated in the national policy on education, and linked to Nigeria's philosophy. The main national objectives of Nigeria are:

1. A free and democratic society,
2. A just and egalitarian society,
3. A united, strong and self-reliant nation
4. A great and dynamic economy, and
5. A land of bright and full opportunities for all citizens.

The national objectives to which are linked to philosophy are:

I. The inculcation of national consciousness and national unity,
II. The inculcation of right type of value and attitude for the survival of the individual and the Nigerian society
III. The training of the mind in the understanding of the world around, and
IV. The acquisition of appropriate skills for the, abilities and competence both mentally and physical as equipment for the individual to live in and contribute to the development of the society. (National policy on Education, 2010)

Nwagu (2011) noted that the aim of education in Nigeria is to provide the necessary knowledge skills, attitude, and values to the citizen so as to make them useful to themselves and the society. Specifically, the objectives of education can be broadly assimilation of national consciousness and national unity: and acclimatization of the values and right attitude for the survival of individual and the Nigerian society; and equipment of citizens with the awareness of the world in general". The introduction of social studies education into the Nigerian curriculum content have necessitated a

paradigm shift in the objectives of social studies education that was imbedded in civic education and informal education so as to make meet the need of learners and the Nigerian society. There are many social studies scholars who have provided the objectives of social studies education, however, it is the desire of this study to explore the objectives of social studies education that are affiliated to the promotion of peace, national integration and security,. Thus, the following objectives of social studies education suffices. Gorip (2009) reported the following objectives of social studies.

a. The development in children a sense of cooperation, participation, tolerance, integrity and hard work,
b. Development of self-confidence and initiative based on their understanding of the accomplishment,
c. The development of attitude favourable to national development and willingness to accept change.
d. The development of power of creativity, resourcefulness, imagination, social awareness and critical judgment.

The objectives of social studies provided by Gorip (2009) is plausible because it portrays cooperation, tolerance and integrity and the development of favourable attitude to national development, however, the objectives is silence on civic responsibility and analytical of human conditions. Cordeiro (1995) itemize the following objectives of social studies education:

i. civic responsibility and active participation
ii. Perspective on students own life
iii. Critical understanding of history, geography, economics, political and social institutions and the value of the society.
iv. Critical attitude and analytical perspective appropriate to analytical of human condition.

Collaborating the view of Cordeiro (1995), Aina, Adevaoyin, Obio, and Ahmaduh (1982) asserted that social studies is aimed at, 1, inculcating in children the desire for harmonies leaving through the understanding of the social and cultural diversities in the society. 2, the development of certain skills and abilities which

enable children deal with and manage the forces of the world around them, and 3, the development of understanding of the environment of the student .looking at objectives of social studies from different perspective, Mezieobi (1994) highlighted the following objectives of social studies: the development of national consciousness and commitment as necessary ingredient for nation building. The inculcation of social value and skills for active social life. The development of intellectual skill, knowledge and abilities for better understanding of the immediate and remote environment. Developing rational thinking ability for practical social live. Identifying and resolving problem using problem solving techniques, and promoting value awareness and the utilization of some values in tackling dynamic problems in the society. Similarly, Edinyang, and Dominic (2014) argued that in the Nigerian context, the goals of Social Studies curriculum design is aimed at building a sound and balanced mind as a foundation for functional social education directed towards the development of intelligent, responsible and self-directing citizen. Edinyang (2014) further highlighted the following objectives of social studies education:

I. Self-confidence and initiatives,
II. Power of imagination and resourcefulness,
III. Desire for knowledge and continued learning,
IV. Sense of compassion for the less fortunate
V. Sense of respect for and tolerance of the opinion of others
VI. Social values and attitudes such as: cooperation; participation; interdependence; open-mindedness; honesty; integrity; trustworthiness; diligence and obedience.
VII. A spirit of national consciousness and patriotism (Garb, Singh, Yusuf and Saad, cited in Edinyang, 2014).

Put in another perspective, the aim of Social Studies education is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools ((Mike, 2011: 77). The view of Mike (2011) was supported by Ogechukwu (2011) who opined that the

aim of social studies education is to examine and understand the communities both locally and globally. It equally seeks to study their various heritages, physical systems, interactions and the nature of citizenship within them". In the same vein, Mansaray (1991) maintained that "the basic goals of social studies education are to prepare young people to be humane, rational, skillful in decision making, participating and be made responsible citizens in a world that is becoming increasingly complex and interdependent".

In Nigeria, the Nigerian Education Research and Development Council NERDC (2007) enlisted the following as the working objectives of the social studies education at the basic education and secondary school levels:

i. To enable learners to develop the ability to adapt to the changing environment
ii. To enable learners to become responsible and disciplined individuals capable and willing to contribute to the development of their societies.
iii. To enable learners to inculcate the right types of values. To enable learners to develop a sense of comprehension towards other people, their diverse cultures, history and those fundamental things that make them humans.
iv. To enable learners to develop the capacity to recognise the many dimensions of being human in many different cultural and social contexts and
v. To enable learners to develop sense of solidarity and sharing based on the sense of security in one's own identity.

Dania and Ebor (2013) postulates that "Social studies education from its inception in the Nigerian schools has one of its objectives to develop skills and spirit of co-operation as bases for national unity and development". Civic education is an aspect of social studies education with a refined objectives as highlighted by Uchegbu, Ken, Gbenga, Abdulramaman, and Anyaoha (2009),

i. Developing and transforming the Nigerian youth into effective and responsible citizens by making them law-abiding.
ii. Enabling youth people to imbibe the values, norms, knowledge, actions, and activities that will help Nigeria achieve her Millennium Development Goals (MDGs).

iii. Through Civic Education, the student will learn about systems and institutions of government and democratic processes etc.

iv. It leads to improvement in the quality of good leadership and followership.

v. It empowers young people to be informed active members of their community.

vi. It equips young people with the skill to deal with various social and personal issues, including economic life skills.

vii. Creating awareness of one's rights, duties and obligations as citizens of this great nation and also to appreciate the rights of other citizens.

viii. Through Civic Education, the young people can acquire a sense of loyalty, honesty, discipline, courage, dedication, respect, patriotism, hard work, and to crown it all, the quality of being a good citizen. It inculcates, in students, the spirit of nationalism and desirable habits, values and attitudes.

ix. Civic Education promotes social and political awareness in students, enabling them to appreciate, discuss and contribute to the transformation of their immediate environment and the country in general.

The above stated objectives of social studies education buttress the fact that the subject is all-encompassing and well-articulated to meet the demand of our changing material world, most especially in Nigeria where human interaction and relationship seemed to be skewed negatively towards narrow nationalistic attitudes, such as where you come from, ethnic affiliation, your creed and undemocratic leaving, all these metamorphosed into lack of peace, national integration and security. Social studies education is out to address these challenges of nation building through the implementation of its objectives.

2.03.2. Nature and Scope of Social Studies Education

Social studies is an innovative concept with an eclectic field involving the arts, sciences, technology and social sciences (Usoroh, and Umoetok, 2012), this view is collaborated by Oghonna, Mangvwat, Ogularlafor, Torkaa, lubis, and Buhari (1998) who argued that social studies is a subject that attempt to present knowledge as a whole by utilizing integrated approach. Interdisciplinary in nature.As put by Makinde, (1979)

social studies can draw on the material, methods, and aspiration in history, geography, social anthropology, political science, economics, arts, music, science, social psychology, religion, literature, etc., without having to separate them into categories of learning". Debunking the view of Oghonna (1998) that social studies is a subject, Kissock (1981) argued that "social studies is best conceptualize as a programme of study instead of being seen as a discipline". He further asserts that the programme can be seen as a series of group of courses, a set of experience or arrangement of instructional activities for a central purpose. Social studies should be seen as a creation of the society where it is implemented, because it is usually instituted in respond to needs which are defined by the society". The view of Kissock (1981) can be seen in societies response to a particular problem, for example the introduction of social studies education in Germany was initiated after the world war II as developing new political order, and in Nigeria social studies education was introduced in to the school curriculum to meet or address the numerous challenges bedeviling the country, such as ethnicity, religious intolerance, corruption, and communal clash among others. Oghonna, (1998) postulates that "social studies unique features is the fact that it is viewed as a programme used for achieving the goals defined by the society.

Social studies education has wide content coverage that is geared towards addressing numerous challenges confronting man as he relates within his social milieu and with the physical environment. Affirming this view, Onyabe (1979) and Obebe, (1987) noted that "Social Studies does not only study man in his physical and social environment, but helps the individual to examine, clarify and isolate the need, assets and problems of the society. Social studies education is not fragmented and isolated as people tend to claim, it seeks to prove that all forms of human knowledge are related and contribute essentially to the development of mankind (Okpe, 2015). Okam (1998) argued that "concepts from the social science disciplines and other subject areas constitute the curricular bed-rock of social studies education. These disciplines largely provide the subject matter for dealing with the central issues in citizenship education. Social Studies incorporates history, geography, government and civics, economics, anthropology (social and cultural), as well as fields of study drawn from the humanities (Religion, literature, and the arts). In this, it becomes the ideal discipline for a combination of those fields and

uses them in a manner to develop a systematic and interrelated study of people in societies, past and present. Contents in Social Studies education like other subjects are based on their relevance to the needs and aspirations of a particular society, as noted by Okam (2006:4) Social Studies educator must accept and propagate the view that modern trends in the context of the subject must be developed to solve the problems of the traditional subjects in the approach of curriculum development. Similarly, Gbamanja (2002) noted that the selection of cultural contents which should embrace the needs and aspirations of the society as well as the dynamic nature of the society is an integral part of social studies education. This suggest that the changing needs and aspirations of the society must be embedded in Social Studies curriculum contents, and there is need for social studies educators to accept these realities. Cobin (1983) stipulated that "the various subject areas that make up the contents of Social Studies develop the following area of learner ability.

This includes the cognitive, the affective, and the psychomotor domain. The cognitive laying emphasis on information, concepts, and generalization, the affective emphasizes on the development of positive attitudes, values, morals and beliefs while the psychomotor domain lays credence to the development of skills, vis-a-viz the Physical, intellectual, personal and social development. Adds: Obebe, (1981), "Social Studies does not only study man in his physical and social environment, but helps the individual to examine, clarify and isolate the need, assets and problems of the society. This can be attained through the inculcation of the desired knowledge, skills and values which are the basis of the Social Studies contents.

Onekey important issue captured in Nigerian school curriculum content is peace education. "Peace education is included in Junior Secondary School curriculum under social studies education, and citizenship education is included in Junior Secondary School under civic education. Social Studies and Civic education are art subjects in Nigerian secondary schools. Civic education was introduced in the curriculum of Junior Secondary School to create awareness to young Nigerians on peace, and unity (Ibegbu 2011). In Nigerian schools, peace education components are integrated into the academic curriculum content of some subjects at the secondary and tertiary education levels. In

secondary schools history classes, students learn about past and on-going historical events, the variables for unity in diversity, and the specific contributions of the country's heroes and heroines. Social studies transmits a body of knowledge, skills and values that aim to develop patriotic values around national integration and the promotion of national unity and progress. Some of the topics covered include: conflicts, co-operation, ethnic diversity, socialization, human rights and emergent problems in Nigerian society (Kalagbor and Agabi, 2013).

2.03.4. History of Social Studies in Nigeria

There are different and conflicting account among scholars in Nigeria as to when social studies education was introduce in the Nigerian schools. Obilo (1981) Ezegbe (1987) are of the view that social studies education was firs introduce in Nigeria in the early 1960, Ezegbe (1987) put it in the late 1960s. Osakwe and Itedjere (1993) put it in the mid-1960s. Obebe (1987) is of the opinion that social studies was introduce in Nigeria in the late 1960s.However, debunking these claims on the introduction of social studies education in Nigeria, Mezieobi (1992) argued that "social studies education had been in existence during pre-colonial rule and that prior to colonial era in Nigeria, the goals, content, methodology and evaluative practices met the need and aspiration of the society at that time. What was borrowed was the Concept of social studies". "In the early 1960s, the new approach to Social science content, methods and objectives became known in Africa as 'Social Studies (Merryfield, 1988).

2.03.5. Social Studies in Nigeria

Social Studies has been an integral part of the Nigerian indigenous curriculum right from the earliest times except for certain modifications to accommodate societal dynamics and international prescriptions (Mezieobi, 1992). He further noted social studies was borrowed as a discrete subject in the curricula of primary school. Mezieobi, Reggie-Fubara, and Mezieobi (2008) outline the following as the basic rudiments of traditional or indigenous Social Studies education.

- The learning of the people's local and family history, myths, oral Literature, proverbs and riddles, and the geography of the community and the adjourning neighbourhood
- Respect to elders, honesty and truthfulness, fear of the gods/goddesses, learning of family gods and goddesses;
- Character, values and virtues development and inculcation which Traditional religion encouraged and promoted;
- Instruction on loyalty to the community, recognition of seniority,
- Hospitality to people, cooperation in common tasks, respect for others.

In the Nigerian context, Makinde (1977), Ismaila (1987), Tikuma (2009), postulates that "Social Studies surfaced in 1958 in western region when the subject was introduced into schools through a joint educational programme between the region and the University of Ohio (USA) 'the Ohio project' as it was tagged only affected the western region. This view was contested by (Mezieobi, 2008) who argued that "Social Studies in the formal school setting can be traced to the arrival of Christian missionaries in 1842 and the consequent establishment of the first primary school in Badagry". Worthy of note in the introduction of social studies in Nigeria is the concerted effort of educators from Ohio University which sought to introduce the teaching of social studies into the teachers colleges in the former western region. In 1963 a pilot project was conducted at Aiyetoro comprehensive school. This venture led to a comprehensive development of the first Nigerian Social Studies curriculum at the said school. The roots of contemporary Social Studies in Nigeria have been traced to indigenous education" Awoniyi and Ndagunnu (2005)). Tikuma (2009) observed that subsequent upon the introduction in the western region was a series of curriculum innovation conferences that was held locally and internationally. This among others includes the conference of African educators held in Mombasa (Kenya) in 1968. This conference was organized under the auspices of the education development center (EDC) and the centre for curriculum renewal and education/development overseas. (CREDO).

The conference drew eleven participants from African countries including Nigeria. From this conference emerged African Social Studies Programme (ASSP) and later the Nigerian Social Studies Programme (NSSP). The first post-independence Social Studies

programmes were developed during two major experiments with educational reform in Nigeria. It was based on the recommendations of the Ashby Commission, the Banjo Report and the Dike Report in the early 1960s that the concept of a school that would extend secondary education to the majority of boys and girls as opposed to the academic elite (Adesina, 1977). From the Western region, Social Studies education began to spread to other parts of Nigeria, notably the Northern region. In 1969, the six northern states introduced Social Studies into their educational system under the auspices of Ahmadu Bello University, Zaria. (Onyabe, 1979). He further opined that "the NNTEP, co-sponsored by the Northern Region Ministry of Education and the University of Wisconsin, developed and tested primary school teachers' education materials in five subject areas, including Social Studies education". Later, the Comparative Education Study and Adaptation Centre (CESAC) at the University of Lagos in conjunction with the Ministry of Education in Kwara and Benue-Plateau states organized a dissemination workshop for secondary school teachers in August 1970. One of the outcomes of the August 1970 dissemination workshop was that teachers felt challenged by the demands of the interdisciplinary approach of Social Studies and sought ways of increasing their knowledge. (Adewuya, 1992). Social Studies found its way into the school curriculum in the Eastern Region of Nigeria in 1971 after the Social Studies Association of Nigerian's (SOSAN) conference in April of same year.

The National Policy on Education (1977) was a catalyst in the inclusion of Social Studies into the school curriculum in Nigeria, this is so because it approved the teaching of the subject in both primary and secondary schools. Busari (1992) noted that the implementation of the 1977 and 1981 National Policy on Education subsequently approved the teaching of Social Studies in both primary and secondary schools. Ogundare (2003) noted that the 1971 national Social Studies curriculum for primary schools formed the base from which all state Ministries of Education developed inspiration to produce their particular Social Studies syllabuses. Publishers and writers also used the programme to write textbooks in Social Studies. The first national Social Studies curriculum for primary schools in Nigeria was organized by the defunct Nigerian Educational Research Council (NERC), now known as the Nigerian Educational Research and Development Council (NERDC) after a national workshop on primary

school curriculum in 1971. NERC organised further national workshops in 1972 and 1975 respectively for the successful implementation of the programme and also for standardizing the Universal Primary Education (UPE) teacher training programme in Social Studies. The national primary school Social Studies programme lasted until 1983 when a revised version was published. In 1981 NERC created a panel of experts on Social Studies known as the National Committee on Primary Education Social Studies Curriculum Project. The committee was set up to develop a suitable national Social Studies curriculum for all primary school classes, to conduct a critical review of the existing primary school Social Studies curriculum, (including the 1971 NERC curriculum guidelines) as well as to create instruments to refashion the teaching and learning of Social Studies in primary schools. This led to the 1983 national primary school Social Studies curriculum which lasted only for five years. In 1988, the National Implementation Committee on National Policy on Education in conjunction with the National Primary Education Commission developed a National Social studies curriculum for primary schools and this lasted until 2007. The National Council on Education (NCE) directed the NERDC to restructure and re-align the existing primary and junior secondary school curricula to meet the targets of the 9-Year Basic Education in the context of the National Economic Empowerment and Development Strategies (NEEDS) and the Millennium Development Goals (MDGs) and this curriculum is still in operation today in Nigerian schools. (Sofakin, 2012).

The Nigerian Educational Research Council also organized a series of workshops to design a curriculum for secondary education in Nigeria. On a similar note, the Comparative Education Study and Adaptation Centre (CESAC) in 1982 organized a long vacation Social Studies course for Nigerian secondary school teachers in Kaduna, aimed at improving the quality of Social Studies education in the secondary schools and also to introduce to the participants the Nigerian Secondary Schools Social Studies, Project (NSSSSP). Participants in the course were given copies of the national syllabus for junior secondary schools, which had been formally approved in 1982 by the Joint Consultative Committee on Education (CESAC, 1983). The Nigerian Certificate of Education (NCE) Social Studies syllabus was subsequently developed and in 1974 examined at a workshop held at Ahmadu Bello University Zaria. Various bodies such as the NERDC, CESAC,

and CHS, Aiyetoro have played significant role in making social studies education what it is today, moving from strength to strength, and capable of addressing the challenges confronting our changing material world. Social studies education is now offered in at the primary school level, junior secondary school (and now in the senior secondary school based on the new curriculum), NCE, BE.d, post-graduate diploma, master's degree, and Doctor of Philosophy degrees in Social Studies. (Ph.D). most recently there is transition from SOSAN to social studies and civic educators association of Nigeria (SOSCEAN)

2.03.6. Role of Social Studies Education in National Development

In ensuring that the national problem of lack of peace and security in Nigeria is addressed, Social studies education as a problem solving subject can play a vital role in bringing about sustainable peace and security in north central Nigeria and Nigeria as a whole. Since war begins in the minds of men, it is the minds of men that defense of peace must be constructed (UNESCO, 2009). Social studies education as a contemporary and society focused field of study that provides the learners with knowledge, skills, values, positive attitudes and competencies to contribute to national development in Nigeria. Social studies education can enhance the changing of the mind of the learner from evil or bad deeds to good, from conflict to resolution of conflict, from war to peacemaker and symbol of national integration (Dania, 2013). Corruption is bane of Nigeria's development in virtually all sphere of life. Social studies education by virtue of its nature and content can be able to bring about the desired change and national transformation because it places premium on corruption prevention, avoidance, resistance, non-indulgence or abhorrence via right character propelled self-discipline as against coercive discipline of the anti-corruption efforts or commissions (David and Eloma, 2012). This view is collaborated by Ken Mezieobi who outlined the understated as ways social studies can bulldoze corruption impeding Nigeria's national transformation:

1. The study of social studies, particularly some of the new frontier areas i.e. civil education and citizenship education, will expose its beneficiary to all socio-civic competence and effective citizenship such as inspiring feelings of patriotism, and these will make them socially distant from corruption and corrupt induced practices, temptations, incentives and circumstances.

2. The study of social studies will inculcate worthy attitudes and habits (worthy character development) that will go a long way in eliminating corruption and instituting needed changes for national transformation.
3. Through the enter-educate instructional mode in social studies, corruption inhibiting educative content can be taught in an informal entertainment looking situation through educational miming, entertainment oriented, students' group, social-drama or creative dramatic, storytelling, music, songs, dances, playlist, role – playing, educational simulation, recorded video films or tapes as used in Venezuela and Hong Kong which can be replayed from time to time at the relaxation whims of the students. The effects of the language vision oriented enter educate instructional mode in social studies delivery with regard to arousing emotions, inner conviction, feelings and resistance against temptation to indulge in corruption and all it is synonymous with such as moral decay or depravity, organized begging, chameleonic praise signing, lasciviousness and squander mania and enhancing interest and acceptance of positive change and tremendous.
4. The social content area of social studies curriculum debunks social maladies such as corruption.
5. Social studies education in its integrated holistic frame, as against the other subjects in their separate fragments, is in a better positions to analyze the parameters of massive corruption in Nigeria viewing it as an integral whole and equipping the learner with cognitive skills to proffer well thought out recommendations that will defuse corruption and place national transformation on the right pedestal. (Mezieobi, 2012 cited in David 2012).

Nigeria is culturally diverse, with over 400 languages and dialects and these cultural groups live in different geographical locations. Most Nigerians are loyal to their tribe (forming a nation in nation), religion, region, states and political parties, this sometimes metamorphose into political crises as a result of competition over the control of scares economic resources. In order to promote peaceful coexistence among these diverse ethnic group, it has become imperative to explore social studies education as a means to integrate people and to build a nation where every citizen of the country would be proud

of. Attempt to bring together the various parts to form a whole is integration (Jekayinfa, 2002). The Nigerian government had made giant stride at different time to promote unity among the various ethnic groups in Nigeria, such as the establishment of the National Youth Service Corps (NYSC), the establishment of a Joint Admission and Matriculation Board (JAMB), introduction of the federal quota system in the Nigerian constitution, establishment of federal institutions in some states of the federation, promotion of national sporting activities, inculcation of patriotism into Nigerian citizens through the introduction of schemes such as War Against Indiscipline (WAI), Mass Mobilization for Justice, Self-Reliance and Economic Recovery (MAMMSER), War Against Indiscipline and Corruption (WAIC) and most prominently the teaching of Social Studies education in our schools at all levels.

Social Studies is value laden because of its variety of sources of concepts and ideology, it serves as catalyst for most of these steps that have been taken by the successive government to foster national unity in Nigeria, notably in programmes introduce to inculcate the spirits of patriotism into the Nigerian citizen, for example war against indiscipline and corruption (WAIC). The Social Studies curriculum is well designed and articulated to meet the demands of various schemes in anticipation of a better, big, strong, self-reliant and a prosperous Nigeria.In the pre-colonial and during the colonial era, the type of educational system offered in schools to Nigerian pupil was not adequate and do not meet the needs and aspiration of the society, it was tailored to meet the demands of the missionaries and the colonial masters, this had significant impact on the attitude of most Nigerian citizen who had access to education, even today it can be seen in the attitude of most Nigerians, where they rely heavily on the Government to provide unavailable jobs.

In this regards, social studies education curriculum is design to cater for the need of the Nigerian society by way of changing the attitude of learners positively. “Education for self-reliance” or “Education for self-development” which can be found in all reviewed national policies of education manual up to date, however, modern educators believe that the starting point of adequate skills development should be concentrated on children ability to develop cognitive and affective concepts, skills and attitudes (Nmon, 2011).

2.04. Concept of Scaffolding

The idea of a scaffold approach to learning can be traced to scholars such as Jerome Bruner and Lev Vygotsky. Vygotsky was of the opinion that children do not operate in isolation but learn by interacting with more knowledgeable others (an adult, an older peer, a teacher, or, perhaps today even the internet) (Smith, Cowie, and Blades, 2003). Bruner is in support of Vygotsky's view that society provides the tools that enables a child to develop his/her thinking beyond his/her chronological age, and he also developed Vygotsky's ideas further by calling the role that knowledgeable others play in helping a child to learn as a 'loan of consciousness' - a scaffold (Smith, 2003). Scaffold functions as a tool that allows learners to accomplish a given task). In the context of education it serves as a framework to help the student step beyond age-related limitations by breaking up the learning into chunks and then providing a tool, or structure through which a child can gradually build up knowledge. Hence, support and the helpful interactions between the teacher and the learner provide a step by step approach through which a child can gradually build up knowledge to enable him/her to perform beyond their independent efforts, where the support is not given the reverse would be the case. "Instructional scaffolding is a learning process designed to promote a deeper level of learning, it is the support given during the learning process which is tailored to the needs of the learner with the intention of helping the learner achieve his/her learning goals (Sawyer, 2006).

In a social interaction, a knowledgeable participant can create by means of speech and supportive conditions in which the student (novice) can participate in and extend current skills and knowledge to a high level of competence (Donato, 2000).Similarly, (Turku, 2008) postulates that scaffolding is an instructional structure whereby the teacher models the desired learning strategy or task then gradually shifts responsibility to the students. Turku (2008) and Sawyer's (2006) emphasized the explicit support giving to learners in learning processes to enhance their performance without looking at the implicit aspect of scaffold. Podolefsky, Moore, and Perkins (2014) argued that "Scaffolding can be implicit or explicit, the implicit scaffolding is neither written nor verbal, but is built into the design of the learning environment or the learning tool itself.

By incorporating implicit scaffolding, the learning environment or tool can support students to learn and move into their ZPD with minimal explicit guidance from a teacher or more knowledgeable other. Podolefsky Furthermore noted that, implicit scaffolding can provide an inherent flexibility that can support students along varied, individualized learning trajectories, fulfilling the need for adaptability in scaffolding". "Scaffolding as a metaphor in teaching and learning describes a system of temporary guidance offered to the learner by the teacher, jointly co-constructed, and then removed when the learner no longer needs it" (Boblett, 2012).

From the foregoing, we can infer by conceptualizing scaffold as teacher: teaching about cooperative learning, autonomous, and individual learning where the teachers serves as a support provider in teaching and learning process to ensure that learners have achieve their learning goals. Through interaction, the notion of scaffolding is introduced to describe how learners were aided in achieving their learning goals (Abdullah, Hussin, Zakaria, 2013). Instructional scaffolding can be utilizes in various context such as in giving advice to students, and providing coaching or assistant. These support or assistance are removed gradually to make learners develop a form of autonomous learning that can help in developing their three domains of learning (cognitive, effective, and psychomotor). The support given to learners may include but not limited to documents, outlines or key questions. When a teacher incorporates scaffolding in the classroom, he/she become more of a mentor and facilitator of knowledge rather than the dominant content expert or has solution to all problems.

2.04.1. Features of Scaffolding

Scaffold has features as argued by Greenfield (1999:118) who provided five characteristics of scafold: it provides a support; it functions as a tool; it extends the range of the worker; it allows a worker to accomplish a task not otherwise possible; and it is used to selectively aid the worker where needed. Ellis and Larkin cited in Larkin (2002) provide a simple structure of scaffolded instruction. First, the instructor does it. In other words, the instructor models how to perform a new or difficult task, such as how to use a graphic organizer. Second, the class does it. The instructor and students then work together to perform the task. For example, the students may suggest information to be

added to the graphic organizer. As the instructor writes the suggestions on the white board, students fill in their own copies of the organizer. Third, the group does it. At this point, students work with a partner or a small cooperative group to complete the graphic organizer (i.e., either a partially completed or a blank one). More complex content might require a number of scaffolds given at different times to help students master the content. Fourth, the individual does it. This is the independent practice stage where individual students can demonstrate their task mastery (e.g., successfully completing a graphic organizer to demonstrate appropriate relationships among information). There are threeessential features of scaffolding that facilitate learning.

The first feature has to do with the interaction between the learner and the expert. This interaction should be collaborative for it to be effective. The second, learning should take place in the learner's zone of proximal development. To do that the expert needs to be aware of the learner's current level of knowledge and then work to a certain extent beyond that level. The third feature of scaffolding is that the scaffold, the support and guidance provided by the expert, is gradually removed as the learner becomes more proficient. (Beed, Hawkins, and Roller: 1991; Wood, and Wood, 1996). Similarly, Wood (1976:90) described six tutor actions that constitute the process of scaffolding: (1) recruiting interest in the task; (2) reducing the degrees of freedom (simplifying the task); (3) maintaining direction toward the goals of the task; (4) marking critical features; (5) controlling frustration; and (6) modelling the preferred procedures by demonstrating, so that the learner can 'imitate it back'. Van de Pol, Volman, Elbers, and Beishuizen, (2010) distinguished three scaffolding key characteristics: contingency (also referred to as responsiveness); fading; and transfer of responsibility (also referred to as handover to independence).

Alibali (2006) suggests that as students' progress through a task, faculty can use a variety of scaffolds to accommodate students' different levels of knowledge. More complex content might require a number of scaffolds given at different times to help students master the content. Table 1 presents scaffolds and ways they could be used in an instructional setting.

Table2.1. how to use scaffold in instruction

Scaffold	Ways to use Scaffolds in an Instructional Setting
Advance organizers	*Tools used to introduce new content and tasks to help students learn about the topic:* Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.
Cue Cards	*Prepared cards given to individual or groups of students to assist in their discussion about a particular topic or content area:* Vocabulary words to prepare for exams; content-specific stem sentences to complete; formulae to associate with a problem; concepts to define.
Concept and mind maps	*Maps that show relationships:* Partially or completed maps for students to complete; students create their own maps based on their current knowledge of the task or concept.
Examples	*Samples, specimens, illustrations, problems:* Real objects; illustrative problems used to represent something.
Explanations	*More detailed information to move students along on a task or in their thinking of a concept:* Written instructions for a task; verbal explanation of how a process works.
Handouts	*Prepared handouts* that contain task- and content-related information, but with less detail and room for student note taking.
Hints	*Suggestions and clues to move students along:* ―place your foot in front of the other,‖ ―use the escape key,‖ ―find the subject of the verb,‖ ―add the water first and then the acid.‖
Prompts	*A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge.Physical:* Body movements such as pointing, nodding the head, eye blinking, foot tapping. *Verbal:* Words, statements and questions such as ―Go,‖ ―Stop,‖ ―It's right there,‖ ―Tell me now,‖ ―What toolbar menu item would you press to insert an image?‖ , ―Tell me why the character acted that way.‖
Question Cards	*Prepared cards with content- and task-specific questions* given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.

Question Stems	***Incomplete sentences which students complete:*** **Encourages deep thinking by using higher order —What if‖ questions.**
Stories	*Stories relate complex and abstract material to situations more familiar with students:* Recite stories to inspire and motivate learners.
Visual Scaffolds	Pointing (call attention to an object); representational gestures (holding curved hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information.

Source: (Alibali, 2006)

Table 2.1 above illustrates the guidelines on how scaffold can be implemented for effective teaching and learning starting from foundation of knowledge where learners know what to do as regard to lesson i.e. previous knowledge. Next after the foundation of knowledge is the 'new task' which details what learners cannot do on their own, i.e. task above their cognitive level. The 'new task' gave rise to scaffold which is provided by the instructor or the teacher and finally, the next step after scaffold is the 'new knowledge' in which the students' can carry out a given task on their own as a result of scaffold. I.e. after the scaffold is fade or removed

2.04.2. Role of Teachers in Scaffold

To ensure that specific objectives of lesson is achieved, teachers' have prominent role to play in scaffolding. It is the duty of a teacher to provide encouragement and motivation as well as ask questions and have students explain their progress to help them stay focused on their learning goals. It is the responsibility of the teacher to provide assistance to learners to make them become less dependent on instructional supports as they work on tasks and encourage them to be more creative. It is duty of the instructor to models how to perform a new or difficult task by the learners. Moore, Herzog, and Perkins (2013) argued that "Teachers as well as teacher-designed activities and worksheets continue to serve critical roles shaping and scaffolding the students' learning experience". Similarly, Crawdford 2000cited in Raes, Schellens, Wever, and Vanderhoven (2011) noted that Teachers play multiple roles in inquiry classes. Moreover, when the inquiry classes are technology enhanced, teachers' roles become even more crucial. The teacher needs to first help students understand the inquiry practice before they can effectively use the computer-based scaffolds embedded in the project.

2.04.3. Benefit of Scaffolding

One of the main benefits of scaffold instruction is that it provides for a supportive learning environment. In a scaffold learning environment, students are free to ask questions, provide feedback and support their peers in learning new material, it create room for more knowledgeable learners to assist their fellow students with low level of comprehension or slow learners, it helps in development of communication skills when learners discuss in group, as observed by Azih, and Nwosu, (2011) who argued that "Instructional scaffolding as a teaching strategy depends heavily on the idea that children come to any educational setting with a great deal of pre-existing knowledge, some of which may be correct or incorrect. It is the process of building on what a student already knows that makes scaffolding an effective instructional technique". Collaborating this view, Olson and Prath (2000) quoted in Azih, and Nwosu, (2011) observed that "in instructional scaffolding, a more knowledgeable other provides scaffolds to facilitate the learner development. The scaffolds facilitate a student ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone. An important aspect of scaffolding is that the scaffolds are temporary. As the learners abilities increase the scaffolding provided". "One attraction of the idea of zone of proximal development (scaffold) in relation to educational practices is that it provides a distinctive perspective for conceptualizing the relation between human learning and development — a perspective which also has some fundamental differences from many of the currently predominant views about this relation". Despite slender textual material available from Vygotsky about the zone of proximal development, interpretations of the idea has been sufficient to stimulate a lot of research and reflection to clarify and elaborate the basic idea. This has yielded a diversity of interpretations and variations, which is likely to continue in the coming decades, given the somewhat underspecified nature of the original formulation and the variety of practical situations in which the idea is being used.

2.04.4. Challenges of Scaffolding

Like any other instructional model, the scaffold has some challenges that may threatened or mar its successful implementation for efficient and effective teaching and learning process. The following challenges of scaffold suffices.

1. Planning for and implementing scaffolds is time consuming and demanding.
2. Selecting appropriate scaffolds that match the diverse learning and communication styles of students.
3. Knowing when to remove the scaffold so the student does not rely on the support.
4. Not knowing the students well enough (their cognitive and affective abilities) to provide appropriate scaffolds.

Teacher's competence is a serious factor in scaffolding, where a teacher is not verse in with the knowledge on how to determine the ZDP of learner it becomes a problem, instead of making a lesson joyful to learner it becomes boring.The teacher may end up frustrating the learners in achieving their learning goals.

2.05. Concept of Cooperative Learning

Johnson and Johnson, (2005, 2009) postulates that "Cooperative learning is an application of social interdependence theory, Social interdependence theory posits that there are two types of social interdependence, positive (cooperative) and negative (competitive). *Positive interdependence* (i.e., cooperation) exists when individuals perceive that they can reach their goals if and only if the other individuals with whom they are cooperatively linked also reach their goals. *Negative interdependence* (i.e., competition) exists when individuals perceive that they can obtain their goals if and only if the other individuals with whom they are competitively linked fail to obtain their goals. *No interdependence* (i.e., individualistic efforts) exists when individuals perceive that they can reach their goal regardless of whether other individuals in the situation attain or do not attain their goals. The basic premise of social interdependence theory is that the way in which interdependence is structured determines how individuals interact, and the interaction pattern determines the outcomes of the situation (Deutsch, 1949, 1962; Johnson and Johnson, 1989, 2005, 2009). Positive interdependence tends to result in

promotive interaction (such as mutual help and assistance), negative interdependence tends to result in oppositional interaction (such as obstruction of each other's efforts), and no interdependence tends to result in the absence of interaction. Overall, positive goal interdependence and the resulting promotive interaction tends to result in greater efforts to achieve, more positive relationships, and greater psychological health than do negative or no goal interdependence (Johnson and Johnson, 2014).

The use of cooperative learning (CL) also helps students clarify concepts and ideas through discussion and debate. Because the level of discussion within groups is significantly greater than instructor led discussions, students receive immediate feedback, thus advancing the level of discussion (Orey, 2010). It is through this process of interacting with students of differing viewpoints that cognitive growth is stimulated. Emphasis is placed on learning how to cooperate in order to find the best possible solution to a problem. According to the constructivist approach, when students formulate their own solutions in this manner, they are truly thinking critically" (Davis, Mahler and Noddings, 1990). Cooperative learning theory assign specific tasks, uses groups, and require the students to share and compare their findings. In addition, discovery approaches are used to teach interpersonal skills and student talks are stressed as a means for working things out (Orey, 2010). Cooperative learning, which will be the focus of this chapter, was first used in America and can be traced back to John Dewey's philosophy of the social nature of learning. It is a "specific kind of collaborative learning" (Disney). In this setting, not only is the group assessed as a whole, but students are also individually accountable for their work.

Since antiquity, human beings have solved their problems by sharing knowledge and experience and also cooperated with each other. The rise of human, struggle for existence, and its evolution can be demonstrated as examples as the best example of cooperation (Kus, Filiz, and Altum, 2014). Many scholars have attempted to give the conceptual elucidation of cooperative learning. "Cooperative learning is defined as students working together to attain group goals that cannot be obtained by working alone or competitively" (Johnson and Holubec, 1986). The central focus of cooperative learning is to actively involve students in the learning process; a level of student empowerment which is not possible in a lecture format. The underlying premise is

founded in constructivist epistemology. It is a process which requires knowledge to be discovered by students and transformed into concepts to which the students can relate. The knowledge is then reconstructed and expanded through new learning experiences. Learning takes place through dialog among students in a social setting (Palmer, Peters, and Streetman in Orey 2010). Cooperative learning is a methodology that employs a variety of learning activities to improve students' understanding of a subject by using a structured approach which involves a series of steps, requiring students to create, analyze, and apply concepts (Kagan, 1990). Adds Panitz, (1996) Cooperative learning is the structure that usually requires a series of steps that helps people to achieve a specific goal or develop an end product which is usually content specific". In collaborative learning the emphasis is on the process of working together while the achievement of the product is central to cooperative learning. "Cooperative learning utilizes ideas of Vygotsky, Piaget, and Kohlberg in that both the individual and the social setting are active dynamics in the learning process as students attempt to imitate real-life learning" (Palmer, Peters, and Streetman in Orey 2010).

By combining teamwork and individual accountability, students work toward acquiring both knowledge and social skills. It is a teaching strategy which allows students to work together in small groups with individuals of various talents, abilities, and backgrounds to accomplish a common goal. Each individual team member is responsible for learning the material and also for helping the other members of the team learn. Students work until each group member successfully understands and completes the assignment, thus creating an 'atmosphere of achievement' (Panitz, 1996). As a result, they frame new concepts by basing their conclusions on prior knowledge. This process results in a deeper understanding of the material and more potential to retain the material. Cooperative learning is the instructional use of small teams so that learner's work together to take advantage of their own and each other's learning. (Johnson, Johnson, and Smith in Akhtar, Perveen, Kiran, Rashid, and Satti, 2012). When students work cooperatively together, they show increased participation in group discussions, demonstrate a more sophisticated level of discourse, engage in fewer interruptions when others speak, and provide more intellectually valuable contributions (Gillies, 2006). Cooperative learning is an organizational structure in which a group of students pursue

academic goals through collaborative efforts. Students work together in small groups, draw on each other's strengths, and assist each other in completing a task." (Hilke, 1990).

Cooperative learning consists of five basic elements: positive interdependence, promotive interaction, individual accountability, teaching of interpersonal and social skills, and quality of group processing. Learning situations are not cooperative if students are arranged into groups without positive interdependence (Johnson and Johnson, 2009). Positive interdependence means that in cooperative learning situations, students are required to work together as a cohesive group to achieve shared learning objectives (Yager, 2000). In the process, students must be responsible for their own learning and for the success of other group members' learning (Slavin, 2011).

In cooperative learning, to coordinate efforts to achieve mutual goals, participants must: (a) get to know and trust each other; (b) communicate accurately and unambiguously; (c) accept and support each other; and (d) resolve conflicts constructively (Johnson and Johnson, 2009). To coordinate efforts to achieve mutual goals, participants must: (a) get to know and trust each other; (b) communicate accurately and unambiguously; (c) accept and support each other; and (d) resolve conflicts constructively (Johnson and Johnson, 2009). Cooperative learning has elements as highlighted by Gillies (2007; 4-5) who noted that cooperative learning has five elements that are crucial to enhance both the social and learning processes among the participants.

- Individual Accountability which involves students' understanding that they will be held accountable for their individual contributions to the group, that free-loading will not be tolerated, and that everyone must contribute".
- Social Skillsrefers to interpersonal and small group skills such as effective communication which are needed to cooperate successfully.
- Face-to-Face Interaction involves working in small groups where students can see each other and are engaged in face-to-face interaction.
- Positive Interdependence which encourages students is established when everybody understands that each member's contribution is important in helping the group to achieve its goal.
- Group Processing refers to the assessment of cooperative learning. It can be described as a formative assessment that focuses on students' feedback on the learning

process, including the students' reflection on what they still need to do to accomplish their objectives. Similarly, Al-Yaseen. (2014) noted that cooperative learning covers many aims which can be summarized as follows:

Academic Learning: students acquire the content of the subject, they develop meta-disciplinary competence, these include forming hypotheses, making decisions and finding categories. Moreover, cooperative learning encourages students to find solutions for special problems, which inspire them to discuss, form ideas and opinions and have to give feedback. Cooperative learning is able effective in promoting academic achievement with students of all ages (Hornby, 2009).

Social-affective Learning: Social-affective leaning is another aspect which students can benefit from cooperative learning. They learn to support each other, to deal with heterogeneity in a group, to work in a team and to deal with the perspective of others. Cooperative learning activities build supportive classroom communities, students learn to listen and respect each other, and therefore everyone can feel that they are at the center at the same time.

Personality Development: Personality development is another benefit of Cooperative learning. It helps students strengthen the confidence in their abilities and motivate them to apply themselves more in the learning process. If learners realize that their contributions are accepted in a group and even necessary and useful for the aim of the group, their self-esteem might rise (Brecke and Jensen 2007). Healthy relationships with other classmates allow for personal growth and responsibility (Zhang, 2010).

2.05.1. Forms of Cooperative Learning

Cooperative learning is an effective means of achieving lesson objectives, thus, it is a burden on teacher to ensure that learning groups well organize in a manner that can enhance teaching and learning. Below are cooperative groups in a learning environment. Forms of cooperative groups.

Table 2.2. Cooperative learning groups

Name of group	What is this?	Works best for	Benefits	Drawbacks
Pair-share	Two students with one problem share their ideas or questions. Each person speaks, listens, & gives feedback.	Content that requires discussion, reflection, or explanation.	Increased engagement time Helps those who are shy	Fewer perspectives and solutions
Jigsaw	Each member of the small group researches one part of the question /content for a certain amount of time. The members of the group come back together. Each member teaches his/her part to the rest of the group.	Content with four or five parts to research.	Students gain teaching and research skills	Some students feel pressured by a time limit
Split-class discussion	The class is split into half. Each side discusses/debates their knowledge/beliefs, etc.	Debates or discussions	Students may change their opinion or develop a different perspective.	Some students may speak less with such a large group.
Random groups of 3three	Class is split into groups of 3. The groups discuss the topic.	Predicting what will happen, responding to a situation.	Receive a variety of feedback Group members are accountable	Easy to leave out or team up against a shy student or one who has a different opinion.
Ability/interest/ friendship Group	Students are divided into groups based on some quality that they all have in common.	Creating plays/skits or an activity in which students must work together outside of class.	Students can work at a pace that best suits them Students are rarely bored and often motivated.	It is unrealistic to find a completely homogeneous group Weaker or unpopular

				Students may be excluded.
Diversity groups	Students are formed into groups where they come from a wide variety of backgrounds, interests, etc.	Exploring geography, history, and diverse lifestyles.	There are many opportunities to gain different perspectives.	Minorities may become alienated.
Multi-aged groups	Students are divided into groups in which there are a mixture of ages	Older students teaching younger students (i.e.science experiments).	Older students- there is less pressure to compete with peers Younger students- feel important that an older person is spending time with them.	Older students may be a bad influence. Older students may not know how to work with a younger child or an "at risk" student.
Peer-led Conferences	Students prepare and lead a discussion of material with parents, instructors, students, etc.	A major project in which students set up stations for several intelligences.	Students get the opportunity to authentically teach Students learn self-confidence.	Students whose parents are inactive in the school may be alienated from those whose parents participate Some students may not be involved in interactions.

2.05.2 Merit of Cooperative Learning.

Research has shown that cooperative learning can help students develop skills in communication. Cooperative learning is the opportunity for groups to work together and for students to talk to one another. This method creates a positive learning environment

for students and allows students to have more opportunities for communication (Brecke and Jensen, 2007; Duxbury and Ling, 2010).Cooperative learning stimulates cognitive activities, promoted higher levels of achievement and knowledge retention (Tran, 2014). Cooperative learning has been reported to improve students' academic achievement (Beck and Chizhik, 2008; Zain, Subramaniam, Rashid and Ghani, 2009). As an illustration, "one study of the Jigsaw II and GI effect among 98 elementary school students in social studies, lasting 12 weeks in America indicated that students in the experimental group had higher academic achievement ($p < .001$) than those in the control group (effect size [ES] = 0.84) (Lampe, Rooze, and Tallent-Runnels, 1996 cited in Tran, 2014). Cooperative learning is a catalyst for intrinsic motivation. "It provide extrinsic motivation for developing learning effectiveness"

2.05.3 Teacher's Roles in Cooperative Learning

"Learning is influenced by various factors, ranging from teacher factors, learner characteristics and teaching strategies"() In a cooperative learning class, teachers are the main facilitators of learning who should guide their learners on how best to achieve educational objectives (Zhang, 2010). Teacher talking time should be less than student talking time (Jacob, 2006). Teachers also are required to provide their learners with a model answer to encourage further learning (Harel, 1992).

2.05.4. Students' Roles:

According to Zhang (2010) Learners are active participators and autonomous learners. Jacob (2006) reminds us of five roles which EFL learners have to perform during a cooperative learning activity. These five roles are: (a) facilitator is the member who coordinates the group's works; (b) recorder's responsibility is recording what the group has accomplished; (c) reporter tells others about the group's work; (d) timekeeper helps the group be aware of time constraints, keeps the group on tasks and fills in for missing group members; (e) observer of collaborative skill checks if group members are using a particular collaborative skill deemed important to the group's interaction.

2.05.5 Challenges Teachers Confront in Cooperative Learning.

There is no doubt that cooperative learning is very effective most especially when it is optimally utilize in a teaching and learning situation.However, when teachers show lack of interest in cooperative learning, it becomes boring and no meaningful learning can take. “The challenges confronting teachers in cooperative learning may be due to a lack of understanding of how to use the pedagogical practice in their classrooms. Gillies” (2008). It is important that teachers understand how to embed cooperative learning into the classroom curricula to foster open communication and engagement between teachers and classroom” (Gillies, and Boyle, 2010). In recognizing the difficulties encountered by teachers in cooperative learning, Blatchford, Kutnick, Baines, and Galton (2003) argued strongly that “if it is to be used successfully in classrooms, the context in which it is to be introduced needs to be prepared, students need to be taught the appropriate interactional skills, teachers need to be taught how to work with groups, and the lessons and tasks need to be well organized”.

Hertz-Lazarowitz (2008) emphasises the importance of preparing the physical space for learning and teaching, ensuring the learning tasks are challenging and engage students in higher-order thinking, helping teachers to understand that they need to accept their role as producers of new classroom curricula and programs, and training students in the social and academic skills they will need to negotiate their new learning environments”. In short, both Blatchford et al. and Hertz-Lazarowitz recognise the complexity and multidimensionality of small-group learning and the importance of preparing the environment and individuals if students, in turn, are to reap the benefits widely attributed to this approach to learning.

Cooperative learning style is a component part of social studies scaffolding technique, teaching peace education using scaffolding technique would make learners socially independent, i.e. making learners to be positive in social interaction. Cooperative learning would expose learners on how to get to know and trust people in their social milieu, communicate accurately and unambiguously as well as having face-to-face interaction, accept people for who they are, and constructively resolve conflicts in real life situation. Cooperative learning acquaint learners the opportunity to discuss and debate issues of interest, this in later life can translate into positive cooperation, and can

help in promoting peace in Nasarawa state, and Nigeria at large. In an ethnically diverse society like the north central states, it is only through genuine cooperation among people of different ethnic background and religious affiliation that peace can be initiated, build, maintained and sustained for the good of every one. Using social studies scaffolding technique to teach peace education would make learners to think critically because they will be able to formulate their own solutions to deal with complex societal problems, and share knowledge, experience and acquire social skills, all these will serve as an antidote for dealing with challenges, such as lack of peace, insecurity, religious intolerance etc. bedeviling the Narawa states.

2.06. Concept of Autonomous Learning

Learner autonomy is the learners' ability to take charge or control of their own learning (Benson, 2006). Autonomy in learning depends on the development and exercise of a capacity for detachment, critical reflection, decision making and independent action; autonomous learners assume responsibility for determining the purpose, content, rhythm and method of their learning, monitoring its progress and evaluating its outcomes" (Little 2000: 69). It is about interdependent as well as independent learning. (O'Rourke and Schwienhorst, 2003). As collaborated by Gibbs, "Independent learning is a wide range of practices. It has become a rallying cry for those who believe that students need, or can cope with, much less support from teachers than they often receive, and that such independence is beneficial to students. Independent learning nearly always involves extensive independent use of the library and other information sources rather than formal teaching. Lecturers' time is concerned more with identifying clear learning goals, providing support and feedback during learning, and assisting in the collation, presentation and assessment of learning outcomes than with conventional teaching" (Gibbs, 1992 in Healey, 2014; Thomas 2014). Adds Hughes (2001).

> *"Independent study means a lot more than students working on their own, rather it emerges when students play a significant part in choosing their own direction, discovering their own learning resources, formulating their own problems, deciding their own course of action and reflecting on the outcome of that process. If students are to develop independence, they need to be given the space in which to act as autonomous learners, they need freedom.*

> *However, this does not mean that to develop independent learning skills students simply need to be abandoned. Rather, a safe learning structure needs to be constructed that provides training, support and guidance from tutors and peers through the experience. The key challenge is the balance between freedom and structure. Academics are understandably cautious about letting go of control (à la Summerhill), particularly in the new 'Quality' culture, however, ways can be found to create 'temporary autonomous zones' of student-centred practice that are defensible and even desirable".*

Learner autonomy is primarily manifested in the process of planning, monitoring, and evaluating one's learning (Moore in Liyan, Song, and Hill, 2007). Depending on the level of learner autonomy, a learning experience can range from an instructor lecturing 100% of the class time (no learner control) to a student taking charge of the learning process in an independent study experience (almost complete learner control) (Song, and Hill, 2007). Autonomous behaviour can take different forms depending on age, stage of learning, perceived learning needs and even the learning context (Benson, 2001). He further argued that "autonomous behaviour is essentially self-initiated rather than generated in response to a task which requires either explicitly or implicitly the observed behaviours.

2.06.1. Characteristics of Autonomous Learners

To Benson and Voller (1997)autonomy is 'the ability to take charge of one's learning: in education the term is used in at least five different ways:

1. for situations in which learners study entirely on their own
2. for a set of skills which can be learned and applied in self-directed learning
3. for an inborn capacity which is suppressed by institutional education
4. for the exercise of learners' responsibility for their own learning
5. For the right of learners to determine the direction of their own learning.

Writes Benson (2003) Autonomy is perhaps best described as a capacity, because various kinds of abilities can be involved in control over learning. Researchers generally agree that the most important abilities are those that allow learners to plan their own

learning activities, monitor their progress and evaluate their outcomes". Dickinson (1993) attributes some characteristics to autonomous learners:

-being able to recognize and maintain interest in the topic taught in the class

-being able to set their learning goals in cooperation with their teachers

-being able to choose and use learning strategies that appeal to learning goals

-being able to regulate their learning in terms of using learning strategies and revise when necessary.

Similarly, Omaggio identified the following characteristics of autonomous learners

1. Autonomous learners have insights into their learning styles and strategies.
2. Take an active approach to the learning task at hand.
3. are willing to take risks.
4. Are good guessers.
5. Attend to form as well as to content, that is, place importance on accuracy as well as appropriacy.
6. Develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
7. Have a tolerant and outgoing approach to the target language. (Maggio, in Riasati, and Mollaei, 2014).

2.06.2. Autonomous Learning Activities

In autonomous learning, there are series of activities being carried out by both the teacher and the learners. Self-determination theory (Ryan and Deci, 2000) proposes that a teacher's instructional style can be conceptualized along a continuum that ranges from highly controlling to highly autonomy supportive (Deci, Schwartz, Sheinman, and Ryan in Jang, Reeve, and Deci, 2010). Teachers should not transfer knowledge to students; instead they should teach them 'learning to learn' (Godwin-Jones in Hayta, and Yaprak, 2013). Similarly, Macdougall (2008) conceptualize autonomous learning as a type of learning which is characterized by personalization, self-directedness and less dependency on the educator for affirmation, and which therefore enhances rather than hinders the capacity for constructive collaborative participation in the workplace. In general, teachers who adopt an autonomy-supportive style engage students by facilitating an on-going

congruence between students' autonomous sources of motivation and their moment-to-moment classroom activity.

Autonomy-supportive teachers facilitate students' personal autonomy by taking the students' perspective; identifying and nurturing the students' needs, interests, and preferences; providing optimal challenges; highlighting meaningful learning goals; and presenting interesting, relevant, and enriched activities (Jang, Reeve, and Deci, 2010). What autonomy-supportive teachers say and do to engage students during learning activities can be characterized by three categories of instructional behavior as opined by Reeve and Jang (2006). (a) Nurture inner motivational resources, (b) rely on non-controlling informational language, and (c) acknowledge the students' perspective and feelings. When autonomy supportive teachers nurture students' inner motivational resources, they create opportunities for students to take the initiative during learning activities by building instruction around students' interests, preferences, personal goals, choice making, and sense of challenge and curiosity, rather than relying on external sources of motivation such as incentives, consequences, directives, and deadlines. When autonomy-supportive teachers rely on no controlling informational language, they provide explanatory rationales for requested tasks and communicate through messages that are informative, flexible, and rich in competence-related information, rather than neglecting rationales and by communicating through messages that are evaluative, controlling, pressuring, or even rigidly coercive. When autonomy-supportive teachers acknowledge the students' perspectives and feelings, they consider and communicate a valuing of the students' perspectives during learning activities, inquire about and acknowledge students' feelings, and accept students' expressions of negative affect as a potentially valid reaction to classroom demands, imposed structures, and the presentation of uninteresting or devalued activities. "Autonomy has to do with individual freedom and human rights for making individual choices. It is a matter of lifelong process rather than a need for a particular situation or course (Riasati, and Mollaei, 2014).

Another important aspect of a teachers' instructional style that has been used to promote students' engagement is structure (Skinner, Furrer, Marchand, and Kindermann, 2008). Structure refers to the amount and clarity of information that teachers provide to students about expectations and ways of effectively achieving desired educational

outcomes (Skinner, and Belmont, 1993). Its opposite is chaos in which teachers are confusing or contradictory, fail to communicate clear expectations and directions, and ask for outcomes without articulating the means to attain them (Jang, Reeve, and Deci, 2010). Teacher-provided structure minimizes misbehavior while encouraging engagement and achievement (Brophy, 2006), "it also helps students to develop a sense of perceived control over school outcomes—that is, to develop perceived competence, an internal locus of control, mastery motivation rather than helplessness, self-efficacy, and an optimistic attributional style (Skinner 2008).As a whole, teachers provide structure by clearly communicating expectations and directions, taking the lead during some instructional activities, providing strong guidance during the lesson, providing step-by-step directions when needed, scheduling student activities, marking the boundaries of activities and orchestrating the transitions between them, offering task-focused and personal control-enhancing feedback, and providing consistency in the lesson (Brophy, 2006; Doyle, 2006). This view suggest that teachers has a very strong role in motivating the learners in ensuring that they actively engage themselves in class activity, thereby making them to be autonomous in learning. Achieving the conditions of autonomous learning partially relies on the following factors: self-esteem and motivation (Joshi, 2011). What structured teachers say and do can be characterized by three categories of instructional behavior as noted by Skinner and Belmont (1993): (a) present clear, understandable, explicit, and detailed directions (b) offer a program of action to guide students' ongoing activity and (c) offer constructive feedback on how students can gain control over valued outcomes.

When teachers establish clear and understandable directions, they establish clear expectations with respect to students' future behavior and prescribe ways for students to manage their moment-to-moment activity during a forthcoming learning activity" (Jang, H., Reeve, and Deci, 2010). When teachers offer strong guidance, they provide students with the leadership and the scaffolding needed for students to instigate and maintain effort toward achieving their plans, goals, and learning objectives. When teachers offer constructive feedback, they help students diagnose and build on their skills and sense of competence. In these ways, teachers can prescribe to students what is expected of them and help them come to understand 'what it takes to do well in school and whether I've

got it' (Skinner, Wellborn, and Connell, 1990). Teacher-provided autonomy support and structure both make important contributions to supporting students' classroom engagement.

Harmer (2008) presents a range of activities for training learners to be autonomous, some of which we elaborate upon as the followings.

a) *Thinking about learning.* Learners are provided with the list of 'can do' statements in terms of which they think about their learning. These activities help the learners to reflect on their own learning. Reflection makes their learning long lasting since they are likely to memorize the things they have learned.

Teaching learners to take notes also helps them to be independent learners. Rather than providing the learners with the notes teachers should provide them with various ways of taking notes (spider gram, point by point, spaghetti, etc.). Once they are familiar with different ways of taking notes they can use these skills independently while reading or attending a lecture.

b) *Taking over*: Gradually, learners can take over the responsibility for their own learning. Harmer suggests various activities for this. Such activities include asking students to use a dictionary which helps them to learn meaning of new words independently, and asking learners to develop their own questionnaire for a survey they want to carry out. Such activities provide learners with a sense of achievement as well as they boost their confidence.

c) *Learning journals.* Learning journals help learners to be autonomous. They also develop learners' writing skills, help express their feelings, help the teacher to better understand their learners, provide an opportunity for learners to think both about what they are learning and how they are learning. They enhance their memory of the things they have learned. Learners might be asked to describe their reaction to a lesson or can be asked to write about anything of their interest. Teachers need to provide feedback on students' writings. Along with providing autonomy journal writing promotes provides them with writing practice as well.

d) Forcing agency. Some learners do not just want to take responsibility for their own learning. They feel secure when teachers provide them with the solution to their all problems. Activities like the story circle writing and jigsaw reading activity make

learning more structured for students and help them students to contribute something somewhat independently.

e) The self-access centers (SAC). Self-access centers are the centers where learners can choose reading materials according to their own interests. They can visit such centers on regular basis or in their own spare time.

2.06.3. Teacher Autonomy

The term teacher autonomy is first defined by Little (1995) as the teachers capacity to engage in self-directed teaching (Riasati, and Mollaei, 2014). Subsequently, researchers have attempted to define teacher autonomy from different perspective. From the explicit perspective Aoki's (2000) noted that teacher autonomy involves 'the capacity, freedom, and/or responsibility to make choices regarding one's own teaching". To Smith (2000) teacher autonomy refers to "the ability to develop appropriate skills, knowledge, and attitudes for oneself as a teacher, in cooperation with others". Similarly, Benson (2000) argues that teacher autonomy can be seen as "a right to freedom from control (or an ability to exercise this right) as well as actual freedom from control." it is the capacity of teachers in managing knowledge, skills, and attitudes in the students' acquisition of a knowledge (Riasati, 2014). Teacher autonomy has been defined as the ability to improve one's own teaching through one's own efforts (Lamb and Reinders, 2008). From these definitions we can deduce that teacher autonomy is a kind of capacity or ability for the teacher to apply his freedom and control when implementing the curriculum to the learners.

Researchers with vested interest in teacher's autonomy are interested in its characteristics, as Smith (2001) proposes a very comprehensive set of six characteristics of teacher autonomy as follows:

a. Self-directed professional action
b. Capacity for Self-directed professional action
c. Freedom from control over professional action
d. Self-directed professional development
e. Capacity for self-directed professional development
f. Freedom from control over professional development

This summary has analyzed almost every aspect of teacher autonomy. However, it fail to acknowledge an important element in teacher autonomy that is teachers' attitudes. The subjective element as teachers' attitudes determines the adoption and successful application of teacher autonomy. It is against this backdrop that Riasati (2014) divides teacher autonomy from three dimensions that is the capacity and freedom in knowledge, skills, and attitudes. Favorable attitudes towards teacher autonomy are indispensable to the practice of teacher autonomy. Negative attitudes of teachers hinder the process. Classroom is a proper environment to implement autonomy as students can collaborate with one another and the teacher can support them if required. McGrath (2000) identifies two different but related dimensions of teacher autonomy: i) teacher autonomy as self-directed professional action or development; ii) and teacher autonomy as freedom from control by others. The two dimensions are mutually constitutive: in order for teachers to be self-directed, they need to have freedom from control by others; in order to be free from control, teachers need to be self-directed. Similarly, Smith (2003) defines teacher autonomy in two independent but interrelated domains: domains of teaching and (teacher-) leaning, which broadens the concept of teacher autonomy to integrate teacher autonomy and teacher-learner autonomy. His framework reflects the multidimensional nature of teacher autonomy as shown blow. Dimensions of teacher autonomy (adapted from Smith, 2003) in relation to professional action:

a. Self-directed professional action (= "self-directed teaching")
b. Capacity for self-directed professional action (= "Teacher autonomy (I))
c. Freedom from control over professional action (= "Teacher autonomy (II)") In relation to professional development: Domain of teacher-learning
d. Self-directed professional development (= "self-directed teacher-learning")
e. Capacity for self-directed professional development (= "Teacher-learner autonomy (I)") F. Freedom from control over professional development ("Teacher-learner autonomy (II)")

2.06.4. Interactions between Teachers and Learners in the Process of Learning Autonomy

In the process of learning autonomy, teachers and learners need to collaborate with each other. As a result, a careful investigation of their interactions is warranted. The

teacher autonomy and learner autonomy are interacting with each other. In order to help students to achieve autonomy, teachers need to work with them. The interactions between teachers and learners are inevitable and of paramount importance. Thus, both teachers and learners need to understand teacher autonomy and learner autonomy so as to adapt themselves to the classroom learning autonomy.According to Smith (2001) "Teachers also need to constantly reflect on their own role in the classroom, monitoring the extent to which they constrain or scaffold students' thinking and behavior, so as to engage students in autonomous and effective learning". If students want to learn to take control of their learning, the teacher may need to learn to let learners learn by themselves while providing necessary help. According to different circumstances, teachers' management of autonomy will vary respectively. But learner autonomy cannot be simplified only as freedom from the control of the teacher, freedom from the limitations of the curriculum, even freedom to choose not to learn. In fact, Berofsky (1997) considers that the most important freedom that autonomy implies is "the learner's freedom from self, by which we mean his or her capacity to transcend the limitations of personal heritage." In other words, learner autonomy involves the freedom of learners from educational and linguistic barriers. As a result, it is teachers' autonomy to cultivate a good environment for learners so that learners to acquire and practice the knowledge autonomously.

Autonomous learning is an integral part of scaffolding technique that can be explore to teach peace education at all levels. Freedom from the control of teachers can allow learners to learn by themselves, scaffolding technique afford the learners the ability to develop appropriate skills, knowledge, competence, and positive attitude in cooperation with others, it also afford the learners the capacity for constructive collaborative participation in their social milieu. If strong guidance is given to learners by teachers, the learners will have sense of achievement as well as boast their confidence and make them become more independent in dealing with problems or matters that is of interest to them. Teaching learners' peace education using scaffolding technique will make learners become autonomous, it will also afford them the opportunity to preach and promote peace in the society. In addition, when learners become autonomous peace 'ambassadors', they can be able to deal with the activities of bad influence in the society, such as, political party thugs, corrupt leaders, ethnic and religious bigots, and bad

politicians who sponsor violence and preach hate in Nasarawa states and Nigeria at large. It is the activities of these bad influence in the society that is causing lack of peace, an insecurity across Nigeria.

2.07. Concept of Independent Learning

The concept of 'independent learning' is associated with, or part of, a number of other educational concepts and wider policy agenda of contemporary relevance such as 'personalisation', 'child- or student-centred learning' and 'ownership' of learning that are most often used interchangeably. There are many different definitions and descriptions of the term independent learning. The terms 'independent learning', 'self-directed learning' and 'learning how to learn' are sometimes used interchangeably with individualize instruction (Meyer, Haywood. Sachdev, and Faraday, 2008). Independent instruction is a method of instruction in which content, instructional materials, instructional media, and pace of learning are based upon the abilities and interests of each individual learner" (Olatoye, Aderogba, andAanu, 2011). Fox, (2014) conceptualize Independent learningas "student-centered planning process wherein the student takes an active role, with the guidance of her/his parents, teachers, and counselors, in accessing, setting, reflecting on, and creating a plan to achieve her/his academic, career, and personal goals. He further argued that "Independent is a process in which school personnel help the student to access his/ her personal skills, interests, and aspirations, and through which the student, with the support of mentors, evaluates the options available to him/her and creates a pathway toward academic, personal, and career goals. These definitions indicated that, Independence is not the absence of guidance, but the outcome of a process of learning that enables learners to work with guidance of a teacher or resource person as they wish to take to achieve their predetermine objectives. Meyer (2008) adds: Independent learning is 'a process during which learners develop the values, attitudes, knowledge and skills needed to make responsible decisions and take appropriate actions in regard to their own learning. Independent learning is 'fostered by creating opportunities and experiences that encourage learner motivation, curiosity, self-confidence and self-reliance, and is based on the understanding by learners of their own interests and a valuing of learning for its own sake".

Independent learning is reliant upon factors which are both internal and external to a student. The internal elements of independent learning include the skills and attitudes that individual students have to acquire. The external elements include the development of a strong relationship between teachers and students, and the establishment of an enabling environment (Meyer, 2008). Independent learning is undertaken outside school hours, but contributes to course-specific learning outcomes, it is also undertaken by students, either on their own or with others, without direct input from teachers or teaching staff. Learner-Centered Teaching is an alternative to the Traditional 'Sage on the Stage' Lecture, and may be simply described as the "Flipped Classroom" (Shibley and Wilson, 2012). With Learner-Centered Teaching students actively participate in the learning process in small group discussions, projects or assignments designed for the higher levels of Bloom's Cognitive Learning Taxonomy (1956) - Analysis, Evaluation or Application. The Traditional 'Sage on the Stage' Lecture generally begins with the lowest levels of Bloom's Cognitive Learning Taxonomy (1956) – moving up from Knowledge to Comprehension and then Application".Pham-Minh, (1995:59) ads:

> *There must be radical changes in training methods: to change from passive knowledge transmission in which teachers are talking and learners are taking notes; to advise learners on the ways of active thinking and receiving knowledge, to teach students the methods of self-learning, systematic collection of information and of analytic and synthetic thinking; to increase the active, independent attitude of students in learning process and self-management activities in schools and social work. In sum, students need to be provided with new skills so that they are capable of undertaking leadership tasks and preparing the country and a new generation of workers and citizens for the twenty-first century.*

Zimmerman (2000) contends that "self-regulated individuals perceive themselves as capable of exerting the will and skill to affect the outcomes of their lives. As part of this perceived agency for SRL, individuals learn the way the environment affects thinking and behavior, and therefore, can develop the tools to control the environment to support the pursuit and attainment of goals. Similarly, Vassallo (2012) argued that researchers reason that part of the humanistic quality of heightened self-control comes

from the increased degree of responsibility and control of actions.As collaborated by Roeser and Peck (2009:119)the cultivation of awareness and willful self-regulation are preconditions for deep learning, freedom of thought, creativity, harmonious social relationships, and myriad forms of personal and social renewal. Independent learning is:

1. Is a process, a method and a philosophy of education: in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation;
2. It includes freedom of choice in determining those objectives, within the limits of a given project or program and with the aid of a faculty adviser;
3. It requires freedom of process to carry out the objectives;
4. It places increased educational responsibility on the student for the achieving of objectives and for the value of the goals‟ . (Forster, in Nagpal, Priyamakhija, James, and Gyanprakash, 2013)

Individual learning has key features. It may comprise factors that are internal or external to learners. The external elements are the development of a strong relationship between teachers and pupils (Kesten, 1987 in Nagpal, 2013) and the establishment of an 'enabling environment' (Gorman, 1998).

Thus, independent learning is the type of learning that allows learners to learn-to-learn and become self –reflexive about the learning process, with a direction from the teacher, parents or more knowledgeable peers.

2.07.1. Benefits of Independent Learning

Various stakeholders, including policy makers, school educators, and students, have been shown to benefit from students' access and participation in individualized learning processes. The benefits associated with the adoption and utilization individualize learning processes are outlined below by stakeholder group.

Policy Makers

"Policy makers advocate for the use of individualize to improve student career and postsecondary education planning knowledge, improve retention of students in high school and postsecondary education programs, provide efficient use of educational resources, improve completion rates and promote economic growth through education,

and as a method for students to build lifelong planning skills (Phelps, Durham, and Wills, 2011).

School Educators.

Independent learning processes can improve student relationships with educational personnel, reduce disciplinary problems, improve parental involvement, and improve graduation rates (Bloom and Kissane, 2011). Educators can use knowledge of students' career goals in lesson preparation, as they connect course content to students' career interests and identify opportunities for students to engage in work-based learning experiences. Aggregated student-level data from independent learning can be utilized by school administrators for program planning and evaluation, thus improving the rigor and overall quality of programs provided for students" (Hackmann, 2013).

Students'

Students' are the primary beneficiaries of their engagement in individualize learning processes. Benefits to students include:

- improved relationships with educational personnel;
- improved communication skills;
- improved goal setting and planning skills;
- improved understanding of their own interests, skills, and abilities;
- improved college and career readiness;
- increased understanding of their postsecondary and career options;
- enhanced understanding of the relevance of coursework to career goals;
- increased engagement, motivation, and self-efficacy in their academic work; and
- Increased engagement in more challenging coursework. (Rennie Center, 2011; Solberg, Phelps, Haakenson, Durham, and Timmons, 2012).
- improved academic performance;
- increased motivation and confidence;
- Greater student awareness of their limitations and their ability to manage them; enabling teachers to provide differentiated tasks for students; and fostering social inclusion by countering alienation. (Meyer, 2008)

Independent instruction is embedded in scaffolding, thus, teaching peace education using scaffolding technique will help in motivating learners to become interested in their

learning task, it will make them to have the ability to produce the desired result in their set-learning objectives. Independent instruction also give the parents or guidance the opportunity to guide the learners outside the school hours. Teaching peace education using scaffolding technique will make learner to be tranquil in speech, tranquil in the heart, tranquil in the body and well-connected person. It is this peace at individual level that can later be transformed into peace at the family level, Nasarawastates, Nigeria, and the world at large. Teaching peace education will afford learner to become peace initiator, builder and implementer in a society where there is dislocation in the social system.

2.07.2. Challenges in Encouraging Independent Learning

Like other learning styles, independent learning has its challenges that may hinder the better understanding of what it really means, this is partly due to perception by different society or culture. As an illustration, to some people, individual learning is learning on your own and not distracting or talking to others around you. Pupils do not become effective independent learners by themselves. Rather, pupils need to learn how to learn, indicating that effective ways to learn can and should be promoted by teachers (Meyer, 2010). This point reinforces the need for teachers' to be explicit about what precisely students are expected to do and achieve in individual learning because students' cannot learn when there is no direction.

Independent learning can be seen quite broadly to encompass a variety of situations and contexts where students are interpreting and scaffolding new knowledge and skills independently from those around them. However, this may include situations of group learning where activity may be collaborative and individual learning outcomes similar (or different) but each reached independently. Seen in this light, independent learning does not need to be seen only in terms of learning in isolation but also within a community of learners (Forster quoted in Nagpal, 2013).

2.07.3. Students' Roles in Independent Learning

To make independent learning successful students have critical role to play because they are the main target, Nagpal (2013) identified six roles of students in individual learning, as itemize below.

- Do self-assessment of readiness to learn
- Define learning goals and develop learning contract
- Do self-assessment and monitoring of learning process
- Take initiative for all stages of learning process – need to motivate selves
- Re-evaluate and alter goals as required during unit of study
- Consult with advising faculty member as required

2.07.4. Teachers Roles in independent learning

Planning, directing coordinating and combining learning activities for effective teaching is solely the responsibility of the teacher, this view is collaborated by Nagpal (2013) who itemize the following role of the teachers' as presented below:

- Build a co-operative learning environment
- Help to motivate and direct the students" learning experience
- Facilitate students" initiatives for learning
- Be available for consultations as appropriate during learning process
- Serve as an advisor rather than formal instructor

Pupils do not become effective independent learners by themselves. Rather, pupils need to learn how to learn. It is the responsibility of the teacher to indicate that effective ways of learning for the pupil. Nagpal (2013) argued that the promotion of independent learning requires a new role for teachers, which is based not on the traditional transmission of information but on process-oriented teaching, which ensures that pupils are actively involved in the learning process and become lifelong learners: where effective, independent learning depends on productive interactions between pupil and teacher. Similarly, Meyer (2008) noted that being an independent learner does not mean 'learning on your own' or in an isolated way". Teachers can encourage engaged forms of independent learning by facilitating peer study groups, who may meet up for weekly revision or for exam preparation (Damon and Phelps, 1989). This view is collaborated by Ashford and Cummings, (1983) who argued that teachers can also teach students that it is an appropriate part of independent learning to seek out the assistance of those facilitating their learning their lecturers, tutors and other support providers such as academic skills and learning centres.

2.08. Concept of Peace

Conceptualizing peace is theoretically a challenge and empirically a nuisance because there is no agreement as to what constitutes peace. Peace is a word that is uttered almost as frequent as "truth," "beauty," and "love." It may be used as elusive to define as these other virtues. Common synonyms for peace include "amity," "friendship," "harmony," "concord," tranquility," "repose," quiescence," "truce," "pacification," and neutrality." (Behera, 2013). The definitions of peace provided by Behera is a reflection of how peace is conceived by different scholars, that is, from a lay man point of view to a more elaborative and comprehensive analysis of peace. The following definitions of peace suffices, Peace describes a society or a relationship that is operating harmoniously and without violent, threat or conflict. Peace time occurs in absences of war and conflict" (Miller and Pencak, 2002). Peace is a condition or situation or period of time in which there is no war or conflict in the society or country. It is a state of being calm or quiet" (Ibegbu, 2011). These definitions of peace are narrow, they looked at peace as merely the absence of threat, without implicitly focusing on both the positive and negative aspect of peace, as argued Johan Galtung the absence of direct violence and war constitutes "negative peace", whilst the absence of structural violence – e.g. social injustices – and cultural violence – e.g. prejudice towards minority groups – is classified as "positive peace". (Galtung cited in Nikolov, 2009). This definition suggest that to achieve peace, there should be the absence of violence and the attainment of social justice as well as s addressing the challenges of inequality among people in the society. This view was collaborated by Elaigwu (2013) who argued that peace is not the absence of conflicts,there shall always be conflicts where more than one person live. Interests often clash, thus resulting in conflicts, as put by Christopher Miller peace is a societal condition which ensures relative social stability and order through the dispensation of justice, fairness and opportunities for accommodation by formal and informal institutions, practices and norms" (Miller cited in Elaigwu, 2013).

This implies that to attain a long lasting peace in a nation state, the provision of security is the first order of the state. Johnson and Johnson, (2006) noted that peace may be conceptualized as having two separate dimensions on the first dimension, war, violence, and strife are at one end, that implies that on this dimension, if war or violence

is absent, then peace is assumed to exist, and at the other end are settlements, agreements, or common understandings that avert hostilities and violence. On this dimension, if the relationship is characterized by positive relationships, mutual benefit, and justice, then peace is assumed to exist. Writes David and Johnson (n.d)peace is the absence of war or violence in a mutually beneficial, harmonious relationship among relevant parties (i.e., aspects of a person or among individuals, groups, or countries)". This definition of peace has yielded several characteristics as observed by Johnson and Johnson, (2006). "First, peace is a relationship variable, not a trait.

Peace exists among individuals, groups, and nations; it is not a trait or a predisposition in an individual, group, or nation. As a relationship, peace cannot be maintained by separation, isolation, or building barriers between conflicting parties, all of which may temporarily reduce violence but will not establish the relationships required for long-term peace. Second, peace is a dynamic, not a static, process. The level of peace constantly increases or decreases with the actions of each relevant party. Third, peace is an active process, not a passive state. Passive coexistence is not a viable path to peace. Building and maintaining peace takes active involvement. Fourth, peace is hard to build and easy to destroy. It may take years to build up a stable peace, then one act can destroy it. Finally, peace is characterized by continuous conflict (not the absence of conflict) managed constructively (rather than destructively). Conflicts occur continually, and it is not the avoidance, suppression, or denial of conflict that maintains peace but, rather, facing conflicts as they occur and resolving them constructively. Ways of establishing and maintaining peace may be classified on a dimension with imposed peace at one end and consensual peace at the other end.

These definitions of peace come easily under three sources as observed by Behera (2013) "Inner peace, social peace, and peace with nature". These can further be analyzed further as under:

1. Inner peace: it is the peace with self, self-contentedness. One, whose mind remains unperturbed amid sorrow, whose thirst for pleasure has all together disappeared, and who is free from passion, fear an danger' is said to have achieved inner peace. For example, harmony and peace with one's self, good

health and absence of inner conflict, joy, sense of freedom, insight, and spiritual peace.

2. Social peace: social peace is 'learning to leave together'; human beings cannot leave in isolation. The tapestry of living in homogenous, cultural, linguistic, and religious group to cosmopolitan community that is multi-cultural, multi-lingual, and multi-religious. For an enriched and meaningful life, it is necessary to learn to live together within diversity. For social peace to occur, respect and love for diversity is a precondition. Social peace implies harmony in human relationships, conflict reconciliation and resolution, love, friendship. Unity, mutual understanding, cooperation, brotherhood, tolerance of difference, democracy, community building, human right, morality etc.
3. Peace with nature: planet earth is the cradle of human civilization. Symbolically, she is a mother earth. Peace with nature implies stopping the violation of her dignity through environmental and ecological degradation, exploitation, etc. peace with nature is harmony with natural environment and mother earth.

Looking at peace from the philosophical perspective: every society has its own culture, value, and belief system, these to some extend determines or influences how societies view peace or what constitute peace. This is best captured by Tahir (n.d.) who postulates that "

> *The Eastern Philosophical Tradition is full of the longing for peace, however, Occidental or Western Philosophy is also fully cognizant of this most important need of humankind. However, a very fundamental divergence is quite evident and perceptible; Western thinkers are more concerned with the outer and external situation, whereas Eastern philosophers are more introverts and internal world is more significant for them. They wish to overcome the temptations and desires and thus wish to have inner calm. To have personal harmony and quiet is a cherished ideal for an Asian sage. He seeks peace in seclusion and solitude. The philosophies of this part of the world are subjective and individual-oriented. West on the other hand is*

> *extrovert, objective and socially inclined. Western Thought looks for peace amongst the community of people and fraternity of nations. It is more interested in the external harmony, accord and synchronization amongst citizens, institutions and the countries. This difference of outlook is rooted in specific backgrounds and perspectives, and, has far-reaching consequences.*

The yearning for peace is a matter of concern for almost all societies of the world, it is found running continuously as a central thread among the valued of wisdom. Buddah is one of the greatest icon of peace, and has an enlighten view about peace. "He who is tranquil in body, tranquil in speech, Tranquil in mind, who is well integrated, and who is unattached to the worldly things such a person is said to be at peace" (Buddah quoted in Tahir, n.d).

2.08.1. Peace Education

Bases on the above conceptual elucidation of peace, we can infer by conceptualize peace Education as teaching the information, attitudes, values, and behavioral competencies needed to resolve conflicts without violence and to build and maintain mutually beneficial, harmonious, and good relationships (Johnson and Johnson, 2006). It is the process of acquiring the skills, values and knowledge that promote harmonious relationship among people in the society. Peace education could be formal or informal (Okolie-Osemene, 2012). Peace education is a participatory holistic process that includes teaching for and about democracy and human rights, nonviolence, social and economic justice, gender equality, environmental sustainability, disarmament, traditional peace practices, international law, and human security (Hague Appeal for Peace Global Campaign for Peace Education). Peace Education is about empowering people with the skills, attitudes, and knowledge: to build, maintain, and restore relationships at all levels of human interaction (Bhatti, 2010). To develop positive approaches towards dealing with conflicts from the personal to the international. To create safe environments, both physically and emotionally, that nurture each individual. To create a safe world based on justice and human rights. To build a sustainable environment and protect it from exploitation and war (Harris and John, 2002). As put by TeachUnicef (n.d) peace

education is a natural tool to prevent conflict and promote social, economic, and political justice amongst a nation's youngest citizen. It can be integrated seamlessly throughout the curriculum as a learning process, equipping young children and adolescents with conflict resolution skills, respect for human diversity, and awareness of our interconnected world". Prasad (2012) adds: Peace education view the world as one whole, a single community, and a fellowship of human being who have the same instincts of hunger and sex, the same aspiration of generosity and fellow-feeling, and help people to feel more for other people, enable them to change the exploitative and oppressive society, and create a non-violent and just society. Suri (2013: 40) while quoting UNICEF (2009) defines peace education asthe process of promoting the knowledge, skills, attitudes and values needed to bring about behavior change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, inter-group, national, or international level.

Peace education is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. It is based on a philosophy that teaches love, compassion, trust, fairness, co-operation and reverence for the human family and all life on our beautiful world (Friedman and Schustack, 1999*).* Peace education is a multifaceted educational programme that encompasses different approaches capable of transforming the behavioural patterns of people through the inculcation of desired knowledge, attitudes and skills for effective contribution to the cultural, social, economic and political development of the society (Alimba, 2007). Adding colour to the above explanations of peace education, Hicks(1985) described peace education "as activities that develop the knowledge, skills and attitudes needed to explore concepts of peace, enquiry into the obstacles to peace (both in individuals and societies) to resolve conflicts in a just and nonviolent way, and to study ways of constructing just and sustainable alternative future. It is the process of acquiring the values, the knowledge, and developing the attitudes skills, and behaviours to live in harmony with oneself, with others and with the natural environment (Valino, 2012).

Peace education is the type of education that impacts on learners' norms, values and attitudes and brings about a conducive environment for human beings. In other words, peace education includes reflection on all values, attitudes, forms of behaviour, and ways of life, and a commitment to the principles of freedom, justice, solidarity, and tolerance among individuals and between groups and individuals (Ajala 2003, quoted in Kalagbor, and Agabi, 2013).The United Nations (2009) describe peace education as schooling and other educational initiatives that:

- Functions as `zones of peace', where children are safe from violent conflict
- Uphold children's basic rights as outlined in the Convention on the Rights of the Child (CRC)
- Develop a climate that models peaceful behaviour among all members of the learning community.
- Demonstrate the principles of equality and non-discrimination in administrative policies and practices.
- Draw on the knowledge of peace-building that exists in the community, including means of dealing with conflict that are effective, non-violent, and rooted in the local culture.
- Handle conflicts in ways that respect the rights and dignity of all involved.
- Integrate an understanding of peace, human rights, social justice and global issues throughout the curriculum whenever possible.
- Provide a forum for the explicit discussion of values of peace and social justices.
- Enable children to put peace-making into practice in the education setting as well as in the wider community.
- Generate opportunities for continuous reflection and professional development of all educators in relation to issues of peace, justice and rights

Worthy of note is the skills, attitudes, competence, and knowledge which peace education propagates can be explore to tackle diverse problems confronting humanity. Thus, the conceptualization of peace education is based on the problem to be addressed depending on situations and society. For example in North America and Europe, peace education is defined within the context of conflict resolution education or conflict management education. In Japan, peace education is defined within the context of

mitigating the miseries of the Atomic-bomb. Hence, anti-nuclear bomb education becomes the theme that guides the definition of peace education (Chinyere, 2013). This experience is similar to that of Korea, where peace education is centered on how to reunite the North and South Korea. Consequently, reunification education becomes the main focus for the interpretation of peace education in the region.

Within the context of Nasarawa States and Nigeria at large it is pertinent to emphasize that peace education should be conceptualized as that programme that inculcate in learners the spirit of tolerance, mutual understanding, respect, and genuine love in order to challenge ethnic, religious, and political sentiments which are the main bane of violent conflicts in Nigeria that brings about instability. The specific regional variation in peace education profile is an indication that peace education reacts to the respective prevailing diverse forms of violence and conflicts (Harris, 2004). Thus, in this study, peace education is conceptualized as teachers teaching about peace, why does it does not exist, and how to achieve it. It take account of teaching about challenges of achieving peace, developing non-violent skills and promoting peaceful attitudesamong learners. This implies that the skills, attitudes, competence and knowledge which can be gained through peace education can be used to solve numerous challenges confronting man which can be personal, interpersonal, national, regional and international in nature. The Knowledge gained through peace education can be utilized for the positive transformation of the society.

2.08.2. Goals of Peace Education

The ultimate goal of peace education is for individuals to be able to maintain peace among aspects of themselves, individuals, groups, and countries, societies, and cultures. To do so, Johnson and Johnson (2006) asserts that, "the goals of peace education needs should focus on:

(a) establishing a cooperative, not a competitive, relationship among all relevant parties; (b) ensuring that all relevant parties are skilled in engaging in political discourse and creative decision making that includes an open-minded discussion of diverse views;

(c) Ensuring that relevant parties seek agreements that are mutually beneficial and that maximize joint outcomes; and

(d) Inculcating into all relevant parties the values underlying consensual peace.

Supporting the view of Johnson (2006), Reardon (1988) stressed that "the general purpose of peace education is to promote the development of authentic planetary consciousness that will enable us to function as global citizens and to transform the present human condition by changing social structures and the patterns of thought that have created it". As put by Chinyere (2013) the general purpose of peace education therefore, is simply about how to cultivate a culture of peace in people and to sustain it in a society". "The main purpose of peace education are the elimination of social injustice, the rejection of violence and the abolition of war". (Reardon and Cabezudo cited in Valino, 2012). Looking at the objective of peace education differently, UNESCO (2005) itemized the following objectives of peace education

- To sensitize the community or the organization with sources of violence within,
- To create in the learner the awareness, knowledge and sensitivity regarding issues that deal with war and peace; power and justice; gender and race; ecology and environment; conflicts, etc.
- To develop skills in critical thinking and problem solving/conflict resolution, empathy, assertiveness, sharing and cooperation.
- To instill in the learner the attitude of self-respect and self-esteem, respect for others, open-mindedness and vision, environment concern, commitment to justice, etc.
- To develop pro-peace attitudes, skills and competences in the learner.
- To work out strategies which are effective in handling violence and establishing peace within and outside the organization.

Alaya-ay, Basang, Fernandez, Sabaduquia, Sambo, Concordia, and Talaid, (2013), while quoting Montiel, (2012), postulates that "the ultimate aim of peace education, "is to educate children about peace, the value of nonviolence and brotherhood, justice and equity, human right and dignities and social justice building. These will enable the learners to sharpen their human critical awareness, openness to truth and

responsiveness to realities of life which is very necessary in their adult life". The objectives of peace education, writes Ahmad, Saidand Khan (2014:81) "is to solve problems through practice and to build peace and tranquility through educational means by promoting universal values.

2.08.3. Principles of Peace Education

The four principle of peace education is provided by Suri, (2013) "equitable dialogue, study with application towards societal transformation, holistic analysis of issues and promotion of values". The peace education pedagogy involves broadly direct teaching and modeling of peace education aims and values, critical thinking, Inquiry, Collaborative, Cooperative learning and problem-solving, simulations, discussing multiple solutions to scenarios, envisioning realistic alternatives, opportunities for self-reflection (reflective thinking and writing), community service, exploration, choice, creativity and engagement in community service and action-oriented problem-solving.

2.08.4. Importance of Peace Education

The importance of peace education cannot be over emphasized, peace education is a viable tool for national integration and development. Thus, some of the skills, knowledge and attitudes that can be gained through peace education for the positive transformation of the society are presented in figure 2. Below.

Table 2.3. Basic skills, knowledge, and attitudes in peace education

Skills	Knowledge	Attitude
• Critical thinking • Problem solving • Self-solving • Self-awareness/reflection • Assertiveness • Reading • Orderliness • Perseverance • Cooperation • Cheerfulness • Self-control • Self-reliance • Sensitivity	Knowledge on issues relating to; • Self-awareness • Peace and conflict • Justice and power • Human rights • Globalization • Duties and rights of citizens • Environment/ecology • Social justice and power • Non violence • Conflict resolution and transformation • Culture and race	• Self-respect • Honesty • Open-mindedness • Fair play • Obedience • Caring • Empathy • Tolerance • Adaptation to change • Sense of solidarity • Respect for differences • Gender equity

• Compassion • Active listening • Patience • Mediation • Negotiation • Conflict resolution	• Gender and religion • Health care and AIDS • Arms proliferation and drug Trade	• Sense of justice • Sense of equality • Reconciliation • Bias awareness • Appreciation Transparency

Source: Alimba (2010).

The Figure 2.3 above revealed the skills, knowledge and attitudes that can be acquired by learners through peace education. The acquisition of these values is a path that would empower people to embrace peace, live for peace and harmony as well as work for peace anywhere they find themselves. Their perception about live generally will dramatically change for better in such a way that their behaviours patterns concerning people and material objects will be refined and controlled. Peace education brings about controlled behaviour, "it is all about empowering people with skills, attitudes and knowledge to: build, maintain and restore relationships at all levels of human interaction; develop positive approaches towards dealing with conflicts from the personal to the international; create safe environments, both physical and emotionally, that nurture each individual; create a safe world based on justice and human rights; and build a sustainable environment and protect it from exploitation and war" (Harris, 2004 cited in Chinyere 2013). Similarly, Chinyere (2013) noted that Peace education is a participatory education that is essential for people to imagine, conceive, decide and act constructively for the collective benefit of all in a society.

Peace education promotes skills, attitudes and knowledge that are germane for the inculcation of peaceful behaviour and the promotion of a culture of peace in a society". Sharing the view of Chinyere (2013), Valino (2012) postulates that "peace education is a practical imperative: education for peace will give us in long-run the practical benefit that we seek, such as dealing with personal and structural challenges". Valino Further argued that "peace education challenges the long-held belief that wars cannot be avoided, this belief is based on an underlying view that violence is inherent in human nature. Peace education can transform peoples' mind set with regard to the inevitably of war and can in fact enable people see that alternatives exist and that there are ways by which violence violent conflict can be prevented". Similarly, UNESCO (2005) noted that "Peace

education is an important innovative initiative. When the world is fragmented with competing nuclear armed commandos, peace education is probably the only hope for survival of life on the earth". "Peace education can contribute to mitigating conflict along three primary aspect of conflicts: structural, behavioral, and attitudinal.

Education can alter societal contradiction (structural), Improve relation and interaction (behavioral), and encourage change in attitude (attitudinal) (Kotite, 2012). Writes Barakat, Karpinska, and Paulson (2008) teaching students the values of cooperation and tolerance of cultural difference helps to overcome prejudicial stereotypes that opportunistic leaders routinely use for their selfish end". Education is the single most important policy lever of any government to increase social cohesion: access to education is a highly symbolic indicator of equity, linked to income earning potential and the ability to diminish inequalities (Kotite, 2012). Save the Children (2008) noted that Participatory education processes can build relationships inside and outside the school that are built on trust, cooperation, and reciprocity, Peace education curricula offer diverse content, form, structure, skills and attitudes that address the needs of alternative perspectives (Save the children 2008 in Kotite, 2012). From the psychological perspective the West African network for peacebuilding WANEP (2012) postulates that Peace education plays significant role on the psychological behavior of youths, the success of engagement of students engaging the student lies basic cognitive principle guiding their learning process.

The above contributions of scholars on the importance of peace education shows how vital peace education is. With peace education the society would be a better place to stay, because the challenges of ethnicity, hatred, intolerance, religious bigotry, etc. would be overcome or addressed and everybody would be better for it.

2.08.5. Channels of Peace Education

To achieve the desired goals of peace education in any setting, it is necessary that the channels and form of peace education is known and well-articulated by the peace educators'. There are three main channels through which peace education activities can be dispensed. These includes informal, formal and non-formal channels.

1, informal channel:The informal channel of propagating peace education involves developments at home and family settings, which have bearing on how peaceful behaviours are nested and promoted. The informal channel is characterized by

approaches that border on role model, imitation and other means such as storytelling, proverbs, use of poems etc. in homes, families and the immediate environment.

2,formal channel:The formal channel for propagating peace education entails the use of schools to educate people for peace. It involves the incorporation of peace education values into the school curriculum, so that people can be taught how to pursue peace with self and others in the environment to enable them leave in peace and harmony.

3,non-formal: Non-formal channel of peace education involves training people through workshops, seminars, town hall meetings and conferences at the local level, so that they can be aware of how to live peacefully and harmoniously with others" Chinyere (2013).

These channels add lots of impetus to the dissemination of information and new massages about peace education to a specific or wider audience. With these channels of peace education it then implies that peace education is a collective responsibility of all stake holders in peace project. However, in the 'formal channel of peace education' the role of teachers' is critical, the teacher ensures that the curriculum content of peace education is properly implemented to the end user of the curriculum (learners) using various strategies or methods.

2.08.6. Forms of Peace Education

There are various forms of peace education. Harris (2004) identified five types of peace education which are: conflict resolution education, human rights education, environmental education, international education and development education. In addition to the forms of peace education provided by Harris (2004), there is the spiritual aspect of Peace education, this view is best captured by Quisumbing (2000) who averred that "peace education is in fact wholesome and holistic education, which takes into consideration the whole body and soul, mind, heart and will. This view was collaborated by Alimba (2008) who also noted that peace education "has the tendency to change the physical, intellectual, emotional and spiritual abilities of people within the context of their cultural, political and social milieus for peaceful and harmonious living. It is an essential instrument for changing the behaviour and perception of people for positive thinking and creativity".

Spiritual aspect of peace education is less emphasized by peace educators. It is a very essential component part of peace education because it gets people to understand the issue being considered from the deepest region of their hearts and bring them into deeper touch with the whole selves, with others and the environment.

2.08.7 Peace Education at the at the NCE level and other Institutions of Learning

Peace education at the NCE level is not thought as a subject, time is not allocated to it intime table. However peace education is a component of social studies education at the NCE level. Peace education in NCE social studies is included in order to reduce crime, violence and other social vices in Nigeria. According to Oderinde (1997) peace education in schools is introduced in schools because of the following reasons:

i. For the child who is client in peace education, the development of trust, security and positive esteem are necessary as its first principles.

ii. Peace education influence children to cultivate peace values (non-violence, social justice, human right. Peace attitude (being critical, democratic, non-violence), peace skills (conflict resolution, pain less political change) and peace knowledge (insight into condition of war and factors that prevent peace.

iii. Peace education in the school curriculum is to focus on the foundemaental values of democracy, large generosity of mind, care and compassion.

iv. That women if allowed accessed to social governance may contribute to immensily to societal peace given their general type of socialization which stress nurture and care as opposed to that of men which emphasizes toughness.

2.08.8. Stages of Implementing Peace Education in institutions of learning

A very laudable programme like peace education need to be properly implemented in school setting for it serves as antidote for addressing numerous societal problems such as violence, communal clashes, intertribal wars, ethnic hatred, and intolerance among others. The school represent a good natural setting for the implementation of peace education curriculum when compared to informal setting of implementing peace education, such as in workshop, church, mosque, conference, and town hall meeting etc. The West Africa Network for Peacebuilding (WANEP) (2012) came up with two optional structure for effective implementation of peace education

programe i.e. These are the ‘integrative peace education’ and ‘independent peace education structures’ as presented below:

Integrative peace education structure

It is the infusion of the peace education program into already existing approved education curriculum in a country. It requires less structure as selected subjects are expanded to include topics on peace education. The identified subjects are expected to be closely related to Civic Education, Social Studies, Guidance and Counselling, Moral and Ethics Education, Religious Studies, and General Studies. An inclusion into the curriculum will however require the approval of the respective educational regulatory bodies or agencies. It will also require additional capacity building for the respective teachers of the subjects. Depending on the recommended subject, it may be part of an examination process for the students. However it is strongly recommended that the infused peace education topics are not included as part of examination but rather highlighted as part of character moulding and behavioural change process for the students. This structure can be applied at all levels of education in a country.

Independent peace education structure

It is a conscious development of peace education as a separate subject of learning. It requires a restructure of the school curriculum following a review and approval of a new education policy by the respective regulatory government agency/body. It also requires specific training and specialisation for teachers. This structure can be applied at both primary and post primary school levels. However, it will require medium to long term planning and is often cost intensive. It is also recommended as a non-examination subject that deepens the knowledge and culture of students for peace and conflict resolution.

2.08.9. Stages of Implementing Peace Education in School

Despite the differences of these types of peace education structure, the process/stages of ensuring its set up or implementation in West African schools are almost similar. These include the following:

Step 1: Consultations with relevant regulatory or oversight institutions and professionals:

Prior to the setup of peace education in schools, it is important to discuss the plan of action with the relevant government regulatory bodies and education experts to determine the possible structure that will be feasible as well as to contextualise the entire peace education program to suit the realities of the targeted environment and beneficiaries. The support and suggestions provided by this group ensures that the program is impactful, successful and sustainable.

Step 2: Design and development of a teacher's guide and source book:

To facilitate the teaching of peace education in schools, it is important to develop a teacher's guide and source book that will enable the teacher(s) understand the essential tools of training for students as well as the expected impact and outcome. Education and child psychology experts are relevant for the development of the teacher's guide and source book. It is advised that the document is developed first as a draft that will be subsequently tested in pilot school(s).

Step 3: Selection of pilot school(s) for the program:

In selecting the schools to benefit from the program, balanced consideration has to be given to the school structure to ensure inclusive participation and impact. For instance, it is important to select schools at urban and rural locations. A mix of private and public schools is also advised. Where post primary schools are involved, the identification of schools that have both girls and boys will reflect a gender balance and consideration. It is advised that this selection process is done in consultation with the relevant government oversight or regulatory agencies/bodies that provides technical direction and suggestions for the success of this process.

Step 4: Consultation with Heads of Pilot Schools:

Seeking opportunity to discuss and agree with the heads of schools selected for the peace education program is very important. It provides the platform to discuss their willingness and commitment of the success of the project in their schools. It also provides a forum for discussion on the logistics and modalities of implementation of the program in their schools. Suggestions on the subject areas and teachers that will be overseeing the implementation process will be discussed at this forum. Based on the nature of education regulations in West Africa, the participation of regulatory bodies or agencies to this

meeting often reinforces the trust, confidence and commitment of the heads of schools to the process. Agreements and discussions on the selection process for the students who will lead the practical peace learning and adaptation among their peers usually takes place at this forum.

Step 5: Consultations with the Parents Teachers Association

Gaining the support of parents and guardians of children or students who will be part of a peace education process is very important. Therefore a prior consultative forum is advised to enable the parents appreciate the entire essence of the program and also to ensure their support for their children or wards to actively be involved/ in the program. This is important as their children or wards are likely to be more engaged in practical peace learning actions which will be additional school work or activities beyond the existing curriculum. This also gives confidence to the school administration and also to the children to remain focused in the peace program within their schools.

Step 6: Training of Teachers on the Guide and Source Book:

The administration of the benefiting school(s) for the peace education program will suggest and select the teacher(s) who will be trained to facilitate the program in their school(s). Ideally, the selection of the teachers often relate to the following subjects or disciplines: Social studies, Religious studies, moral instructions, guidance and counselling. This works in situations where the intention of the implementation is directed towards an integrated peace education structure. However, for an independent peace education structure, beyond the choice of these disciplines, consideration can also be made for teachers who have the mien, respect and trust of the children and students irrespective of the subject they teach. Selection of these teachers for the training will be based on their interest and willingness to volunteer for the process. Where it is possible, at least two teachers from the benefiting school(s) will be trained to offer mutually supportive roles. The teachers will be encouraged to seek additional opportunity for replication of the training to identified colleagues in school with support from the school administration. This provides additional support and boost to the teaching of peace education in the benefiting school(s).

Step 7: Training and Establishment of Peer Peace education Supportive Groups in School(s)

To enhance interest, commitment and active participation of the students to peace education in the benefiting school(s), it is advisable to identify and train students who reinforce the peace education teachings through practical activities that build the culture of acceptance and behavioural change among their peers in schools. Ideally, these students are selected based on their willingness to put in extra time for the program. They are also expected to have good academic standing and capable of maintaining good grades. This is because since the program will be engaging and will often require extra time, engaging students who do not need to put extra time to their academic work is key to its success. They must also have good conduct and character as 'shining' examples of emulation and respect from other students. In some cases, the engagement of delinquent students as part of the support group whose behaviour and character has been transformed from participating in the program can enhance acceptance and mass participation from the students. Therefore it is important that the context and opportunities for the consolidation of the program is properly understudied by the implementers.

These students must be trained and supervised by a trained teacher. It is also important to establish a platform with regulations of operation to guide the students. This platform could be in the form of a peace club, a peer mediation club or a crisis management group and guided by the modalities/regulations of club formation and operations in benefiting school(s). It is also advisable that the school makes provision for a room or space for the club to meet regularly. Required furniture and stationery can include chairs (at least 4), a table and a file cabinet for storing documents and materials related to the program, stationery for note taking and documenting. Time of meetings for this club is also important in order not to disrupt the normal academic period of the students. Therefore during school recess or after school periods may be ideal for the club activities.

Step 8: Teaching of Peace Education in benefiting school(s)

Trained teachers embark on teaching the students on the various dimensions of peace education in the classes. The source book and teacher's guide are used by the teacher. However, the teacher is encouraged to be creative in adapting his/her teaching to the understanding of the students. Participatory Learning Action using environmental or

societal specific examples that are familiar to the children is advisable. At least a mock class is expected to run for a whole term of 3 months. Assessment and evaluation tools are used by the teacher to test the knowledge and understanding of the students on the topics taught.

Step 9: Information, Education and Communication materials (IEC) as tools for mass enlightenment

Peace education in West Africa is a relatively new concept and therefore requires that additional public enlightenment and awareness be created to ensure civic acceptance and support. Depending on the nature and form of the IEC, the consultation and participation of various relevant stakeholders is necessary to facilitate effective communication. The IEC for students will require the consultation of students, especially members of the peace clubs who can offer direction for the message that will impact positively on their peers. Some of the optional IEC materials can include posters, leaflets, introductory booklets, T-shirts, caps and magazines.

Step 10: Evaluation of the program impact in school(s):

Evaluation of the impact of the program on the psycho social behaviour of the students is key to its success. The evaluation tool must highlight indicators of progress as well as key challenges that need to be addressed. It will also flag out the opportunities that have been provided by the program which will support and justify institutionalising peace education in schools within targeted state, county, region or country.

Step 11: Strategic Consultations with Government Regulatory Agencies/ Bodies to Institutionalise Peace Education

It is advisable to refer back to the government regulatory agencies based on the documented experiences of the pilot of the peace education program to advocate for its adoption into the curriculum of education. It will be helpful to provide the impact of the program in the pilot school(s), especially on the psychosocial behaviour of the students to justify this adoption. The engagement of these regulatory agencies to the entire process of the program implementation enhances the appreciation and support of state actors to this process. The platform will also offer opportunity for the further design and adoption of

policy that includes peace education for students. This strategic discussion and advocacy determines the next steps to consolidate the peace education programs in the school(s). The process in many countries of West Africa is slow due to the need for standard technical input and, policy review or formulation and multi-level actions that it requires. However, the success of the basic steps forms the driver that determines the continuity or sustainability of peace education in any given state or country.

2.08.10. Roles of Teachers in Peace Education

> *"My country is a country of teachers. It is there for a country of peace. We discuss our success and failure in complete freedom. Because our country is a country of teachers, we closed the army camps, and our children go with books under their arms, not with raffles on their shoulders. We belief in dialogue, in agreement, in reaching a consensus. We reject violence. Because my country is a country of teachers, we belief in convincing our opponents not defeating them, we prefer raising the fallen to crushing them. We belief that no one possesses the absolute truth. Because mine is a country of teachers. We seek an economy in which men cooperate in the spirit of solidarity not economy in which compete to their own extinction. Education in my country has been compulsory and free for 118 years".*(Sanchez 1987 cited in Kotite, 2012)

The Speech delivered by Oscar Arias Sanchez, president of Costa Rica for the Noble peace prize laureate in 1987**.**

The above speech by Sanchez the president of Costa Rica is a pointer to the fact that peace education is a serious task before any teacher. Teachers have a great role to play in ensuring learners are inculcated with the right type of skills, knowledge and attitude that will enable them confront challenges of all forms of violent conflicts, ethnicity, intolerance dis-unity among others that have been the bane of Nigeria's development. Peace education is a laudable programme that need to be integrated in to the social studies curriculum at all-levels of education (primary, secondary, and tertiary level) with passion, this is so because "the destiny of a nation is shaped inside the four walls of the class room" (Kothari in Behera, 2013). The social studies teachers' as implementers of the curriculum have prominent roles to play in ensuring that the culture of peace is instill in learners. Behera (2013) identified the following roles of teachers in peace education:

- Value and model life-long learning.
- Know the curriculum and communicate expectation to students and parents.
- Teachers should be approachable and to have a positive relationship with students, colleagues, parents and community members.
- Provide safe, and supportive and inclusive environment in their class and school.
- Design and implement effective and meaningful instructional assessment strategies.
- Challenge the students to reach their potentials and foster independent learning.
- Are firm, fair and consistent with discipline.
- Assist their students in reorganizing and understanding their role in a local and global community.
- The teacher must understand that multi-cultural, multi-ethnic, and multi-religious problems in the society are not to be dealt with in isolation in bits in pieces of a good peace education programme but being interconnected with all other problems of peace and violence are addressed in a whole programme. For example, developing qualities such as compassion and service to others can help reduce racial, religious or other prejudices, but students of all background must takepart in the programme.
- The teacher must be cognizant and wholly supportive of the basic nature and aim of peace education
- The teacher must cope with prejudices, conflict, and violence in an increasing diverse
- Society by starting with themselves. Firstly, the teacher must develop his own emotional intelligence. People with high I.Q know and manage their own emotional life well and understand and deal effectively with the feeling of others. They are skillful in relationships.

Suri (2013) asserts that 'the role of teacher is to teach peace while using conceptual elements of the philosophy and the processes to structure formal, informal and "hidden" curricula. This also includes classroom climate, tolerance, respect and those

teachable moments that can transform classroom interactions and learning'. Similarly, Sivanithi, and Vennila, (2013: 56) averred that "The teacher should help in making understand the various principles of life to the students and thereby inculcate educational values among students**.** These values signify a code of principles which are essential for leading a noble life. It helps in building of character. The moral values which need to be inculcated among the students by the teacher are honesty, truthfulness, moral stability, good character, kindness, purity, sympathy and humility. It is the role of teachers to plant the seeds of harmony and integration among students' minds".

2.08.11. Challenges of Implementing Peace Education in Institution of Learning

Peace education in any setting is an initiative that could positively transform the individual and the society at large, however, implementing peace education in Nigeria will remain a mirage, considering the fact that most well-articulated government in the past were poorly implemented or not implemented at all. The implementation of Peace education programme is capital intensive, huge financial resource will be required for developing peace education material, training and capacity building of teachers. This require funding from the government, were the funds are not made available for the implementation of peace education project it becomes a threat to the spread of peace education values.

Based on WANEP's (2012) experience, the following are some of the critical challenges of implementing peace education in institution of learning:

- Lack of acceptability of the peace education concept by governments as well as their lack of political will to adopt it as part of the education policy despite the increasing appreciation of its positive impact on the psycho social behavior of children who have already benefitted from the program.
- Lack of financial resources especially funding dedicated to peace education
- Lack of an appropriate and comprehensive Peace Education Curriculum that can be well adaptable to the local needs in each respective community or country.
- Lack of coordination and collaboration between different initiators of Peace Education programs in West Africa.

- The limited gender dimensions and input to the peace education program and the risk of the program responding only partially to local contexts and conditions.
- There is lack of proper understanding and interest in peace education by all the stakeholders.
- Limited expertise and capacity for peace education.
- The contentious ambivalence of accreditation of peace education as an examinable subject which affects the level of seriousness attached to its teaching and learning in schools
- The methodologies currently used in formal learning in schools contrast with the peace education approach and tools which places more emphasis on cooperative learning , critical inquiry and discovery method than competition among learning students.
- The parents and guardians are often reluctant to support their children and wards from active participation in peace education programs and activities.
- The turnover of teachers and heads of schools from public schools through redeployment which affects the supervision and management of the support groups in benefitting schools.
- The frequency of strike actions by teachers of public schools which disrupts the program in these schools.

2.09. Human Rights

Before we delve into human right education, it pertinent to clarify the concept of human right. Internationally and nationally, the need for the promotion and protection of human rights is now not only recognized as the foundation of freedom and justice but as an integral and essential element for the preservation of peace not only within the confines of particular states, but universally" (Dada, 2013). "Human rights are not an abstract, theoretical or philosophical concepts, they are rights of all humans regardless of gender, age or other difference (Kepenekci, 2001 in Duman, Yavuz, and Karakaya, 2010). As put by Duman (2010), human rights are untouchable and indispensable rights that all humans are entitled to regardless of religious, linguistics, racial, social, cultural and economic difference", "among this rights are the right to education, health, personal

untouchability, living in healthy environment, petition writing, privacy of personal life, accommodation and the vote" (Kuran, 2014). Human rights are those privileges enjoyed by the citizens of any given country guaranteed and protected by the State constitution" (Okeshola, 2013)

2.09.1. Human Rights in Nigeria

When Nigeria got her full political independence, considerable efforts have been made to promote and protect human rights in Nigeria. "The independence and post-independence constitutions, - that is, the 1960, 1963, 1979 and 1999 Constitutions – not only guaranteed human rights but instituted mechanisms to ensure their enforcement" (Dada, 2013). Nigeria's efforts at protecting and promoting human rights are not limited to mere constitutional provisions and establishment of institutional infrastructure to secure the enforcement of the rights. "Nigeria played a predominant role in the process that led to the actualization of the dream for an African Charter on Human Rights. Although the Charter came into force in 1987, as far back as 1961, Nigeria hosted a conference in Lagos on the Rule of Law. It was at that conference, convened though by a non-governmental organization, that African jurists for the first time called for the establis

hment of an African Commission on Human Rights. Indeed, Dr. Nnamdi Azikiwe, of Nigeria, has been credited with the first suggestion for an African Convention on Human Right. Nigeria also actively participated in other conferences and seminars which furthered the realization of an African Charter on Human Rights (Dada, 2013). Apart from guaranteeing human rights in its constitution and facilitating the conclusion of regional human rights instrument. Nigeria has shown its commitment to human rights goal by the adoption and ratification of major international human rights instruments. United Nation (n.d) For instance, Nigeria is a member of the United Nations and a signatory to the Universal Declaration of Human Rights, 1948. Other important instruments to which Nigeria is a signatory include, The Convention on the Elimination of All Forms of Discrimination Against Women, Convention on the Prevention and Punishment of the Crime on Genocide, the International Convention on the Elimination of all forms of Racial Discrimination, International Covenants on the Civil and Political

Rights; and the International Covenants on Economic, Social and Cultural Rights (Dada, 2013).

It is worthy to note that the formal guarantees of human rights in the Nigerian constitution and the ratification or accession to the international human rights documents is not a standard for measurement of the degree of protection of human rights. Indeed, there exists a wide gap between declaration and actual practice. Thus, in spite of the determined, bold and passionate endorsement of the international human rights instruments, and the apparent commitment to their protection as expressed in the Constitutions, that those not translate to full protection of human rights, this is so because there are worrisome cases of infractions on human rights in Nigeria.

As an illustration, most Nigerian children are denied access to education, medical facilities, by the government due to massive corruption in the system. Illegal detention of citizens for more than 24 as stipulated by the law by security agents. Military intervention in Nigeria politics like in most African countries has indeed had a destabilizing effect on human rights protection. This is because of the autocratic nature of military rule. All the military governments unleashed varying degrees of terror on the populace. Cases of human rights violations exist under the various civilian dispensations. "The picture of human rights promotion and protection in Nigeria despite the adoption of numerous international human rights instruments and the constitutional provisions remain a worrisome which should provoke more than a mere passing interest" (Dada, and Ibanga, 2011). For instance, the political intolerance and lack of accommodation of dissenting opinions in part exacerbated and ignited the political conflagration which eclipsed the first republic. It was in this political climate of intolerance that Chike Obi was arrested and charged for the crime of sedition 89 notwithstanding the constitutional right to freedom of speech. Human rights regime under the civilian administration of General Olusegun Obasanjo was a sorry tale. As in the inglorious days of military rule, frequent cases of extra-judicial and unresolved killing, for example the unresolved murders case of Chief Bola Ige then, Attorney-General of the Federation and Harry Marshall

2.09.2. Human Right Abuse

Nigeria is one of the worst victims of human rights violation in Africa. Consequently, many Nigerians today live in fear and terror, torture, unlawful detention, unfair trial and possible death (Okeshola, 2013).Even though Nigeria has a National Human Right Commission, a constitution modeled after United State of America, and a signatory to the United Nations Universal Declaration of Human Rights, various governments (both military and civilians) have always treated the issue of human rights with contempt. In fact, the uneasiness about the flagrant violations of human rights in Nigeria and the outrages that have occurred are the major threats to peace and stability in the country (Okeshola, 2013). As observed by Ademu (2011) Nigeria police force participates in mass killings, burying suspects in shallow graves, while their personnel fail to keep adequate records of people in custody, knowing well that their failure to do so facilitates abuse against detainees and suspects.

There is also failure on the part of the government to institute or exercise due intelligence in investigating or ensuring accountability for police abuses. This view is collaborated by Margima (2011) Human rights abuse by the police is a phenomenon that is disturbing and worrisome to Nigerians. This has left many citizens to be injured physically, mentally or psychologically as they go through these experiences in the hands of those whose responsibility is to protect them." Article 4 of the African Charter on Human and Peoples' Rights, states that "Human rights are inviolable. Every human being shall be entitled to respect for his/her person. No one may be arbitrarily deprived of his /her right." This declaration is one amongst many such as the UN Declaration of Human Rights (Claire de Than, 2003 as cited in Okeshola, 2013). Another perspective to human rights abuse are mostly committed against some sections of the society such as the poor, uneducated citizens who are defenseless and unable to enforce their rights because they are neither seen or heard (Human Rights Situation Report, 2003). We can argue that, the greatest assault on human rights in Nigeria currently is the barbaric, and horrific activities of the Boko Haram sect. The mindless killings and attacks on innocent and defenceless citizens by the sect members threatens the stability and security of Nigeria and human rights satisfaction. Since the sect commenced its invidious activities in 2009, over 15,000

Nigerians have been killed and maimed. Dada (2011) opined that "cursory look at certain traditional practices in Nigeria also demonstrates that human rights promotion and protection are grossly inadequate.

Women in Nigeria, by reason of their status still suffer discrimination and are subjected to tragically obnoxious practices which do not only constitute infractions of basic human rights and fundamental freedoms but dehumanise them" as an illustration these discrimination and barbaric cultural practices can be seen in widowhood practicesfemale genital mutilation,spousal and non-spousal violence, and under-aged female children marriage, etc. All these practices find legitimacy in cultural and traditional beliefs of the male dominated society in Nigeria. According to Dada (2011), "Women are not the only victims of discriminations and other obnoxious cultural practices which constitute a significant infraction and circumscription of human rights enjoyment, promotion and protection in Nigeria. Children suffer comparable disadvantage from the twin 'dragons of culture and traditions'. Some cultural beliefs and practicesin Nigeria undermine and compromise the rights of children in diverse ways and varying degrees. Examples of some of these retrogressive practices and beliefs include prohibition from eating certain foods resulting in malnutrition, denial of freedom of association and expression, lack of access to education, early marriage, etc."

2.09.3. Violence against Women in Nigeria

Violence is a major source of challenges for the sustainable growth and development in any society, most especially when it is targeted at women who are perceived to be of weaker sex.Violence against women is a global phenomenon that is increasingly prevalent all over the globe. The World Health Organization (2012) studied this phenomenon using data on more than 24,000 women from 10 different countries and indicated that violence against women is practiced on a large scale. Lately, violent incidents against women are an increasingly prevalent phenomenon perhaps due to the deteriorating economic status and rapidly growing unemployment rates.

Although violence against women is a global phenomenon, there seem to be very few studies based on a thorough analysis of the phenomenon to investigate the causes of

the problem" Okasha, and Abu-Saada, 2014). Abama, (2009) postulates that "violence against women hinders progress in achieving development targets in Nigeria. Despite the growing recognition of violence against women as a public health and human rights concern, and of the obstacle it poses for development, this type of Violence continues to have an unjustifiably low priority on the international development agenda and in planning". Abama, (2009) further noted that "It is estimated that one in every five women faces some form of violence during her lifetime, in some cases leading to serious injury or death" One of the most pervasive violations of human rights in all societies exists on a continuum from violence perpetrated by an intimate partner to violence as a weapon of war (Grown, 2005 as cited in Abama, 2009).

Violence against women was recognized in the Millennium Declaration of September 2000, in which the General Assembly of the United Nations resolved "to combat all forms of violence against women and to implement the Convention on the Elimination of All Forms of Discrimination against Women (United Nations, 2005). Such violence is closely associated with complex social conditions such as poverty, lack of education, gender inequality, child mortality, maternal ill-health and human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS). Violence against women can take the form of 'Physical violence'i.e. slapped, or had something thrown at her; pushed, shoved, or had her hair pulled; hit with a fist or something else that could hurt; choked or burnt; threatened with or had a weapon used against her. 'Sexual violence'means a woman has been: physically forced to have sexual intercourse; had sexual intercourse because she was afraid of what her partner might do; or forced to do something sexual she found degrading or humiliating. 'Emotional violence'includes, for example, being humiliated or belittled; being scared or intimidated purposefully. 'Domestic' violence means a woman has encountered any of the above types of violence, at the hands of an intimate partner or ex-partner; this is one of the most common and universal forms of violence experienced by women (Abama, 2009). Violence against women is a widespread harm to the basic rights, freedoms, health, and welfare of women. It occurs in numerous situations and at many hands, including those of relatives, acquaintances, employers, and the state. In fact, most forms of violence directed specifically against women in Nigeria are met with silence not only by the state but also

by much of the human rights community. Karanja, (2003:10) argued that "as a result of violence or a fear of violence, Nigerian women are unable to protect themselves from infection and to access HIV/AIDS services, the unchecked domestic violence and the lack of access for women to HIV/AIDS services are clear indications that the government is failing to meet its responsibilities. In addition to women's greater bodily defenselessness, social, cultural, and legal forms of discrimination compound their vulnerability to HIV. Domestic violence, already a leading cause of female injury, deprives women of bodily integrity by eliminating their ability to consent to sex, negotiate safer sex, and determine the number and spacing of their children. Azuh, Egharevba, and Azuh, (2014) postulates that "In most traditional African settings, women are adversely affected in several ways. These include deprivation of the women of quality education and decent training, poor healthcare, female circumcision, underage marriage, and limited access to productive resources and political power.

2.09.4. Gender Inequality and Women Rights

Before we delve into Gender Inequality and Women Rights, it will be plausible to clarify the concepts that impinge to it.

Gender: is a social construct which affirms that the expectations, capabilities and responsibilities of men and women are not always biologically determined. The gender roles assigned to men and women are expressively defined – structurally and culturally – in ways which create, reinforce, and perpetuate relationships of male dominance and female subordination. Njogu, and Orchardson-Mazrui, n.d). Through the process of socialization within the family, in educational institutions and other social spheres, boys and girls are conditioned to behave in certain ways and to play different roles in society.

Equality: Refers to the socially constructed relations between men and women. Societies decide which resources men and women can access jointly or separately, the work they can perform, the clothes they wear, and the knowledge they are allowed to acquire, as well as how they acquire and use it. Gender is about relation- ships that may change over time and place. While sex tends to be fixed, gender is amenable to change over time depending on circumstances. Gender relations between men and women may

vary between classes, races and cultures. Institutions may have cultures that determine the executive, administrative and service positions of men and women. Students' specializations are also being shaped by gender (UNESCO, 2015).

Gender Equality: This ensures that women and men enjoy the same status and have an equal opportunity to exercise their human rights and realize their full potential to contribute towards political, economic, social and cultural development, and to benefit from the results. It is the equal value attributed by society to both the similarities and the differences between women and men, and the different roles they play. Gender equality can be promoted when resources, opportunities and support are availed to men and women without regard to biological sex, (Gender Equality Now, 2011)

Gender equality in education: This ensures that female and male learners are treated equally, have equal access to learning opportunities and benefit from education equally. They become empowered and can fulfil their potential so that they may contribute to and benefit from social, cultural, political and economic development equally. Special treatment/action can be taken to reverse the historical and social disadvantages that prevent female and male learners from accessing and benefiting from education on equal grounds. UNESCO, (2015)

Gender inequality manifests itself in a number of spheres within the family, labor market, politico-judicial structures and in cultural-ideological productions, for example in the mass media. Values, norms, and practices enshrined in domains of social interaction may contribute to fostering inequalities, reinforce gender related power differentials or increase violence against women. "Gender inequality is regarded as one of the major drivers of the spread of HIV/AID (Braun and Dreiling 2010. While initially AIDS was seen as a disease for 'middle-aged gay men' in Western industrialised societies and for the elite in both Brazil and some sub-Saharan African societies in the 1980's, it has become a gendered epidemic in the twenty-first century (Bolin and Whelehan 2009 as quoted in Hlalele, and Letsie, 2011). It is worthy to note that, it is not just through socialization that inequalities are planted. Glaring gaps in policy, legal frameworks and investment opportunities make it difficult for women to perform to their full potential in social, economic and political spheres. "In an attempt to tame the rise in gender

inequality across the globe, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) stipulates the urgency of eliminating stereotypes, customs, and norms that give rise to the many legal, political and economic constraints on women. Article I of CEDAW defines discrimination as "any distinction, exclusion, or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, human rights, and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

Discriminations contribute to the perpetuation of gender inequalities. As an illustration, when women are not adequately represented in decision-making levels, their rights and freedoms may be violated. Notice that equality relates to the dignity, rights, opportunities and worth of men and women to participate in different spheres of life" (Kameri-Mbote, 2002). In this regard, Empowerment entails political participation, civil rights and reproductive rights for all women as well as a review of constitution, laws, policies that hinder equality would be needed. In Nigeria, the sheer numerical size of women constitutes up to about 49.2 per cent according to 2006 population and housing census (NPC, 2009).Agbalajobi (2010) is of the view that "the increasing domination of women by men has been the cause of women not succeeding in gaining power. All these could engender lower quality of life and culminate in limited productivity and hinder economic efficiency and developmental growth". Thus, for a nation to achieve sustainable growth and development, women potentials must be optimally harnessed. While the pursuit of gender equity remains strongly embedded within the framework of fundamental human rights and gender justice, investments in women are now recognized as crucial to achieving sustainable development for transiting economies of Africa" (Azuh, 2014). According to the UNDP Human Development Report (2014) figures for all developing nations, there is greater disparity in African men and women status and potential for development. For example, most women still lack access to education, employment and income-generating opportunities, information, and parliamentary representations". Nigeria has embraced gender mainstreaming, yet, it is evident that gender inequalities are still persistent. Recently, it was estimated that one Nigerian woman for example dies from complications of pregnancy and childbirth in every 10

minutes. This implies that about 144 women lose their lives within a day and a total of 1,728 within a year (UNICEF, 2009).

2.09.5. Factors Responsible for the Relegation of Women Nigeria

Factors which are responsible for gender inequality in Nigeria abound, such as religion cultural practices, and societal norms. Abegunde, B. (2014) presents the following factors responsible for the relegation of women in Nigeria.

2.09.5.1. Cultural and Religious Restraints

Culture being the way of life of a people is usually difficult to change. In Nigeria, it has been observed that women and daughters in some tribes are discriminated against when it comes to inheritance of property (i.e. succession) (Olufunlola, 2003 in Abegunde, 2014). Nigeria being a patrilineal of society the right of inheritance is chiefly by male descent. There are of course some parts of the country where women can inherit from their father's estate e.g. the Yoruba speaking area. In most part of Igboland, women are excluded from inheriting the property of their father" (Falana, 2003). In Yoruba land, wives rights and interests are compromised.

In Akinubi V. Akinubi (Falana 2003), the court has this to say:

> *"It is a well settle rule of native law and custom of the Yorubas that a wife could not inherit her husband's property. Indeed, under Yoruba customary law, a widow under intestacy is regarded as a part of the Estate of her deceased husband to be inherited and administered by the deceased family, she could neither be entitled to apply for a grant of letters of administration nor appointed as co-administratrix"*

The patriarchal structure of traditional society enables men to dominate women. Through the patriarchal system, Nigerian women are socialized into a culture of female subordination. A Nigeria woman is born into a culture of male supremacy. There is the general preference for a "male child" while girls leave home at marriage to become their husband's property.

Religious restraint also constitutes a serious clog on the wheel of women liberation and equality campaign. Non-compliance with the internationally recognized human rights norms is therefore justified on the ground of culture (Abegunde, 2014). The most flagrant of such infractions can be found in Muslim countries, particularly those states that have been formally declared Islamic. It is proposed to chiefly examine the human rights of women in such countries.As an illustration of the sort of harm that is, and can be done, in the name of culture. Among the Muslims the world over, the Qur'an is the literate and final word of Allah. Mohammed (SAW) was the final prophet. The interpretation and elaboration of the Quran by Prophet Mohammed (SAW) during his lifetime, supplemented by his actions and statements, resulted in a body of information known as Sunnah.

The interpretation of the Quran and Sunnah by the jurists culminated in a body of jurisprudence known as sharia and this regulates both the public and private lives of Muslims (Ezejiofor, 1999 as quoted in Abegunde, 2014). In many Muslim countries the Sharia principles have been replaced by European Laws in Commercial, Criminal and Constitutional matters. But a lot of other matters particularly family and inheritance issues have continued to be regulated by the Sharia. In recent years, there have been mounting demands by different countries for the application of unalloyed sharia. Success has been achieved in a few places such as Iran, Sudan, and Pakistan (Ezejiofor, 1999 as quoted in Abegunde, 2014), however, in Nigeria an attempt was made by the former governor of Zamfara state Ahmed Yarima to fully implement the sharia legal system, but it was short-live because it was more of a political sharia. Numerous religious tenants are rather harsh and discriminatory, particularly against women and are therefore contrary to human rights norms. Polygamy is a very ancient practice found in many human societies. One feature of Islam and other religions (e.g. Christianity and Judaism) is the permissibleness of polygamy (Azim in Abegunde, 2014). The Bible did not condemn polygamy, the Old Testament and Rabbanic writings frequently attest to the legality of polygamy. King Solomon is said to have had 700 wives and 300 concubines (Kings 11:3). Also, King David is said to have had many wives and concubines (Samuel 5:13). The only restriction on polygamy is a ban on taking a wife's sister as a rival wife (Leviticus 18:18).

The Quran too, allows polygamy but not without restriction:

> *".....marry women of your choice, two or three or four, but if you fear that you shall not be able to deal justly with them, then only one" (Quran 4:3).*

The Quran contrary to the Bible, limited maximum number of wives to four under strict condition of treating the wives equally and justly. However, Abegunde, (2014) argued that "the point that is often misunderstood in the Western World is that women in other cultures do not necessarily look at polygamy as a sign of women's degradation. For example, many young African brides, whether Christians or Muslims or otherwise, would prefer to marry a married man who has already proved himself to be a responsible husband. "Many African wives urge their husbands to get a second wife so that they do not feel lonely (Azim cited in Abegunde, 2014). Thus, polygamy is purely a voluntary affair as no woman is forced into it. Tim Harford adds:

> *"In Saudi Arabia, where polygamy is not uncommon, the women are not even allowed to drive. This is perhaps a symbol of inferiority of women. Also, in China, the policy of one child per family coupled with selective abortion of girls has produced "surplus" male. Such men are called "bare branches" and China could have 30million of them by 2020. This practice of selective abortion of female foetus is the biggest form of gender discrimination one can think of. The foregoing practice in China corroborates the statement of Mrs. Christiana Obasanjo that: "Females are being marginalized right from the womb till they go to their graves"* (Harford cited in Abegunde, 2014).

From the forgoing, it is clear that cultural practice and religion can serve as a factors responsible for the relegation of women in the society.

2.09.5.2. Political Restraints

Fundamentally, within the context of Nigerian politics, politics is a game of intimidation. Dominant ethnic groups intimidate some smaller ones, men intimidate women and so on. In Nigeria, women's participation in politics in the first, through the second, third, fourth and the present Republic has been very minimal, they have been consigned to the background as far as active involvement in politics is concerned. Several prejudices and socio –cultural practices have inhibited and undermined their contribution

to national development through politics. This is in spite of the fact that gender equality is embodied in the democratic principles of Nigeria (Azim, Abegunde, 2014). A major problem of women active participation in politics is stems from their perceived family relationship, and responsibility such as bearing children, cooking and taking care of domestic needs of the family.

While the men are heads of the family whose authority cannot compromised, largely between men and women Abegunde, (2014) while quoting Akande, and (1999) points out that "another problem hindering women participation in politics is the organizational structure of most of the political parties. The Executive Council being the decision making arm of any political party rarely have a woman as member. Since the executive council decides the allocation of seats for election, it is not surprising that only few women are nominated for elective offices which much fewer ever win elections". This suggest that the political atmosphere in Nigeria is made more men –friendly when compared to women who sometimes hardly find themselves in the caucus meeting of their political parties, in fact sometimes the meetings are convened in the night, this does not favour the women because of their roles as mothers and wives. This serve as a hindrance to women's participation in politics.

2.09.5.3. Statutory Discrimination

Some municipal Laws and regulations in Nigeria contribute also contribute to the relegation of the status of women as second class citizens and thus violate their right to equality of treatment with their men counterpart. As an illustration, we are going to explore relevant sections of the constitution that tend to discriminate against women. Under section 26 (2) (a) of 1999 Constitution "A woman who is or has been married to a citizen of Nigeria may be registered as a citizen of Nigeria". The constitution is silent on foreign men married to Nigerian women. It therefore mean that unlike her counterpart, a Nigerian woman cannot confer residency right on her non-indigene husband (Falana in Abegunde, 2014). A case in sight is the deportation of Dr. Patrick Wilnot, a Jamaican Political Science Lecturer at Ahmadu Bello University for at least two decades. Dr. Patrick was married to a Nigerian woman but in spite of this, he was deported as an illegal alien without consideration for the right of his wife (Ghia, Human Rights in

Retreat, C.L.O. 1993) similarly, under Section 55 (1) (d) of the Penal Code123 applicable in the Northern Nigeria there is provision for corporal punishment of the wife by her husband which is a violation of her right. The section provides: "Nothing is an offence which does not amount to the infliction of grevious harm upon any person and which is done by a husband for the purpose of correcting his wife, such husband and wife being subject to native law or custom in which such correction is recognized as lawful.in addition, the Police Act124 provides that a woman in police force must seek permission of the Commissioner of Police in her area of service before she can marry. This law restricts and seeks to dictate to the women when to marry which is a direct violation of the rights of women to marriage. Policemen are not required to seek such permission before they get married.

The above illustrations buttress the fact that the discrimination or gender bias in Nigeria find its roots from the municipal laws and regulation. Other factors responsible for the relegation of women in Nigeria includes but not limited to colonial rule, poverty, illiteracy/ignorance among others. .

2.09.6. Child Rights

> *"Human rights advocates claim that every child has a right to education. This claim is based primarily on two premises. First, rights advocates endorse the right to education because they believe that if children receive basic primary education, they will likely be literate and numerate and will have the basic social and life skills necessary to secure a job, to be an active member of a peaceful community, and to have a fulfilling life. Second, rights advocates recognize that, despite this recognition of education as a right by the Universal Declaration of Human Rights (UDHR), for example, many children fail to benefit from even basic primary education. This gap between the positive recognition of the right to education and the negative reality facing many children has led rights advocates to conclude that education must be considered a human rights issue on par with the right to food or the right to freedom"*. (Tarc, 2013).

The report of human right advocacy suggest that education has qualified as a child's right, this is so because education is an established through a collective social desire to have civil and supportive societies. Tarc, (2013) argued that if one considers the social dynamic found in many countries around the world, there is the suggestion that usually the more education people have, the better off they can be. With this in mind, many societies traditionally view education (at least primary and secondary education) as a genuine public good that adults and educators provide for children until such time that they outgrow their childhood vulnerabilities and inexperience to become contributing members of society themselves". Alfonso, (2014) avers that "the general holistic approach to early childhood education seems to create an open door to the integration of peace education within the early years of childhood". This view was collaborated by Betty Reardon's recognition that the "holism of early education sets learning in a context of the linkages and interrelationships between cognition and affect and among subjects of study that more closely approximates the natural learning of lived experience" (Reardon, 2009).

2.09.7. Human Right Education

Human right can be said to be the most important goal of education to foster individuals who know and use these rights and responsibility effectively. Human rights education is a lifelong process that builds knowledge and skills, as well as attitudes and behaviours, to promote and uphold human rights. (United Nation, 2012).Human rights education can be defined as education, training and information aimed at building a universal culture of human rights. Effective human rights education not only provides knowledge about human rights and the mechanisms that protect them, but also develops the skills needed to promote, defend and apply human rights in daily life. Human rights education also fosters the attitudes and behaviours needed to uphold human rights for all members of society (United Nation, 2012).

2.10. Concept of conflicts

Scholars have attempt to clarifying the concept of conflict, Annan, (2014) conceptualized conflict "as a violent expression of disagreements and frustration often arising from unmet needs and aspirations". Mayer (2000) was quit to add that, "conflicts

can be explained through a three-dimensional lens. That is 'conflict as perception,' 'conflict as feeling' and 'conflict as action.' As a perception, Mayer identifies that conflict is often the conviction that 'one's own needs, interests, wants, or values are incompatible with someone else's'. As a feeling, conflict can be expressed through several emotions including 'fear, anger, bitterness, sadness, hopelessness' or the combination of these. Finally, Mayer highlights that conflict involves actions which may be 'violent or destructive' (Mayer, 2000).

Annan, (2014). Conflict can be low intensity conflict (LIC) which remains unclear as a concept but it prolongs and has the potential of erupting into full-blown conflict if unresolved."

From the above definitions of conflict, we infer by stating that conflicts are not always violent, however, the ones that have affected most states in third world countries and Nigeria in particular have been characterized by violence and brutality.

2.10.1. Sources of conflict

There are several ways for explain sources or types of conflict. One of the early theorists on conflict, Daniel Katz created a typology that distinguishes three main sources of conflict: economic, value, and power. (Katz cited in Fisher, 2000).

Economic conflict: involves competing motives to attain scarce resources. Each party wants to get the most that it can, and the behavior and emotions of each party are directed toward maximizing its gain. Union and management conflict often has as one of its sources the incompatible goals of how to slice up the "economic pie".

Value conflict: involves incompatibility in ways of life, ideologies – the preferences, principles and practices that people believe in. International conflict (e.g., the Cold War) often has a strong value component, wherein each side asserts the rightness and superiority of its way of life and its political-economic system.

Power conflict: occurs when each party wishes to maintain or maximize the amount of influence that it exerts in the relationship and the social setting. It is impossible for one party to be stronger without the other being weaker, at least in terms of direct influenceover each other. Thus, a power struggle ensues which usually ends in a victory and defeat, or in a "stand-off" with a continuing state of tension. Power conflicts can occur between individuals, between groups or between nations, whenever one or both

parties choose to take a power approach to the relationship. Power also enters into all conflict since the parties are attempting to control each other.

From the foregoing, it is clear that most conflicts are not of a pure type, but involve a mixture of sources. As an illustration, the union-management conflict typically involves economic competition, but may also take the form of a power struggle and often involves different ideologies or political values. The more sources that are involved, the more intense and intractable the conflict usually is. "Another important source of conflict is the poor communication channels (rumour). Fisher (2000) observed that "miscommunication and misunderstanding can create conflict even where there are no basic incompatibilities. Parties may have different perceptions as to what are the facts in a situation, and until they share information and clarify their perceptions, resolution is impossible" Self-centeredness, selective perception, emotional bias, prejudices, etc., are all forces that lead us to perceive situations very differently from the other party". Poor skill in communicating what we really mean in a clear and respectful fashion often results in confusion, hurt and anger, all of which simply feed the conflict process. Whether the conflict has objective sources or is due only to perceptual or communication problems, it is experienced as very real by the parties involved.

2.10.2. Escalation of Conflict

When conflicts starts and nothing is done resolve it in an appropriate time, it has the potential of a definite tendency to escalate, and becomes more difficult to manage i.e., to become more intense and hostile, and to develop more issues, i.e., what the parties say the conflict is about. The process of escalation feeds on fear and defensiveness. Threats leads to counter threats usually with higher stakes at each go-round. Selection and distorted perception justifies a competitive and cautious approach as opposed to a trusting and cooperative one. Through Deutsch's crude law of social relation (1973) "competition breeds competition, rather than cooperation". The self-fulfilling prophecy comes into play. Each party believes in the evil intentions of the other and the inevitability of disagreement, and therefore takes precautionary actions which signal mistrust and competitiveness (Blake, Shepard and Mouton, cited in Fisher, 2000). When the other party then responds with a counteraction, this is perceived as justifying the initial precautionary measure, and a new spiral of action and counteraction begins.

Through the norm of reciprocity, stronger attempts to control are met not only with stronger resistance, but more contentious attempts to gain the upper hand. With each succeeding spiral of conflict, polarization grows and the parties become more adamant and intransigent in their approach to the situation. Even though the intensity of the conflict may moderate for periods of time, the issues remain, and a triggering event induces conflictual behaviour with negative consequences, and the conflict has moved one more step up the escalation staircase. When parties become 'locked in' to a conflict they are usually unable to get out by themselves, and the intervention of a third party in the role of arbitrator, mediator or consultant may be required (Fisher, 1997).

2.10.3. Level of Conflict

Conflict can occur at a number of levels of human functioning or interaction. Conflict in your head between opposing motives or ideas is shown by your 'internal dialogue' and is at the interpersonal level. Beyond that, the primary focus of this study is with social conflict, i.e., conflict between people whether they are acting as individuals, as members of groups, or as representatives of ethnic nationality. Fisher (2000) analyzed the level of conflict below:

Interpersonal conflict occurs when two people have incompatible needs, goals, or approaches in their relationship. Communication breakdown is often an important source of interpersonal conflict and learning communication skills is valuable in preventing and resolving such difficulties. At the same time, very real differences occur between people that cannot be resolved by any amount of improved communication. 'Personality conflict' refers to very strong differences in motives, values or styles in dealing with people that are not resolvable. For example, if both parties in a relationship have a high need for power and both want to be dominant in the relationship, there is no way for both to be satisfied, and a power struggle ensues. Common tactics used in interpersonal power struggles include the exaggerated use of rewards and punishments, deception and evasion, threats and emotional blackmail, and flattery or ingratiation. Unresolved power conflict usually recycles and escalates to the point of relationship breakdown and termination.

Role conflict involves very real differences in role definitions, expectations or responsibilities between individuals who are interdependent in a social system. If there

are ambiguities in role definitions in an organization or unclear boundaries of responsibilities, then the stage is set for interpersonal friction between the persons involved. Unfortunately, the conflict is often misdiagnosed as interpersonal conflict rather than role conflict, and resolution is then complicated and misdirected. The emotional intensity is often quite high in role conflict since people are directly involved as individuals and there is a strong tendency to personalize the conflict.

Intergroup conflict occurs between collections of people such as ethnic or racial groups, departments or levels of decision making in the same organization, and union and management. Competition for scarce resources is a common source of intergroup conflict, and societies have developed numerous regulatory mechanisms, such as collective bargaining and mediation, for dealing with intergroup conflict in less disruptive ways. Social-psychological processes are very important in intergroup conflict (Fisher, 1990). Group members tend to develop stereotypes (oversimplified negative beliefs) of the opposing group, tend to blame them for their own problems (scapegoating), and practice discrimination against them. These classic symptoms of intergroup conflict can be just as evident in organizations as in race relations in community settings. *Intergroup conflict:* is especially tense and prone to escalation and intractability when group identities are threatened. The costs of destructive intergroup conflict can be extremely high for a society in both economic and social terms.

Multi-Party Conflict: occurs in societies when different interest groups and organizations have varying priorities over resource management and policy development. These complex conflicts typically involve a combination of economic, value and power sources. This complexity is often beyond the reach of traditional authoritative or adversarial procedures, and more collaborative approaches to building consensus are required for resolution (Cormick, Dale, Emond, Sigurdson, and Stuart, 1996).

***International conflict*:** occurs between states at the global level. Competition for resources certainly plays a part, but value and power conflict are often intertwined and sometimes predominate. The differences are articulated through the channels of diplomacy in a constant game of give and take, or threat and counter threat, sometimes for the highest of stakes. Mechanisms of propaganda can lead to many of the same social-psychological distortions that characterize interpersonal and intergroup conflict.

2.10.4. Factors Militating Against Peaceful Coexistence in Nasarawa States of Nigeria

To develop a better understanding of the factors militating against peacefulcoexistence Nigeria, it is expedient to examine the appropriate theoretical approaches that would permit the development of a more comprehensive peace-building mission in an ethnically divided societies. Literature on causes of ethnic conflict covers a number of competing theories. Some of the major explanations include: primordialist, institutional, political entrepreneurs, and competition over resources theories (Blagojevic, 2009). However, Jalali and Lipset argued that given the variety of ethnic conflicts and their dynamic and fluid qualities, no one factor can provide a comprehensive explanation. (Jalali and Lipset, 1993 quoted in Blagojevic, 2009). Bojana Blagojevic proposed a conceptual framework for the understanding of violent conflict that combines primordialist, institutional, political entrepreneurs, and competition over scares resources theories. "conflict occurs when a particular set of factors and conditions converge: a major structural crisis; presence of historical memories of inter-ethnic grievances; institutional factors that promotes all forms of intolerance; manipulation of historical memories by political entrepreneurs to evoke emotions such as fear, resentment, and hate toward the "other", and an inter-ethnic competition over resources and rights" ((Blagojevic, 2009)

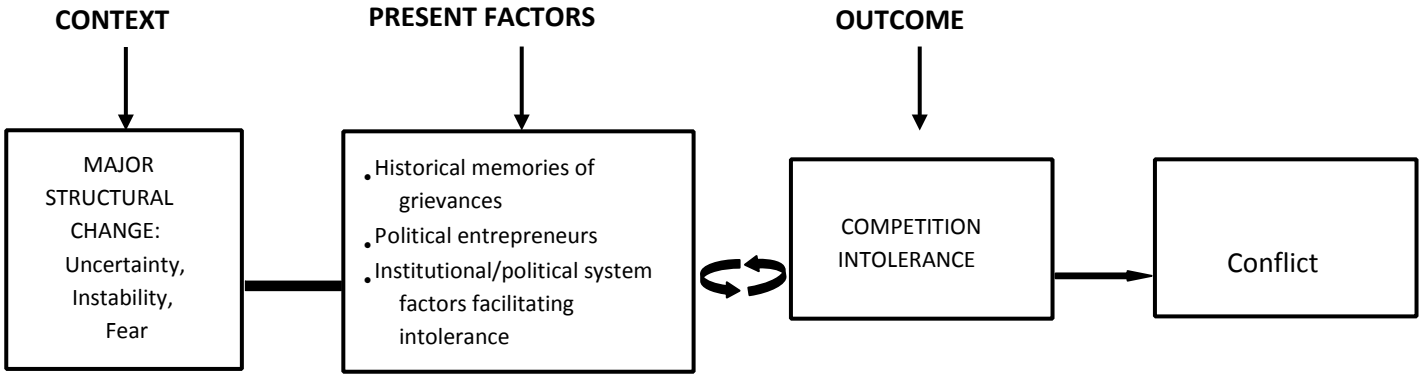


Figure 1. Factors Militating Against Peaceful Coexistence: A Conceptual Framework
Source: Modified and adopted from Blagojevic, (2009).

Every case of conflict has its own unique characteristics and in different contexts, some of these elements will be more prominent than the others, but all of them are the "common denominators" necessary for conflicts to occur. The primordialist approach helps explain the role of emotions and the potential of conflicts in Nasarawa State. The institutional, political entrepreneurs and competition over resources approaches explain how the interaction of institutional and political factors with ethnic-emotion leads to intolerance, competition, and eventually which can lead to violent conflict.

Nasarawa states of Nigeria is an ethnically diverse societies that carry various degrees of conflict potential. Ethnic emotions, rooted in historical memories of grievances, are at the core of conflict potential. For example the conflict between Toto-Bassa and Egbura ethnic groups in Toto local government of Nasarawa state over Land boundary is rooted in a long historical memories of grievance between the two ethnic groups. The conflict between Bassa and Egbura ethnic group in Toto local government area of Nasarawa state is based on land boundary disputes, ethnic, and political (Oddih, 2009). Ethnicity, writes Donald Horowitz embodies an element of emotional intensitythat can be readily aroused when the group's interests are thought to be at stake. (Horowitz, 1985). A sudden, major structural change can upsets previous political and institutional arrangements. When these institutional mechanisms are no longer in place, societies face a period of political and economic transition,in which the old no longer works while the new will not yet function and the social costs grow (Brunner, G 1996). This has the capacity to creates a context of instability and uncertainty about the political, social, and economic future of the communities, this is what Lake and Rothchild's (1996) termed 'collective fears of the future' such a situation facilitates a manifestation of emotional antagonisms among ethnic groups". This can lead to violent conflict.

In democratic state's elections are held periodically. Nigerian is currently practicing the democratic system of government. Elections into state assembly, governorship, and presidential elections are conducted after four years, and the duration of local government election is determine by various state houses of assembly. In Nasarawa states,election into elective offices brings about structural changes in which

incumbent elected political office holders are seeking for re-election, while the new set of politicians will be making concerted effort to be elected into elective positions. This has implication for the stability and uncertainty about the political; social, and future of various communities in Nasarawa states and beyond, considering the typical behaviour of Nigerian politicians. Political entrepreneurs in their quest for power, mobilize ethnic constituencies by promoting inter-ethnic hostilities using the rhetorical weapons of blame, fear, and hate (Blagojevic, 2009).This results in an inter-ethnic competition over resources and rights, which is accompanied by a reconstruction of social categories of "inclusion" and "exclusion," ethnification and ethnic intolerance and further polarize various ethnic groups in Nasarawa state. Ethnification is defined as a situation in which the social, psychological, and political importance of ethnic identities rise relative to other identities (Somer, 1997). The term ethnification refers to a discursive shift in the political arena from the covert to the overt use of ethnic identity in a political setting by all major political parties (Roy and Wallace, 1999). It is a process through which the link between territory and culture is attenuated, and the possibility of a nation sustaining its integrity is put into jeopardy(Oommen, n.d), and ethnic intolerance refers to intentional denial of access to resources and rights to other ethnic groups by a particular ethnic group in power.

The factors militating against peaceful coexistence in Nasaraw states can still be articulated from the perspective of political, economic, and psychological factors. From the political perspective, the policy of favoritism which favours a certain ethnic group over 'others' can generate the feelings of resentment. The political leaders in Nigeria have always operated in a way that has favored one ethnic group over the other (Kaur, 2012), this is best captured by Lanham (2005) who fumed that Zik a prominent nationalist leader, who played a prominent role in the liberation of Nigeria, has also been blamed for intensifying personal rivalries and ethnic chauvinism which destroyed the Nigerian Youth Movement. His ethnic sentiments that "the God of Africa has specially created Ibo nation to lead the children of Africa from the bondage of the ages". This singular act angered many non-Igbos Nigerians and form the basis for the escalation of conflict. The inability of the political leaders in Nasarawa state to rise above ethnicity can

be seen in the formation of political parties and elections. Sharing similar view, Kaur (2012) rightly observed that:

> *If one tries to understand the formation of parties in the early years of independence, one will hardly find a party with a nationalist perspective. This is clearly reflected in terms of their base in different regions which are dominated by ethnic group of a particular type. The Northern region was dominated by the Northern People Congress (NPC); the Southern region had National Convention of Nigerian Citizens (NCNC) and the Western region was dominated by the Action Group (AG).*

Collaborating the views of Kaur, Diamond (1998) noted that besides the formation of political parties along ethnic fault lines, each ethnic group in its region had its own leaders-Abubakar Balewa (north), Dr.Azikiwe (south) and O.Awolowo (west)". In the absence of a political leaders with patriotic Zeal and political parties with a well define ideology in Nasarawa state, membership into political party is tied to ethnic group, if a political leader from a particular ethnic group join a political party, members of the political party will be dominated by people from his ethnic group. For example, in the current political dispensation in plateau state the people Democratic Party (PDP) is dominated by 'indigenous' ethnic groups while the all progressive congress party (APC) is dominated by the Hausa/Fulani ethnic group 'settlers'. In Nasarawa state most members of PDP are from the Eggon ethnic group, this is based on the fact that all their elected representatives are from the PDP, a senator, two members of the House of Representatives, two members of the Nasarawa state house of assembly, local government chairman, and councilors are Eggon, and the APC is widely perceived in some quarters to be a Muslim political party. This is so because the support base of APC in Nasarawa state is mostly from Muslim dominated areas. The linkage between parties and ethnicity was visible in 1999 and even in 2011.In 1999, 3 political parties were registered-People's Democratic Party, All Nigerian People's Party and the Alliance for Democracy. The ruling People's Democratic Party (PDP) was only party that deviated from ethnic ties but the other two parties did have ethnic linkages. The All Nigerian People's Party (ANPP) was considered as a party predominantly dominated by the

Hausa/ Fulani while the Alliance for Democracy was dominated by the Yoruba's" (Kaur, 2012). It is worthy to note that conflict can take the form of religion and ethnicity.

Besides political factors, economic factors have been identified as one of the major causes of disharmony in Nasarawa states. Theorists believe that competition for scarce resources is a common factor in almost all conflicts. In multi-ethnic societies like the Nasarawa states, ethnic communities compete for property, rights, jobs, education, language, social amenities and good health care facilities. As put by Attoh and Soyombo (2011) the relationship between divers ethnic group in terms of competing for scares resource within the political state is what gave rise to conflic. Collaborating this view, Nnoli (1978) argued that the working of economic forces makes for tension between groups with competing interests.

From the psychological perspective: conflict in Nasaraw states can better be understood by taking into account the role of psychological factors. Whenever one ethnic group is deprived of any opportunity or is sidelined by any policy formulated by the government, it leads to the generation of feeling of relative deprivation, which leads to frustration and is finally released in the form of a conflict (Kaur, 2012). Sarkin-Fada (2013) observed that the redeployment policy in the local government administration in 1999 by the administration of former governor of Nasarawa state Alhaji Abdullahi Adamu did not go down well with the Eggon ethnic group. There were feelings of frustration among them, the policy was perceived by the Eggon people as a way of victimizing them even though no one lost his/her job a result of the redeployment policy. These ideas can well be articulated by incorporating the view of Gurr (1970) who postulate that "the necessary precondition for the occurrence of violent civil conflict is "relative deprivation", which implies "actors" perceptions of discrepancy between their value expectations and their value capabilities" Gurr further noted that "value expectations generally stands for the goods and conditions of life to which people believe they are rightfully entitled to whereas value capabilities refer to those goods and conditions of life which they think they are capable of getting and keeping, The discrepancy between expectation and capabilities can emerge in relation to any collectively sought value, which can be economic, psychological or political and thus giving rise to the feeling of relative deprivation". Gurr's relative deprivation is in sync

with Dollard, Neal, and Miller's relative deprivation theory (1939). The theory was propounded as part of efforts to link socio-political and economic inequalities in the society to rebellions and insurrections. As individual and group- based theory of aggression, the relative deprivation theory argues that "when expectation outstrips achievement regardless of the absolute levels of economic consumption or the provision of political rights, frustration is generated. Thus, the collective frustration turns to anger and violence (Dollard, Neal, and Miller; 1939). According to Gurr, (1970) "Frustration emerges amongst people when they start comparing themselves with those experiencing rapid upward social mobility. The deprived start feeling that they too should possess goods which those experiencing upward mobility have. This creates a ground for the occurrence of aggression. This aggression finds its outlet not just in the form of attacks but also in strengthening the feelings of ethnicity".

The idea of relative deprivation is therefore very useful in understanding conflict within the context of Nasarawa states of Nigeria. Thus when one ethnic group is given more preference than the other, it generates a feeling of relative deprivation in the latter which finds its outlet in the form of attacks on the former group. This can well be seen in the initial years of liberation of the nation when the leaders who assumed power and belonged to the Northern part of Nigeria followed such policies which gave more preference to the Hausa-Fulani. This was not viewed positively by the better educated and qualified Ibos. A feeling of relative deprivation emerged which led to the outbreak of violence in which the leaders belonging to the North were attacked and killed". (Kaur, 2012). The deprivation feeling became so strong among the Ibos that an ethnic war took place from 1967-1970, when the mistreated Ibos of eastern Nigeria (Biafrans) threated to secede from the federation. Even most recently in June, 05, 2014 the splinter group of the Movement for the Actualization of Sovereign State of Biafra (MOSSOB) in Enugu state attempted to take over a radio station, with a view to further push for the creation of the republic of Biafra. Police clampdown on pro-Biafra movement… attempt to seize radio house in Enugu state (Perfect News, Jun, 09, 2014).

In addition to Political, psychological, and relative deprivation as factors militating against the peaceful coexistence causes of conflicts, we can argue that some ethnic groups in the Nasarawa states of Nigeria when competing political, rights,

admission etc. mistake emotion and ambition for principle, this sometimes metamorphosed into ethnic conflict. Adds: Sarkin-Fada (2013) the blind pursuit of tribal ambition is partly responsible for the rise of ethnic conflicts in Nasarawa state. Similarly,Annan, (2014) opined bad governance and corruption, human rights violations, poverty, ethnic marginalization and small arms and light weapons proliferation among others, serve as triggers and drivers of violent conflicts.

2.11. Concept of Security

Before we conceptualize what constitute security, it will be useful to beam our search light on the approaches to security. Majorly, two contending perspectives tend to provide the basis for the conceptualization of human security. One is a neo-realist theoretical framework, which is predicated on the primacy and centrality of state in conceptualizing security (Nwanegbo, and Odigbo, 2013:286). It tends to explain security from the standpoint of state primary responsibility. Within this context, Buzan (1991) argued that the "'straitjacket' militaristic approach to security that dominated the discourse during the Cold War was 'simple-minded' and subsequently led to the underdevelopment of the concept. He further observed that human security includes political, economic, social and environmental threats including those that are militaristic. In this regard, Buzan (1991) illustrated a tripartite concept analysis of security based on international system, state level and individual level but submitted that sovereign states should remain the most effective security provider".

The second approach is a postmodernist or pluralist view that seeks to displace the state as a major provider of security but rather places greater emphasis on non-state actors. Advocates of this approach are of the view that the concept of security goes beyond a military determination of threats. Writes Booth (1994) "states and implicitly governments must no longer be the primary referents of security because governments which are supposed to be the 'guardians of their peoples' security" have instead become the primary source of insecurity for the many people who live under their sovereignty. As a result, Booth (1994) further noted that "human security is ultimately more important than state security.

Within the context of the Nasarawa states, and the Nigerian society, the neo-realist approach to security matters does not sound plausible, this is so because the

approach tend to emphasizes that the security of sovereign state should be the sole responsibility of the central government. The Nigerian security experience since independence showed that the Nigerian government has failed in its primary responsibility of providing security to its citizens at all level. For example, the inability of the federal government of Nigeria to provide security and protect lives and property in the North-Eastern part of the country from the attacks by the dreaded Boko-haram insurgents and the failure of the Nigerian president Good Luck Jonathan to visit the affected communities is a pointer to the fact that the Nigerian government is weak in the provision of security to its people and it also shows that the government cannot be trusted with security. It is the failure of government that force some communities in the troubled North-east states to form various vigilante group, such as the 'civilian join task force' who jointly with the federal troops killed several insurgent in the North-east

From the postmodernist stand point on security, they contend that the state must no longer be the primary referent of security because government that are supposed to be the 'guardians of their people's security' have instead become the primary source of insecurity for many people. The position of the postmodernist can be seen in the current happenings in Nigeria, corruption in the government circle is rampant and it is done with impunity, perceived state sponsored terrorism, most recently the Nigerian government own-up to the a Nigerian Plane arrested in South Africa with a staggering 9.3 million dollars allegedly for the illegal purchase of arms and helicopter. In addition another 5.7 million dollars was sized by the South African authorities for illegal purchase of fire arms by the Nigerian government. The Nigerian government is widely believed to be protecting the real sponsors of the Boko-haram terrorist group, for example one of the key suspect for the sponsor of book-haram the former governor of Borno state Modu Sheriff is moving around with over 200 armed security personnel. The Nigerian government is not making any meaningful progress in creating jobs for the unemployed, there is poverty, hunger, frustration and starvation in the land, all these are creations of the Nigerian government, which serve as source of insecurity all over the country. With the financial and human resource at the government disposal, this problems can only be blamed on the government for its inability to address them. It is this mindset that forced Innocent (2011) to argue that "Whether we accept it or not, Nigeria is steadily sliding into

a state of lawlessness, institutions that should respond promptly to the needs of the citizens are non-challant and inactive". Accordingly, the postmodernist are of the view that security should not only be in the hands of the government but also it should be in the hands of non-state actors. This implies that human security is ultimately more important than state security. Non-state actors, the civil societies must create employment, reduce poverty, form vigilante group, and put the government to task to improve the welfare of its citizens as well as improve the standard of living for all citizens. The Neo-realist, and postmodernist approach to security would be harnessed to form the theoretical argument for the security challenges bedeviling Nasaraw states.

The concept 'security' is a multi-dimensional concept which has, over the last century been the subject of debate. For decades, issues relating to security tend to occupy the centre stage in the development discourse (Nwanegbo, and Odigbo, 2013). Security has been considered as a "first order value" worth preserving. The security of our nation is the first duty of government. It is the foundation of our freedom and our prosperity (Her Majesty Government, 2010). Quit a number of scholars seem to have the conviction that the absence of threat to acquire value or anything that would undermine nation building and peaceful coexistence among the populace is what security connotes. To Nkechi (2013) "Security has been seen as a situation where a person or thing is not exposed to any form of danger or risk of physical or moral aggression, accident, theft or deterioration". Security relates to the presence of peace, safety, happiness, and the protection of human and physical resources or the absence of crisis. It is a situation whereby a conducive atmosphere is created within which the people in the state can go about their normal daily activities without threat to either their lives or property (Otto and Ukpere 2012). From the socio- political perspective Williams (2008) cited in Philip (2014) Perceived security "as the capacity to pursue cherished political and social ambitions. Security is socio-political in nature as without security there can be no political stability and consequently social activities will be in chaos". These definitions of security are narrow, a more elaborative definition of security is provided by Nwanegbo (2013) "Security has to do with freedom from danger or with threats to a nation's ability to protect and develop itself, promote its cherished values and legitimate interests and enhance the wellbeing of its people. Thus, internal security could be seen as the freedom

from or the absence of those tendencies which could undermine internal cohesion and the cooperate existence of the nation and its ability to maintain its vital institutions for the promotion of its core values and socio-political and economic objectives". The definition of security provided by Nwanegbo (2013) was collaborated by the Technical Committee on Security, to them, "security is the actual or potential freedom and safety from physical/military, political, economic, sociocultural or psychological danger or attack. That is, it is the protection or defence of people against all kinds of victimization from external/military attack, economic want, poverty, illiteracy, disease/ill-health, political oppression, social exploitation, criminality, etc. And it is perceived in terms of the generality of the population i.e. the physical, political, economic, and social security of the average citizen rather than that of the government of the day and its officials" (Technical Committee on Security, 2008). As supported by J. Isawa Elaigwu who gave a holistic definition of security: thus,

> *"Security means the ability of a State to ward off all forms of threats external to its survival, these may include ensuring the internal stability and predictability of the system. The soft side of security refers to those socio-political and economic factors/values that are central to the harmonious working relations of members of the State. These include, food, environmental, political, economic, health security. The hard elements of security refer to the most obvious material elements of the State designed to maintain law and order, the defence of the country, and the security of lives and property, such as the police, military outfits. It is therefore important to see security in holistic terms – i.e. comprehensive security".* (Elaigwu, 2013).

From the above definitions of security, we can infer by conceptualizing security as the absence of negative peace, (absence of war or conflicts) and the presence of positive peace (absence of all forms of injustice and discrimination) where the citizens of a giving nation can carry out their legitimate duties and day-to-day activities without any form hindrance or threat such as physical, psychological, political, economic as well as social interactions.

2.11.1. National Security

A national security interest is not legitimate if its real purpose or primary impact is to protect an interest unrelated to national security, such as protection of government or

officials from embarrassment or exposure of wrongdoing; concealment of information about human rights violations, any other violation of law, or the functioning of public institutions; strengthening or perpetuating a particular political interest, party, or ideology; or suppression of lawful protests. (Tshwane principles, 2013) National security is a condition which cannot be qualified. We shall either be secure, or we shall be insecure. We cannot have partial security. If we are only half secure, we are not secure at all.

2.11.2. Sources of Insecurity in Nasarawa States of Nigeria

There are several factors causing insecurity in the country and this include but not limited to: incessant ethno-religious and communal conflicts, political instability, bad governance, decomposition and attendant lack of efficacy of state institutions, economic stagnation/decline, massive poverty, high unemployment, wide income disparities, social dislocation caused by massive rural-urban migration, breakdown of societal values leading to fraud and community unrest etc (Nwachuwku 2011: 75-76). "Political instability arising from the absence of an enviable political culture, religious intolerance and fanaticism, ethnic rivalry, uneven distribution of development projects and amenities, and concentration of wealth in the hands of a disproportionate, lazy few are some of the internal threats facing this country (Kupolati 1990:321 cited in Nkwede, 2013). Collaborating the views of Kupolati, Jega (2008) noted that "poverty appears to be the major greatest underlying threats to security in Nigeria: the combination of widening gap in income inequality, worsening unemployment situation and perceptions of group discrimination and marginalization based on ethnic, religious, and communal differences, create rigid identity divides based on US versus them syndrome, fan the embers of group hatred and ignite tensions and even violent conflicts". Nwachukwu (2011) while quoting Idowu (1999:131) highlighted a multiplicity of factors that threaten security in Nigeria, thus;

- Bad and week government;
- Human rights violation;
- Unjust and inequitable distribution of National resources including political posts, industries, investments, funds etc.;

- Disunited and un-integrated ethnic groups;
- Ethnic and religious antagonisms and cleavages;
- Weak and poor economy marked by corruption and weak currency etc;
- Social-economic hardship, unemployment, hunger, starvation, cashlessness etc.
- Weak military might;
- Coups and military rule
- Communal clashes;
- Unhealthy competition among the ethnic groups for national resources
- Political domination
- Misappropriation of national revenue; and

2.11.3. Nasarawa States and the Challenges of Security

Since the return to 'democratic' civil rule in May 1999, there have been dramatic increases in the numerous violent conflicts among Nigerians. The Nasarawa state has experienced numerous electoral, ethnic, political, ethno-religious communal (land), economic and other violent conflicts since May 1999. There have been inter-ethnic violence, such as,Tiv/*Jukun, Tiv-Fulani, Berom-Fulani, Eggon and* neighbours, and others.

Insecurity and act of terrorism are serious challenges confronting Nasarawa state and Nigeria at large,they reflect hazard, danger, and fear. Nigeria's, insecurity and renewed hostilities by several groups have continued to pose a threat to the nation's economy and investment. High crime rate, religious, ethnic and political upheavals have not only caused the country several thousands of deaths, loss of property worth several billions of naira and one of the worst international embarrassments ever recorded but also constitute an impediment to foreign direct investment flow into the country. Below is the catalogue of various forms of conflicts in Nasarawa states of Nigeria.

Table 2.4. Catalogue of ethno-political/religious crises in Nasarawa State

/N	Conflict location	State	Category of conflict
1	Azara/Fulani	Nasarawa	Economic

2	Toto-Bassa/Egbura	Nasarawa	Land boundary /Ethnic/ Political
3	Ayele Iggah/Oyikwa Iggal	Nasarawa	Land boundary
4	Nasarawa	Nasarawa	Economic/Political
5	Benue/Nasarawa	Benue/Nasarawa	Land/ political

Sources: Modified and Adapted from Oddih (2009)

2.12. Empirical Related Studies

Yu, Tsai, and Wu (2013) carried out a study on Effects of online procedural scaffolds and the timing of scaffolding provision on elementary Taiwanese students' question-generation in a science class. The study sampled out a total of 78 fifth-grade Taiwanese students participants in eight online question-generation sessions. An online learning system equipped with a customizable scaffolding design in terms of content and timing of access was used. The results of ANOVA on the students' week-by-week question-generation performance showed the immediate positive effects of immediate procedural scaffolding. However, the delayed procedural scaffolds group did not statistically distinguish themselves from the no scaffolds group in any of the eight question-generation performances, nor did the delayed approach engender productive failure, as postulated by some researchers. The study recommended replications of the study using larger and different groups of students to support different learning tasks to increase the generalizability of results. The study also recommends that the effects of scaffold with regard to promoting subsequent learning outcomes (e.g., academic performance in and attitudes toward the applied subject matter) be examined further.

The study by Yu, Tsai, and Wu (2013), is related with this study in the following ways, teaching technique, and statistical tool for analysis i.e. ANOVA. Aimed at improving learning outcome. However the two studies differ in research design, the study by Yu (2013) used survey research design, while this study utilizes the quasi-experimental design.

Molenaar, Carla, Boxtel, Peter and Sleegers (2011). Carried out a study to examine the effects of metacognitive scaffolds on learning outcomes of collaborating students in an innovative learning arrangement. The triads were supported by computerized scaffolds, which were dynamically integrated into the learning process and took a structuring or problematizing form. The study sampled out 156 students (participants) in three schools divided over 6 classes participated in the study. The students were in Grade 4 (27), Grade 5 (82) or Grade 6 (47) of elementary education, ANOVA was used as the statistical for the analysis of Data. In an experimental design the two experimental groups receiving scaffolds were compared with a control group. The experimental groups differed in the form of scaffolding used: structuring scaffolds versus problematizing scaffolds. The study analyzed the effects of metacognitive scaffolding and of different forms of scaffolds on the learning outcomes at group and individual level. The results showed no effect of scaffolding on group performance, nor on the acquired individual domain knowledge, but a small effect on acquired individual metacognitive knowledge. With respect to the effects of different forms of scaffolds, the study found a small effect on group performance, on transfer of individual domain knowledge and on the individual metacognitive knowledge acquired

The study by Molenaar, (2011), is connected with this study in-terms of teaching technique, statistical tool for analysis (AVOVA), and research design. But differ in the level (elementary vs tertiary level). The study by Molenaar, (2011), is supported by computerized scaffolds, while in this study the computer was not used.

Sofadekan, (2012). Carried out a study titled 'Social Studies Education in Nigeria: The Challenge of Building a Nation', aimed at investigate the teaching and learning of Social Studies in Nigeria, and to understand how it is taught and its role in fostering tolerance and appreciation for cultural differences. The study is made up three discrete studies, each building upon the one before, but all three studies told a story. The study adopted interview, questionnaires and a class-based study as methods of data collection. The first study explored qualitatively how ex-students have used the knowledge they gained in Social Studies in their daily lives. The second study was conducted to examine the challenges that teachers' faced in the delivery of the Social Studies curriculum while

the third study focused on the effectiveness of a scaffolded approach in the teaching and learning of Social Studies. The findings of the study revealed that there is a tension in the curriculum between how participants perceived Social Studies and the purpose of Social Studies as defined by the Government in Nigeria. It also revealed that not all the teachers are Social Studies specialists, there are some non-specialist teachers teaching Social Studies. It was also reported that the curriculum content in Social Studies is not adequate for addressing the social issues and problems that face Nigeria today. The findings also show that using a scaffolded approach seems to have promoted students' learning around issues relevant to their lives in Nigeria. The study recommended that scaffold approach should be improved, and that only social studies specialist should deliver social studies contents.

The study by Sofadekan, (2012) is related with this study in the following aspects: class-based study, research design, but the two studies varies in the following ways, the by Sofadekan (2012) is focused on nation building, while the focus of this study is on peace education. The former is a discrete study involving the use of interview, questionnaires, and class-based studycarried out in the secondary school level in Nigeria, however, the latter is a single study conducted in the tertiary institution level (colleges of education)

Nonye, and Nwosu (2011), carried out a study to investigate the effects of instructional scaffolding on the achievement of male and female students in financial accounting in Abakaliki Urban of Ebonyi State, Nigeria. A pretest, posttest, control group, non-randomized quasi experimental design was used in this study. The population of the study comprised all SS II students in all the secondary schools in Abakaliki Urban offering financial accounting. In the study, four secondary schools were selected out of the fourteen secondary schools in Abakaliki offering financial accounting. Two schools were assigned to the treatment group while the other two were assigned to the control group. A total of one hundred and sixty-three (163) students offering financial accounting were used for the study. Two instructional packages were developed, one for the treatment group and the other was subjected to the conventional method of teaching financial accounting. The financial accounting achievement test was used for data

collection. The data were analyzed using mean and standard deviation while the analysis of co-variance was used to test the hypothesis. Summary of result revealed that instructional scaffolding method was superior to the conventional method in improving the achievement of male and female students in financial accounting. The test of interaction showed that gender had no significant interaction with teaching approach on students mean achievement. It was concluded that instructional scaffolding is a good teaching method for teaching financial accounting and the researcher recommended that financial accounting lessons should be scaffolded irrespective of the gender of the students.

The study by Nonye, and Nwosu (2011), is related with this study in the following ways: teaching technique (scaffolding technique), research design, treatment groups, and recommendations, but differ in topic taught, even though the study by Nonye, (2011) uses quasi-experimental design, it utilizes a pretest, posttest, control group, non-randomized quasi experimental design, this study uses the randomized quasi experimental design, there is also variation in the sample size of the two studies, topic and the statistical tool for hypotheses testing.

Su and Klein (2010), in there study investigated the use of scaffolds in problem-based hypermedia. The study sampled out Three hundred and twelve undergraduate students enrolled in a computer literacy course worked in project teams to use a problem-based, hypermedia program focused on designing a personal computer. A 3 ×3 factorial research design was used in the study and a one-way ANOVA was used in the study to analyses. The program included content scaffolds, metacognitive scaffolds, or no scaffolds. Results revealed that posttest scores for students who received content scaffolds were significantly higher than those who received metacognitive scaffolds. Type of scaffolds also had a significant impact on student attitudes. Findings have implications for the design and delivery of problem-based, hypermedia. Content scaffolds can direct student attention to important information and encourage understanding. The study recommended that considerations should be given to the difficulty of the task, the time allotted to solve the problem, and other demands students face in a problem-based, hypermedia environment.

The study bySu and Klein (2010), related to this study in the following aspects teaching approach, statistical tool for analysis, the two studies are geared towards enhancing teaching and learning of difficult task, but differs in sample size, and research design. The study by Su (2010) is focused on Students attitude, while this study is concern with Students' academic performance.

Tran, (2014) piloted a study entitled 'The Effects of Cooperative Learning on the Academic Achievement and Knowledge Retention'. The study investigated the effects of cooperative learning on the achievement and knowledge retention of 110 first-year primary education students toward the psychology subject over the eight weeks of instruction at An Giang University. The students were divided into two matched groups of 55 and taught by the same teacher. ANOVA and t-test were employed as statistical tools. In the experimental group, cooperative learning was employed, while in the control group, lecture-based teaching was used. The results showed that after approximately 8 weeks students who were instructed using cooperative learning achieved significantly higher scores on the achievement and knowledge retention posttests than did students who were instructed using lecture-based teaching. The study supports the effectiveness of cooperative learning in Vietnamese higher education, and recommended that, cooperative learning should serve as an alternative instructional pedagogy in the current wave of educational reform in Vietnamese higher education, and that both lecturers and students would need to undergo a training course in cooperative learning.

The study by Tran, (2014) has connections with this study in the following aspects: Cooperative learning and Academic Achievement of student, this is so because cooperative learning is one of the key component of scaffolding technique, there is also similarity between the statistical tool employed by the two studies, recommendations and research design. Bothe the studies are conducted in the tertiary institutions. However, the two studies differ in the sample size.

Ahmad, and Mahmood, (2010), carried out a study entitled 'Effects of Cooperative Learning vs. Traditional Instruction on Prospective Teachers' Learning Experience and Achievement'. The study investigated the effects of three experimental

conditions on prospective teachers' learning experience and achievement in the course of Educational Psychology. The conditions comprised (a) Traditional Instruction (TI) (b) Cooperative Learning Loosely Structured (CLLS) and (c) Cooperative Learning Students Team Achievement Division (CL STAD) model. The study explored change in students' scores on learning experience and difference in achievement under these experimental conditions. Thirty-two student teachers enrolled in master degree program were the subjects of the study. Repeated measure design was used for the study. Thirty intervention lessons (ten in each condition) were delivered during the whole semester. Learning experience measure and Achievement test were administered at the end of each phase. The results of repeated measure analyses of variance (ANOVA) reveal that there is statistically significant difference between prospective teachers' scores on learning experience measure across three experimental conditions. ANOVA results also reveal that there is a statistically significant difference in achievement scores favoring both CL conditions. The study concludes that cooperative learning enhances perspective teachers' academic achievement as compared to traditional instruction and promotes enriched, enjoyable and interactive learning experience. The study recommended that teacher educators should prefer innovative instructional strategies as CL while teaching to prospective teachers.

The study conducted by Ahmad, (2010) is related with this study in these aspects: cooperative learning (a major component of scaffolding technique). The target population of both studies are prospective teachers there is variation the duration of the study, and statistical tools of analysis (ANOVA) and recommendations .the study by Ahmad (2010) was conducted in a whole semester while this study was carried out only for six weeks

Tunga, S.U. (2015), examined the Effects of Cooperative Learning Strategy on Senior Secondary School Students' Performance in Quantitative Chemistry in Kebbi State, Nigeria. The study also investigated how other variables like sex affect students' performance in quantitative chemistry when cooperative learning was used as an instructional strategy. The study employed a pre-test- post-test quasi-experimental design. The population of study was made up of 980 SS II chemistry students in Kebbi

state, from where a sample of 200 students was purposively selected. The instruments used for the collection of data were Cooperative learning guide (CLG) and Achievement test in quantitative chemistry (ATQC). All the data collected were analyzed using t- test statistics. The major findings of the study were: the students in cooperative learning group performed higher than those in traditional classroom learning group; there is also an insignificant difference in performance between the male and female students in the cooperative learning group. Based on the findings, the study recommended that cooperative learning strategy should be adopted by all secondary school chemistry teachers as an effective learning strategy in order to improve students' performance.

The study by Tunga (2015), is related with this study in terms of cooperative learning, gender, resign design, recommendations, and statistical tools for analysis, but differ in location, topic, and instrument of fata collection.

Monica, and Olatubosun, (2013) Carried out a Study to Investigate the Effects of scaffolding strategy on Learners' academic achievement in integrated science at the junior secondary school level. The Study sampled out Four hundred and fifty (450) students participants in JSS 2 who were randomly selected from four Junior Secondary Schools in two Local government Areas of Ekiti State respectively. The research design for the study is quasi-experimental. The sampled participants were divided into two groups, two schools serving as a group. The first group were taught using scaffolding strategy (SCS), while the second group was taught using the traditional (chalk and talk) method (TRM). Two research questions were raised; correspondingly two hypotheses were formulated and tested using t- test analysis. Results showed that students exposed to scaffolding strategy performed significantly better than their counterparts who were exposed to traditional method. Also, students of schools in urban locations had better academic achievement than their counterparts in rural locations. The study recommended that scaffoldingtechnique should be encourage as a teaching strategy because it improves learner'sacademic achievement.

The study by Monica, and Olatubosun, (2013) is linked with this study in the following ways, teaching technique, research design, statistical tools for analysis (t-test

statistics), and better performance of students after exposure to scaffolding technique. The study differ with this astudy in the following ways: sample size, number of research questions and hypotheses.

Murphy, (2009), investigated the Relationships of Parenting Practices, Independent Learning, Achievement, and Family Structure. The study was aimed at assessing students' levels of independent learning attitudes and behaviors and to examine the relationships among parents' actions, family structure, independent learning, and academic achievement. Using a national sample of 10th grade students from the Education Longitudinal Study of 2002. Exploratory factor analysis was conducted to arrange the available variables into appropriate subscales to be used in the statistical procedures for this study. Canonical correlations were used to measure the magnitude of relationships between three pairs of concepts: parents' actions and students' independent learning; students' independent learning and academic achievement; and parents' actions and students' academic achievement. Structural equation modeling was employed to test the hypothesized model of relationships among parents' actions, students' independent learning behaviors, and academic achievement. Finally, multivariate analysis of variance was used to compare the independent learning scores of students living in four different family structures to determine if a significant difference in the development of independent learning between groups exists. Results suggest actions that parents can take to help their children develop as independent learners and succeed in the academic realm. The study recommends that there should be cooperation between parents and teachers to encourage student autonomy, peer influences, and the character of the communication between students and parents.

The study by Murphy, (2009), is connected with this study in the following ways: independent learning, which one of the main component of scaffolding, encouragement of student autonomy, and peer influences, but differ in the following aspects, statistical tool for analysis, and recommendations

Olatoye, Aderogba, and Aanu, (2011) investigated the effects of Co-operative and Individualized Teaching Methods on Senior Secondary School Students' Achievement in

Organic Chemistry. The study was aimed at investigating the main and interaction effects of co-operative and individualized teaching methods on senior secondary school students' achievement in organic chemistry using gender and self-concept as moderating variables. This study employed 3x2x2 randomized pre-test, posttest quasi-experimental factorial design. The experimental groups were exposed to cooperative and individualized teaching methods and control group was exposed to traditional teaching methods. The study sampled (156) students participants. Results revealed that there is significant main effect of treatment on students' achievement in chemistry ($F_{2,\ 143} = 299.781$, $P < 0.05$). However, the interaction effect of treatment, gender and self-concept on students' achievement in organic chemistry is not significant ($F_{1,\ 143} = 0.095$, $p > 0.05$). Both co-operative and individualized methods significantly improved students' achievement in organic chemistry. However, co-operative method is significantly better than individualized method. Also, the efficacy of the both teaching strategies has nothing to do with student gender and self-concept. The strategies will work for both male and female students alike, regardless of their self-concept level. The study recommended that Teachers of chemistry should expose the students to cooperative learning method to encourage social interaction, active engagement and self-motivation among learners.

The study by Olatoye, (2011), is related with this study in the following ways, teaching strategy i.e. cooperative and individualized, (cooperative and individualize learning are two main variables in scaffolding technique), research design, and gender but varies in subject area, positive learning outcome, location, and recommendations.

Riasati, (2014) examined Teachers' and Learners' Attitudes towards Applying Autonomous Learning in Language Classroom. The study aimed at investigating the

autonomous learning and teaching in educational setting in the country of Iran. Data was collected from selected sample of 140 participants consisting of 110 English as foreign language (EFL) undergraduate students and 30 graduate and postgraduate teachers. Descriptive statistics and t-test independent statistics were employed as tools for analysis According to the results obtained from quantitative data there was a significant difference between teachers and learners' attitudes towards autonomous learning, i.e. learners had the highest mean in this scale. Meanwhile, teachers did not have desire to apply absolute autonomy in classroom. But learners had positive attitude towards autonomy. On the other hand, there was no significant difference between male and female teachers' perceptions. Results can have implications for language teachers. The study recommended that teachers should be more responsible to promote autonomy in learners. Teacher should also be provided with the opportunity to practice autonomy within the given direction. Teacher education or training should provide teachers with the opportunity to have firsthand information.

The study by Riasati, (2014) is related with this study in the following ways: learning style, i.e Autonomous Learning (a key component of scaffolding), statistical tools of analysis (Descriptive statistics and t-test independent statistics). However, the two studies differ in the following ways, the focus of the by Riasati, (2014) is on language learning with focus in teacher and students, while this study is on peace education, an aspect of social studies education and teaching students how to become autonomous. The two studies also varies in recommendation

Hayta, and Yaprak, (2012), investigated Learner Autonomy and Computer Technology as a Facilitator of Autonomous Language Learning experience of autonomy. The study investigate autonomous language learning activities performed by EFL students, and their awareness in using these activities. It also examined the use of computer technology in their self-regulated language learning process. A total of 75 undergraduate students took part in the study. A questionnaire was administered to the participants in order to find out their competence level in autonomous learning, and their awareness in learning English. Results showed that students made use of a good amount

of autonomous learning activities, and they benefited from technology in their language learning process to a certain extent. Lastly, it was found that their awareness in learning English was at a satisfactory level. The study recommends that, students can utilize their digital sources effectively in order to attain their learning goals.

The study by Hayta, and Yaprak, (2012), has relationship with this study in terms of learning style, i.e. autonomous learning, a component of scaffolding technique; the study differ with this study in the following areas, subject area. Instrument of data collection, and use of technology

Jaladanki, and Bhattacharya, (2014), studied 'Exercising Autonomous Learning Approaches through Interactive Notebooks: A Qualitative Case Study. The study was set to explore the experiences of a teacher from an inner city high school in South Texas when using interactive notebooks to inform students' understanding of physics concepts. The participant for the study was purposefully selected with an intention to gain an in-depth understanding of the experiences. Data collection incorporated multiple methods such as interviews, participant observations, and document analysis. Descriptive, In-vivo, process, and Labovian six-part model of narrative coding were used to reduce and manage data. The codes were grouped into eight categories. Two major themes were identified from the data analysis: Interactive Notebook - A Testimony of Constructive Learning and Interactive Notebook- a Pioneering Approach to Instruction. The findings of the study intersect science education and qualitative inquiry and create space for open-ended, autonomous, constructivist learning of scientific principles. Additionally, the findings raise implications for transferable aspects of individualized learning processes for any areas of education where concepts are challenging for students to grasp.

The study Jaladanki, and Bhattacharya, (2014), is related with this study in the following aspects, learning style (autonomy), and differs in following aspects: interviews, participant observations, subject area and document analysis.

Summary

Chapter two dwells on literature review, the chapter presented theoretical frame work that underpins the study, the theories includes democratic peace theses, relative

deprivation theory, theories underpinning social studies education in Nigeria, and Vygotsky's theory of zone of proximate development (ZDP) that forms the theoretical foundation of scaffolding techniques used in this study, the chapter also presented various component of social studies education that is of interest to the study, this includes, concept of social studies education, objectives of social studies, nature and scope of social studies education, history of social studies in Nigeria, social studies in Nigeria, role of social studies in national development, social studies curriculum content. The study presented literature review on the three components of scaffolding technique, (i.e. cooperative learning, autonomous learning, and individual instruction). Similarly, the study presented literature review in the aspects of peace education, conflict as well as security. Finally, the study presented review of related empirical studies.

CHAPTER THREE

RESEARCH METHODOLOGY

31. Introduction

The central focus of this chapter is on the methodology and procedure that would be employed in conducting the study. The methodology and procedure would be presented under the following sub-sections:

- Research design,
- Population,
- Sample and sampling techniques,
- Instruments for data collection
- validity of instruments
- reliability of instrument items
- Procedure of data collection, and
- Statistical Analysis procedure.

3.2. Research Design

The study adopted the quasi-experimental. Quasi-experimental design. "Quais-experimental research design maximize internal and external validity" (Scott, 2012). The type of quasi-experimental design adopted for this study is the Comparison Group Pre-test / Post-test Design. The comparison Group Pre-test / Post-test Design has been described as one of the most commonly used quasi-experimental designs in educational research" (Cohen, Manion, and Morrison, 2007:283). This is often the case since students are naturally organized in groups as classes within schools and are considered to share similar characteristics (Best and Kahn, 2006). The nonequivalent control group design with pretest and posttest is notationally conceptualised as:

Experiment	*R*	O1	X	O2
Control		O		O2

Key:

R- Representsrandomization

O_1- represents pretests,

X represents the treatment implemented, and

O_2 represents posttests.

So while both the control and treatment group complete a pretest and posttest, the treatment group is the only group that receives the research treatment. Quasi experimental design utilize by researchers for three primary reasons: (1) to meet the practical requirements of funding, school administrators, and ethics, (2) to evaluate the effectiveness of an intervention when the intervention has been implemented by educators prior to the evaluation procedure having been considered and (3) when researchers want to dedicate greater resources to issues of external and construct validity (Shadish, Cook, and Campbell, 2002). Similarly, Green (2006) opined that "Quasi-experiments are based on creative design techniques to reduce the various threats that may cause a study's findings to be invalid or unreliable".

3.3. Population of the Study

The population of the study comprised of the total number of N.C.E. II Social Studies Students of State College of Education, Hills College of Education. Their total number is one thousand one hundred seventy eight (1178). The population of the study is presented in table 3.1 below.

Table 3.1: Population Distribution N.C.E. II Social Studies Students

S/N	Names of Colleges of Education	Location	Population
1	C.O.E, Akwanga,	Nasarawa State Akwanga	540
2	Hills C.O.E,	Nasarawa state Gwanje, Akwanga	638
Total		**1178**	

Source*:* HOD's Social Studies dept. C.O.E. Akwanga, &Hills C.O.E Akwanga

3.4 Sample and Sampling Procedure

The participants for the study were sampled out from the population of the study.They were sampled out based on the requirements of the National Commission for Colleges of Education (NCCE). The NCCE minimum standard stipulates that the staff-student ratio for Social Studies single and double major is 1:25. However, in order to adequately take care of absentees, and other unforeseen circumstance that might prevent the research participants from fully taking part in the study, the researcher sampled out 90 research participants made up of 45 research participants from C.O.E Akwanga and 45research participants Hills C.O.E Gwanje respectively. According to Central Limit theorem " a sample mean X follows approximately the normal distribution with mean μ and standard deviation $\sigma \sqrt{n}$, where μ and σ are the mean and standard deviation of the population from where the sample was selected. The sample size n has to be large (usually $n \geq 30$) if the population from where the sample is taken is non-normal. If the population follows the normal distribution then the sample size n can be either small or large" (Adams, 1974),Implying that a big sample size of 30 and above can ensure objective generalization, thus, this study considered 90 research participants adequate.To select 45 participants out of 54 students who volunteered to take part in the study from four social studies combinations of C.O.E. Akwanga. A similar process was carried out to select 45 volunteer participants out of 66 who present themselves to participate in the study from six social studies combination of Hills, C.O.E. Gwange. The participants of the study totaling 90 from the two colleges where assigned to their respective groups using simple random sampling technique, and based on relative analysis. For participant from C.O.E. Akwanga, 54 pieces of papers where folded and put in a cap with 'L' written in 45. Those who picked the paper with L were made the main participants of the study. Similarly, the process was carried to pick 45 research participants out of 66 volunteer who showed up for the study in Hills, C.O.E. Akwanga. Out of the 45 participants sample out in C.O.E. Akwanga, (experimental group) only 37 (made up of 16 male and 21 female students) fully participated and wrote the achievement test. While out of 45 participants of the study from Hills, C.O.E, Akwanga (control group) only 42 (made up of 20 male and 22 students) fully participated and wrote the achievement test, implying

that 79 participant participated in the study with 36 male and 43 female students as presented in table, 3.2 below.

Table 3.2. Sampled Participants of the Study

S/N	Institutions	State	Sex		NCE
			Male	Female	II
1	C.O.E. Akwanga,	Nasarawa.	16	21	37
2	Hills.,C.O.E Awanga	Nasarawa	20	22	42
Total	**2**		**36**	**43**	**79**

Table 3.2 above presents the participants of the study that would be sample out randomly assigned to treatment group and the control group

3.5. Instruments for Data Collection

The instrument for data collection for this study was the 'Peace Education Achievement Test' (PEAT). Peace Education Achievement, were 42- items multiple choice instrument, and 3 essay question developed by the researcher. The test instrument were administered to students' in the treatment group and the control group in an 'intact class'. Observation was also a source of data collection. The choice of intact classes is informed by the need to avoid interruption of the academic programmes of the schools under investigation. The experimental and control groups were administered pre-test before been taught. The experimental group were given scaffolded treatment in the form of exposure to cooperative learning, autonomous learning, and independent learning, while the control group will be exposed to the conventional approach used by lecturers.

3.5.1. Validity of Instrument.

To validate the test instrument, the researcher presented the test instrument to his supervisors', lectures from the department of social studies, statisticians, and test and measurement experts who made positive input and ensured that the test items are valid. The focus of Validity is the meaningfulness of research components. When researchers

measure behaviours, they are concerned with whether they are measuring what they intended to measure (Drost, 2004).

3.5.2. Reliability of test instrument

In order to test the reliability of the test instrument, a pilot test involving 20 Social Studies students of 200 level B.ed, programme of ABU Zaria C.O.E Akwanga affiliate who were not part of the main study, but share similar characteristics was carried out. The 200 level Social Studies were used for the pilot study because they are fresh graduates of N.C.E Social Studies programme, who just gain admission and did not start the degree programme, and therefore share similar characteristics with N.C.E Social Studies students. The multiple choice items (first part of reliability)test were administered to them once. The result of the scores of the test were marked and recorded by the researcher. The statistical package SPSS was used to analyze the result. The Cronbach's Alphamethod was used to determine the reliability coefficient. The reliability index of the test scoresof .947 was arrived at. According to Spiegiel and Martins (1992) the closer the reliability index is to one (1) the more reliable it is and the closer it is to zero (0) the less reliable. Thereliability co-efficient was considered adequate for the internal consistencies of the instruments, and suitable for the main study.

The second part of the reliability of test items (essay questions), the test-retest method was used. A test was conducted using twenty (20) students. The test was administered to the group of students twice within the span of two weeks. In the first test that was administered, it was marked and recorded. After two weeks a similar process was repeated for the same group of students.The statistical package SPSSwas used to analyze the results. Pearson Product Moment coefficient (PPMC) was used calculate the reliability of the test items. A reliability index of .80 was arrived at. This study considered it satisfactory.

3.6. Procedure for data collection

A class-based assessment study was conducted to ascertain the effectiveness of a scaffolded approach in the teaching and learning of peace education in C.O.E. Akwanga (experimental group). The researcher taught six different topics over a period of six

weeks (i.e. a topic per week). In the experimental group, participants of the study were exposed to the three learning styles imbedded in scaffolding technique, i.e. cooperative, autonomous, and independent learning. In the cooperative learning, learners were assign into small groups (3-5), they work cooperatively, brainstorm, and had discussions. The researcher plays the role of the facilitator of learning and gives temporary support to any group that need assistance. The assistance is immediately withdrawn when a group is able to accomplish a given task. In autonomous learning style, students are subjected to series of learning activities that enable them to take charge and control of their learning. In the independent, the researcher through engagement of learners in series of learning activities ensured that learners were able to set their learning objectives and also become self-reflective about learning processes.

Another group of Social Studies students' of HILLS. C.O.E. Gwanje were taught the same six topics concurrently over a period of six weeks using conventional teaching method (control group). Conventional teaching methods is a teaching approach where the lecturer prepares lecture notes on a given topic read to the class with less input from students. At the conclusion of the lectures students will be allowed to ask questions on the contents of the material presented to them. It is teacher centered, it also involve the use of chalk-board. After six weeks of teaching (i.e. on the seventh week) an achievement test was administered to the two groups to ascertain the group with the best performances, so as to enable the researcher to draw objective and valid conclusions about whether a scaffolded approach has any effect on the performance of students in peace education test.

The researcher employed the service research assistants who assisted in administering the test as well as supervise the students during the duration of the test to ensure that there is no any form of exam malpractice. At the end of the test, the researcher with the research assistants collected the completed answer booklet from the students'. Pre-test was administered to both the experimental and control group before an intervention, however, it is only the experimental group that received the scaffolding treatment. While the control group received no treatment. Posttest was also administered to both the experimental and control group. To ensure that there is no hitch in the course of the research work, the researcher was given official permission (letter of introduction)

by the Head of Social studies section A.B.U. Zaria, in order to meet the demands of ethical consideration.

3.7. Statistical Analysis Procedure

The three stated hypotheses in in chapter one were tested with the use of t-test statistics and ANOVA. Hypotheses one, and three were tested with use of t-test independent statistics because we are looking for difference between two independent groups, while hypotheses two was tested using ANOVA because we are looking for difference between more than two independent groups.All the hypotheses were tested with at 0.05 alpha level of significance. Descriptive statistics was used to answer research questions stated in chapter one.

CHAPTER FOUR

DATA PRESENTATIONS, ANALYSIS AND DISCUSSIONS

4.0 Introduction

The study investigated theEffects of Scaffolding Technique on Academic Performance of Students in peace education in colleges of education in Nasarawa state, Nigeria. A total of 90 research participants were served with the test instrument, only 79 were returned, comprising of 37 from treatment group, and 42 from control group. The analysis was presented in three sections. The first section, deals with the descriptive statistics of frequencies and percentages to determine distribution of respondents by their Sex and treatment groups, the second section was on Testing of Research Hypothesis, then followed by answers to research question. A total of two null hypotheses were tested using the Independent t test statistics, while one was tested using ANOVA. All hypotheses were tested at 0.05 level of significance. Summary of findings and recommendations was also included in this chapter.

4.1 Bio-data Variables

Table 4.1.1: Distribution of Respondents by their Treatment groups

Groups	Frequency	Percentages
Experimental	37	46.8
Control	42	53.2
TOTAL	79	100

Table 4.1.1 above showed that the students are categorized into two groups according to their treatment groups. The first consisted of 37 representing 46.8% of students that were exposed to the experimental treatment of scaffolding technique, while the rest 42 representing 53.2% are those in the control group taught peace education with conventional teaching approach. The total of students (participants) considered in this study is therefore 79.

Table 4.1.2: distribution of respondents by sex

Sex	Frequency	Percent
Male	36	45.6
Female	43	54.4
Total	79	100.0

According to Table 4.1.2, out of the total 79 students for this study, 36 of them representing 45.6% are males and the rest 43 representing 54.4% are female students of colleges of education.

4.3 Testing of Research Hypothesis:

4.3.1 Introduction

This section was devoted to testing of research hypotheses there were stated in chapter one, the stated hypotheses were either accepted or confirmed rejected after being subjected to statistical rigour. The section tested three hypotheses with item means, standard deviations, standard errors, degree of freedom (df), t-calculated, t-critical, and Sig (p) were also shown. A total of two null hypotheses were tested using the Independent t-test statistics, while one was tested using ANOVA. All hypotheses were tested at 0.05 level of significance.

Hypothesis One: There is no significant difference between the mean performance score in peace education between students' taught using scaffolding strategy and those taught using conventional teaching approach in colleges of education in Nasarawa state.

Table 4.3: Independent t-test statistics on the difference between in the mean performance score in peace education between students' taught using scaffolding strategy and those taught using conventional teaching approach in Colleges of Education in Nasarawa State.

Variable	Year	N	Mean	Std.dev	Std. Err	Df	t calculated	t-critical	Sig (p)
Mean Academic Scores	Experimental	37	64.5135	8.4807	1.3942	77	6.611	1.96	0.000
	Control	42	47.5833	13.3827	2.0649				

Calculated p < 0.05, Calculated t > 1.96, at df 77

Results of the independent t-test statistics above showed that significantdifference exist between the mean performance score on peace education between students' taught

using scaffolding strategy and those taught using conventional teaching approach in colleges of education.Reasons being that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance while the t-calculated value of 6.611 is higher than the t-critical value of 1.96, at df 77. Their calculated mean performances were 64.5135 and 47.5833 by students' taught using scaffolding strategy and those taught using conventional teaching approach in colleges of education respectively, indicated a mean difference of 16.9301, implying that students' taught using scaffolding strategy have significantly higher mean performance score than their counterpartstaught using conventional teaching approach in collegess of education. Consequently, the null hypothesis which states that there is no significant difference between in the mean performance score in peace education between students' taught using scaffolding strategy and those taught using conventional teaching approach in colleges of education in Nasaraw State, is hereby rejected.

The research question which states that 'what is the difference in the mean performance score in peace education between students taught peace education with scaffolding strategy and those taught using conventional teaching approach in colleges of education in Nasarawa state? Is answered as follows: The calculated mean performances scores were 64.5135 and 47.5833 for experimental and control group respectively, indicating a mean difference of 16.9301, implying that students' taught peace education using scaffolding strategy have significantly higher mean performance scores than their counterparts taught with conventional teaching approach in Colleges of Educationin Nasarawa State.

Hypotheses Two: The null hypotheses states thatthere is no significant difference between the mean performances scores of students in peace education after exposure to Cooperative Learning, autonomous learning, and independent learning.

Table 4.3.2 ANOVA Statistic on difference between the mean performances scores of students in peace education after exposure to Cooperative Learning, autonomous learning, and independent learning.

ANOVA

Academic performance

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	45.672	2	22.836	.388	.681
Within Groups	1999.139	34	58.798		
Total	2044.811	36			

Descriptives

Academic performance

	N	Mean	Std. Deviation	Std. Error
Cooperative learning	16	80.0000	7.54542	1.88635
Autonomous learning	9	78.4444	7.79601	2.59867
Independent learning	12	78.0833	7.73961	2.23423
Total	37	78.7568	7.53660	1.23901

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Academic performance

Scheffe

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.
Cooperative learning	Autonomous learning	2.55556	3.19500	.728
	Independent	1.91667	2.92827	.808
Autonomous learning	Cooperative learning	-2.55556	3.19500	.728
	Independent	-.63889	3.38127	.982
Independent	Cooperative learning	-1.91667	2.92827	.808
	Autonomous learning	.63889	3.38127	.982

Homogeneous Subsets

Academic performance

Scheffe

Groups	N	Subset for alpha = 0.05
		1
Autonomous learning	9	77.4444
Independent	12	78.0833
Cooperative learning	16	80.0000
Sig.		.725

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 11.676.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

The Analysis of variance statistics above showed that there is no significant differences in the mean performance scores among the three categories of learners.Reason being that the calculated p value of 0.681 was found to be higher than the 0.05 alpha levelof significance and the calculated F ratio value of 0.380 found to belower than the F critical value of 2.60.The descriptive statistics showed that their mean academic performances Are 80.0000, 78.4444 and 78.0833 by students in cooperative learning, autonomous learning and Independent learning respectively.The Post hoc analysis using SCheffe homogenous sub-set further confirms this outcome as the means of all the three categories of respondents were put in the same subset, indicating that they have the same level of mean academic performance. This suggests that the three learning styles are very effective for the improvement of students' academic performance in peace education. thus, the null hypotheses which states that there is no significant difference between the mean performances scores of students in peace education after exposure to Cooperative Learning, Independent learning, and autonomous learning, is hereby accepted and retained.

The research question which states that: What will be the difference in the mean performance scores of students in peace education after exposure to Cooperative Learning, Independent learning, and autonomous learning? Is answered as follows: The calculated mean performances scores are 80.0000, 78.4444 and 78.0833 for students in cooperative learning group, Autonomous learning and Independent learning respectively. Indicating that there is no significant difference in the mean performance scores of students in the three learning groups. This implies that the three learning styles are very effective for the improvement of students' academic performance in peace education.

Hypothesis Three. The null hypothesis state that there is no significant difference between the mean performance scores of male and female students' taught using scaffolding strategies in colleges of education.

Table 4.3.2: Independent t test statistics on difference between the mean performance scores of male and female students' taught using scaffolding strategies in colleges of education.

Variable	**Year**	**N**	**Mean**	**Std.dev**	**Std. Err**	**Df**	**t calculated**	**t-critical**	**Sig (p)**
Mean Academic Scores	Male	16	61.9688	6.52551	1.63138	35	0.106	1.96	0.504
	Female	21	61.1190	8.33952	1.81983				

calculated p > 0.05, Calculated t < 1.96, at df 35

According to table 4.2.3 above, the results of the independent t-test statistics showed that there is no significantdifference between the mean performance scores of male and female students' taught using scaffolding strategies in colleges of education. This is premised on the fact that, the calculated p value of 0.504 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.106 is lower than the t-critical

value of 1.96, at df 35. The calculated mean performances of research participants exposed to the scaffolding technique were 61.9688 and 61.1190 male and female students' respectively. Indicating a mean difference of 0.8498, inferring that no significant differences between male and female students as the scaffolding technique is very effective for male and female students in the teaching of peace education. Therefore the null hypothesis which states that there is no significant difference between the mean performance scores of male and female students' taught using scaffolding strategies in colleges of education, is hereby accepted and retained.

The research question three which asked: What is the difference in the mean performance score in peace education between male and female students' taught peace education using scaffolding strategies in colleges of education in Nasarawa state? Is answered below: Thus, the calculated mean performances among male and female students exposed to the scaffolding technique were 61.9688 and 61.1190 respectively, indicating a mean difference of 0.8498, implying that no significant differences in the mean performance scores between male and female students taught peace education using scaffolding strategies in colleges of education in Nasarawa state.

4.4 Findings of the Study

The study made the following findings:

i. It was found out that scaffolding technique enhances students' performance.And more effective than conventional teaching approach.

ii. It was found out that Scaffolding technique improves students understanding through cooperative, autonomous and independent learning.

iii.It was found out that scaffolding techniques wasnot gender bias, it is suitable for both sexes.

4.5Discussion of Results

The discussion of result is presented below:

1. Significantdifference exist between in the mean performance score on peace education between students' taught using scaffolding strategy and those taught using conventional teaching approach in colleges of education in Nasarawa State.Their calculated meanperformances were 64.5135 and 47.5833 by students' taught using scaffolding strategy and those taught using conventional teaching approach in Colleges of Education in Nasarawa Stateerespectively indicating a mean difference of 16.9301. Implying that students' taught using scaffolding strategy have significantly higher mean academic performance than their counterpartstaught using conventional teaching approach in colleges of education. This finding is in sync with a study carried out by Su and Klein (2010), to investigate the use of scaffolds in problem-based hypermedia, Results revealed that posttest scores for students who received content scaffolds were significantly higher than those who received metacognitive scaffolds.
2. There is no significant difference between the mean performances scores of students in peace education after exposure to Cooperative Learning, Independent learning, and autonomous learning. The calculated mean performance score was 80.0000, 78.4444 and 78.0833 for students in cooperative learning group, Autonomous learning and Independent learning respectively. Indicating that there is no significant difference in the mean performance scores of students in the three learning groups. The results of this study on cooperative learning is consistent with the findings of previous research on cooperative learning (Ahmad and Mahmood, 2010;Tran, 2014; Tunga, 2015), which indicate that cooperative learning results in higher academic achievement.Cooperative learning is an application of social interdependence theory, Social interdependence theory posits that there are two types of social interdependence, positive (cooperative) and negative (competitive). *Positive interdependence* (i.e., cooperation) exists when individuals perceive that they can reach their goals if and only if the other individuals with whom they are cooperatively linked also reach their goals.

Negative interdependence (i.e., competition) exists when individuals perceive that they can obtain their goals if and only if the other individuals with whom they are competitively linked fail to obtain their goals. *No interdependence* (i.e., individualistic efforts) exists when individuals perceive that they can reach their goal regardless of whether other individuals in the situation attain or do not attain their goals (Johnson and Johnson, 2005, 2009).Scaffolding technique thrives on positive independence, it allows learners to achieve their learning goals. When learners work cooperative through discussions, brain-storming and debate, they exchange ideas that results in better understandingconcepts and ideas. Orey(2010) stated that the use of supportive learning helps students clarify concepts and ideas through discussion and debate. Because the level of discussion within groups is significantly greater than teacher led discussions, students receive immediate feedback, thus advancing the level of discussion".It is through the process of interacting with students of differing viewpoints that cognitive growth is stimulated. Emphasis is placed on learning how to cooperate in order to find the best possible solution to a problem. According to the constructivist approach, when students formulate their own solutions in this manner, they are truly thinking critically(Davis, Mahler and Noddings, 1990).Cooperative learning theory assign specific tasks, uses groups, and require the students to share and compare their findings. In addition, discovery approaches are used to teach interpersonal skills and student talks are stressed as a means for working things out (Orey, 2010). In cooperative learning there is individual accountability, individual accountability involves students understanding that they will be held accountable for their individual contribution to a group that free loading will not be tolerated, that every individual must contribute. It is the responsibility of teacher as the facilitator of learning to structure the way learners interact. In a cooperative learning class, teachers are the main facilitators of learning who should guide their learners on how best to achieve educational objectives (Zhang, 2010). Teacher talking time should be less than student talking time. By combining teamwork and individual accountability, students work toward acquiring both knowledge and social skills. It is a teaching strategy which allows

> students to work together in small groups with individuals of various talents, abilities, and backgrounds to accomplish a common goal. Each individual team member is responsible for learning the material and also for helping the other members of the team learn. Students work until each group member successfully understands and completes the assignment, thus creating an 'atmosphere of achievement' (Panitz, 1996).

On autonomous learning the result of this study is in line with findings on autonomous learning style (Hayta, and Yaprak, 2012; Jaladanki, and Bhattacharya, 2014; Riasati, 2014), which showed that autonomous learning style promote better learning outcome. According to Benson (2006)Learner autonomy is the learners' ability to take charge or control of their own learning. Autonomy in learning depends on the development and exercise of a capacity for detachment, critical reflection, decision making and independent action; autonomous learners assume responsibility for determining the purpose, content, rhythm and method of their learning, monitoring its progress and evaluating its outcomes" (Little 2000: 69). It is about interdependence as well as independent learning. (O'Rourke and Schwienhorst, 2003).

Thus, autonomous learning style is one of the components of scaffolding technique. Learners are supported and encouraged by the teachers to take charge and control of their own learning, the support given by teachers to learners is temporally and less just enough to enable learners accomplish a given task, once learner can accomplish the task the support is removed.Autonomous learning emerges when learners play significant part in choosing their own direction, discovering their own learning resources, formulating their own problems, deciding their own course of action and reflecting on the outcome of that process. If students are to develop independence, they are given the space in which to act as autonomous learners, they need freedom. However, this does not mean that to develop independent learning skills students simply need to be abandoned. Rather, a safe learning structure needs to be constructed that provides training, support and guidance from teachers and more knowledgeable peers through the experience.Learner autonomy is primarily manifested in the process of planning, monitoring, and evaluating one's learning (Moore in Liyan, Song, and Hill, 2007). Song, and Hill (2007) stated that depending on the level of learner autonomy, a learning experience can range from teacher

lecturing 100% of the class time (no learner control) to a student taking charge of the learning process in an independent study experience (almost complete learner control). Autonomous behaviour can take different forms depending on age, stage of learning, perceived learning needs and even the learning context (Benson, 2001). Autonomous behaviour is essentially self-initiated rather than generated in response to a task which requires either explicitly or implicitly the observed behaviours. Similarly, Benson (2003) argued that autonomy is perhaps best described as a capacity, because various kinds of abilities can be involved in control over learning. Researchers generally agree that the most important abilities are those that allow learners to plan their own learning activities, monitor their progress and evaluate their outcomes. Dickinson (1993) attributes some characteristics to autonomous learners:

-being able to set their learning goals in cooperation with their teachers

-being able to choose and use learning strategies that appeal to learning goals

-being able to regulate their learning in terms of using learning strategies and revise when necessary.

In the process of learning autonomy, teachers and learners need to cooperate with each other. The interactions between teachers and learners are inevitable and of paramount importance. Thus, both teachers and learners need to understand teacher autonomy and learner autonomy so as to adapt themselves to the classroom learning autonomy.According to Smith (2001) “Teachers also need to constantly reflect on their own role in the classroom, monitoring the extent to which they constrain or scaffold students’ thinking and behavior, so as to engage students in autonomous and effective learning.” If students want to learn to take control of their learning, the teacher may need to learn to let learners learn by themselves while providing necessary support. According to different circumstances, teachers’ management of autonomy will vary respectively. But learner autonomy cannot be simplified only as freedom from the control of the teacher, freedom from the limitations of the curriculum, even freedom to choose not to learn. Learner autonomy involves the freedom of learners from educational and linguistic

barriers. As a result, it is teachers' autonomy to cultivate a good environment for learners so that learners to acquire and practice the knowledge autonomously.

From the foregoing, it is clear that autonomous learning style as a component of scaffolding technique and has the capacity to enhance learner's academic performance in peace education with potential to promote better understanding of concept and ideas in other fields of studies. Freedom from the control of teachers can allow learners to learn by themselves.Scaffolding technique afford the learners the ability to develop appropriate skills, knowledge, competence, and positive attitude in cooperation with others, it also afford the learners the capacity for constructive, collaborative participation in their social milieu. If support is given to learners by teachers, the learners will have sense of achievement as well as boast their confidence and make them become more independent in dealing with problems or matters that is of interest to them. Teaching learners' peace education using scaffolding technique will make learners become autonomous, it will also afford them the opportunity to preach and promote peace in the society.

Similarly, the result of the study on student's independent learning style (Murphy, 2009; Olatoye, Aderogba, and Aanu, 2011), indicated that independent learning contributes in enhancing theacademic performance of students in peace education. Independent learning is a method of teaching in which content, instructional materials, instructional media, and pace of learning are based upon the abilities and interests of each individual learner" (Olatoye, Aderogba, andAanu, 2011), it is astudent-centered planning process wherein the student takes an active role, with the guidance of her/his parents, teachers, and counselors, in accessing, setting, reflecting on, and creating a plan to achieve her/his academic, career, and personal goals.(Fox, 2014). Independence is not the absence of guidance, but the outcome of a process of learning that enables learners to work with guidance of a teacher or resource person as they wish to take to achieve their predetermine objectives.

Independent learning is reliant upon factors which are both internal and external to a student. The internal elements of independent learning according to Meyaer (2008) include the skills and attitudes that individual students have to acquire, the external elements include the development of a strong relationship between teachers and students,

and the establishment of an ‘enabling environment. Independent learning can be undertaken outside school hours, but contributes to course-specific learning outcomes, it is also undertaken by students, either on their own or with others, without direct input from teachers or teaching staff. According to Pham-Minh (1995:59) There must be radical changes in training methods: to change from passive knowledge transmission in which teachers are talking and learners are taking notes; to advise learners on the ways of active thinking and receiving knowledge, to teach students the methods of self-learning, systematic collection of information and of analytic and synthetic thinking; to increase the active, independent attitude of students in learning process and self-management activities in schools and social work.

From the foregoing, is obvious that independent learning as an integral part of scaffolding technique, it allows learners to learning independently through self-reflection, with support either from the teacher, more knowledgeable peers, parents and even the internet. Independent learning can take place within and outside the classroom wall.

3.There is no significantdifference between the mean performance scores of male and female students’ taught using scaffolding strategies in colleges of education. Their calculated mean performances among those exposed to the scaffolding technique were 61.9688 and 61.1190 by male and female students’ taught using scaffolding strategy respectivelyindicating a mean difference of0.8498, implying that no significant differences between male and female students as the scaffolding technique is very effective for male and female students in the teaching of peace education students. This finding is similar with a study carried out by Nonye, and Nwosu (2011), to investigate the effects of instructional scaffolding on the achievement of male and female students in financial accounting in Abakaliki Urban of Ebonyi State, Nigeria. The Summary of findings revealed that instructional scaffolding method was superior to the conventional method in improving the achievement of male and female students in financial accounting. The test of interaction showed that gender had no significant interaction with teaching approach on students mean achievement.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents summary, conclusion, and recommendations on the Effects of Scaffolding Technique on the Academic Performance of Students in Peace Education in Colleges of Education in Nasarawa State, Nigeria.

5.2. Summary

This study is presented in five chapters. Chapter one presented the background to the study, and the statement of problem, including research objectives. In line with three research objectives, three research questions were stated as well as three null hypotheses formulated hypotheses as well as the scope of the study, and significance of the study. The study is significant as curriculum planners, school administrators, researchers, teachers, students, and parents will find the outcome of this study motivating. Chapter two presented the literature review that are related to this study under the concept of Social Studies Education, Cooperative Learning, Independent Learning, Peace Education, Human Rights etc. Similarly theoretical frames underpinning Social Studies Education, Peace Education, and Scaffolding technique were also discussed. The chapter also reviewed previous studies related to this very study and concluded with words of summary.

Chapter three details research methodology, research design and population of the study, sample size and sampling procedure were presented together with instrumentation, validity, pilot study and the reliability of the used instruments. The procedure for data collection and analysis was also presented. Chapter four presented the data analysis including the discussion of results and a section on summary of findings was also emphasized. Chapter five presented the summary conclusion and recommendations for the study.

5.3. Contribution to Knowledge

The study made the following contributions:

i. It was discovered that scaffolding is effective technique in teaching peace education with potential in teaching other subject of fields of study.

ii. By exposing students to cooperative, autonomous and independent learning. This study is able to establish that the three learning styles is associated with academic performance of students, hence, Scaffolding technique can be applied universally.

iii. The finding of this study confirms earlier studies that found out no significant difference in the academic performance between male and female students. The implication is that gender is not a factor influencing academic performance of students.

5.4 Conclusion

The study concludes based on the findings of the study. The study, thus, concludes that:

1- Scaffolding Technique is effective and improves students' academic performance in peace education in colleges of education in Nasarawa State.

2- Scaffolding techniqueenhances students' academic performance through cooperative, autonomous, and independent learning in peace education.

3-Scaffolding technique enhances the academic performance of male and female students in peace education in colleges of education in Nasarawa state.

5.5 Recommendation

In line with the findings of this study, the following recommendations are provided.

1- Colleges of Education, should adopt scaffolding technique in the teaching because it enhances the academic performance of students in peace education.

2. Teachers should teach learners' peace education using scaffolding technique, because the three learning styles: Cooperatively, autonomous, and independent learners, improves the academic performance of students.

3- Teachers should teach peace education using scaffolding technique, it facilitates the academic achievement of male and female students.

5.6 Limitations for the Study

This study was only able to cover three topics i.e. peace education, conflict, and gender issues, due to limited time.

5.7 Suggestions for further Research

Built on the research findings and taking into consideration the confines of the Study, the researcher have acknowledged where further research need to be carried out. There should be:

1- A study on encouraging teachers to use scaffolding technique in the teaching and learning of SocialStudies education in primary schools in Nigeria.

2-This research was conducted in colleges of education in Nasarawa State,in the future the research should be conducted in the University system.

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APPENDIXES

APPENDIX

LESSON PLAN SAMPLE FOR TREATMENT GROUP

LESSON: I

TIME	Theme. Scaffold peace education lesson plan
9am – 10am	Topic: Discussion on Peace, conflict and peace education Objectives: by the end of the lesson the students should be able to: 1, Explain the Concept of Peace, and 2, Define peace education 3, Explain the values, attitude and skills in peace education **Teaching aids:** Posters showing peace and violence situations. Video clip of violence **Previous Knowledge**: The teacher highlight's the students on their previous knowledge on peace and conflict **Step I**: the teacher ask students the following questions. 1, why do married couples fight sometimes? 2, why maintain peace? **Step II:** Teacher allow few selected Students to come to the stage and Present improvised drama on peace and conflict (5 minutes). **Step III:** Allow students to view video clips of how conflict occurs **Step IV**: The teacher explains and summarizes the definitions of peace, and peace education on the chalk board. **StepV**: Teacher allow few selected Students to come to the stage and Present the improvised drama titled unity in diversity (10minutes) **Step VI**: Teacher ask students to explain the values, attitude and skills they have learnt from the class drama **Evaluation:** Teacher asks the following questions from the students: 1, Explain the Concept of Peace? 2, Define peace education? 3, Explain the values, attitude and skills in peace education?

LESSON 2	**Assignment:** The teacher divided the students into two groups and ask each group is to come up with a write up for presentation in the next class on sources of peace. **Topic**: Peace Education **Teaching Aids:** diagram showing people living in peace and harmony **Objectives:** by the end of the lesson, the students should be able to: 1, List and explain the features of peace education 2, Explain ways of promoting peace 3, discuss the principles of peace education 4, describe the importance of peace education **Step 1:** Revise previous lesson with students by asking the following questions (i) Why do you think peace is necessary? (ii) is peace education for students **Step II:** The teacher group students into four or five group and give each group a task on features of peace education to complete. **Step III:** Teacher summarizes the points from each group and write on the chalk board **Step IV.** Teacher explains ways of promoting peace and present teaching aids to students. **Step V:** discuss interactively the principles of peace education. **Step VI**: teacher describe the importance of peace education. **Evaluation**: teacher ask the following questions 1, List and explain the features of peace education? 2, Explain ways of promoting peace? 3, discuss the principles of peace education? 4, describe the importance of peace education? **Assignment:** Group students into three groups and give them assignment on forms of peace education **Topic:** conflict and conflict resolution

Lesson 3	**Teaching Aids:** Video clip on violent conflict **Objectives:** by the end of the lesson the students should be able to: 1, Define Conflict 2, Discuss the following causes of conflict, bad governance, poverty, ethnic marginalization. Human right violation, small and light arm proliferation. **Step I**: Teacher revise the previous lesson and ask students the following questions. 1, Mention three features of peace education? 2, What are the ways of promoting peace? 3, What are the principles of peace education? 4, what are the importance of peace education? **Step II:** Teacher presents video clip on violent conflict for students to watch **Step III:** Teacher define conflict **Step IV:** Teacher groups Students into four group and give each group a problem to solve on the causes of conflict **Step V:** The teacher randomly selects students from each group to present their solution based on the task given to them. **Step VI:** the teacher summarizes the points and write on the chalk board **Evaluation:** teacher ask the following questions 1, Define Conflict 2, Discuss the following causes of conflict, bad governance, poverty, ethnic marginalization. Human right violation, small and light arm proliferation. **Assignment**: the teacher group students into two and give each group assignment on levels of conflicts. **Objectives:** By the end of the lesson, the student should be able to: 1, Discuss conflict escalation 2, Discuss the following ways of resolving conflict (i) dialogue (ii) mediation (iii) negotiation **Teaching aids:** Chart showingways of resolving conflicts**,** and video clip on violent conflict **Step I:** Teacher revise the previous lesson and ask the following questions 1, why do we have conflict? 2, what are some of the causes of conflict? **Step II:** Student's watch video clip on violent conflicts. The teacher also presents teaching aids.

	Step III: Teacher discuss conflict escalation **Step IV:** The teacher group students into small group of three or four and give each group a task to perform on ways of resolving conflicts **Step V:** The teacher randomly select students from each group to discuss ways of resolving conflicts. Step V: the teacher summarizes the points presented by the student and write on the chalk board. **Evaluation:** The teacher ask the following questions 1, Discuss conflict escalation? 2, Discuss the following ways of resolving conflict (i) dialogue (ii) mediation (iii) negotiation? **Assignment:** Teacher divide the class into three and ask each group to discuss the role of government in conflict resolution to be discuss in the next class.
Lesson 4	**Topic:** Human Rights **Objectives: by the end of the lesson, the students should be able to:** 1,Define human rights 2, Discuss human right education 3, explain Human Right Abuse in Nigeria **Step I.** Revise the previous lesson with the students by asking the following questions. 1, Why do conflicts escalate? 2, in what ways can we resolve conflict using non-violent approach? **Step II**: Discuss interactivelywith students the concept of human rights **Step IV:** Discuss with the students human right education, and summarize the definitions of human right education on the chalk board **Step V:**Group student into 3 groups and give each group the task of

	discussing human right abuse in Nigeria **VI:** The teachersummarizes the main points from each group and write on the chalk board **Step V**: Explain further on the topic re-iterating more on the areas that are not clear enough to the students **Evaluation**: teacher ask the following question 1,Define human rights 2, Discuss human right education 3, Explain Human Right Abuse in Nigeria? **Assignment** 1, Teacher divides students into four groups and ask each group to discuss human rights abuse in Nigeria,
Lesson 5.	**Topic: Gender Inequality and Women Rights** **Objectives**: by the end of the lesson, the students should be able to: 1, Define gender 2, explain the concept of Equality 3, Discuss gender equality **Teaching aids:** chart showing incidence of discrimination against Women **Step 1:** Revise the previous lesson with the students by asking the following questions. 1, Mention3 features of peace education? 2, what is human right all about? 3, what is the use of human right education? **Step 2:**in an interactive class the teacher defines gender **Step 3:**Teacher divides the class into a small group of 4-5 students and give each group a clue on the concept of equality for them to discuss. **Step 4:**Teacher presents teaching aids

LESSON 6.	**Step 5** teacher discuss with students gender equality **Evaluation:** the teacher ask the following questions 1, Define gender? 2, explain the concept of Equality? 3, Discuss gender equality **Assignment** 1, explain Gender inequality? 2, analyze the factors responsible for the relegation of women in Nigeria (i) cultural and religious constrain (ii) political restraints (iii) Statutory discrimination? 1, explain Gender inequality 2, analyze the factors responsible for the relegation of women in Nigeria (i) cultural and religious constrain (ii) political restraints (iii) statutory discrimination

LESSON PLAN SAMPLE FOR CONTROL GROUP

TIME	Theme. Scaffold peace education lesson plan
LESSON: I 9am – 10am	Topic: Discussion on Peace, conflict and peace education Objectives: by the end of the lesson the students should be able to: 1, Explain the Concept of Peace, and

LESSON 2	2, Define peace education 3, Explain the values, attitude and skills in peace education **Teaching aids:** Posters showing peace and violence situations. Video clip of violence **Previous Knowledge**: The teacher highlight's the students on their previous knowledge on peace and conflict **Step I**: the teacher ask students the following questions. 1, why do married couples fight sometimes? 2, why maintain peace? **Step II**: The teacher definitions the concept of peace, and writes the definition on the chalk board for the students to copy **Step III**. The teacher defines peace education and writes the definition on the chalk board for the students to copy **Step I**V: teacher Explains the values, attitude and skills in peace education **Evaluation:** Teacher asks the following questions from the students: 1, Explain the Concept of Peace? 2, Define peace education? 3, Explain the values, attitude and skills in peace education? **Assignment:** The teacher ask the students to come up with a write up for presentation in the next class on sources of peace. **Topic**: Peace Education **Teaching Aids:** diagram showing people living in peace and harmony **Objectives:** by the end of the lesson, the students should be able to: 1, List and explain the features of peace education 2, Explain ways of promoting peace 3, discuss the principles of peace education 4, describe the importance of peace education **Step 1:** Revise previous lesson with students by asking the following questions (i) Why do you think peace is necessary? (ii) is peace education for students **Step II:** the teacher List and explain the features of peace education, and write on the chalk board for the students to copy. **Step III:** Through discussion, the teacherExplain ways of promoting peacewith the students and summarizes the main points on the chalk board **Step IV**: the teacher presents the lesson notes to students in the class **Step V.** The teacherdiscuss the principles of peace education, and

Lesson 3	summarizes the points on the chalk board. **Step VI:** the teacher discuss interactively the importance of peace education to students **Evaluation**: teacher ask the following questions 1, List and explain the features of peace education? 2, Explain ways of promoting peace? 3, discuss the principles of peace education? 4, describe the importance of peace education? **Assignment:** teacher ask the students to discuss the forms of peace education. **Topic:** conflict and conflict resolution **Teaching Aids:** Video clip on violent conflict **Objectives:** by the end of the lesson the students should be able to: 1, Define Conflict 2, Discuss the following causes of conflict, bad governance, poverty, ethnic marginalization. Human right violation, small and light arm proliferation. **Step I**: Teacher revise the previous lesson and ask students the following questions. 1, Mention three features of peace education? 2, in what ways can we promote peace? 3, mention 3 principles of peace education? 4, what is the use of peace education? **Step II:** Teacher presents video clip on violent conflict for students to watch **Step III:** Teacher define conflict, and writes the definition on the chalk board **Step IV:** interactively the teacher discuss the causes of conflicts with the students **Evaluation:** teacher ask the following questions 1, Define Conflict 2, Discuss the following causes of conflict, bad governance, poverty, ethnic marginalization. Human right violation, small and light arm proliferation. **Assignment**: the teacher gives students take home assignment for them to discuss the levels of conflicts. **Objectives:** By the end of the lesson, the student should be able to: 1, Discuss conflict escalation 2, Discuss the following ways of resolving conflict (i) dialogue (ii) mediation (iii) negotiation **Teaching aids:** Chart showingways of resolving conflicts**,** and video clip on violent conflict

Lesson 4	**Step I:** Teacher revise the previous lesson and ask the following questions 1, why do we have conflict? 2, what are some of the causes of conflict? **Step II:** Student's watch video clip on violent conflicts. The teacher also presents teaching aids. **Step III**: Teacher discuss conflict escalation **Step IV:** The teacher group students into small group of three or four and give each group a task to perform on ways of resolving conflicts **Step V:** The teacher randomly select students from each group to discuss ways of resolving conflicts. Step V: the teacher summarizes the points presented by the student and write on the chalk board. **Evaluation:** The teacher ask the following questions 1, Discuss conflict escalation? 2, Discuss the following ways of resolving conflict (i) dialogue (ii) mediation (iii) negotiation? **Assignment:** 1, Discuss the role government in conflict resolution. **Topic:** Human Rights **Objectives: by the end of the lesson, the students should be able to:** 1,Define human rights 2, Discuss human right education 3, explain Human Right Abuse in Nigeria **Step I.** Revise the previous lesson with the students by asking the following questions. 1, Why do conflicts escalate? 2, in what ways can we resolve conflict using non-violent approach? **Step II**: interactively the Teacher defines human rights and writes the definition on the chalk board . **Step III. The teacher** Discuss human right education, and summaries the main points on the chalk board for the students to copy **Step IV:** the teache**r** discuss with the students human abuse in Nigeria and summarize the main points on the chalk board **Evaluation**: teacher ask the following question

	1,Define human rights 2, Discuss human right education 3, Human Right Abuse in Nigeria **Assignment** 1, discuss human rights abuse around the world? **Topic: Gender Inequality and Women Rights** **Objectives**: by the end of the lesson, the students should be able to: 1, Define gender 2, explain the concept of Equality 3, Discuss gender equality **Teaching aids:** chart showing incidence of discrimination against Women **Step 1:** Revise the previous lesson with the students by asking the following questions. 1, Mention 3 features of peace education? 2, what is human right all about? 3, what is the use of human right education? **Step I:** in an interactive class the teacher defines gender **Step II:** Through class discussion the teacher defines the concept of equality **Step IV:** Teacher presents teaching aidsto students
Lesson 5.	**Step V** teacher discuss with students gender equality, and summarize the main points on the chalk board **Evaluation:** the teacher ask the following questions 1, Define gender? 2, explain the concept of Equality? 3, Discuss gender equality
LESSON 6.	**Assignment** 1, explain Gender inequality? 2, analyze the factors responsible for the relegation of women in Nigeria (i) cultural and religious constrain (ii) political restraints (iii) Statutory discrimination?

APPENDIX B

PEACE EDUCATION ACHIEVEMENT TEST (PEAT)

Instruction: Answer all questions in section 'A', and any two questions in section 'B'

Section A is made up of multiple choice questions while section B comprise essay type questions

Level: N.C.E II

Time allowed: 1 hour

Section A (cooperative learning group)

1. Peace education challenges the long-held belief that wars cannot be avoided. True/False

2. Through peace education much can be achieved in creating (a) negative attitudes (b) positive attitudes (c) wealth (d) ignorance

3. Forcing a woman to have sexual intercourse with a man is known as ----------

4. Elders are to be involved in negotiation and peace resolution because of their experience.

5. Mass corruption can fuel insecurity. TRUE/FALSE

6. Gender inequality cannot be said to be the major cause of the spread of HIV/AID.

7. The most common and universal form of violence experienced by women is called ----------

8. Respect for difference, empathy, gender equity, sense of justice, and honesty are attitudes that can be gained through (a) conflict (b) peace education (c) community living (d) integrated studies

9. Peace education updates learners with knowledge of (a) Gender and religion (b) culture and race (c) social justice and power (d) all of the above.

10. 15. Human rights and violence against women are constituents of (a) peace education (b) international affairs. (c) Internal affairs (d) health education. **True or False**

11. When people of different ethnic and religious background decide to Cooperate and respect one another peace can be (a) guaranteed (b) denied (C) suspended (d) ignored

12. The following are skills learned in peace education except one (a) cooperation (b) critical thinking (c) Mediation. (d) Schooling

13. Peace is…… (a) Relationship variable (b) a trait (c) compulsory (d) constant

14. The untouchable and indispensable rights that all humans are entitled to regardless of religious, linguistics, racial, social, cultural and economic difference is known as (a) initiatives (b) attitude (c) human rights (d) growth

15. The general holistic approach to early childhood education seems not to create an open door to the integration of peace education within the early years of childhood. **True/False**

16. Poverty, illiteracy, corruption, unemployment are major sources of (a) peace and harmony (b) good living(c) insecurity (d) power

17. It is the responsibility of government to work with relevant agencies to (a) create crisis (b) create unemployment (c) resolve issues and conflicts (d) make people helpful

18. Passive coexistence is not a viable path to peace, building and maintaining peace takes active involvement. **True/False**

19. Lack of peace and insecurity in the north central states of Nigeria is caused by one of the following reasons (a) illiteracy (b) religious intolerance (c) hate speech (d) all of the above

20. Conflict resolution promotes (a) consensus-building (b) foreign aid (c) government (d) formation of political parties.

21. The absence of violence is known as peace. **True/False**

22. 31. Love and Mutual respect for one another is what is needed to maintain ---------- in the society

23. Some cultural beliefs and practicesin Nigeria undermine and compromise the rights of children in diverse ways and varying degrees**. TRUE/FALSE**

24. When conflicts starts and nothing is done to resolve it in an appropriate time, it has the potential to ---------- (escalate).

25. Conflicts occur continually, and it is not the avoidance, suppression, or denial of conflict that maintains peace but, rather, facing conflicts as they occur and resolving them constructively. **True/False**

26. One of the following is the right of a child, (a) right to education (b) right to violence (c) Democracy (d) Discipline

27. Peace is not a dynamic process. **True/False**

28. Peace education is an antidote for (a) ethnic hatred and violence (b) love (c) happiness (d) reconciliation

29 ----------Ensures that female and male learners are treated equally, have equal access to learning opportunities and benefit from education equally.

30. The mindless killings and attacks on innocent and defenceless citizens by the Boko Haram sect members does not threaten the stability and security of Nigeria and human rights. **TRUE/FALSE**

31. The type of education that helps individuals to know and use their rights and responsivities effectively is referred to as ----------

32. The inability of the government to provide security, maintain peace, and enforce law and order is responsible for the unauthorized possession of fire arm by some Nigerians. **True/False**

33. Human rights abuse by the police is a phenomenon that is disturbing and worrisome to Nigerians. **True/ False**

34. Mention one goal of peace education ----------

35. Good governance cannot enhance security and peace in the north central states of Nigeria

36. Peace education would sharpen learners' human critical awareness, openness to truth and responsiveness to realities of life which is very necessary in their adult life.

True/False

37. Mention one causes of insecurity ----------

38. One of the following is not a common synonyms of peace (a) harmony (b) tranquility (c) concord (d) society

39. Cultural practice and religion can serve as a factors responsible for the relegation of women in the society.

40. Unjust and inequitable distribution of National resources including political posts, industries, investments, funds are not the factors that threaten national security

41. Discrimination against women is violation of their fundamental ----------

42. Excluding women from inheriting the property of their father, is associated with ----------

SECTION B: ESSAY

Instruction: Answer only Two Questions

Q1a. What is peace?

b. Define Peace education

c. Stateand two objectives of peace education in Nigeria

d. Explain two ways of promoting peace

Q2a. Describe Gender Inequality**.**

b. b. Explain the concept of Gender Equality

c. briefly explain violence against women in Nigeria.

d. provide solutions to item C above

3. Short notes onthe following

(a) Conflict and conflict resolution

(b) Human rights

(c) Human right education

(d) Human rights abuse

APPENDIX C:

MARKING SCHEME

A. Each objectives question carry one point a total of 42 points

B. Candidates are expected to answer two essay questions out of the three question set.

C. Each question set is subdivided into four; a, b, c, d, each subsection carry equal marks i.e. 7 points. 1 mark is awarded for expression.

D. marking scheme clearly spells out the points candidates are expected to discuss in the presentation of their answers.

1. True	11. A	21. False	31. Human Right Education
2. B	12. D	22. Peace	32. True
3. Sexual violence	13. A	23. True	33. True
4. True	14. C	24. Escalate	34. Any goal of P/E
5. True	15. A	25. True	35. False
6. False	16. C	26. A	36. True
7. Domestic violence	17. C	27. False	37. Injustice etc.
8. B	18.True	28. A	38. D
9. D	19. D	29.Gender equality/Edu	39. True
10. A	20. A	30. False	40. False
41. Human Rights	42. Cultural Belief		

SECTION B: ESSAY

Q1a. What is peace?

Peace is a societal condition which ensures relative social stability and order through the dispensation of justice, fairness and opportunities for accommodation by formal and informal institutions, practices and norms. Peace, is the absence of violence and the attainment of social justice as well as addressing the challenges of inequality among people in the society. (7 marks)

b. Define Peace education

Peace education is teaching the information, attitudes, values, and behavioral competencies needed to resolve conflicts without violence and to build and maintain mutually beneficial, harmonious, and good relationships (7marks).

c. State **and two** objectives of peace education in Nigeria.

Students should discuss any two of the following

1, to create in the learner the awareness, knowledge and sensitivity regarding issues that deal with war and peace; power and justice; gender and race; ecology and environment; conflicts, etc.
2, to develop skills in critical thinking and problem solving/conflict resolution, empathy, assertiveness, sharing and cooperation.
3, to instill in the learner the attitude of self-respect and self-esteem, respect for others, open-mindedness and vision, environment concern, commitment to justice, etc.
4, to develop pro-peace attitudes, skills and competences in the learner.
To work out strategies which are effective in handling violence and establishing peace within and outside the organization. (7 marks).

d. Explain two ways of promoting peace:

Students should be able to any two ways of promoting peace below.

I, respect for difference,

II tolerance,

III, Sense of justice impartiality (7 marks).

(7×4= 28 +1 = 29)

Q2a**.** Describe Gender Inequality(7 marks)

Gender inequality is the discrimination, distinction, exclusion, or restriction made on the basis of sex which has the effects on the recognition, enjoyment by women, irrespective of their marital status, on a basis of equality of men and women, human rights, and fundamental freedoms in the political, economic, social, cultural, civil, family, labour market or any other field. It is not only through socialization that gender inequality are planted. Glaring gaps in policy, legal frameworks and investment opportunities make it difficult for women to perform to their full potential in social, economic and political spheres. For example, when women are not adequately represented in decision-making levels, their rights and freedoms may be violated.

b. Explain the concept of Gender Equality

Gender equality ensures that women and men enjoy the same status and have an equal opportunity to exercise their fundamental human rights and realize their full potential to contribute towards political, economic, social and cultural development, and to benefit from the results. Gender equality has to do with equal value attributed by society to both the similarities and the differences between women and men, and the different roles they play. Gender equality can be promoted when resources, opportunities and support are available to men and women without regard to biological sex. (7marks)

C. briefly explain violence against women in Nigeria.

Violence is a major source of challenges for the sustainable growth and development in any society, most especially when it is targeted at women who are perceived to be of weaker sex. Violence against women is a practice around the world. Violent incidents against women are an increasingly rampant. Violence against women hinders progress in achieving development targets in developing countries most especially Nigeria. Most women in Nigeria experience some form of violence in their lifetime, in some cases leading to serious injury or death. Such violence is closely associated with complex social conditions such as poverty, lack of education, gender inequality, child mortality,

maternal ill-health and human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS). Violence against women can take the form of 'Physical violence'i.e. slapped, or had something thrown at her; pushed, shoved, or had her hair pulled; hit with a fist or something else that could hurt; choked or burnt; threatened with or had a weapon used against her or sexual violence. (7 marks)

D. Provide solutions to item C above

- The national assembly should repeal any law in the Nigeria that hinders women from exercising their rights as citizens.
- The resolution of the General Assembly of the United Nations to combat all forms of violence against women should be implemented in Nigeria.
- Men must treat women as human beings and respect their rights. (7marks). **(7×4= 28 +1 = 29).**

3. Short notes onthe following

(a) Conflict and conflict resolution

- Conflict is defined as a serious or protracted disagreement between individuals or groups. The source of conflict is usually an unmet need of one or more of the parties involved in the disagreement.
- The term conflict resolution refers to non- violent approaches used to eliminate the sources of the conflict through collaborative Conflict resolution strategies. Conflicts can be resolved through the following ways**.**

1. Mediation: Facilitated by a neutral third-party, the disputing parties enter into a dialogue that explores the sources of their conflict, their unmet needs, and solutions that can result in an equitable (win-win) outcome for all. In this approach, the mediator doesn't decide how to resolve the case. Sometimes mediation begins as litigation, a judge may feel that disputing parties could resolve their issues more successfully through discussion and order them to take part in mediation.
2. Negotiation: this usual done by representatives of disputing parties (called negotiators) meet to work with or against each other for their own position or

pre-determined, desired outcome. Often formal negotiation proceedings take place between groups of people rather than individuals, and the list of tactics that negotiators may use is long and varied.

3. Dialogue: in this strategy of resolving conflict the disputing parties usually seat in a round table to discuss a resolve issues without resorting to any form of violence (7marks).

(b) Human rights

"Human rights are rights of all humans regardless of gender, age or other difference, they rights are untouchable and indispensable rights that all humans are entitled to regardless of religious, linguistics, racial, social, cultural and economic difference. Among this rights are the right to education, health, personal untouchability, living in healthy environment, petition writing, privacy of personal life, and accommodation etc. (7 marks)

(c) Human right education: Human rights education is a lifelong process that builds knowledge and skills, as well as attitudes and behaviours, to promote and uphold human rights. Human rights education can be defined as education, training and information aimed at building a universal culture of human rights. Effective human rights education not only provides knowledge about human rights and the mechanisms that protect them, but also develops the skills needed to promote, defend and apply human rights in daily life (7marks)

(d) Human rights abuse

Nigeria is one of the worst victims of human rights violation in Africa. Many Nigerians today live in fear and terror, torture, unlawful detention, unfair trial and possible death. For example, there are media reports on that indicates that Nigeria police force participates in mass killings, burying suspects in shallow graves, while their personnel fail to keep adequate records of people in custody, knowing well that their failure to do so facilitates abuse against detainees and suspects. As a result of human rights abuse many people are injured physically, mentally or psychologically as they go through these experiences in the hands of those whose responsibility is to protect them. Another perspective to human rights abuse are mostly committed against some sections of the

society such as the poor, uneducated citizens who are defenseless and unable to enforce their rights because they are neither seen nor heard. For example the greatest assault on human rights in Nigeria currently is the barbaric, and horrific activities of the Boko Haram sect. (7marks)

(7×4= 28 +1 = 29)

APPENDIX D:
ACHIEVEMENT TEST SCORES

Experimental Group

S/NO	PRETEST	POST TEST
	Cooperative	
1	65	84
2	70	73
3	56	84
4	65	82
5	65	73
6	67	73
7	76	64
8	56	73
9	49	73
10	68	82
11	78	84
12	67	84
13	64	73
14	54	62
15	45	71
16	45	82
Autonomous learning		
1	46	70
2	45	81
3	54	53
4	56	55
5	60	69
6	27	79

7	31	69
8	42	84
9	32	90
Independent Learning		
1	24	70
2	35	73
3	46	63
4	34	73
5	54	73
6	60	82
7	65	84
8	70	84
9	56	70
10	65	62
11	65	69
12	67	80
Control group;		
1	76	58
2	56	67
3	49	70
4	68	58
5	78	67
6	67	66
7	64	69
8	54	78
9	45	58
10	45	51
11	46	70
12	45	80
13	54	69
14	56	64
15	60	54
16	27	45
17	31	45
18	42	46
19	32	45

20	24	54
21	35	56
22	46	60
23	34	27
24	54	31
25	60	44
26	27	34
27	24	26
28	35	37
29	46	48
30	34	36
31	54	56
32	60	62
33	27	29
34	31	33
35	42	44
36	32	34
37	24	26
38	35	37
39	46	48
40	35	37
41	53	55
42	34	36

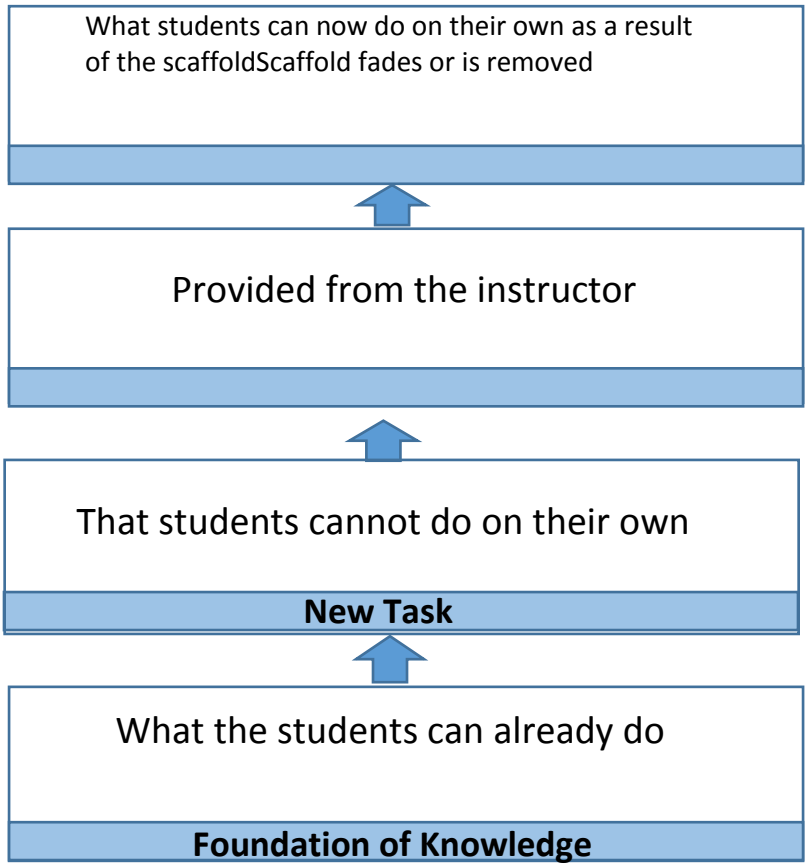
APPENDIX E

MANUAL FOR IMPLEMENTING INSTRUCTIONAL SCAFFOLDING

Introduction

Instructional scaffolds are temporary support structures faculty put in place to assist learners in accomplishing new tasks and concepts they could not achieve on their own. The moment learners are able to complete or master a given task, the scaffolding is gradually removed by the teacher to pave way for the learner to take charge of his/her learning. Below we present a simple structure of scaffolded instruction:

- **First step, the teacher does:** The teacher models how to clarify ideas, perform a new or difficult task.
- **Second, the class does it**. The instructor and students then work together to perform the task. For example, the students may suggest information to be added in a given task such as in improvise class drama to the graphic. As the instructor writes the suggestions on the white board, students fill in their own copies of the diary
- **Third, the group does it**. At this point, students work with a partner or a small cooperative group to complete a given task. More complex content might require a number of scaffolds given at different times to help students master the content. The fact that students work in small group, each student in the small group is accountable for his/her actions, the teacher can randomly select the student in the small group to respond to question.
- **Fourth, the individual does it**. This is the independent practice stage where individual students can demonstrate their task mastery (e.g., successfully completing a graphic organizer to demonstrate appropriate relationships among information) and receive the necessary practice to help them to perform the task automatically and quickly.



Source: Hogan and Pressley, (1997).

Guide line for the Implementation of Scaffolding

The following points can be used as guidelines when implementing instructional scaffolding

Help students become less dependent on instructional supports as they work on tasks and encourage them to practice the task in different contexts**.**

- Select suitable tasks that match curriculum goals, course learning objectives and students' needs.
- Use a variety of supports as students' progress through a task (e.g., prompts, questions, hints, stories, models, visual scaffolding ―including pointing, representational gestures, diagrams, and other methods of highlighting visual information‖ (Alibali, M, 2006).

- Provide encouragement and praise as well as ask questions and have students explain their progress to help them stay focused on the goal.
- Monitor student progress through feedback (in addition to instructor feedback, have students summarize what they have accomplished so they are aware of their progress and what they have yet to complete).
- Create a welcoming, safe, and supportive learning environment that encourages students to take risks and try alternatives (everyone should feel comfortable expressing their thoughts without fear of negative responses).
- Help students become less dependent on instructional supports as they work on tasks and encourage them to practice the task in different contexts.

APPENDIX F

CLASS ACTIVITIES FOR TREATMENT GROUP



Fig 1: Teacher modeling how to perform a task in classroom



Fig 2: Research participants in the classroom



Fig 3: Teacher inspecting students working in small groups



Fig 4: Female student from a small group answering question



Fig 5: A male student from a small group



Fig 6: A female student from a small group answering question



Fig 7: A male student from a small group answering question



Fig 8: Students in an improvised drama class



Fig 9: Students in an improvised drama class

APPENDIX G

OUTPUT

H01 T-Test

Group Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Mean_Academic_Performance	Experimental	37	64.5135	8.48077	1.39423
	Control	42	47.5833	13.38270	2.06499

Ho2 Oneway

ANOVA

Academic performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	45.672	2	22.836	.388	.681
Within Groups	1999.139	34	58.798		
Total	2044.811	36			

Descriptives

Academic performance

	N	Mean	Std. Deviation	Std. Error
Cooperative learning	16	80.0000	7.54542	1.88635
Autonomous learning	9	78.4444	7.79601	2.59867
Independent learning	12	78.0833	7.73961	2.23423
Total	37	78.7568	7.53660	1.23901

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Academic performance

Scheffe

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.
Cooperative learning	Autonomous learning	2.55556	3.19500	.728
	Independent	1.91667	2.92827	.808

Autonomous learning	Cooperative learning	-2.55556	3.19500	.728
	Independent	-.63889	3.38127	.982
Independent	Cooperative learning	-1.91667	2.92827	.808
	Autonomous learning	.63889	3.38127	.982

Homogeneous Subsets

Academic performance

Scheffe

Groups	N	Subset for alpha = 0.05
		1
Autonomous learning	9	77.4444
Independent	12	78.0833
Cooperative learning	16	80.0000
Sig.		.725

Means for groups in homogeneous subsets are displayed.

H03

T-Test

[DataSet1] C:\Users\Ojo\Documents\sarkin fada data.sav

Group Statistics

	sex	N	Mean	Std. Deviation	Std. Error Mean
Mean_Academic_Performance	Sex	16	61.9688	6.52551	1.63138
	Female	21	61.1190	8.33952	1.81983

Appendix H
Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.947	.950	42

Item Statistics

	Mean	Std. Deviation	N
1. Peace education challenges the long-held belief that wars cannot be avoided. True/False	1.7500	.44426	20
2. Through peace education much can be achieved in creating (a) negative attitudes (b) positive attitudes (c) wealth (d) ignorance	1.7500	.44426	20
3. Forcing a woman to have sexual intercourse with a man is known as ----------	1.5500	.51042	20
4. Elders are to be involved in negotiation and peace resolution because of their experience.	1.3500	.48936	20
5. Mass corruption can fuel insecurity. TRUE/FALSE	1.4000	.50262	20

6. Gender inequality cannot be said to be the major cause of the spread of HIV/AID.	1.9000	.30779	20
7. The most common and universal form of violence experienced by women is called ----------	1.7500	.44426	20
8. Respect for difference, empathy, gender equity, sense of justice, and honesty are attitudes that can be gained through (a) conflict (b) peace education (c) community living (d) integrated studies	1.7500	.44426	20
9. Peace education updates learners with knowledge of (a) Gender and religion (b) culture and race (c) social justice and power (d) all of the above.	1.5500	.51042	20
10. 15. Human rights and violence against women are constituents of (a) peace education (b) international affairs. (c) Internal affairs (d) health education. True or False	1.3500	.48936	20
11. When people of different ethnic and religious background decide to Cooperate and respect one another peace can be (a) guaranteed (b) denied (C) suspended (d) ignored	1.4000	.50262	20
12. The following are skills learned in peace education except one (a) cooperation (b) critical thinking (c) Mediation. (d) Schooling	1.7500	.44426	20
13. Peace (a) Relationship variable (b) a trait (c) compulsory (d) constant	1.7500	.44426	20

14. The untouchable and indispensable rights that all humans are entitled to regardless of religious, linguistics, racial, social, cultural and economic difference is known as (a) initiatives (b) attitude (c) human rights (d) growth	1.5500	.51042	20
15. The general holistic approach to early childhood education seems not to create an open door to the integration of peace education within the early years of childhood. True/False	1.3500	.48936	20
16. Poverty, illiteracy, corruption, unemployment are major sources of (a) peace and harmony (b) good living(c) insecurity (d) power	1.4000	.50262	20
17. It is the responsibility of government to work with relevant agencies to (a) create crisis (b) create unemployment (c) resolve issues and conflicts (d) make people helpful	1.9000	.30779	20
18. Passive coexistence is not a viable path to peace, building and maintaining peace takes active involvement. True/False	1.7500	.44426	20
19. Lack of peace and insecurity in the north central states of Nigeria is caused by one of the following reasons (a) illiteracy (b) religious intolerance (c) hate speech (d) all of the above	1.7500	.44426	20

20. Conflict resolution promotes (a) consensus-building (b) foreign aid (c) government (d) formation of political parties.	1.5500	.51042	20
21. The absence of violence is known as peace. True/False	1.3500	.48936	20
22. 31. Love and Mutual respect for one another is what is needed to maintain ---------- in the society	1.4000	.50262	20
23. Some cultural beliefs and practices in Nigeria undermine and compromise the rights of children in diverse ways and varying degrees. TRUE/FALSE	1.9000	.30779	20
24. When conflicts starts and nothing is done to resolve it in an appropriate time, it has the potential to ---------- (escalate).	1.7500	.44426	20
25. Conflicts occur continually, and it is not the avoidance, suppression, or denial of conflict that maintains peace but, rather, facing conflicts as they occur and resolving them constructively. True/False	1.7500	.44426	20
26. One of the following is the right of a child, (a) right to education (b) right to violence (c) Democracy (d) Discipline	1.5500	.51042	20
27. Peace is not a dynamic process. True/False	1.3500	.48936	20
28. Peace education is an antidote for (a) ethnic hatred and violence (b) love (c) happiness (d) reconciliation	1.4000	.50262	20

29. ----------Ensures that female and male learners are treated equally, have equal access to learning opportunities and benefit from education equally.	1.8000	.41039	20
30. The mindless killings and attacks on innocent and defenceless citizens by the Boko Haram sect members does not threaten the stability and security of Nigeria and human rights. TRUE/FALSE	1.6500	.48936	20
31. The type of education that helps individuals to know and use their rights and responsivities effectively is referred to as ----------	1.6000	.50262	20
32. The inability of the government to provide security, maintain peace, and enforce law and order is responsible for the unauthorized possession of fire arm by some Nigerians. True/False	1.5500	.51042	20
33. Human rights abuse by the police is a phenomenon that is disturbing and worrisome to Nigerians. True/ False	1.3000	.47016	20
34. Mention one goal of peace education -	1.3500	.48936	20
35. Good governance cannot enhance security and peace in the north central states of Nigeria	1.6000	.50262	20

36. Peace education would sharpen learners' human critical awareness, openness to truth and responsiveness to realities of life which is very necessary in their adult life. True/False	1.7500	.44426	20
37. Mention one causes of insecurity ----------	1.7500	.44426	20
38. One of the following is not a common synonyms of peace (a) harmony (b) tranquility (c) concord (d) society	1.5500	.51042	20
39. Cultural practice and religion can serve as a factors responsible for the relegation of women in the society.	1.3500	.48936	20
40. Unjust and inequitable distribution of National resources including political posts, industries, investments, funds are not the factors that threaten national security	1.4000	.50262	20
41. Discrimination against women is violation of their fundamental	1.7500	.44426	20
42. Excluding women from inheriting the property of their father, is associated with ----------	1.7500	.44426	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.592	1.300	1.900	.600	1.462	.034	42

Essay reliability Tests using Pretest and post test reliability using PPMC

Appendix B: Raw scores of the two sets of tests for determining the coefficient of reliability of the test instrument

S/NO	X	Y	X^2	Y^2	XY
1	10	12	100	144	120
2	15	13	225	169	195
3	16	16	256	256	256
4	14	14	196	196	196
5	15	15	225	225	225
6	16	16	256	256	256
7	17	17	289	289	289
8	12	16	144	256	192
9	15	14	225	196	210
10	16	15	256	225	240
11	14	16	196	256	224
12	15	17	225	289	255
13	16	12	256	144	192
14	17	15	289	225	255
15	12	16	144	256	192
16	15	14	225	196	210
17	16	15	256	225	240
18	14	16	196	256	224
19	15	16	225	256	240
20	16	16	256	256	256
N=20	**∑X=296**	**∑Y**=301	**∑X2**=4440	**∑Y2**=4571	**∑XY= 4467**

Note: x and y are first and second tests scores

296 301 4440 4571 4467

APPENDIX (Statistics for finding reliability)

Pearson Product Moment Correlation computed for the Reliability index for the instrument used in the pilot study of the research.

The formula for Pearson Product Moment Correlation is given below:

$$R = \frac{N(\sum xy) - (x)\sum Y}{(N(X^2) - (NY^2) - (Y)^2)}$$

N=Number of respondents

X is test scores at 1st test

Y is test scores at 2nd test

∑x is scores at pretest is summed

∑y is scores at2nd test is summed

$\sum x^2$ is scores at 1st testis squared and summed

$\sum Y^2$ is scores at 2nd testis squared and summed

$(\sum x)^2$ is scores at 1st test is summed and squared

$(\sum Y)^2$ is scores at 2nd test is summed and squared

Where:

N=20 **∑X=**296 **∑Y=301** **∑X2=**4440 **∑Y2=**4571 **∑X=4467**

Pearson Product Moment Correlation formula is:

$$r = \frac{N(\sum xy) - \sum (x)\sum Y}{(N(\sum X^2) - (N*\sum Y^2) - (\sum Y)^2}$$

$$= \frac{20*4467 - 296*301}{20*(4440)^2 - 20*4571-(301)^2}$$

=.801

r=.80

OBSERVATIONS

The following separate observations based on cooperative, autonomous and independent learning were made in the treatment group and control groups respectively.

Treatment group

Cooperative Learning:

It was observed thatin cooperative learning group, students in class work cooperatively, had Face-to-Face interaction, brain storm, increase participation in group discussions, individual accountability. Students were able to accept and support each other, students strengthen the confidence in their abilities, and also engaged in interpersonal and social skills.

Autonomous Learning:

It was observed that students study autonomously, charting their way through self-initiated teaching, taking responsibility for their own learning, willing to take risk, work creatively with complex situations, good guesser's , as well as self-awareness.

Independent learning

It was observed that through independent learning students were empowered to learn independently, they were self-reflexive about learning processes, and able to learn through peer-teaching, engage in problem-solving activities learn in the communities of learners. The students developed interpersonal skills, and were creative and self-motivation. Good rapport was established between the teacher and learners.