



Peace Education Innovation and Head Teachers' Administrative Effectiveness in Public Basic Schools in Edo State

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Abstract: The school system prepares people to achieve economic upliftment and make them face social challenges in life. It also prepares people to understand the values of life in relevance to peaceful living. The school curriculum and effective school administration is considered a very potent tool for solving socio-economic, political and security problems faced by many societies in Africa, Nigeria in particular. The study therefore investigates the relationship between peace education innovation and head teachers' administrative effectiveness in public basic schools in Edo State. The study was a descriptive survey adopting correlational design. The population of the study comprised all the 1,228 teachers in the 142 public basic schools in the seven local government areas of Edo South Senatorial District, Edo State, Nigeria. Stratified random sampling technique was used to select 14 schools and 123 teachers for the study. Data was collected through self-designed instrument titled: "Peace Education and School Management Questionnaire (PESMQ)". The Pearson Product Moment Correlation (Pearson r) was used to analyze data collected for hypothesis one while Fisher's z -test statistics was used to analyze data collected with respect to hypothesis two. The study found that there was a significant relationship between peace education and effective administration of basic schools in Edo State while a no significant difference in relationship exists between peace education innovation and effective management of basic education in Edo State based on gender. It was therefore recommended that the teaching of peace education in subjects like civic education, Religion and National values should be given prominence in the schools' curricula. Also, school administrators should be effective in the control and management of students' disciplinary behaviour.

Keywords: Peace Education, Innovation, School Administrative Effectiveness

1. INTRODUCTION

Everybody wants to live in a peaceful environment. It is acknowledged that peaceful schools are essential cornerstones for safe communities. Crime and violence do not only affect those who are victimized but everyone in the society by its implication. Seen from this perspective, peace education innovation is the introduction of a new policy, structure, function, culture and curriculum to ensure a safe learning and teaching environment, as well as opening new ideas to overcome some problems in the educational sector as a result of some inadequacies in the system (Kirsi&Sappo, 1996). This implies that Peace Education, as educational innovation, is introduced when it is identified that a gap exists between education services on the one hand and on the other hand the progress in human activities and national development. In recognizing that education is the key change agent for moving societies along the development continuum, peace education innovation may

need to be introduced into the educational system to meet some contemporary challenges in the society.

Innovation is a change in ideas that creates quality service and satisfaction. It is a deliberate, new, specific and persistent change in the pattern of behavior among members of an identifiable social system. It is crucial to the continual success of any organization. Whenever there is a need for improvement in a particular society, innovation is necessitated (Nwafor, 2017). Innovations conceived by individuals, governments, groups are not strictly considered as change, but it is the acceptance of an innovation that results in change. Therefore, change resulting from innovation whether by chance or design has been recognized as an important process in the structure and management of organizations including institutions of learning.

In Nigeria, innovations in the educational system are frequently carried out. Such innovations have been observed to be both structural and curricula. Recently the educational system was restructured from the 6-3-3-4 (6



years primary, 3 years each for Junior and Senior Secondary, and 4 years tertiary education) to the current 9-3-4 (9 years Basic Education (BE), 3 and 4 years Senior Secondary and Tertiary education respectively). Recent innovations in the curriculum for Basic Education include programmes in counselling services, School Broadcasting with television and radio, Family Life Education, Computer and Information Communication Technology, Citizenship Education, Nomadic Education and Introductory Technology. Meanwhile, Peace Education has not been properly given a place in the curriculum even though it has been often presented and discussed at conferences, in academic journals and the news media (Ezegbe, Ikwumelu&Okeke, 2012).

That education is being threatened by the negative impact of loss of learning, loss of life and property, violence, insecurity and war in Nigeria is not debatable. The safety of schools and the prevention of violence, particularly gender-based violence are enormous challenges facing government, schools, individuals and communities. It has been observed that even though debates and conferences have been organised on Peace Education, supported by frequent reports on violence in the news media, it appears that policy makers, planners and administrators of education are yet to recognize and acknowledge that peace education innovation may be relevant to the effective management of education and the society in general. Peace education implies enhancing national security in the world including Nigeria. It is the process of acquiring the values, and knowledge and developing attitudes, skills and behavior to live in harmony with oneself, with others and with the natural environment (Asamonye, Osuagwu&Kalu, 2014). According to Akinyemi (2014) peace education is the only way to educate future generations.

There are several United Nations declarations on the importance of Peace Education. Such declarations include that of Reardon (1995), a pioneer of Peace Education, in her book "Educating for Human Dignity: Learning about Rights and Responsibilities", in which she asserted that Peace Education is fundamental to ending wars and misunderstanding among nations. Banki-Moon (2012) recognizing the importance of Peace Education declared that Peace Education is the means of bringing about the culture of peace in the world. Peace Education is of "fundamental importance to national and international relationship needed for growth and development. Applying this concept to education, Nwana as cited by Nwafor (2017) stated that Peace Education is the attainment of a harmonious relationship that promotes health and survival among people and their environment. Peace education, if well-implemented and managed, will encourage absence of war among communities and nations while promoting friendliness and a state of

equilibrium in the world. In any society, including schools, peace and tranquility may be the antidote for effective interaction that can bring about growth and development.

The head teacher is the instructional and administrative head who leads the way in actualizing the curriculum. One of the most salient contributing factors to the attainment of curriculum objectives is good school management (Department of Education, 2002). Thus, it is acknowledged that schools with clear rules and regulations, clear and fair procedures and clear norms as well as those that involve all members of the community are less likely to experience high levels of violence, conflict and insecurity than those where these systems and relations are not in place (Mbonu, 2019). Research (e.g. Uko, Igbineweka and Odigwe, 2015) indicated that the way in which a school is managed and the extent to which it runs effectively as a place of learning and development is directly linked to the level of stability or chaos in the school and the society. The use of administrative skills and prevention programmes by head teachers would help to turn the youths away from violence, crime and disruptive behaviors, which may subsequently create a peaceful environment and enhance effective management of schools (Tshwete, 2017). Enaigbe and Igbinoghene (2016) in their study acknowledged that there are challenges of managing and planning Peace Education Innovation and peace culture in Nigeria. Nevertheless, they asserted that the programme, if well-managed, will instill values for life and property, and attitudes of resolving problems intelligently. It will also enhance national unity and security in Nigeria. Asamonye, Osuagwu and Kalu (2014) stated in their study that Peace Education if well managed will prevent the increasing occurrence of conflicts and create social conditions conducive to peace and peaceful living.

School management effectiveness implies that an effective administrator applies his knowledge, skills and competence to achieve set goals and objectives of the school. He uses his skills (technical, human and conceptual) to create a climate that allows teachers and students to work and learn, as well as contribute meaningfully to the management of things that affect them in the school environment.

Nigeria operates a 9-3-4 structure of education, of which the first 9 years is referred to as the Basic Education Programme (which in itself is an innovation in the sector) instead of the 6-3-3-4 structure recently jettisoned by educational planners. This structural innovation implies that children are expected to begin formal education at the age of 6 years and compulsorily remain in school till they attain the age of 15, by which time they would have completed and obtained both the Primary 6 and the Junior Secondary School Certificates



in readiness to advance to the Senior Secondary School level of education. It is at the Basic Education that pupils are expected to acquire functional levels of literacy, numeracy, manipulative and communication skills. It is also at this stage that learners are equipped with lifelong skills as well as ethical, moral and civic values needed for laying down a solid foundation for scientific, technological, personal and cultural development. It is assumed that at this stage of child development (6 to 15 years), children should have acquired habits, attitudes and behaviours that “even though tribe and tongue may differ, in brotherhood they would stand”. This objective may be achieved if children are trained and mentored in a peaceful teaching and learning environment.

The study is therefore hinged on the theory of planned behavioural change propounded by Ajzen (1985). The theory addresses the interaction between individuals and their environment and provides insight into the effectiveness of educational programmes, given a specific set of predetermined conditions. It claims that all human behavior can be unlearned when they become unacceptable in society. Behavioural change theory can be used as a guide in developing effective teaching methods and programmes; as, the goal of education is to bring about a change in behavior. In other words, deviant behaviours like stealing, bullying and fighting may be unlearned as a result of a Peace Education Innovation programme. Therefore, human behavior and organizational effectiveness are affected by the environment in which they operate (Jones, 2013).

Statement of the Problem

Nigeria is currently experiencing series of challenges such as the increasing crime rate, violence, killings and insecurity of lives and property, as well as those vices related to values and morals. The news media (television and newspapers) report, on daily basis incidences of sexual abuse, cult activities, violence and killings in the society including kidnapping and abduction of is worrisome. These problems are compounded by unemployment, ethnic and community conflicts, hunger and individuals’ inability to fulfil their dreams. The school environment is not immune to challenges like bullying, cultism, rivalry, abuses and fights among pupils, as have been frequently recorded and reported.

It has also been observed that some Basic school children are no longer interested in schooling as cases of pupils/students dropout are reported to be on the increase in Edo State and Nigeria in general. Parents, guardians and other critical stakeholders in the basic education system have equally noticed that most school heads appear to be lax in their administrative duties. Their innovative ideas in ensuring school safety and productive academic activities have also been questioned. The school curriculum at the Basic education is also believed

not to be formally aimed at achieving sustainable peace in the society that could promote meaningful development. This is as a result of the prevalent cases of insecurity in the school system that often truncate effective teaching and learning in schools. What is however not known is whether there is a relationship between Peace Education innovation and head teachers’ administrative effectiveness in Edo State public Basic schools. This is therefore the crux of the study.

Research Questions

- What is the relationship between Peace Education Innovation and administrative effectiveness of Basic Education in Edo State?
- Is there any difference based on gender in the relationship between Peace Education Innovation and administrative effectiveness of school teachers in Basic school Education in Edo State?

Hypotheses

- The relationship between peace education innovation and administrative effectiveness of basic school education in Edo State will not be significant.
- There will be no significant difference based on gender in the relationship between Peace Education Innovation and headteachers’ administrative effectiveness of Basic Education in Edo State.

Recent events in the school system appear to have opened up a can of worms regarding the inability of school managers to live up to their mandate of ensuring safe school environments that enhance teaching and learning. The purpose of the study is to find out if there is any relationship between peace education innovation and administrative effectiveness of basic education in Edo State, Nigeria. The study also seeks to establish if a difference based on gender exists in the relationship between peace education innovation and head teachers’ administrative effectiveness.

2. METHODOLOGY

The study is a descriptive survey which incorporated the Pearson r Correlation design.

Population of the study

The population of the study comprises all 1,228 teachers and 142 head teachers in the 142 public basic schools in the seven local government areas that form Edo South Senatorial district, Edo State, Nigeria.



Sample and Sampling Technique

A sample of 126 (10%) teachers was used to assess the administrative effectiveness of 14 selected head teachers for the study. The stratified random sampling procedure was used to ensure that head teachers in both urban and rural schools were represented for the study. At first, all the basic public schools in Edo South Senatorial District, Edo State, Nigeria were stratified into seven which reflected the seven local government areas that make up the senatorial district. Two head teachers were thereafter deliberately sampled on the basis of gender (male and female). In each of the school where a head teacher was sampled, nine teachers were however randomly selected as raters of the school heads with regard to their administrative effectiveness in relation to Peace Education innovation in schools. A total of 126 teachers were selected through this process for the study.

Research Instrument

The instrument used for the collection of data was a questionnaire titled "Peace Education and School Management Questionnaire (PESMQ)", which was developed by the researchers through information gathered from interviews and reviewed literature. The instrument was made up of two sections: A and B.

Section A contained respondents' demographic data, such as gender, type of school, location and years of experience. Section B consisted of 15 statements drawn up on a 4-point Likert scale designed to elicit information related to the research question and the hypotheses. Respondents were required to mark any of the responses that best described the relationship between Peace Education and effective management of basic schools.

To ensure that the instrument was used to achieve the objective of the study, the items in the instrument were developed to reflect the major constructs of the study- Peace Education and head teachers' administrative effectiveness. Thereafter, a copy of the drafted instrument was given to two experienced subject teachers (Civic Education and Religion and National Values) in one of the state Basic public schools in Benin City, Edo State for comments and possible corrections. Also, two senior academic staff from the Department of Educational Evaluation and Counseling Psychology and Department of Educational Management, both from the Faculty of Education, University of Benin, Benin City reviewed the items statement of the instrument in the area of face, construct, content and criterion validity. All their inputs were used to produce a final draft of the instrument. Furthermore, a test, retest was carried out to establish the reliability of the instrument within an interval of two weeks. The reliability value was computed thereafter to be 0.78.

Method of Data Collection and Analysis

The administered data were collected by the researchers together with two trained research assistants. Out of the 126-questionnaire administered on the sampled teachers, 123 were found useful. The Pearson Product Moment Coefficient (Pearson r) and Fishers' Z test were used to test hypotheses 1 and 2 respectively.

3. RESULT

The yielded data were analyzed and presented in the tables below.

Table 1. Pearson r Relationship between Peace Education and Administration of Basic School

Variable	N	Pearson r	Sig. (2-tailed)	Remark
Peace Education Effective Administration of Basic Schools	123	.188	.000	Significant

The data in Table 1 shows a Pearson r value of .188 and a P value of .000 testing at a probability level of 0.05. The p value is less than the probability levels and, therefore, the hypothesis which states that there is no significant relationship between peace education and effective administration of basic schools in Nigeria is rejected. Thus, there is a significant relationship between peace education and the effective management of basic schools.

Table 2. Fisher's z-test of difference in Relationship between Peace Education Innovation and Head Teachers' Administrative Effectiveness in Basic Schools Based on Gender

Variable	N	Pearson r	Fisher's Z-test calculated	Table value
Male	08	-0.72		
Female	06	0.75	-0.27	± 1.96

The data in Table 2 reveals that the calculated fisher's z-test falls within the z-critical acceptance region of ± 1.96 . Therefore, the null hypothesis, which states that there will be no significance in relationship between Peace Education Innovation and head teachers' administrative effectiveness of Basic Education in Edo State based on gender is accepted. This implies that the administrative effectiveness of male and female head teachers in Basic public schools in Edo State, Nigeria is the same.

4. DISCUSSION



The result of the study affirms that there is a significant relationship between Peace Education innovation and administrative effectiveness of Basic public-school education in Edo State. Peace in any environment brings about tranquility, friendship, and lack of conflict. In the learning institutions, it improves productivity and ensures absence of hostility and violence. The findings assert that most of the non-peaceful challenges bedeviling the education system, which include fighting, bullying, and insecurity, can be resolved and reduced in schools. If Peace Education is introduced in the basic school curriculum, subject like Peace and peaceful living will subsequently prevail into the Nigerian society (Enaigbe&Igbino ghene, 2016). It is therefore necessary to introduce Peace Education in the basic school curriculum, to enable basic school administrators to be effective in their roles in the management of Basic School Education. The results of the study show that teachers irrespective of gender agree that the introduction of Peace Education innovation will make room for a safe basic school education. The reason is not farfetched; in any society peace and tranquility are the antidote for effective living as well as the management of schools. This result coincides with Burnes (2004) who stated that identifying risk factors or those factors that make some children more likely than others to become involved in violence will help address some of the underlining causes that push some young people towards crime and violence. Nwankwo (1981) asserted that school heads must be effective in school administration in other to guarantee conductive learning atmosphere. This implies from the findings of this study that school heads should be proactive in their administrative duties such as planning, supervision of instruction, coordination, staff and students discipline among others. They should also institutionalize rules and regulations that could guide effective school operations. It further suggests that school heads should promote love; be fair, firm and just in carrying out disciplinary measures in schools

In support to the findings of this study Uko et al (2015) in their study, “promoting peace education for behavioral changes in public secondary schools in Calabar Municipality Council area, Cross Rivers state, Nigeria found that school environment is characterized by violent and antisocial behavior which impedes meaningful academic exercise. It therefore concluded that the teaching of subjects that could promote peaceful coexistence and social interaction be introduce in schools. Their findings and recommendations therefore corroborate the results of this study. A consensual and lasting peace is needed in our modern society through innovative education curriculum and effective school leadership in order to inculcate sound moral training and academic excellence for growth and development.

5. CONCLUSION

Based on the findings, the study concluded that there is a significant relationship between Peace Education Innovation and effective administration of basic education in Edo State, Nigeria. The availability of a Peace Education Programme in the Basic public school system is essential in the fight against violence, hatred and insecurity in Edo State and Nigeria in general. Peace Education is very important in our present time and circumstances.

Nigeria is a multi-cultural and multi-ethnic society, as confirmed in the first Nigeria’s National Anthem which is no longer in use. One of the obvious ways to achieve “brotherhood” is through Peace Education. The teaching of Peace Education at Basic public schools is of significance to the promotion of communal living, tolerance, love and friendliness that is needed to foster global peace, unity and sustainable development. The academic and moral growth of students could be assured when there is relative peace and effective school administration.

The study did not cover all the public basic schools in the three senatorial districts that make up Edo State. The study can however be replicated in other senatorial districts of Edo State and other States of Nigeria.

RECOMMENDATIONS

- It is recommended that Peace Education Innovation should form part of the Basic School Education curriculum. It should be a programme of its own rather than it to be subsumed and taught under subjects like Civics, Religion and National values education.
- It should be introduced to students as a subject in the school curriculum using exciting topics. A comprehensive Peace Education Innovation programme may cover and include the following areas:
 - (i) Human relationships (including friendship, bullying, gangs, racism and tribalism).
 - (ii) Safe schools (including the use of guns, knives and other weapons).
 - (iii) Truancy (including drug abuse, youth violence, criminal activity, home violence, low self-esteem and depression).
 - (iv) Non-violent activities (crime and violence prevention and or intervention programmes).
- School heads should improve on their administrative effectiveness especially in the areas of students welfare administration, leadership and instructional supervision
- Teachers and education managers should focus on making schools safe places for all.



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