

**PEACE EDUCATION CURRICULUM FOR INTEGRATION INTO SENIOR
SECONDARY SCHOOL HOME MANAGEMENT PROGRAMME IN
RIVERS STATE**

BY

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SEPTEMBER, 2017

TITLE PAGE

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**A Ph.D THESIS SUBMITTED TO THE DEPARTMENT OF HOME ECONOMICS
AND HOSPITALITY MANAGEMENT EDUCATION, FACULTY OF
VOCATIONAL AND TECHNICAL EDUCATION, IN FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF
PHILOSOPHY (Ph.D) IN HOME ECONOMICS EDUCATION
UNIVERSITY OF NIGERIA, NSUKKA**

SUPERVISOR: PROF C.A. IGBO

SEPTEMBER, 2017

APPROVAL PAGE

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CERTIFICATION

Igbemi, Matilda James a postgraduate student in the Department of Home Economics and Hospitality Management Education, Faculty of Vocational and Technical Education, University of Nigeria, Nsukka with registration number PG/Ph.D/06/41414, has satisfactorily completed the requirements for the research work for the award of the Degree of Doctor of Philosophy in Home Economics Education. The work embodied in this thesis report is original and has not been submitted in part or in full for any other University.

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DEDICATION

This research work is wholly dedicated to Jehovah the Almighty God, who, guided and protected me and by whose special grace without which this programme will not have been possible. May His name alone be highly exalted.

ACKNOWLEDGMENTS

First and foremost, the researcher is grateful to Jehovah, the Almighty God whose loving kindness, mercies and grace upon her are immeasurable. She is ever grateful to God for giving her divine wisdom, strength, good health and patient to accomplish this work and to complete the programme. She is also thankful to the Almighty God for all the journey mercies throughout the period of the programme. May the name of God be highly exalted.

Her special gratitude goes to her amiable supervisor, Prof. C. A. Igbo, who took time to read through and make necessary corrections and give directives at every stage of the work. She is a mother indeed. The researcher appreciates her effort greatly in this work. The researcher is also grateful to Prof. E. U Anyakoha, the content reader and Dr (Mrs) N. Ibezim, the design reader of this work at the proposal level and Dr (Mrs) N. M. Eze, the content reader and Dr V. Nwachukwu, the design reader at the seminar level.

. The researcher thanks all the research assistants, Mr Loveday Agbam, Director, Ministry of Youth Development and his staff, Mrs Awala, Mrs Blessing Dienye of the Ministry of Women Affairs, all of Port Harcourt, Rivers State. Also acknowledged are Dr. Godspower Irikane and Mr Samuel Adebayo, former Head and staff of Social Studies Department, Dr (Mrs) N. Nwankwo, Head of Home Economics Department and her secretary, Mrs Florence Cyrus, all of Ignitius Ajuru University of Education, Port Harcourt, for their assistance in administering the questionnaire for this study. Also recognized are Mr Shedrak O. Worlu, the Head of Department and Mr Chikordi Orukwuowu of the Department of Social Studies, Federal College of Education (Tech), Omoku. Also appreciated are Mrs Bertha Okorogba, Miss Anyaladu Bumiegha W. Mrs Ngozi Ehie and Mrs Hope Ekuku for their encouragement. Special thanks to Mr Sunday James, who assisted her with his laptop when her own was stolen by robbers.

Her indebtedness goes to her father in the Lord, Superior Evangelist Mike Izuagbe and his family for their encouragement, moral and spiritual supports. Also acknowledged are the Focus Group Discussants. They are: Mr. Diepriye Fiberesima, the moderator. Other members include Miss Gloria Lilly, Mr. Usere Y., Miss Pleasant Agu, Mrs. Ngozi Nzurumike, Mr. Vicent Egbuku, Mrs. T. B. Salau, Hon. N.J. Osita, the SUG President, Federal College of Education (Technical) Omoku, Rivers State who volunteered to take part in the discussion programme and whose contributions were very important. Mr. Francis Toby, the video man who covered both the Focus Group Discussion section and the classroom activities, is also acknowledged.

This acknowledgement will not be complete if the researcher fails to appreciate Sir. Eng. P.W. Odibikuma for his special concern, encouragement and financial supports, Dr Jackson Ataisikup, Mr. Courage I. Tilibo, Mr. Ataejit Ngboawaji and Miss Justina Ikougwem for their encouragement and moral supports and Mr George Sokari who prepared the instructional materials used by the researcher for teaching the Peace Education. Mrs. C.C. Akpa is also acknowledged for her professional touch to meet the faculty format, respondents and others who contributed in one way or the other to the successful completion of the research work.

Igbemi, Matilda James

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ABSTRACT

The main aim of this study was to develop a Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State. Specifically, the study sought to: determine objectives of Peace Education curriculum for integration into senior secondary school Home Management programme, determine content for Peace Education selected for Peace Education, find out methods for teaching Peace Education, determine instructional materials for teaching the content of Peace Education, determine the evaluation activities for assessing the achievement of the objectives of Peace Education curriculum for integration into senior secondary school Home Management programme. Seven research questions and three hypotheses guided the study. The study adopted R and D design. It was carried out in five phases as follows: Phase i: Collecting data for Peace Education curriculum, Phase ii: Development of Peace Education curriculum, based on objectives, content, methods of teaching, instructional materials and evaluation activities, Phase iii: Validation of the Peace Education curriculum, Phase iv: Testing of Peace Education curriculum using Peace Education Test (PET) and Phase v: Revision of Peace Education curriculum based on information and comments from phases iii and iv. The population was made up of 650 subjects involving seven members group discussion, Social Studies and Home Economics lecturers, Social Studies and Home Economics students, senior staff of Ministries of Women Affairs, Social Work and Rehabilitation and Youth Education and Development, Secondary School Home Economics and Social Studies teachers and Home Management students. Simple random sampling technique was adopted to select samples from large groups while no sampling was adopted for small groups. Total sample size was 495. Questionnaire respondents were 450. The following instruments were developed and used for data collection, namely: Focus Group Discussion Guide (FGDG), Peace Education Questionnaire (FEQ), Peace Education Curriculum (PEC), Peace Education Validation Questionnaire (PEVQ) and Peace Education Test (PET). The PEQ, PEC and PET were face validated. The reliability of Peace Education Questionnaire (PEQ) was tested using Cronbach Alpha reliability test to determine the internal consistency of the instrument and this yielded an overall reliability coefficient of 0.87, also, the reliability of the 50 multiple choice questions (Peace Education Test) was determined to be 0.91 using Kuder Richardson formula 20 (KR20), while Kendall's tau_b was used to determine the reliability of the Peace Education Curriculum which was rated by three experts and a reliability value of 0.71 was obtained. Mean and standard deviation were used to analyze the research questions while Analysis of Variance was used to test the null hypotheses at 0.05 level of significance. The findings included 42 objectives of Peace Education, 37 contents were selected for Peace Education curriculum, 26 methods of teaching Peace Education, 35 instructional materials for teaching of Peace Education and 28 evaluation activities for assessing the attainment of Peace Education curriculum objective. The findings also showed that the developed Peace Education curriculum was appropriate and effective. The findings of the study from the hypotheses showed that there was no significant difference in the mean responses of the respondents on the objectives of the Peace Education curriculum, contents selected for the Peace Education curriculum and the methods for teaching Peace Education in senior secondary school Home Management programme in Rivers State. Findings from Focus Group Discussion (FGD) revealed killing, kidnapping, armed robbery among others as peace problems in Rivers State and that, the effects of peace problems among others include unsafe life and driving away of foreign investors. The findings also revealed that youths are the major perpetrators of the problems and that, it was appropriate to develop Peace Education curriculum for integration into senior secondary Home Management programme in Rivers State. Based on the validation of the curriculum by experts, the results of FGD and hypotheses tested, it was recommended among others that, Rivers State government should organize and fund adequately, seminars and workshops on the integration of Peace Education curriculum into senior secondary school Home Management programme. Seminars and workshops should also be organized for youths on Peace Education by the Rivers State government and that, parents should start early enough to teach their children how to live peacefully with one another.

CHAPTER ONE

INTRODUCTION

Background of the study

Peace is a state of tranquility, calmness, harmony and freedom from fear of violent conflicts among individuals and groups. Peace is a condition whereby there is togetherness and co-existence among individuals and groups. Yaro and Saleh (2005) defined peace as a condition that involves co-operation and constructive social relationships and is dependent on the satisfaction of such basic human needs. Peace is an important attribute to successful living, development and progress. It brings joy, happiness, hope and understanding. Peace is a source of harmonious living. Dompin, Dyel and Paul (2005) opined that peace is a vital tool for social, political, educational and economic development.

Despite the importance of peace in the life of individuals and its roles in the development of the society, there have often been reports of violent conflicts and crises in the media for some decades now and the rate has been on increase in recent time. There have been cases of terrorism, kidnapping, bombing, hijacking, assassination, etc, both internationally and locally.

These had resulted to loss of lives and properties and had impacted seriously on the world economy. According to Eze and Osuji (2013) the tragic loss of human life is one of the most obvious results of terrorism. In the same vein, nations spend billions of money reconstructing and replacing properties damaged by terrorists.

In Nigeria, there have been cases of violent conflicts, crises, terrorism, stealing and ritual killings among others for decades now. Examples of crises and terrorism in Nigeria are the post independent civil war of 1967, bombing by the Boko Haram groups and kidnapping.

Odejobi and Anesina (2009) observed that there have been cases of inter-ethnic crises such as crises between the Hausas and Yorubas in Lagos with a spill over effect in Kano, cases of ethno-religious riots are many in Northan part of Nigeria. Good examples of other crises in Nigeria include the Tivs and Jukins tribal wars of 1991-1993, Katat and Hausa Fulani in Kafanchan, 1988, the Ijaw and Isekiri clashes of 1991 and 1992, Isekiri and Urhobo, Ogoni and Andoni, etc. There are many cases of boundary disputes, such as ones between Modakeke and Ife, Ipoti and Ilori in Ekiti State, among others to mention but a few.

There are also conflits and crises resulting from management and control of oil resources. Eze and Osuji (2013) opined that oil related insurrections were born in Nigeria led by Adaka Boro, that, the Ogoni uprising of the late 1980s and the Khana declaration by the Ijaws in 1998 were follow-ups. The near terrorist activities of the militant groups such as the Niger Delta People's Volunteer Force (NDPVF) and the Movement for the Emancipation of Niger Delta (MEND) are well known. Danladi (2014) noted that they have killed scores of security officials, damaged oil facilities and infrastructures and shut down oil production. They have also taken oil workers hostage. Hundreds of people have been killed in the violence, which has also resulted in the displacement of thousands and the distruction of hundreds of properties. Eze and Osuji (2013) observed that, violent in the Niger Delta alone is estimated to have killed about 1000 persons a year between 1997-2004 and the rate is daily on the increase.

Niger Delta Geo-political zone is made up of six states, namely, Akwa Ibom, Bayelsa, Cross Rivers, Delta, Edo and Rivers States. Among the Niger Delta states, Rivers State being the major oil producing state in Nigeria has suffered the worst of terrorism, violent conflicts and crises, etc. Kidnapping in Rivers State is not just keeping the victims hostage for ransom as it is done in other Niger Delta states and other parts of the county. The

victims are tortured, raped and in some cases killed. The kidnapping is not limited to foreign oil workers and politicians but includes Nigerian oil workers, civil servants, and entire public including the aged, pregnant women and little children. In fact, it is as bad as kidnapping men of God, even a Rev. Father has been kidnapped and Rev. Sisters raped in a town called Omoku in Rivers State. As a result of this, more than 80% of the population of the people in Omoku in Rivers State has left the town to seek refuge in other places. Before the intervention by the state government, buses with passengers travelling from Omoku to Port Harcourt were being hijacked and entire passengers kidnapped. One of the buses was set ablaze with all the luggages belonging to the victims. Passengers travelling on the sea were not left out. In some cases all the victims (both males and females) tortured, raped and thrown out of the boats leaving them stranded and made away with the boats. This led to the death of a pregnant woman who was travelling to a town called Bonny in Rivers state. She was raped by all the members of the group of the kidnappers. In some cases the boats with all the passengers taken to unknown destinations. Kidnapers have gone to schools to kidnap both principal and the Vice, teachers and school children. They have traced people to the church, kidnapping them on their way home. They have kidnapped pastors inside the church. In fact, there is no person, place or time of the day that is safe when it comes to issue of kidnapping in some areas in Rivers State. Most victims spend months in the clinics and hospitals after their release while many have lost their lives through much rape and torture. There are persons who are threatened by kidnappers to be sending to them a fixed amount of money every month or else they will be kidnapped and are warned never to involve security agents else they will be killed.

Mass and indiscriminate killings have also claimed many lives in Rivers State. These happen when cult groups sometimes decide to attack each other. Many innocent people have

lost their lives either directly or through stray bullets. Some people are killed and beheaded. Pregnant women killed and their bellies torn open. Hundreds of those perpetrators have also lost their lives in this process as well as in the hands of the security agencies. People are living in fear in some of the towns and villages in Rivers State, particularly, in Ahoada East and Ogba/Egbema/Ndoni Local Government Areas of Rivers State. This has led to some of the towns and villages in the local government areas being deserted. Foreign investors have left the state, the economy and development of the state are seriously affected.

However, efforts have been made by governments, (federal and state), past and present, Non Governmental Organizations, individuals and oil companies in form of amnesty programmes, skill acquisition programmes, formation of Niger Delta Development Commission, among others to curb the problems with much money involved, yet the problems continue. Danladi (2014) stressed that all these efforts have failed despite the huge amount of money spent.

Moreover, the perpetrators of these problems are youths who are looked upon as nation builders and future leaders. Failure in efforts made so far does not mean that all strategies for curbing peace problems have been exhausted. There is need to use education as an alternative strategy, which could also be cost effective.

Education is the greatest investment that a nation can make for quick development of sociological and human resources. Bebebiafai (2002) opined that, education is the most fundamental and vital aspects of social engineering and the harnessing of human resources. With the current social problems perpetrated by youths in Niger Delta, generally, and in Rivers State in particular, there is need to reconsider how education can be used to curb the situation, especially, at the secondary school level. This is a very important level of education in the life of the students because it is the level when decisions for future life are taken. It is

also a period when the children are in their adolescent stage of development in which different types of behaviours are formed. This is the period students need to be acquainted with the implications of violent conflicts and creating of crises situations. Students at this level of education need to understand their roles as youths in the society and for them to acquire skills in leadership and conflict resolution which will help them resolve conflicts without violent. Albert (2004) opined that, the country has lost too much in the past as a result of violent conflicts. The type of education needed for curbing violent conflicts is Peace Education. Peace Education is indeed needed in Nigeria and in Rivers State in particular. It is believed that Peace Education can change the mindset of the youths towards violent conflicts and help them think positively which will enhance peaceful co-existence in the state.

It is, however, a known fact that elements of Peace Education are featured in some school subjects such as Social Studies, Moral education, Civic education, Home Economics education, Christian Religious Knowledge, among others. These elements of Peace Education are taught as parts of those subjects they feature in and therefore, to meet the objectives of those subjects. Those elements of Peace Education are not taught to meet the objective of Peace Education. Therefore, the students have no in-depth knowledge of rudiments of Peace Education, hence do not acquire the skills required for conflict resolution and peaceful co-existence. This calls for Peace Education curriculum as a part of school programmes. This will make Peace Education to become a school subject of its own with its objectives which will enable students have in-depth knowledge of peace and develop skills and attitudes necessary for peaceful co-existence in the society.

Peace Education simply means helping the learner to develop skills that are necessary for achieving understanding, tolerance, goodwill, and value diversity (Udensi, 2005). Peace Education is the type of education that essentially inculcates discipline in people. It also

teaches the expectations of citizens in general, and more specifically, the duties, roles, obligations, activities of individual leaders and followers (Odejobi and Adesina, 2009). Peace Education is the type of education that provides skills for enhancement of inter-personal relationship among people. In Peace Education, one goal is to develop students' awareness of the elements that promote peaceful living and harmonious relations among groups, schools and professional communities, and states and non-states at the national and global levels (Nzelum, 2005). Peace Education has to do with building a culture of peace through learning (Albert, 2004). Culture of peace, according to Albert (2004), refers to a cluster of attributes and behavioral patterns that enable peace making behaviour to become rooted in a society. Peace Education will help students in Rivers State acquire skills and attitudes that will help them live peacefully and maintain peace in their respective families, communities and the larger society. Peace Education is the type of education that will help students shun violent conflicts and embrace peace. There is, therefore, need for development of Peace Education curriculum for integration into school programmes .

Development, according to Ngwoka and Eze (2010) is described as the gradual and systematic manifestation of characteristics which enable the organism to function in a progressively higher level. Gajere and Gwani (2005) observed that it is a term that, deals with positive improvement in all facets of human endeavours. Development is now to be thought of as a process concerned with people's capacity in a defined area over a defined period to manage and induce positive change; that is to predict, plan, direct, understand and monitor change and reduce or eliminate unwanted or unwarranted change (Kolo and Ashituebe, 2004). In whatever way development is concerned of, it is believed that, it is mostly about positive transformation in society's concrete effort to grapple with its problem and to maintain the tempo of effects meant to improve the quality of living in the society

(Kolo and Ashituebe, 2004). They added that the focus of development is societal change. That, the fact all the same remains that, development, whether as process, strategy or outcome covers the political, social, cultural, economic and educational sectors of societal transformation. For Peace Education to be a functional part of school programme which will lead to positive change in the society, its curriculum has to be developed for integration into the school programme.

Curriculum is an essential means of education (Dandali, 2006). Nnachi (2009) opined that curriculum could be considered as a programme of education constructed as a guide to the teacher and in respect of procedures, content and context of the course of study under the guidance of the school for its effective teaching and learning. Nnachi (2009) also defined curriculum as a guiding programme for effective teaching and learning. Ogunyemi (2009) referred to curriculum as planned and unplanned experiences which learners receive in the process of their formal or semi-formal education for the purpose of becoming rounded persons who can make meaningful contributions to the betterment of their society and the world. Curriculum is an important instrument for effective implementation of educational programmes. Azikiwe (2009) posited that, without the curriculum, teaching-learning process will be un-coordinated for the achievement of meaningful outcomes. By implication, without the curriculum, a useful educational programme will be meaningless. Using Peace Education effectively to curb peace problems in Rivers State can be possible if Peace Education curriculum is developed for integration into school programmes.

Integration is joining different parts into a whole. It can be defined as peaceful co-existence and interdependence among individuals or groups of individuals. Integration embodies a state of fusion or harmonious groups interaction and interrelation of the various functions of persons and groups to make them an identifiable single entity with common

attributes, goals, purposes and objectives (Edegbe and Eweka, 2007). Development of Peace Education curriculum for integration into Home Management programme will make Peace Education an integral part of the educational programme.

Home Management is one of the subjects studied at the senior secondary school level in Nigeria. Home Management is an area of study in Home Economics that teaches the art of utilizing human and material resources to meet family needs. Home Management is a process of using family's resources to meet family's needs and goals (Anyakoha, 2015). It involves every aspect of family living. The focus of Home Management among others, are family relationship, Child Development, Consumer Education and family and Community Health. Home Management programme is a planned learning experiences aimed at guiding learners to become useful members of the family in particular and the society at large. Family is the smallest, important and powerful unit of the society. Important and powerful in the sense that family is the foundation of the society. The foundation of the society is laid in the different families that make up the society. If the society must be good, families must produce good members and if the society is bad, it is the other way round. This is so because family members make up members of the society. In other words, one of the aims of Home Management is to shape the behavioural patterns of the learners for a better society. Therefore, Home Management is an important subject area for building a better society through modification of the behaviour of the learners.

Behaviour is something a person does that is seen, heard, counted, or captured- say in a snap shot or a home video (Borich, 2011). According to Vikoo (2003), behaviour is a means of communication. Modification is the process or the action taken to change something for better or to improve the condition of something from bad to good or from good to better (Hornby, 1996). Behaviour modification, as its term implies, focuses on changing or

modifying behaviour. Behaviour modification can be said to be the process of changing the behavioural pattern of an organism from undesirable to desirable so that the organism can function effectively in its environment (Borich, 2011). Behaviours of youths can be modified for them to function effectively in the society.

With the current peace problems in Rivers State, there is need to inculcate peace culture in students through Peace Education as a means of modifying their behaviours for better. It is also noted that Peace Education can form an important component of Home Management programme because Home Management is concerned with human relationships and will be an appropriate subject area to use to inculcate peace culture in the students. Therefore, there is need to develop Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.

Secondary school education is the education children receive after primary education and before the tertiary stage (FRN, 2004), section 5, sub-section 20. Children in senior secondary school are in their adolescent stage which is a critical stage in human development. These children need adequate guidance and a form of value system to help them become productive citizens. Secondary school students are the nation's human resources, who need to be managed, guided and developed to acquire knowledge; skills and attitudes that will help them become useful, productive and efficient future leaders.

If Peace Education curriculum is developed for integration into senior secondary school Home Management programme in Rivers State, it is believed that students will be able to understand and acquire skills and attitudes to live in peace within their families and the communities, hence, embrace peaceful co-existence. By the end of their secondary education, the students should be able to understand their positions and roles as youths in the society. It is also believed that, this will help to modify the behaviours of the students by

changing their mindsets and inculcating in them the understanding that being violent is not the right way to make it in life. As schools continue to turn out students with the right mind sets that embrace peace and shun violent, there will be assurance that peace will be restored in Rivers State in the near future.

However, in order to ensure a quality and acceptable Peace Education curriculum, different groups of people who are involved either in youth or peace issues were brought in to the study. It was envisaged that the opinions of these groups in the areas of objective, content, methods of teaching, teaching materials and evaluation activities will ensure quality Peace Education curriculum. These groups are Home Economics lecturers, secondary school Home Economics teachers, final year Home Economics (Nigeria Certificate in Education (NCE) and undergraduate (UG)) students, Social Studies (SOS) lecturers, secondary school SOS teachers, final year SOS students (NCE and undergraduates), Senior Staff of Ministry of Women Affairs, Senior Staff of Ministry of Youth Development (Youth Education and Counselling Department) and Senior Staff of Ministry of Social Work and Rehabilitation, all in Rivers State.

Those in Home Economics have acquired knowledge of Home Management. The secondary school teachers, NCE and UG students, when graduated will be those to teach Peace Education in secondary schools. Those in SOS have acquired knowledge and skills in problem resolution. Danladi (2014) said that Social Studies education is a school subject that provides opportunities for citizens to acquire relevant learning experiences that equip them for the resolution of social problems. The Senior Staff of the Ministry of Youth Development are concerned with youth affairs in the areas of their education and counseling. Those in Social Work and Rehabilitation work directly with the public and the society to help citizens solve their social and personal problems and youths are likely to be their major clients. While

Senior Staff of the Ministry of Women Affairs have been having series of workshops and campaigning on peace and conflict resolution strategies in the South-South states. It was believed that all these groups involved in this work were qualified and could provide the necessary information needed for development of Peace Education curriculum for integration into senior secondary school Home Management programme Rivers State.

Statement of the Problem

The problem of youth restiveness in the South-South zone of Nigeria is worst in Rivers State. The perpetrators have taken extra steps which have caused untold hardship and problems of peace to the habitants. Kidnapping is now carried out indiscriminately at any time and any place. Men of God are not spared. Even a Rev. Father who is supposed to be highly respected was kidnapped and Rev. Sisters raped. Kidnapping is no longer done for ransome alone. The victims suffer severe torture and rape (both males and females) so much that they are always rushed to the clinics and hospitals immediately they are released. Many of the victims have lost their lives in the process.

At some point in time in some towns, cult groups will decide to carry out attack suddenly which has also resulted to indiscriminate killing of people. Some people are killed and beheaded. Pregnant women killed and their bellies opened up, mothers raped in the presence of their children, fathers forced to have sexual intercourse with their female children and sons with their mothers at gun point. Assassination which is viewed as having political undertone is another serious problem faced by the people. If the assassins break into any house, every one met there is killed. Many friends and visitors have lost their lives through this way. Thousands of youths who supposed to be assets to the state are killed either by their opponents or by the security agents, even much lives of the security agents have also lost. Apart from the agony, trauma and pains people pass through and loss of lives and properties,

many oil and private companies have folded up and workers rendered jobless, businesses are crumbled and people are living in fear. Presently, four banks have been relocated from Omuku town because of the insecurity situation in the town because many of their staff and managers have been kidnapped. The peace problem is really impacting negatively on the economy and development of the state in which strategic measures need to be taken.

Ironically, the perpetrators of these acts are the youths of the state. Youths play very important roles in the development of any society. They are looked upon as builders and future leaders of the society. In fact, the rate of restiveness of the youths in Rivers State is alarming. If adequate measures are not taken to curb these problems, the future of Rivers State will be terrible and as a major oil producing state in Nigeria, one keep wondering what will become of Nigeria as a nation in decades to come.

However, much has been done by the government, oil companies and others in forms of amnesty programmes, skill acquisition programmes, and mass employment among others as means of curbing these problems in Rivers State. The efforts so far made do not seem to work out as expected. It was believed that these youths are ignorant of what they are doing and therefore the future youths (students) need to be guided against such. Education could be used as a means to help the students realize the implications of what is happening presently. It was also believed that Peace Education would enable students (future youths) understand their roles in the development of the society which could help to change their mind sets towards violent conflicts and terrorism. Peace Education which can provide the students with knowledge, skills and attitudes needed for conflict resolution would be ideal as a measure for curbing the problems in future. This study, therefore, was aimed at developing Peace Education curriculum for integration into senior secondary school Home Management

programme for behaviour modification of students in Rivers State in order to avoid the occurrence of present peace problems in future.

Purpose of the Study

The general purpose of this study was to develop Peace Education curriculum for integration into senior secondary school Home Management in Rivers State. Specifically, the study sought to:

1. determine instructional objectives of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State;
2. identify content for Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State;
3. find out methods for teaching Peace Education in senior secondary school Home Management programme in Rivers State;
4. identify instructional materials for teaching the content of Peace Education in senior secondary school Home Management programme in Rivers State;
5. determine evaluation activities for assessing the achievement of the objectives of Peace Education in senior secondary school Home Management programme in Rivers State;
6. develop a Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State;
7. validate the developed Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State; and
8. test the effectiveness of the developed Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.

Significance of the Study

The findings of this study will be beneficial to the students in the secondary schools, the youths, the parents, the communities, the state, Nigeria and future researchers.

The findings of this study will be beneficial to the students because through their involvement in Peace Education, students will acquire skills and attitudes that will enable them relate well with one another within the school environment and the general public, thereby become law abiding citizens. With the knowledge, skills and attitudes acquired from Peace Education, students will be able to avoid involving themselves in unnecessary crises in the school rather they will be able to channel their grievances properly thereby maintaining peace in the school environment. This will make the students to be productive. The findings of this study will also help students to relate well with their family members and members of their respective communities which will lead to healthy living both in their families and the communities. This will enable the students to contribute positively to the development of both their families and the state.

The result of the study will enable youths understand their expectations in leadership of the state. The result will enable the youths acquire skills that can help them avoid involving themselves in activities or situations that can result to untimely death of citizens who would have been important assets for the development of Rivers State. The youths will understand why human rights should be respected and embrace inter-personal relationship among people and groups. The findings of this study will help youths realize the importance of peaceful living and peaceful co-existence thereby, resist any attempt by anyone or group of people to use them for destruction of properties and lives. The youths will learn to be

productive rather than being destructive and which will help them become assets to Rivers State in particular and the nation at large.

The result of the study will also be beneficial to the parents because peace will reign in their families and the communities. Parents will no longer lose their children prematurely through their involvement in anti-social activities. The population of hypertensive parents resulting from youth problems will reduce. These parents will be healthy and will be able to participate in the development of their communities and the society at large.

The result of the study will also be useful to the communities. Members of different communities will relate well with one another. This will result to development of the communities. The rate of communal crises will be minimized. The youths will engage in community development instead of destroying properties of one another. There will be development in the communities which will result to healthy relationship and inter-communal co-operation and co-existence.

The finding of this study will restore peace in Rivers State. Investors will be attracted to the state. Both the oil and private companies that folded up as a result of the peace problem will return and resume productions. Employment opportunities will be available for the youths in the state. There will be peaceful co-existence among communities in Rivers State and properties belonging to the state will be reserved. The economy of the state will improve which will result to the development of the state.

Nigeria as a nation equally will benefit from the finding of the study. If peace is restored in Rivers State and full production of oil is resumed, the economy of Nigeria will be restored. Foreign investors will be attracted to Nigeria. Nigeria will experience peace.

Future researchers will benefit from the study as the finding will serve as a reference material to them. Researchers may likely carry out similar research in other states of Nigeria.

Research Questions

The following research questions guided the study:

1. What are the instructional objectives that can be achieved in Peace Education which can be included in the development of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State?
2. What content of Peace Education can be included in the development of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State?
3. Which methods can be used in teaching Peace Education which can be included in the development of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State?
4. What instructional materials can be used in teaching Peace Education which can be included in the development of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State?
5. What evaluation activities can be employed for assessing the attainment of Peace Education instructional objectives by Home Management students which can be included in the development of Peace Education curriculum for integration into senior secondary schools Home Management programme in Rivers State?
6. How do experts rate the developed Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State?
7. What is the effectiveness of the developed Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State?

Hypotheses

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

- H0₁. There is no significant difference among the mean responses of Home Economics lecturers, Social Studies lecturers and Senior Staff of Ministry of Women Affairs on objectives of Peace Education selected for development of Peace Education curriculum for integration into senior secondary school Home Management programme for behaviour modification of students in Rivers State.
- H0₂. There is no significant difference among the mean responses of Home Economics lecturers, undergraduate Home Economics Students and Staff of Ministry of Youth Development on content of Peace Education selected for development of Peace Education curriculum for integration into senior secondary school Home Management programme for behaviour modification of students in Rivers State.
- H0₃. There is no significant difference among the mean responses of Social Studies Lecturers, undergraduate Social Studies students and Staff of Ministry of Social Work on methods of teaching Peace Education selected for development of Peace Education curriculum for integration into senior secondary school Home Management programme for behaviour modification of students in Rivers State.

Scope of the Study

The study was carried out to develop Peace Education curriculum for integration into senior secondary school Home Management for behaviour modification of students in Rivers State of Nigeria. The study was carried out in Rivers State. The following were also carried out in the study: validation of Peace Education curriculum, testing effectiveness of Peace

Education curriculum. The groups involved in the study included Home Economics lecturers in both Federal College of Education (Tech.) (FCET), Omoku and Ignitius Ajuru University of Education (IAUE), Port Harcourt (PH), all in Rivers State, final year Home Economics and Social Studies undergraduate students in both FCE(T), Omoku and IAUE, PH, Rivers State, final year Home Economics and Social Studies NCE students in FCE(T) Omoku, Rivers State. Also involved in the study were Senior Staff of Ministry of Women Affairs, Port Harcourt, Rivers State Senior Staff of Ministry of Youth Development, PH, Rivers State, Senior Staff of Ministry of Social Work and Rehabilitation, PH, Rivers State, secondary school Home Economics teachers, secondary school Social Studies teachers, and senior secondary school Home Management students, all in Rivers State.

CHAPTER TWO

LITERATURE REVIEW

Related literature was reviewed under the following sub- headings:

1. Conceptual Framework

- Peace Education
- Home Management
- Behaviour modification
- Curriculum development
- Concepts in curriculum development

2. Theoretical Framework

- Peace Theories
 - (i) Kant's Theory of Democratic Peace by Immanuel Kant – 1900s
 - (ii) Theory of Perpetual Peace by Charles-Irene Castel de Saint Pierre - 18th century
 - (iii) A synthetic approach to transcend by Johan Galtung – 1930
- Learning Theories
 - (i) Stimulus-Response Theory by Ivan Pavlov (1902)
 - (ii) Operant Conditioning by B. F. Skinner (1904)
 - (iii) Social Learning Theory by Albert Bandura (1963)
 - (iv) Field- Cognitive Theory by Wolfgang Kohler (1925)
- Curriculum Models
 - (a) Linear Models by:
 - (i) W. Tyler (1949)
 - (ii) H. Taba (1962)
 - (b) Cyclic Models by:
 - (i) D. K. Wheeler (1967)
 - (ii) Nicholls and Nicholls (1972)

3. Related Empirical Studies

4. Summary of Literature Review

Conceptual Framework

Peace Education

Living is supposed to be free from war or any kind of violent conflict. According to Shom (2005), harmony and friendship should be the binding principles as people live. Gajere and Gwani (2005) opined that, every nation and every human being, regardless of race, conscience, language or sex has the inherent right to live in peace.

Dung and Pam (2005) asserted that no man will deny that, violence affect public life everywhere around the globe, from current hot spots, such as Iraq, Sudan and a number of West African countries, among others, to states like Plateau, Kano, Anambra, Delta, to streets of our cities. In personal life too, even in the most peaceful villages, lack of peace is often the order of the day (Dung and Pam, 2005). This usually manifests in domestic violence in families, unhealthy addiction and destructive tension that divides businesses, schools and religious groups and so on (Dung and Pam, 2005).

Dung and Pam (2005) also observed that lack of peace has turned the world into a total alien, dangerous place in which we cannot predict what is going to happen. This has resulted into people living in constant fear of harassment that can come from any direction. Our mass media dominated by news of violence, terrorism, war, crime, among others, all of which are militating against peaceful co-existence (Dung and Pam, 2005).

For a society to live in peace it means that people who comprise the society even though from different ethnic groups live, not fighting or becoming violent to one another (Shom, 2005). Gajere and Gwani (2005) noted that co-existence is a necessity in any given society in order to ensure progress. They reiterated that there can be no meaningful development in any given society where peaceful living is a mirage. It needs to be observed here that, no meaningful progress or qualitative improvement can be witnessed in an

environment where peace is not employed (Gajere and Gwani, 2005). In support of the above view, Johnson (2011) posited that there cannot be progress without peace. By implication, Johnson (2011) said that, peace and progress are interwoven and by inference, no meaningful development can take place in a conflict ridden system.

Abok, Dimka and Musa (2005) pointed out that, the absence of peace is a threat to national security. That, peace leads to stability and national development. Ogirima (2005) opined that the level of development of any country is heavily dependent upon the degree or magnitude of its peace and unity. Piwuna and Dashe (2005) opined that, the survival of a democracy in a nation is not feasible without the enabling environment which guarantees peaceful co-existence among the various ethnic nationalities. Peace is necessary in a democratic society like Nigeria where everybody is struggling to benefit from the collective resources and where there are political, social and economic threats to most communities, justice, among others. Therefore, there is need to come together to reason with one another in order to arrest the threat to unity and progress for sustainable culture of peace for this country and her citizens (Piwuna and Dashe, 2005). Ogidi (2005) observed that one of the greatest challenges confronting Nigeria is lack of capacity to sustain peace as a vital ingredient for national unity and sustainable development. Piwuna and Dashe (2005) were of the view that sustainable peace culture is yet to be achieved in Nigeria as far as many groups have been in a state of disorder, insecurity and civil disturbances for years.

According to Zwalchir and Shem (2005), peace is a friendly relationship between individuals in the home, school, community and between parents, children, students, teachers, organizations, and unions, even religious sects. To Omotosho (2005), peace is a way of living or working together in a friendly way. Also, peace is the absence of war and quarrel. Myom (2005) defined peace as simply means freedom from war or disturbance, a

period of calm, no fighting, no quarrelling, and a good relationship. Abok et al (2005) defined peace as the stage of harmony, unity, well being and confidence. Abiona (2005) noted that, the word peace entails joy, love, happiness, calmness, gladness and endurance, etc. Dung and Pam (2005) see peace as freedom from or cessation of war. Also, that, it is equated to harmony and no friction, friendly international relations and tranquility without threat from internal or external force leading into Utopian society. Ajayi (2005) on the other hand, sees peace as a salient feature of human co-existence, interaction, interrelatedness and interconnections. By peace we mean the absence of violence in any given society, internal and external, direct or indirect and also equality of rights by which every member of the society has equal right to participate in the making and distribution of resources. It is characterized by the presence of justice, freedom and happiness (Piwuna and Dashe, 2005). Nzelum (2005) on the other hand sees peace as an attitude, a way of life, a way of solving problem and resolving conflict. Peace can also mean any friendly relationship that exists between individuals or persons in any given society which can lead to meaningful and rapid development (Butus, 2005). Peace is a friendly relationship between individuals in a community, an organization or institution which creates an environment conducive for co-existence leading to national and international development. Peace is a vital infrastructure of sustainable development (Olawale, 2004).

According to Chauhan (1996), peace has to be sought to pursue development. Chauhan (1996) observed that, prevailing tensions pose a threat to progress and prosperity. These tensions, according to Chauhan (1996), have brought about changes in the entire scene of democracy and democratic way of life. Orifa (2005) pointed out that; the people have to be aware of the need for peace as a condition for development. A peaceful co-existence is a vital factor for development.

The place of peace in any given society cannot be over emphasized, particularly, in our present generation which is obvious as such violent crimes have become quite pervasive worldwide affecting many nations and classes of people. In fact, it is no longer just a national problem but a global problem that is be-deviling the whole world (Dung and Pam, 2005).

As observed by Yero and Saleh (2005), peace was for a long time understood as the absence of war. But this definition is problematic, because, according to them, experience has shown that the absence of war does not necessarily translate to a state of peace. Others, according to Yero and Saleh (2005) regard peace as a condition of tranquility where no dispute or disagreement exist, conflicts are banished and people live in perpetual calm and serenity. The problem with this view, according to Yero and Saleh (2005), is that, it is idealistic and fails to recognize conflicts as a fact of life. Goshing (2005) posited that, peace is however, not the absence of conflict but the ability to overcome mistrust, resentment through talking over issues with understanding. Goshing (2005) observed that a peaceful person is a blessed, happy person, but the absence of peace makes people unhappy and angry and an angry man as is commonly alluded is capable or prone to violence upon the slightest provocation. That is suggested to be what results into conflict and war at both micro and macro levels. At the micro level, it could lead to break down in family structures and divorce while at the macro level, it manifests itself in the disintegration of the larger society nationally and internationally (Goshing, 2005). From the views of Yero and Saleh (2005) and Goshing (2005), a peaceful co-existence can not be devoid of conflicts.

Conflict, according to Couch, Felslehausen and Hallman (2000), is a disagreement that occurs when people have different views about what should be done in a situation. Scoans (2001) defined conflict as a serious disagreement. Also, lack of agreement between opinions. Olawale (2004) opined that, conflict could be said to be incompatible behavior

between parties whose interests are or appear to be incompatible or clashing. To Johnson (2011), conflict is a type of behaviour when two or more parties are in opposition as a result of perceived relative deprivation of organizational activities. Johnson (2011) also noted that conflict can be defined as the existence of non- compatibility or disagreements between two actors (individuals, groups, organizations or nations) in their interaction over the issues of interests, values beliefs, emotions, goals, space, positions, scarce resources. John (2009) described conflict as a serious disagreement, struggle and fight arising out of differences of opinions, wishes, needs, values and interests between and among individuals and groups. Yero and Saleh (2005) opined that conflict is the struggle between opposing forces. That, conflict may involve two or more actors and could be over resources, ideas, values, wishes and deep-seated needs.

Johnson (2011) observed that conflict is prevalent within and between social relations, such as families, ethnic groups, social institutions and organizations to mention a few. It is also prevalent in situations where the goals, aspirations, interests and needs of social groups cannot be achieved simultaneously and the value systems of such groups are at variance (Johnson, 2011). Tankek, Dawap and Othman (2004) observed that conflict also directly or indirectly leads to more violation of the fundamental rights of citizens by creating situations that appear to be a circle of hopelessness, with regard to educational opportunities. It also poses a threat to regional integration and economic development, they concluded.

Johnson (2009) noted that conflict could be functional or dysfunctional, affective or cognitive, constructive or destructive, positive or negative depending on the issue involved and how it was managed. He opined that the sources and consequences of conflict are numerous and the way conflicts are resolved, transformed and managed are also different. Couch et al (2000), however, noted that conflict can be negative if it is ignored or handled in

a way that destroys relationship. Couch et al (2000) posited that conflict is not always negative, that, it can improve relationship. Yero and Saleh (2005) observed that conflict is neither negative nor positive, that, it is our response to it that makes it negative or positive. Yero and Saleh (2005) pointed out that conflict is normal in human relationships and that, it serves as the motto of change. Johnson (2011) opined that conflict is unavoidable aspect of modern life. Conflict can be a very helpful and useful part of society (Olawale, 2004). Ogidi (2005) posited that, conflicts could have positive functions in the society such as correcting the imperfections of a plural society, proffering solutions to the problems of inequality, marginalization and the misuse of ethnic majority in governance.

From the above views of what conflict is all about, it can be deduced that conflict is part of life that cannot be lived without. It means that conflict can result to serious problem that can lead to violation of peace and it can also result to peaceful co-existence depending on how it is handled. In other words, there are constructive conflicts and also destructive conflicts. Johnson (2011) opined that constructive conflict refers to conflict which has more benefits than cost. That is, one that pulls people together, strengthens and improves their relationship by redefining it in a more useful way and one that leads to positive change in all the parties involved. Constructive conflict is comparable with destructive conflict which has largely negative results, pushing people apart, destroying relationships and leading to negative changes including escalation of violence, fear and distrust (Johnson, 2011). Couch et al (2000) noted that conflict becomes a problem when it is allowed to generate into violence. Ogidi (2004) observed that conflicts which degenerate to violence are more likely to generate social, political and economic legacies that could affect sustainable development for decade. Its negative impact on the sustainable development could include the following: destruction of physical infrastructure, loss of institutional capacity building, flight of

financial and human capital, reduction in the level of trade and investment (Ogidi, 2004). Johnson (2011) opined that, destructive conflict exists when there is a threat to the whole group and the goals of the group are being subverted by the conflict. He noted that destructive conflict divert energy from the real task, destroys morale, polarizes individuals and groups, deepens differences, obstruct cooperative action, produces irresponsible behaviour, creates suspicion and destrusts and decreases productivity.

According to Ogidi (2004), Nigeria has witnessed series of violent conflicts at different periods in the past and recent times. That, as our society is getting increasingly more complex in nature, lots of problems are being experienced in Nigeria and shaking state of peaceful co-existence. Nzelum (2005) noted that diversity is positive aspect of human society. And within our diversity as humans there are differences in perceptions, needs, values, beliefs, desires, power, goals, opinion and other components of human interaction. Nzelum (2003) opined that, these differences often lead to conflict and disagreement between individuals, between groups and between nations.

Two important elements that contribute to peaceful living in a multicultural society/education system are valuing diversity among cultures and nations of the world and tolerance of differences between others and ourselves (Nzelum, 2003). To address these problems and ensure peaceful co-existence, therefore, education must be tailored towards meeting the challenges of the unknown future by providing Nigerians with the right tools to be able to live successfully, happily and peacefully in future (Etim, 2005).

Chauhan (1996) however, advised that, now is a time for people in education to accept this challenge and to provide education for peace in the context of present circumstances. Orifa (2005) opined that, one major approach to ensuring awareness is through education-formal and informal.

Education is said to be the most veritable instrument for the development of a total man. It is the most powerful instrument for enhancement of social status of an individual. Ashimola (2011) opined that, education is a tool used for the integration of the individual into the society so that he can achieve self-realization, develop national consciousness, promote unity and strive for social, economic, political, scientific, cultural and technological progress. Iredia and Udi (2009) observed that, education is the greatest investment a nation can make for quick development of its social, economic, political, technological, and human resources. Education remains the basic factor in the development of both individuals and nations (Ihiehemene and Maduewesi, 2009). Education has to be identified as the key to people's ability to face the challenges of making choices while also increasing the choices available (Solomon, 2004).

The word 'education' is a complex term. According to Egbule (2011), there is no generally accepted definition for the term. Solomon (2004) noted that, even the great Aristotle found the task of defining education quite tasking. Adesanya (2009) opined that, the word education does not lend itself to an easy definition, adding that, no one definition appears to agree exactly with the other. But from the various thinkers, according to Adesanya (2009), one could derive from their submissions that. education emphasizes knowledge, behaviour, duties of citizenship and initiation into social ideals. Often, according to Ajaegbo and Ibezim (2001), the concept can be very confusing. This is because the term, to many means different things and there are three ways that the term can be used. It can be used as a process in which case education is seen as an activity; as a product, the term refers to change in behaviour; viewed as a discipline, the term is seen as an organized knowledge like geography, Psychology, Chemistry, etc. (Egbule, 2011). On the other hand, Ajaegbo and Ibezim (2001) looked at education from five different perspectives, viz; as a process or

activity, a discipline, an enterprise, a product, and a system. As a process, Ajaegbo and Ibezim (2001) observed that, it is the idea of the process of secondary socialization by which the individual is enabled to appraise the social and environmental conditions in which he finds himself and thence develop all the adaptive capabilities that will enable him live as a useful member of the society. As a discipline, Ajaegbo and Ibezim (2001) opined that, education comprises a body of knowledge, skills, values or experiences designed to be learned by members of the society in order to guide them in the socially approved direction and to enable them achieve their goals and aspirations. As an enterprise, education is provided by the nation (society) for the citizens to realize their full potentials within the society. Ajaegbo and Ibezim (2001) maintained that, education as a product is defined by Rusk (1957) as that, which “fits a man to perform justly, skillfully, and magnanimously all the offices, both public and private, of peace and of war”. In this, however, according to Ajaegbo and Ibezim (2001), man can be trained to adapt to different job situations, but man, however, cannot be jack of all trade. Education as a system consists of interrelated parts in the society designed to achieve goal, that is, the curricular design, implementation and goal attainment (Ajaegbo and Ibezim, 2001). Solomon (2004) also said that, education is a process, a vehicle and a means. As a process, Solomon (2004) pointed out that, it involves the acquisition of knowledge, of some basic facts of life, as means, it is the means by which one generation transmits to its succeeding generation(s), those of its own cherished cultural and associated values which it believes to be essential for the society’s positive development. Solomon (2004) opined that, be it as it may that, education must have a definition.

Edem (2007) observed that, Nigerians place high values on education, added that, Nigerians tend to believe that, academic success will lead to success in life. On this note, Wokocha (2007) pointed out that, education has been considered a fundamental human right

and key to social and economic development. The Federal Republic of Nigeria (2008) further confirmed this by stating in the National Policy on Education, section 1, sub-section 3a “education is an instrument for national development and social change”, also, “education is a right to every Nigerian irrespective of gender, social status, religion, ethnic background and any peculiar individual challenges”.

Education is the life wire of any society which craves to improve itself spiritually, politically, socially and intelligently. Education is what transforms the young mind into a mature and responsible individual capable of managing his affairs and those of the society in a proactive manner (Abok, Dimkpa and Musa, 2005). Ogidi (2004) sees education as the foundation for empowerment. Etim (2005) opined that, education is the nucleus of all forms of development the world over. To Obadare (2009), education is the corner stone of any nation and the development of any nation depends on the quality of her education. It is the aggregate of all the processes by means of which a person develops abilities, attitudes and other forms of positive behaviours. It is the acquisition of the art of utilization of knowledge (Obadare, 2009). Sadiq (2004) opined that, education is the bedrock of any nation. Enemu, Osegbo and Ifeakor (2009) see education as a key to national development that, it is responsible for social transformation of families and communities. Ikwumelu (2009) viewed education as a process which enables an individual to adapt to the social environment and become recognized useful and cooperative member of the society. Education also is an agent for modifying, conserving and transmitting people’s cultural heritage which include knowledge, skills, values, attitudes, etc. such that the individual is equipped to successfully cope with the demands of the changing world (Ikwumelu, 2009). Hendah (2005) opined that, education is all about acquiring knowledge and skills necessary for the development of the human mind. Education is concerned with the general acquisition of values, knowledge,

skills and attitudes (Ojebode, 2004). Egbule (2011) viewed education as a means through which the entire individual is developed so as to be able to live successfully in the society. Also, that, education is seen as a means of bringing change in the society and entire person. Education is globally regarded as a potent tool for the development of individuals and nations at large. It is generally acclaimed as an important tool for economic development and social progress (Owoeye and Aromolaran, 2009). Education in its broadest sense refers to the ways in which people learn/acquire skills and gain knowledge and understanding about the world and about themselves (Ojebode, 2004). Generally, according to Vikoo (2003), education is a process of changing the behaviour pattern of people, that is, the way through which people are changed in their thinking, their feelings and their overt actions. This means that, as a result of good education, an individual should be able to play a meaningful part in the preservation, transmission, transformation (when necessary) of values, and should be able to contribute to the solution of problems in his society (Vikoo, 2003).

Adesanya (2009) observed that, the aims of education also varied as the meaning. Whatever it may be, however, according to him, is the fact that, the aim of education must be for the good of the stakeholder and the recipient. Azikiwe (2009) opined that, the primary purpose of education is to produce effective members of the society whose three Hs-head, heart and hand have been well developed to enable them live as effective and acceptable human beings. Onwuka (1991) noted that, the chief function of education is to change individuals in some desirable way: to add to the knowledge they possess, to enable them to perform skills which otherwise they would not perform to develop certain understandings, insight and appreciations. Ogunlade (2004) opined that, education can build not only mutual understanding among cultures at the individual level but also achieve progress at the global level. Education generally speaking, has to do with dissemination of knowledge and culture

from one generation to the other (Olawale, 2004). Education is concerned with general acquisition of values, knowledge, skills and attitudes. It is designed to remove the chains of ignorance, superstition and disease (Ojebode, 2004). Singh (2007) noted that, education is necessary to understand the life, the world, the nature, the happening and invent a system for learning, improving and distinguishing between the right and the wrong, the good and the evil, the vice and the virtue, the angel and the devil.

Boris (2009) suggested that, education should aim at acquiring worthwhile experiences that should be used by the recipient positively for the development of the society. Boris (2009) posited that, the purpose of education is to bring about positive changes in behaviour, functional experiences that is capable of changing the life of the receiver for better. The major function of education is to change individuals in some desirable ways; to add to the knowledge they possess, to enable them to perform skills which otherwise they would not perform, to develop certain understanding, insights and appreciation (Onwuka, 1981).

Education is essential for desirable social change. The kind of citizens that a society produces depends on the kind of education that such citizens receive (Danladi, 2006). Moreover, according to Nnaobi (2005), the promotion of peace in the society can be done through Peace Education.

Peace Education as those aspects of total education of the individual and the group which relate to the promoting of peace and discouragement of crises (James, 2001). It refers to those aspects of education, formal and non-formal in school and out of school directed at distribution or elimination of group prejudices, stereotypes and hatred which make people prefer crises to peace, violence to non-violence, exclusion to co-operation, and destruction to construction. James (2001) opined that, Peace Education offers opportunity for acquisition of necessary skills which are very vital in family living for crises management. James (2001)

posited that, Peace Education is a social process through which peace is achieved. It is also the practicing of equality of rights and power sharing for every member of the family and a given community, the learning of non- violence, crises resolution, skills and respect for human rights (James, 2001). Peace Education is peace training through controlled planned and unplanned activities that instill in individuals peace, knowledge, skills, values and attitudes which will help him to relate appropriately with himself and his environment for the ultimate good of the society (Olateju, 2006). Peace Education is a process whereby individuals alone or in groups are helped to understand what peace is, to imbibe the tenets of peace and to adapt in their day-to-day interaction with their environment's behavioural dispositions that promote peaceful co-existence (Olateju, 2006). Peace Education is education that looks at peace and conflict, human rights, issues of development and environment issues (Olateju, 2004). Peace Education, according to Olawale (2004), refers to that knowledge dissemination system that is focused on making people work together for peace through the construction of a fair and democratic society, avoidance of unnecessary hegemonic tendencies. Odejobi and Adesina (2009) defined Peace Education as the type of study that essentially inculcates discipline in people. It also teaches the expectation of citizen in general, and more specially, the duties, roles, obligations activities of individuals, leaders and followers. Peace Education includes all the values, attitudes and forms of behaviours, way of life, respect for life, reflection of violence, commitment to principles of freedom, justice, solidarity, tolerance among people and between groups and individuals (Odejobi and Adesina 2009). Mezieobi and Mezieobi (2009) viewed Peace Education as an articulation of relevant knowledge, issues, attitudes and values for worthwhile human relations in the Nigeria socio-political setting. Peace Education can also be defined as the type of education

that promotes growth and development of the individual and society for enhancement of national unity.

In Olawale's (2004) view, Peace Education has to do with the promotion of knowledge system that could help to overcome physical, psychological and structural violence while at the same time ensuring justice. Olawale (2004) added that it has to do with showing respect for cultural diversity, eliminating prejudice and emphasizing positive mutual influence between different ethnic and religious groups. Also, Peace Education has to do with the promotion of co-operation between citizens on a voluntary basis in a variety of fields linked to education and culture, including human rights (Olawale, 2004). Mezieobi and Mezieobi (2009) having the same view as above said that Peace Education is the greatest instrument for man's economic and social progress and political survival. Mezieobi and Mezieobi (2009), however, observed that Nigeria public as a diverse social group is in dire need of Peace Education within and outside the classroom. Judging from the events that have befallen us as a nation, Dujuryil and Timothy (2005) contended that one may not be wrong to say that the inculcation of Peace Education in our institutions of learning is badly needed. This, according to them, will go a long way in producing members of the society who can live peacefully with one another.

Peace Education is aimed to incorporate into the educational process, knowledge of the dangers posed to human life by wars, violence, poverty and crises (Nnaobi, 2005). Olawale (2004) observed that Peace Education is a strategic excellence to put in place positive change. There is the need for mainstreaming of Peace Education, the culture of peace, peace building and the consequences of conflicts in the school curriculum. Creating awareness and providing the right kind of knowledge at all levels of the educational system will enable youths to develop the right attitudes, values, skills necessary for peace building

(Ogidi, 2004). Nzelum (2005) opined that in reaching real peace in the world and in particular, in the educational system, it has to begin with children, and if they will grow up in their natural innocence, no one will have to pass fruitless ideal resolution, but shall go from love to love and peace to peace. However, Chanhon (1996) suggested that, education for peace should not be included as a separate subject in the school curriculum but its notions should be integrated in the total school curriculum, especially in Social Studies, Languages, Moral education and Community studies.

Home Economics as an educational discipline is aimed at producing socially acceptable members of the family and the society. Home Management aspect of Home Economics is concerned with the socialization of family members through family relationship. Presently, Rivers State and indeed Nigerian society is yearning for peace as a means for curbing youth problems in the country. There is, therefore, need to develop Peace Education curriculum for integration into senior secondary school Home Management programme for behaviour modification of students in Rivers State in order to restore peace in the state. This will inculcate in children, those knowledge, attitudes, skills and values that will help them relate well with one another which will lead to peaceful co-existence in the society. This will help in sanitizing the society and sustainable development will be ensured.

Home Management

Man is always involved in one form of activity or the other. These activities are always aimed at achieving a set goal or goals. These goals cannot be achieved without the use of resources. The process of using the resources to achieve a set goal or to meet a need is referred to as management. This is why Asanya (2005) sees management as a complex term; hence he noted that the complexity of management is such that the word carries a number of acceptable meanings. Thus, management is viewed in different ways by different people.

Whenever people work together for the attainment of predetermined goals or objectives, the need for management arises. Wehrich and Koontz (2005) defined management as a process of designing and maintaining an environment in which individuals, working together in groups efficiently accomplish selected aims. Chandramohan (2005) sees management as the art of getting things done through other people. He further defined management as a process of doing various activities in order to achieve individual as well as organizational goals/objectives. Leeds, Stainton and Jones (1983) defined management as the effective organizing of men and the creation of the right condition to achieve a certain objective. Chandramohan (2005) also said that management is a process which involves planning, organizing, directing and controlling activities in an effective manner to achieve desired goals. Ukpabi (2005) sees management as a group of people who coordinate the resources- men, money and materials- through the process of planning, organizing, directing and controlling for the achievement of the organizational objectives/goals. Burman (1995) opined that management is a process which, if properly applied can get the most out of a series of resources. To Osuala (2000), Management is a process of achieving an organization's goals through the coordinated performance of five specific functions, namely, planning, organizing, staffing, directing and controlling. Management involves planning activities to be done, organizing, coordinating and being in charge or directing the human and non-human resources employed in achieving some pre-set or pre-determined goals (Nwabara, 1986). Generally, according to Vipene and Samuel (2012), management has to do with careful allocation of human and material resources in an organization so as to achieve a given goal. Gereth and George (2003) asserted that management teaches people not yet in positions of authority how to lead co-workers, solve conflict between them and increase team performance.

As applied in education, Vipene and Samuel (2012) opined that management implies the careful allocation of human and material resources available in the educational sector so as to achieve the aims and objectives of education. Vipene and Samuel (2012) observed that management comes to focus in any human organization because of scarcity of human and material resources. These resources, according to Burman (1995), may be people, money, materials, machine, building or land, or most usually a combination of a number of such resources. If the curriculum of any subject in the school as an organization is adequately planned, organized, controlled and coordinated, the desired change in behaviour of the learners will be attained. If peace education curriculum is adequately planned, organized, controlled and coordinated, it will modify the behaviour of the learners.

Organization, according to Gareth and George (2003), is a collection of people who work together and co-ordinate their actions to achieve a wide variety of goals or desired future outcome. Weihrich and Koontz (2003) opined that organization is a group of people working together to create surplus. In business, according to Weihrich and Koontz (2003), this surplus is profit. In non-profit organization such as charitable organization, it may be satisfaction of needs. An organization can be a business, school, church, company, family, etc. For an organization to succeed in achieving its goals, the resources need to be planned, organized, implemented and controlled or evaluated. Anozie (2003) noted that to manage is to have control over resources, to plan, organize, guide and direct their uses and be responsible for the result that follows.

Though organizations differ in terms of functions, goals or needs, the process of management is the same. Family as an organization is the basic of all other organizations. Family also uses the same process of management as used in other organizations. The co-

ordination of the family resources to achieve family needs is referred to as Home Management.

Home Management as an area of Home Economics is concerned with the use of available resources in the home to achieve desired goals (Anozie, 2003). Anozie (2003) also posited that, Home Management is a process of achieving desired objectives through the judicious use of available resources. Ifebajo (2005) opined that, Home Management is the process of using limited family resources to meet the limited family needs and goals.

Anozie (2003) opined that, Home Management equips the learners with those skills, knowledge and attitudes required to effectively utilize the limited family resources to achieve the family's goals. Ifebajo (2005) noted that, Home Management is concerned with the improvement of life for the individuals within the society. Thus, the primary mission of Home Management is to improve the ways people live, eat, dress, construct space, make decisions, manage resources and develop intimate relationships. This, according to Ifebajo (2005), implies a focus on individuals and their relationship with others and their environment and how they utilize the resources that are within their reach. Anyakoha (2015) opined that, Home Management equips the learner with the knowledge, skills and attitudes necessary for effective management of the home. It centres on the formulation of goals, decision making, selecting standards and managing resources wisely for the improvement of individuals' lives (Anyakoha, 2015). Home Management is concerned with utilizing, developing and managing human and material resources for the benefit of individuals, families and the community now and in the future (Ifebajo, 2005). It equips the learner with knowledge, skills, time, energy, money and attitudes necessary for effective management of homes and offices (Ifebajo, 2005).

Since human beings are social in nature they are bound to live together with one another in perfect peace irrespective of individual differences. Ifebajo (2005) ascertained that, there is need, therefore, to inculcate the right training, disciplines and attitude into our family members through the knowledge of Home Management and to put an end to the dwindling effects of the economy on families and individual peace.

Home Management, however, provides the learners with the knowledge of family crises and inculcates in the learners, those knowledge, skills, attitudes and values necessary for management of family crises. It does not, however, develop skill, attitudes and values necessary for building of peace culture and conflict resolution. Family is the foundation of the society, therefore, family members need to acquire skills for conflict resolution. If learners acquire knowledge, skills and attitudes that can enable them develop peace culture and resolve conflicts among family members, and among groups through Peace Education, it will help them tolerate and relate better with people with cultural diversities in the larger society. Peace culture as an aspect of educational goals can be achieved if Peace Education curriculum is developed for integration into senior secondary school Home Management programme for behaviour modification of students in Rivers State. Learners will acquire knowledge, skills and attitudes that will make them have respect for human rights and tolerate one another which will eventually lead to peaceful co-existence in Rivers State.

Behaviour Modification

Behaviour can be said to be the reaction of an organism to an event or stimulus which can be either internal or external. Colman (2003) defined behaviour as the physical activity of an organism, including overt bodily movements and internal glandular and other psychological processes constituting the sum total of the organism's physical responses to its environment. Colman (2003) further opined that, the term denotes the specific responses of

an organism to particular stimuli or classes of stimuli. Vikoo (2003) defined behavior as an expression of the personality of an individual directed by his motivation. Behaviour represents an individual's reactions to and attempts to cope with his environment. It includes facial expression, mimicry, fiddling, and other sorts of actions (Vikoo, 2003).

Modification, according to Soans (2001), is the action of modifying. A change mode. Hornby (1996) defined it as the action or process of modifying something or being modified. Modify, according to Hornby (1996), is to change something slightly, especially to improve it or make it less extreme. Therefore, behaviour modification is a scientific method which seeks to modify or change people's behavioural pattern on the premise that the observed behaviour is abnormal, dysfunctional or un-desirable (Jamabo, 1996). Shukla (2005) defined it as changing the environment and using reinforcement to control the behaviour of others. Jamabo (1996) described behaviour modification as the scientific management of behaviour in a way that individuals and groups may function more effectively in their behaviour. Okwubunka (1993) defined behavior modification as the application of the results of learning theory and experimental psychology to the problem of altering maladaptive behaviour. Okwubunka (1993) noted that, the term "behaviour modification" involves the systematic application of learning theories (particularly those of Skinner and his Operant Conditioning) to bring about a direct change in pattern of behaviour. Halper (2017) said that, behaviour modification is a treatment approach which is focused on changing behaviour, adding that it is based on the work of B. F. Skinner, a well known psychologist who developed the Operant conditioning theory- which suggests that, behaviour can be modified by consequences and through reinforcement. Halper (2017) noted that, the major goal of behaviour modification is to replace undesirable behaviours with acceptable ones. And that, an underlying theme is the belief that, how people react to an object or event can be modified by learning. A

commonly used means of behaviour modification is positive reinforcement or reward system. Positive or negative reinforcement is a common measure for behaviour modification which is emphasized in learning and which is also eminent in parenting. This is to say that, reinforcement is used both in the classroom learning and in the home to modify undesirable behaviour.

Peace Education is seen as a strategic means to modify the behaviours of the senior secondary school students in Rivers State. The aims and objectives of education can only be achieved with the use of curriculum for effective implementation of its policies. This means that no matter how laudable the education policy may be, the aims cannot be achieved in the absence of curriculum. In an attempt to change the behaviours of the students using Peace Education, there is, therefore, need for development of Peace Education curriculum for integration into senior secondary school Home Management programme for behaviour modification of students as a means for future peaceful co-existence in Rivers State in particular and in Nigeria in general.

Curriculum Development

According to Offorma (1994), curriculum is an inevitable aspect of education which is the transmission and modification of culture. Indeed, Offorma (1994) opined that, there can be no education without curriculum. Azikiwe (2009) pointed out that, curriculum is a very important component of education. In actual sense, a curriculum is an educational programme without which education could hardly be organized (Nnachi, 2009). The relationship between education and curriculum has been described as that of siemens twin which cannot be separated. This is because it is unconceivable to talk of education without a curriculum (Kolawole, 2009). Samuel and Alamina (2007) opined that, curriculum is the heart beat of education. In confirmation of the above statements, Kolawole (2009) asserted

that, while education is a process of cultural transmission from one generation to another, curriculum is the document that contains how the culture, competencies, skills, beliefs and practices of a given society can be encoded and transferred from one generation to another.

However, the word curriculum is a complex term viewed by different scholars according to their perceptions. Ogunyemi (2009) observe that, the term curriculum is an educational concept which has been viewed differently by philosophers, researchers, practitioners/teachers and the lay persons alike. Olaitan and Ali (1997) noted that, the concept of curriculum itself has meant different thing to different people at different periods and cultures. Olaitan and Ali (1997) added that, the different interpretations given to curriculum by specialists have been one of the greatest problems of curriculum development in developing countries. Maduewesi (2000) also said that, there has been no consensus among scholars and curriculum specialists as to the precise definition of the curriculum as well as its meaning that the definition of curriculum depends on one's perception. Obanya (1985) observed that, the term curriculum has been interpreted in a number of ways depending on who is discussing the subject. Sadiq (2004) pointed out that, of all the education process that, curriculum seem to be the most ambiguous and most difficult to define. This is because, according to him, curriculum reflects societal characteristics and trends. Sadiq (2004) believed that, the curriculum is a reflection of what the people think, feel, believe and do.

Samuel and Alamina (2007) opined that, the definition of curriculum is not precise because curriculum relates to knowledge, to the learner, and to the society. These three factors according to Samuel and Alamina (2007) are dynamic. This, they said, because knowledge changes, conceptions of the learner change and the society itself is changing. They asserted that, emergent definitions of curriculum reveal changing socio-philosophic

view of educators, as well as changing conception of knowledge and changing conception of the learner.

Okubotimibi and Okoro (2009) noted that, curriculum is the totality of experiences and reflection of what exists in the society. On this note, Sadiq (2004) observed that, curriculum cannot be divorced from the culture of the society. Okubotimibi and Okoro (2009) opined that, a worthwhile curriculum is never static but dynamic. Also, that, it is in view of its dynamism that it should be reviewed so as to take into account of changes in the social changes. Okubotimibi and Okoro (2009) reiterated that, curriculum is interwoven with the social order that sustains it. In essence, it means that what society values, what it believes in, her ideas and purpose usually direct what should be in the curriculum since the purpose of the curriculum is to transmit to the young, society beliefs, values, inspirations and ideas as these social values, goals, objectives, etc change with time. Obomanu (1999) pointed out that, there is no one particular definition of curriculum that can effectively convey its total meaning. Olaitan and Ali (1997) supported the above by saying that, there is no single definition of curriculum that really conveys its total meaning and therefore, the struggle for a better definition of curriculum continues. William and Olele (2009) added that, the goals, aims and objectives which the education practice of a nation is supposed to achieve are usually expressed in the curriculum. In the view of Obomanu (1999), the curriculum in a nutshell can be described as the umbrella for education since it absorbs, accommodates, and covers all aspects of education. Thus, every curriculum must of necessity have a philosophical undertone, historical and sociological perspectives, an in-built administrative procedure coupled with several psychological considerations which must be taken note of in order to ensure that a good curriculum is developed and put in place.

Ogunyemi (2009) further reiterated that, curriculum is about achieving the goals of education through the formal/semi-formal educational set-up (School, College, Polytechnic, University, Adult Literacy etc). Curriculum is defined as that series of things which children and youths must do and experience by way of developing abilities to do the things well that make up the adult life and to be in all respects what adults should be (Ogunyemi, 2009). Curriculum is the total desirable experience acquired by a learner under the auspices of the formal school system. The total desirable experience, according to Samuel and Alamina (2007), refers to both curricular and extra-curricular activities which include all the desirable of the cognitive, affective and psychomotor domains. To Dike and Eze (2009), curriculum is an embodiment of all the knowledge, skills and attitudes which a nation, through her schools, imparts to her citizens. Maduwesi (2000) opined that, the curriculum is really the entire programme of the school. Samuel and Alamina (2007) said that, curriculum is that body of value-goal-oriented learning content, existing as a written document or in the minds of teachers, that, when energized by instruction results in change in pupils' behaviour. Ajokporise (2009) viewed curriculum as the body of information containing the learner's experiences, method of providing these experiences, the situation this can take place and the evaluation of all that has been done. To Ajokprise (2009), curriculum is an organized sequence of intended learning experiences, their implementation and the evaluation of their effectiveness. Igbiwu and Nwaham (2008) posited that curriculum refers to the subjects included in a course of study at a particular school, college, etc. Okubotimibi and Okoro (2009) see curriculum as including all the experiences of the learner while under the guidance and direction of the school. These, according to him, include academic and non-academic, vocational, emotional and recreational activities from which the learner receives his experiences. Okubotimibi and Okoro (2009) opined that curriculum is all the activities

that are involved in the learning–teaching and productive process. In his view, all that is expected as regards acquisition of knowledge and skills should be embedded or included in the curriculum of the student trainee. To Jacks (2008) curriculum is the body of courses and other formally established learning experiences which constitute a programme of study. Igbiwu and Nwaham (2008) viewed curriculum as the educational plan for learning under the guidance and supervision of the school. Onwuka (1981) opined that the curriculum of any school consists of all the situations that the school may select and consistently organize for the purpose of bringing about changes in the behaviour of pupils as a means of developing the personality of the individual. It is made up of all the experiences both curricular and extra-curricular which children have under the administration of the school. Vikoo (2003) noted that curriculum is the totality of structured contents, methods and materials, knitted to the learning experiences of students under the direction of the school.

Archibong (2009) viewed curriculum as the machinery by which the affairs of every educational system are run. Aninwene (2009) argued that, curriculum is the planned and sequenced programme and contents of what is taught by a school, particularly the subject matter. He added that, it is also a programme of studies. Williams and Olele (2009) on the other hand opined that curriculum is an authenticated document that expresses the intent of a nation's educational policy. Obomanu (1999) said that, curriculum is viewed as that which consists of planned content, carefully thought out goals of education and above all, effective teaching and evaluation of instructional activities. Ekpo and Osam (2009) and Afangideh (2009) defined curriculum as a document, plan or blue print for instructional guide which is used for teaching and learning to bring about positive and desirable behavioural changes in learners. Okwumelu (2009) said that, curriculum is referred to as an intended and planned learning experiences which the school organizes to bring about a change in the learner's

behavior. Onwuka (1981) said that, curriculum has been defined as the total learning experiences presented to the learner as a deliberate, systematic and planned attempts by the school to change his behaviour. Curriculum is the total of all of the experiences provided or used by the school in its education of children (Roa, 2007). Sadiq (2004) defined curriculum as all the experiences children have under the guidance of the school. These experiences, according to Sadiq (2004) are systematically planned so as to produce positive changes in children's behaviour to make them fit into the society. This means that curriculum includes the series of activities which children or youth engage in to make them develop their abilities to fit into adult life.

Danladi (2006) sees curriculum as everything that, the students and their teachers do. Thus, it is two folds in nature being made up of activities, the things done and of the materials with which they are done. It can also be regarded as road map for the education of the learners (Ekpo and Osam, 2009). The sum total of what the students learn at school and what the teachers do in order to make the students learn from the day the students are admitted to when they leave school may rightly come under the word curriculum (Maduewesi, 2001). Curriculum can be defined as the all round activities variously indulged in by teachers and students in a school setting to stimulate, adjust and control the teaching-learning process to bring about the permanent changes in the learner or trainee (Okubotimibi and Okoro, 2009). Curriculum is a plan for action, i.e, a plan that guides instruction. Curriculum is a written document which may contain many ingredients, but basically, it is a plan for the education of pupils during their enrolment in a given school (Vikoo, 2003). Obomanu (1999) posited that, the word curriculum has been expressed as a broad range of student's activities and experiences in the school setting.

Offorma (1994) sees curriculum as the instrument by means of which schools seek to translate the hopes of the society in which they function into concrete reality. It is a deliberately and systematically planned attempt to change the behaviours of the young and inexperienced and, also, to enable them to gain the insight that will enable them to build a better society (offorma, 1994). Uwatt (2009) seemed to summarize what have so far been described of curriculum by saying that curriculum seems to ask what things we have to do as well as how we have to do them in order to realize our educational goal. Kolo (2004) observed that curriculum can best be expressed as the concern for society's future and the wellbeing of the people as wrapped up in the dynamic and concerted efforts to advance a people's civilization(s) and the search for solutions to varied problems (social, economic, scientific, technological, etc) of the society. Tyler (1949) then suggested that for any curriculum to be relevant to the needs of the individuals and the society, such curriculum must be geared towards assisting the individual to see the value of the past in relation to the present and the future.

However, according to Obanya (1985), there are two types of view points on the curriculum, the broad and narrow view points. By the narrow view point, Obanya (1985) said that the term 'curriculum' means the content (or syllabus) of individual subjects or the combination of subjects (or separate disciplines) studied in a school system. By the broad definition the curriculum is seen as more all-embracing, including everything that, the learner is exposed to under the guidance of a school (Obanya, 1985). Both views of the term curriculum are right. What distinguishes one from the other is that, the 'narrowist' sees the curriculum as a package while the 'broadist' sees it as a process. The package according to Obanya (1985), is simply a sub-set of the process. Maduka (1994) opined that, when curriculum is defined as a course of study that it seems clear that, what the authors of such

definitions have primarily in mind has to do largely with syllabuses and subject matter which are usually dispensed to learners in classrooms and at other specified places of instruction. Sharma (2008) on the other hand noted that curriculum, whatever the name that, it describes the ground which pupils and teacher cover to reach the goal or objective of education. He concluded that, the curriculum usually conveys the dreams, aspirations and expectations of a nation.

From the above concepts of the curriculum, it can be summarized thus, that:

- i) Curriculum is an educational document
- ii) Curriculum is the teacher's guide for teaching.
- iii) Curriculum is the instrument for achieving educational goal.
- iv) Curriculum is the total experiences provided by the school for the learner.
- v) Curriculum is a programme of the school.
- vi) Curriculum is a road map for education of the citizens of a nation.
- vii) Curriculum is a course of study.
- Viii) Curriculum has two viewpoints-narrow and broad view points.

Curriculum therefore, is an important educational programme used by a nation through the school for purpose of changing the behaviour of the learner, thereby making him a useful and productive citizen. Due to the current challenges faced by the Rivers State as a result of youths' activities, and Peace Education being seen as a strategy for curbing youth problems, there is need for development of Peace Education curriculum for integration into school system. Therefore, Peace Education curriculum can be developed for integration into senior secondary school Home Management programme in Rivers State.

Development, according to Yakubu (2006), is a phenomenon in which the individual and society interact with their physical, biological and inter-human environment

transforming them for their own betterment and that of humanity at large and being transformed in the process. Ojebode (2004) opined that, the word ‘development’ connotes a long term process, which aims at steady improvement in the standard of living of individual or society. That, it is synonymous with words like betterment and progress. Kolo and Ashituebe (2004) maintained that basically, the education of the citizens and education system itself must be development focus. Onwuka (2001) opined that, development is extremely important, especially in the shaping of an education system of a dynamic society like Nigeria. Development involves a change or transformation (Solomon, 2004).

Onwuka (2001) reiterated that, even if there is broad agreement on the curriculum and its direction, that, there is always need for review and updating. This review and updating of the curriculum always lead to development of a new curriculum. Therefore, there is need to review and update Home Management programme in secondary schools. Updating of senior secondary school Home Management programme with intent of integrating Peace Education into it will lead to development of Peace Education curriculum.

Curriculum development, according to Offorma (1994), is the term used to describe the creation of curriculum materials that are products of curriculum planning for use by the learners. Agwu (2009) said that curriculum development is the process of planning learning experiences intended to bring about changes in pupils and assessment of the extent to which these changes have taken place. Onwuka (1981) asserted that, the process of planning learning opportunities intended to bring about certain changes in pupils and the assessment of the content to which these changes have taken place, is what is referred to in educational literature as curriculum development. Curriculum development must be seen as an integral and continuing part of educational development policies and of educational planning (Maduewesi, 2000). Onwuka (2004) pointed out that, curriculum development is not an

activity which is once undertaken and then finished with in school. Rather, that, it is a continuous process in which knowledge and insights gained from evaluation are fed back to provide a fresh starting point for further study. Curriculum development is a continuing exercise. It is a moving subject which is renewed and rejuvenated by constant re-examination in the light of societal needs (Onwuka, 1981). Ukpore (2009) opined that, curriculum development is invariably an innovation. Innovation, according to Ukpore (2009), is the adoption of new ideas and materials introduced into education to improve the content of the curriculum through improving the organization of learning experiences and instructional strategies, all aimed at promoting the achievement of curriculum aims and objectives. Maduewesi (2000) reiterated that, curriculum development has the interest of the learner, the nature of the learner, the nature of the society and the way in which learning takes place as its central focus. Onwuka (2001) opined that, curriculum development ought to yield the environment in which learners can experience and develop ideas, forms of thought, feelings, habits and usable skills.

Curriculum development according to Obiefuna (2009) is the continuous identification, selection and arrangement of learning opportunities and the creation of curriculum materials with the appropriate teaching strategy which fits the challenging conditions of a specific environment and ensures the achievement of a stated goal. He added that curriculum development is described as continuous process because knowledge is not static rather, it grows and changes. The essence of curriculum development according to Obiefuna (2009), is to generate a package that will direct and guide the teacher, ensure that the learner acquires appropriate skills that will enable him/her develop provoking ideas and thoughts, sensitive feelings about his/her environment and proffer solutions that will make the curriculum responsive to the environment.

Responsive curriculum development, according to Onwuka (2001), is a process of continuing renewal of the curriculum which creates new forms to fit new conditions of the specific environment. Onwuka (2001) further explained that responsive curriculum development implies the attempt to make the curriculum meet diverse human needs, to receive new ideas, and to adapt to new situations, new knowledge and new uses of new knowledge. Obiefuna (2009) noted that, curriculum developers utilize opportunities or circumstances and situations to create a new programme that could change learners' behaviour. Development of Peace Education curriculum for integration into senior secondary school Home Management programme is an effort to change the behaviours of students as a means of curbing youth problems in Rivers State for better future of the state.

Concepts in Curriculum Development

There are elements of curriculum that need to be identified. They are:

Objective: Every curriculum is planned and developed for a purpose and this purpose of the curriculum is what is referred to as curriculum objective. Tyler (1949) referred to curriculum objectives as educational objectives. Roa (2007) opined that, the first concern of any curriculum must be the educational objectives the school has for its children. Offorma (1994) observed that, so many terms are given to educational or curriculum objectives by specialists in curriculum. According to Offorma, some call it objectives, goals, purposes, while others call it aims or endeavours. Whatever term that is applied, according to Offorma (1994), they convey the same meaning.

Objective describes what the learner will be able to do when he has successfully completed any learning process. Maduewesi (2000) observed that, objectives are like targets to be shot at. Samuel and Alamina (2007) opined that, curriculum aims, or goals are targets which can be hit or achieved through the agency of the school system. These aims and

objectives then are used by the planners to direct everything that will be included in the curriculum. Amadi and Obiefuna (2011) defined educational objectives as consciously desired results to be achieved from participation in learning experiences/activities. Agbaegbu et al (2004) opined that, objectives are important value statements of which an educational programme is trying to achieve or what the learner is expected to accomplish. That, they serve as basis upon which teachers and students select desirable learning experiences and content.

Singh (2008) observed that, objectives are central to both learning experiences and evaluation. Offorma (1994) opined that, objectives help in determining the most appropriate method to be employed in a lesson. Onwuka (1981) reiterated that, without the knowledge of the objectives of an educational programme, it is impossible for anybody to judge how adequate the programme is. Offorma (2004) pointed out that, the main purpose of objective is to guide in making curriculum decisions on what to teach, how to teach what, what area to emphasize and what to evaluate. Onwuka (1981) opined that, objectives form the basis upon which one distinguishes between learning as such and learning which results in education. The most characteristic of a useful objective is that it identifies the kind of performance which will be accepted as evidence that the learner has achieved the objective (Maduewesi, 2000). Tyler (1949) opined that, these educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and tests and examination are prepared.

Amadi and Obiefuna (2011) posited that, when curriculum planners make statements of expected performance and changes in behaviour patterns of learners vis-a-vis knowledge, skills, attitudes, feelings resulting from planned educative process, they are stating educational objectives. The purpose of a statement of objectives is to indicate the kinds of

changes in the student to be brought about so that the instructional activities can be planned and developed in a way likely to attain these objectives (Tyler, 1949). A clear statement of objectives helps to select from vast areas of knowledge in the various disciplines that which is realistically necessary for some solid outcomes (Onwuka, 1981). Samuel and Alamina (2007) asserted that specific objectives help in the selection of appropriate content and methods. Samuel and Alamina (2007) maintained that, once objectives are clearly stated, evaluation will be properly directed. Agbaegbu et al (2004) observed that, statements of objectives form the yardstick upon which a particular educational programme or instruction is evaluated. Agbaegbu et al (2004) added that, this is with a view to determining the attainability or otherwise of the set objectives of the programme or instruction. They added that evaluation becomes a painful task when statements of objectives are not clearly stated. Maduewesi (2000) asserted that, a statement of objective is useful to the extent that it specifies what the learner must be able to do or perform when he is demonstrating his mastering of the objectives. The statements of objectives help the curriculum planner to select content, learning experiences, resources, methods and evaluation techniques (Oforima, 1994).

Tyler (1949) opined that the most useful form for stating objectives is to express them in terms which identify both the kind of behaviour to be developed in the student and the content or area of life in which this behaviour is to operate. Samuel and Alamina (2007) said that a good objective must be stated in behavioral terms using action verbs. That, it must be measurable and observable and it must state the conditions under which the learner's behaviour is to be observed or measured. Samuel and Alamina (2007) noted that specific objectives enable the teacher and learners to identify the important areas of learning so that attention can be focused on them. In this situation, according to them, the tendency to digress

into those areas which are unimportant and trivial will be minimized because the objective will guide the teacher.

Agbaegbu et al (1997) pointed out that, a general classification (taxonomy) of educational objective had been put forward by Bloom (1956) and these were classified into three domains – cognitive domain: Objectives in the cognitive domain, according to Agbaegbu et al (1997), have direct bearing to mental process or reasoning operations that, they are concerned with intellectual abilities and skills. Objectives in the affective domain have direct bearing to values, beliefs, attitudes, interest, and appreciation. Affective domain concerns itself with the socio-emotional status, as well as the moral and character formations of the learner. Psycho-motor domain deals with motor skills (Agbaegbu et al, 1997).

Objective is very important in the development of any programme as it guides and directs the selection of other elements of the programme. Identifying the objectives will give a focus to development of Peace Education curriculum that will help modify behaviours of youths for peaceful living in Rivers State.

Selection of Curriculum Objective

Obiefuna (2009) observed that, the selection of aims, goals and objectives, desires are detailed educational purposes any school can seek to attain. In line with the above, Offorma (1994) opined that, selection of curriculum objectives is the primary phase in curriculum planning. Offorma (1994), however noted that, objectives are not selected in isolation, that there are certain considerations born in mind while selecting curriculum objectives. These are: the learner, the contemporary society, the subject specialist. These three, according to Offorma (1994), are screened psychologically and philosophically to ensure that they conform to the developmental needs of the learner and the philosophy of the society for which the curriculum is being planned. Obiefuna (2009) opined that, in selection of

objectives that the analysis of needs of the society and learners for whom the curriculum is planned reveals gaps that must be addressed. Consideration of both the learner and the society is very necessary in curriculum development because the learner needs to see relationship between what he learns in school or his school experiences and his environment where he lives. This makes the curriculum a useful educational instrument for transformation of the society (Obiefuna, 2009). Obomanu (1999) opined that, the individual and the society are the most important variables in any curriculum development. Thus, the individual's needs, interest, and his societal needs must be considered in any curriculum being designed for him.

It is very important to consider first, the learner and the society when selecting objectives for development of Peace Education curriculum for integration into senior secondary school Home Management programme for behaviour modification of students. This is because it is the learner's behaviour that needs to be modified for the betterment of the society. It is when the learner's behaviour is modified that there will be positive change in the society.

Content: Obiefuna (2009) opined that, when the objectives have been identified and selected, relevant topics, theories and body of knowledge that address the concerns, needs and problems of the people will form the content. Olaitan and Ali (1997) posited that, content is simply what is to be learned by the student either from the textbook or oral instruction or from the experience in the environment. Content is also subject matter. It is a vast store of human knowledge, and it includes concepts, attitudes, beliefs, values and thought system (Amadi and Obiefuna, 2011). Content may be described as the knowledge, skills, concepts, principles, attitudes and values to be learned (Onwuka, 1981). According to Offorma (1994), contents are facts or topics which make different disciplines taught to learners. It can be

regarded as the subject-matter to be taught to the learners. Content can be described as something the teacher teaches the learner (Maduewesi, 2000). Ogwuazor and Nwaham (2008) referred to content as the subject included in the course of study or taught at a particular school, college, etc. Content can be referred to as a range of disciplines or to individual disciplines (Obanya, 1985). Amadi and Obiefuna (2011) opined that, content deals with the areas or materials that provide the operations which the learners engage in to gain learning experiences. Offorma (1994) posited that content is summarized to mean the body of knowledge, facts, principles, skills, attitudes, sensibilities to be taught to the learners.

Content of the curriculum could be regarded as the prescribed educative experience designed for learners. In other words, in curriculum development, content becomes the instrument that offers opportunities for students to acquire knowledge, skills, attitudes and values within the school setting (Obomanu, 1999). Obanya (1985) opined that, content refers to the subject matter component of a curriculum that the content is a very important component of the curriculum as it is a means by which we seek to attain the goals of an educational system. All educational effort aims at improving the individual and the society (Offorma, 1994). Curriculum content arises from the social, political, economic, philosophical ideals of a society. These itemized ideals of a society constitute the culture of any society (Obomanu, 1999).

Identifying content is necessary in this work because it is the content that provides the knowledge, skills, attitudes, etc required by the students to live a violent free life. Adequate selection of the content of Peace Education curriculum will help in the achievement of the stated objective of the curriculum.

Selection of Content

In order to select relevant content, Kolawole (2009) opined that, the content of curriculum is drawn from the culture- content, the values, beliefs, skills and competences of a given people for who the curriculum is designed. Obomanu (1999) pointed out that, there is a consensus among educators on a tripartite source of curriculum content. These, according to him, are the learner, the society and the subject matter. That, it demands invariably, considerations of the learner, the society and subject discipline. The content of the curriculum must be relevant to the need of the society, it must be relevant to the needs of the child and it must be a worthwhile curriculum (Agwu, 2009). Offorma (1994) noted that, if any one of these factors that influence curriculum planning could be regarded as the most important, it is the learner. The reason being that, it is the collective decision of individuals or some individuals that ultimately shapes the society to provide the congenial environment needed for individual development. Offorma (1994) added that, if the individual receives little or inappropriate attention, the entire society suffers. Supporting the above view, Obomanu (1999) posited that, the learner is the direct object of education and therefore, his interest, needs and other dispositions should be points of focus when decisions are taken in respect of what content should be made available for study in schools and colleges. Obomanu (1999) opined that, learner's interest is very significant in the sense that a thorough investigation of learner's interest would provide a reliable source of curriculum content. Also, in line with the above view, Maduewesi (2000) maintained that, for content to be valid it should meet the needs and interest of the children. She added that content should be selected which can most easily be related to the experience of the learners. Talking about the need of the learner, Obomanu (1999) posited that, needs can be classified as (a) physical needs such as the need for food, water, activity, sex and the like, (b) social needs such as the

need for affection, for belonging, for status or respect from his social groups and (c) integrative needs such as the need to relate one's self to something larger and beyond one's self, that is, the need for a philosophy of life. Obiefuna (2009) advised that, the content selected should not only be relevant and significant but also must be constantly examined to ascertain that recent scientific and technological knowledge and the prevalent socio-cultural realities are reflected in the content.

Obiefuna (2009) observed that, the fast rate at which ideas are rendered obsolete and new ones experienced especially with the internet, calls for attention in the body of knowledge that forms the content. It is therefore necessary for the content of the school subjects to comprise the most current and authentic knowledge available in the field so that learners do not spend precious time studying obsolete facts, principles, concepts, theories and so on (Maduewesi, 2000). Obomanu (1999) opined that, content formulation is not an easy task. That, it is difficult and even frustrating due to the problems associated with the process of identifying that which is relevant to both instructional and occupational setting. Maduewesi (2000) asserted that, for content to be significant it should be based on a number of carefully selected principle, concepts or ideals and facts. Adding, that content is significant if it is essential and contributes to the understanding and mastery of the basic ideals, skills, concepts and principles of the subjects.

Offorma (1994) advised that, the content has to be selected in such a way that the stated objectives will be achieved. This implies that there must be a careful selection of the content. Amadi and obiefuna (2011) asked "how then can appropriate content be selected?" Offorma (1994) opined that, since there exists a lot of content, the selection has to be based on certain criteria. That, for any content to qualify for selection, it should satisfy the criteria. Amadi and Obiefuna (2011) posited that, for effective selection of appropriate content that it

is necessary to critically consider and observe the following criteria: validity, significance, utility, learnability of the material, appropriateness to the needs and interests of the students.

Validity: Content is valid if it promotes the outcomes that it is intended to promote (Onwuka, 1981 and Offorma, 1994). Another aspect of validity is concerned with the extent to which the subject matter is authentic or true (Onwuka, 1981). Amadi and Obiefuna (2011) posited that, the test of validity is whether the content reflects the objectives, and contemporary and scientific knowledge. That validity checks whether the knowledge is correct, authentic or true, and results in changed behaviour with respect to the objectives. If the answer is yes, that, the content is valid. Maduewesi (2000) opined that, when any content leads to or helps in the achievement of desired objectives of education, it is considered valued. So content is valid when it is instrumental in achieving the objectives. That is, content is valid if it promotes the outcomes that it is intended to promote.

Significance: Offorma (1994) posited that, significance is concerned with the meaningfulness of the aspects of school subject. Content is significant if it is essential and contributes to the understanding and mastering of the basic ideas, skills, concepts and principles of subjects. Amadi and Obiefuna (2011) noted that, content is important, or essential if it meets the needs, interests and concerns of learners and fundamental social needs. They added that content that is vital in learning the field of knowledge, of which it is a part, fulfils the criterion of significance. Onwuka (1981) asserted that, if the study of a field were to be based on a number of carefully selected principles, concepts, or ideas, facts would be learned to illustrate these and would be selected only in so far as they contribute to understanding of these.

Utility: Onwuka (1981) observed that the principle of utility may be broadly conceived as when content is selected because of its usefulness in the performance of

activities classified into areas of living. This is concerned with the extent to which the subject matter is useful to the learners in solving their life problems today and tomorrow (Offorma, 1994). This also implies that it must be useful in solving specific problems (Maduewesi, 2000). The criterion of utility or usefulness emphasizes those desirable activities most widely and most frequently used in daily life. The activities needed for social adaptation and social responsibility are useful and ought to be included in the curriculum. In other words, if content and its outcomes are in tune with personal, professional, social and cultural realities of the times, it meets the criterion of utility (Amadi and Obiefuna, 2011).

Learnability: Onwuka (1981) posited that, content must be available in forms which are appropriate to the pupils. Content selected should be appropriate to the learners' level of attainment or ability. Suitable content is adapted to learners' experiences and focused towards the abilities of the learners (Amadi and Obiefuna, 2011). Offorma (1994) opined that, learnability deals with the extent to which the students can learn the subject matter. Amadi and Obiefuna (2011) advised that, for effective learning, that the ability of students must be taken into account at every point of the selection of content. One factor in learnability is the adjustment of the curriculum content and of the focus of learning experiences to the ability of the learners. It is also important that what the learner learns is connected with his experiences (Maduewesi, 2000).

Interest: Onwuka (1981) is of the view that, pupils' interests should be given priority when new learning is being introduced in order to form an immediate bridge between the pupils and the curriculum. Amadi and Obiefuna (2011) observed that, what interest learners are those tasks that will help them solve their personal problems and help them fulfill their purposes and plans. Offorma (1994) observed that, interests of the learners are mainly established from the norms and values of the society rather than from only the intrinsic

qualities of the learners. That, both have to be reconciled in selecting the content. Content should be selected which can most easily be related to the experience of the learners (Maduewesi, 2000).

Consistency with social realities: In order to produce functional members of the society, subject matter must be related to the culture of the learners, the needs and aspirations of the society for which the curriculum is planned (Offorma, 1994). Obanya (1985), however, opined that, the most important of these is **relevance** (the extent to which the content meets the requirements of prevailing condition). Is the knowledge being considered as up to date? Is it applicable to the situation prevailing in the country at the moment? To what extent is it related to outside the school? Is it in any way related to other areas of knowledge (Obanya, 1985)? Moreover, according to Obanya (1985), content has to be **sequence**. This means that the curriculum worker has to decide what should come before what. That, it also involves deciding the amount of emphasis to be given to each component of the content. Finally, Onwuka (1981) advised that, content selected for any curriculum should satisfy all the criteria discussed here. That, no one criterion should be applied in isolation nor carried to an extreme. Onwuka (1981) added that, under certain circumstances, however, some criteria may be given more weight than others. Finally, that, it must be emphasized that content must be selected in relation to the objectives set for the course in relation to the methods to be used for the achievement of the objectives (Onwuka, 1981).

Content is said to be the subject matter- the knowledge, facts, principles, skills, attitudes, etc that the learner needs to learn. And because there are so much to learn, the content has to be selected in relation to the set objectives. The content of curriculum has to be selected in a way that it relates to the set objectives. To succeed in this, the criteria for selection of content should be followed in order to make the curriculum relevant to the

society. It should be selected with the consideration of the learner so as to be sure that it is learnable and of interest to the learner. This will make the content to be useful to both the learner and the society.

Learning Experiences: Rao (2007) opined that, human beings learn only through experience. That, when an individual interacts with his environment, he is experiencing. Rao (2007) however, observed that, all experiencing is learning, although all learning is neither necessarily desirable nor positive. Offorma (1994) noted that, learning is believed to be facilitated and more effective through the active behaviour of the student. The learner cannot be active if he is not involved.

The term 'learning experience' refers to the interaction between the learner and the external condition in the environment to which he can react (Tyler, 1949). Olaitan and Ali (1997) also viewed learning experience as the interaction of the learner with his environment. Offorma (1994) opined that, learning experiences can be regarded as the activities the learners engage in, in the process of learning. That, it is the interaction of the learner with the learning environment which facilitates the acquisition of the body of knowledge. The activities performed by the learner in order to understand and learn the content are the learning experiences (Offorma, 1994). Tyler (1949) posited that, the term 'learning experiences' is not the same as the content with which a course deal nor the activities performed by the teacher. The learners have to engage in some activities so as to learn the content. It is through learning experiences that the learners learn the content. Learning experiences can then be regarded as a process of learning content (Offorma, 1994). Kolawole (2009) opined that, leaning activities (experiences) are activities such as laboratory work/experiment, field/practical work, demonstrations, illustrations, and other activities that learners are engaged in, under or with the supervision of the teacher. Offorma (1994) pointed

out that, learning experiences are not teacher-oriented, that is, they are not the activities performed by the teacher. Learning experience, therefore, can be regarded as any activity that the learner engages in, which results in a change in his behaviour. Learning experiences is necessary in this work since it will help the learner to understand the content better as he/she interacts with the environment. Identifying the learning experiences in development of Peace Education curriculum will help in meeting the objective of the curriculum as the learners will be actively involved in the programme.

Selection of learning experience: Since it is the medium through which behaviour is changed and therefore, education accomplished, its selection is of utmost importance in the process of curriculum development (Onwuka, 1981). Onwuka (1981), Offorma (1994) and Amadi and Obiefuna (2011) posited that, the following criteria or principles guide curriculum planners in effective selection of learning experiences: validity, variety, relevance to life, suitability, comprehensiveness, multiple learning and cumulative learning.

Validity: Onwuka (1981) opined that, validity refers to the appropriateness of learning experiences presented at school. Offorma (1994) observed that, the criterion of validity ensures that the selected learning experiences will help in achieving the set objective. Learning experiences selected must be very closely and directly related to the educational objectives. The experiences must essentially result in changed behaviour stipulated in the objective (Amadi and Obiefuna, 2011). Onwuka (1981) asserted that, the meaningful question that can be asked about a learning experience is, “does it result in changed behaviour with respect to the objective?” if the answer is a positive one then, the experience is valid.

Variety: Variety implies having assorted or diversified or different kinds of learning experiences. The concept of individual differences becomes the major determinant of

learning experience to be selected (Amadi and Obiefuna, 2011). In a class, there may be a mixture of slow and fast learners and these two need different approaches and activities for learning to be effective (Offorma, 1994). Some children learn well through reading, others through physical manipulations, some children learn well when the teacher demonstrates, others seem to learn more effectively when they are performing the demonstration themselves (Onwuka, 1981).

Relevance to life: Amadi and Obiefuna (2011) advised that, learning experiences provided should be related to the learner's life experiences in and out of school. For education to be functional and worthwhile, the learners should be able to make use of what they learn in school to solve their life experiences (Oforma, 1994). A learner derives a maximum satisfaction from an educational experience if he perceives it as a functional experience having a relation to real life situation in and out of school (Onwuka, 1981).

Suitability: Learning experiences should be selected in such a way that they are within the ability of the learners (Offorma, 1994). The teacher should begin from where the learner is. The possible relation of new ideas to those already gained is an essential bridge in the process of learning (Onwuka, 1981). Amadi and Obiefuna (2011) advised that, activities should neither be too difficult nor too easy. Onwuka (1981) also advised that, learning experiences should be appropriate to the student's present attainment.

Comprehensiveness: Comprehensiveness deals with the extent the learning experiences cover the stated goals (Offorma, 1994). Amadi and Obiefuna (2011) opined that, this criterion demands that all the specific objectives should have corresponding or accompanying experiences. Objectives specified usually cover the cognitive, affective and psychomotor domains of educational objectives. Therefore, for learning experiences selected

to be comprehensive, they should be all embracing and all encompassing in scope as the objectives they are expected to achieve (Amadi and Obiefuna, 2011).

Utility: Experiences which enable students to solve their own personal problems and those of others are deemed useful. Learning experiences acquired in school should serve as major tools for the students for solving problems, improving their lives and those of others (Amadi and Obiefuna, 2011).

Cumulative learning: Onwuka (1981) observed that, the criterion of cumulation requires the teacher to provide experiences which, though different in nature and content, are directed toward the same end. The selection of experiences should be such that every experience by the learner is based on the previous experiences and that each preceding experience affects subsequent experiences (Amadi and Obiefuna, 2011).

Multiple learning: The criterion of multiple learning experience demands that learning experiences should be selected in such a way that they provide for a wide range of objectives (Amadi and Obiefuna, 2011). Because multiple learnings do occur, experiences which the school uses must be carefully chosen (Onwuka, 1981).

In selecting learning experiences for a curriculum, it is important to make sure that the criteria for selecting learning experiences are followed in order to be sure that the curriculum is appropriate, worthwhile, suitable and useful to the learners. Learning experiences selected should meet all the criteria for selection of learning experiences for the curriculum to be useful to the learner. In developing Peace Education curriculum, there is need to ensure that the criteria for selection of learning experiences are considered. This will ensure the achievement of the set objectives of the Peace Education curriculum.

Organization of learning content and learning experiences: Selecting the content and learning experiences of the curriculum without organizing them does not serve any

meaningful purpose in curriculum development. It is the organization of the content and learning experiences that makes the curriculum a useful programme for a successful implementation. Onwuka (1981) opined that, after the content and learning experiences to be included in a curriculum have been selected, they need to be organized in such a way to produce major changes in the learners in the direction of stated educational outcome.

Organization is the arrangement of different elements in order of sequence in a bid to achieve a purpose. Onwuka (1981) posited that, organization is a critical task in curriculum development because it greatly influences the efficiency of instruction and the amount of learning that takes place in any educational setting. Maduewesi (2000) pointed out that, organization of learning experiences and content is very important in planning instruction. That, it influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners. Agbaegbu et al (2004) posited that, organization involves the bringing together of the various values and relating them to one another in an effort to build an ending value system. Organization of content and learning experiences in curriculum planning is the arrangement or putting together the content and learning experiences and relating them to one another in the manner in which the educational objectives can easily be achieved. No wonder Maduewesi (2000) opined that, the way in which the learning experiences and content are put together and organized greatly affect achievement of desired objectives. Offorma (1994) noted that, for curriculum to be effective, its content and learning experiences need to be organized so that they serve the educational objectives.

Onwuka (1981) observed that, a single learning experience which a student undergoes may have very little or no effect on him. And for a student to learn and internalize a new behaviour he must be put through a number of experiences which support and reinforce each

other. This involves a careful consideration of two kinds of relationship between learning experiences. These are relationship over time and relationship from one area to another (Tyler, 1949, Offorma, 1994 and Maduewesi, 2000). The above mentioned authors referred to these two relationships as horizontal and vertical relations or organization. When the content and learning experiences are arranged in a way that what the students learn in one level is related to what they learn in another level, such an arrangement is referred to as vertical arrangement or organization. This can happen both in the same or different subject areas. But when the content and learning experiences are organized in a way that what is learned in one subject area is related to another subject area at the same level, it is referred to as horizontal arrangement or organization. Both of these aspects of relationship are important in determining the curriculum cumulative effect of educational experience (Maduewesi, 2000). If there are no vertical and horizontal relationships between the content and learning experiences, there will be compartmentalization of subject area. This is against effective curriculum organization (Offorma, 1994). In throwing more light on the above view, Maduewesi (2000) used the following illustration: If the experiences provided in class two Social Studies (SOS) properly builds upon the experiences provided in class one SOS, there will be greater depth and breadth in the development of SOS concepts, skills and this will lead to greater progress towards the desired objectives. If class two SOS and class two Integrated Science are appropriately related, and this need not be only in term of content, they may reinforce each other, lead to a more unified view of learning by students and thus be a more effective educational programme. Whereas, if the experiences are not related, if they are in conflict they may nullify each other, or if they have no appreciable connection, students may also come to regard learning as being in compartments and they will find it

very difficult to apply what they have learned when dealing with their everyday life problems.

Besides organizing content and learning experiences to relate vertically and horizontally, there are criteria to follow to organize an effective curriculum (Tyler, 1949 and Maduewesi, 2000). Offorma referred to these criteria as principles. Whereas Tyler (1949) and Maduewesi (2000) identified three criteria which are continuity, sequence and integration, Offorma (1994) said that Taba (1962) and Mkpa (1987) identified four, which in addition to the above three, is scope.

Continuity: According to Maduewesi (2000), this refers to vertical reoccurrence of major curriculum elements. Amadi and Obiefuna (2011) posited that, continuity is the accumulation of learning experiences which are constantly and steadily consolidated to reinforce one another. Continuity occurs when a particular concept, skill, competency, etc, is brought into continuing operation throughout the course of study. Learned skills are brought into continuing operation so that over a time, they will produce cumulative effect which will bring about desired changes in the students (Maduewesi, 2000). The task of continuity is to ensure that over time, teachers provide opportunities for the pupils to practice, reinforce and improve upon the type of knowledge, skills and attitudes that they are expected to acquire (Onwuka, 1982). Offorma (1994) opined that, an essential emphasis in continuity is not only that the learning content and experiences should be cumulative, increasing in complexity as the learner progresses, but also that the experiences should not be broken at any point in the learner's academic career. Offorma (1994) further pointed out that, continuity contributes to the systematic, progressive and natural development of the learner. That there is always some relationship between the learner's previous learning and his future learning and this facilitates learning and makes it meaningful to the learner.

Amadi and Obiefuna (2011) noted that, continuity is the constant repetition of ideas that leads to overlearning which minimizes chances of forgetting. However, Amadi and Obiefuna (2011) observed that, ideas presented in the same way over and over again can kill the interest of students and de-motivate them because they will have the feeling that they know that “stuff” already and hence will not pay attention.

Sequence: Sequence in curriculum is a matter of arranging the content and materials of education into some kind of order of succession. It involves higher and broader levels of treatment with each successive learning experience (Onwuka, 1981). Sequence is another aspect of vertical organization. It is related to continuity but goes beyond it (Amadi and Obiefuna, 2011). Sequence involves building on what has gone on before, so that one idea is preparatory for the next (Onwuka, 1981). It implies continuity as well as progression from the lower to the higher levels of treatment of curriculum elements (Offorma, 1994). Amadi and Obiefuna (2011) observed that, sequence has both vertical and horizontal relationship. It emphasizes the importance of having each successive experience built upon the preceding one but to go more broadly and deeply into the matter involved. It could be said to be moving from the simple to the more complex (Maduewesi, 2000). Amadi and Obiefuna (2011) opined that, sequence implies logical and cumulative progression of ideas from lower to higher, simple to complex, and concrete to abstract. Offorma (1994) advised that, the learning materials should be arranged starting from known to unknown, moving from simple to complex and moving from concrete to abstract concepts and generalization. Amadi and Obiefuna (2011) posited that, sequence deals with the organization of learning experiences logically and progressively which results in systematic and orderly development of mental powers, attitudes and values and manipulative skills. Offorma (1994) however, observed that, most of our objectives are not achieved because they are not well sequenced,

thus making learning haphazard. Amadi and Obiefuna (2011) argued that, in the bid to expand knowledge and make things broader in scope, teachers may tend to teach too much without the children understanding what has been covered. To this, Amadi and Obiefuna (2011) advised that, there is need for appropriate balance in the choice of concepts, values and skills. They also observed that to properly provide for sequence that there is the problem of individual differences, which calls for knowledge of the abilities of each individual child and tailoring our teaching to each child's capabilities.

Integration: As a concept of organization, integration refers to the horizontal relationship of the various areas of curriculum to one another (Onwuka, 1981). Maduewesi (2000) opined that, integration refers to horizontal relationship of curriculum content and experiences. It emphasizes how things learned in one subject relate to those learnt in other subjects and how skills learnt in one subject will be utilized interdisciplinary. It involves the organization of materials so that learners see the relationships between various subjects or aspects of life (Onwuka, 1981). The learner can easily transfer ideas, knowledge, concepts, skills and attitudes if curriculum elements are presented to him/her in an integrated manner (Offorma, 1994). Amadi and Obiefuna (2011) noted that, through integration, the student gets a unified view of concepts, skills and values dealt with in various subjects. Also that integration results to transfer of learning, which enables students to use ideas learned to solve problems of daily life.

On a final note, Amadi and Obiefuna (2011) advised that, to achieve continuity, sequence and integration, planners must identify common concepts, values and skills which run through various subjects; decide on the types of concepts, values and skills around which learning experiences are to be developed; select topics, situations and problems

where these curriculum elements are used frequently and ensure that these concepts, skills and values appear in various contexts throughout the instructional programme.

Scope: Offorma (1994) defined scope as the extent of the coverage of the curriculum elements. Amadi and Obiefuna (2011) said that, scope refers to the amount of subject matter and curriculum experiences to be covered by the learners, Offorma (1994) noted that, scope also involves the range of the important facts, ideas, skills and concepts to be learnt as well as the processes and competencies required in learning them. Offorma (1994) posited that, for the scope to be adequately covered the curriculum developer has to consider the time available. Offorma (1994) pointed out that, this explains why the secondary school system in Nigeria has been programmed for six years instead of five years previously used, because there are new curriculum areas or subjects added to the existing ones

Offorma (1994) further explained that, learner's characteristic is another factor governing scope. The learner's age range, aptitude, attention span, backgrounds and so on are considered so as to determine the scope. This, according to Offorma (1994), is to ensure that, the scope of the learning materials is suitable to them and that learning will be effective. Other considerations when dealing with scope are competencies and processes required to understand the subject matter, the demand of the syllabus, teacher's knowledge of the subject matter, availability of text book and research findings which bring to light new ideas, facts, concepts, skills and knowledge which are innovations in curriculum (Offorma, 1994).

From the above literature, it is understood that organization of curriculum elements is not an easy task. By implication, if peace education curriculum content and learning experiences are organized without due consideration of both vertical and horizontal relationships, the formulated objectives will not be achieved. To organize adequate peace education curriculum elements, adequate care is needed to be sure that the elements relate

well, both vertically and horizontally and the principles of organization duly observed. In order to develop an adequate curriculum, consideration should be given to the criteria for effective organization of the curriculum content and learning experiences (sequence, continuity, integration and scope). Organization of content and learning experiences is important in this work because it will help in the organization of the elements of Peace Education curriculum for efficiency of instruction and the amount of learning that will take place at the implementation stage of the curriculum.

Teaching method: Every human activity, be it farming, fishing, craft work, painting, medicine, etc, has a method. The proper application of adequate method makes work easy in such human activities. Teaching as an activity or a profession also has methods (Vipene and Samuel, 2012). It is the proper application of such methods that distinguishes a professional teacher from non-professional. Thus, teaching methods relate to the various ways the teacher organizes teaching- learning process in order to achieve the objectives of a given lesson (Vipene and Samuel, 2012). Methods of teaching are planned activities involved in the presentation of curriculum (Olaitan and Ali, 1997). After an adequate curriculum has been developed, if at the implementation stage, the content is not effectively taught by the teacher, using adequate method, the objectives will not be achieved. Identifying the teaching methods will help in the proper application of adequate methods in implementing Peace Education curriculum developed for integration into senior secondary school Home Management programme in Rivers State.

Selection of Teaching Methods

Uwatt (2006) posited that the primary task of a teacher is to select and effectively share with learners, content to achieve a change in their behaviour in accordance with what the curriculum sets out to achieve. In order to carry out this task effectively, Uwatt (2006)

reminds the teachers that, learning takes place in different forms and that no one given teaching method can adequately take care of all the forms of learning. And because these methods differ in their nature and so, in the condition in which they prove to be more effective, the teacher is faced with the responsibility of selecting the best to suit his purpose at a given point in time and in a given circumstance (Onyejekwe, 2006). Onyejekwe (2006) opined that, the implication of making a choice of method is that all methods are not equally effective at all times and in all circumstances. Based on the above, Uwatt (2006) advised teachers to first of all identify the type of learning that has to take place in any given classroom learning situation before selecting appropriate instructional strategies to go with it. To help teachers accomplish this, Uwatt (2006) and Onyejekwe (2006) gave some guidelines or factors that will help teachers to choose appropriate teaching methods. These include:

1. **Specific learning objectives:** Every learning has specific or general objectives. It is good to know what we expect to achieve at the end of our effort and interaction with learners so that we mobilize useful strategies to achieve them. There is need for teachers to spread out the objectives to capture the cognitive, affective and psychomotor domains. This will also help in choosing appropriate teaching method for any given learning situation.
2. **The learner:** Such factors as age, sex, interest, cognitive development, psychological background, pre-entry knowledge and so on of the learner should be considered when choosing teaching method. The above listed factors guide the teacher in selecting activities to carry the content to the learners without unnecessary frictions between the learners and learning experiences. In addition to the view of Uwatt (2006), Onyejekwe (2006) observed that, because the learner is at the centre of the teaching-learning process, the teacher must necessarily consider him in his choice of methods of teaching.

3. **Subject matter:** According to Uwatt (2006), different subject matters demand different things. Some emphasize discovery/enquiring, some experiment or demonstration while some go for critical analysis and judgement. Each of these has unique ways of achieving its purpose in which the teacher should look for corresponding method of handling it.
4. **Resource material:** This also affects the choice of teaching method by teachers. Methods chosen should allow sufficient room for utilization of common resource materials lying unused in our environment.
5. **Classroom space:** Some given space specifications and arrangement are required to realize some learning objectives. These also need to be considered in choosing teaching method.
6. **Comfort of the learning environment:** This has to do with adequate ventilation, adequate space for free movement, sufficient light, comfortable seats, visual aids, etc. These also affect the choice of method of teaching and need to be considered.
7. **Time:** Either the time the lesson is fixed or the duration of the lesson for the topic to be taught can also affect the choice of the method of teaching. There are certain subjects that are better understood by pupils if taught in the morning than in the afternoon. If such is fixed in the afternoon when sun is high, effort put in teaching will be wasted. So also, some topics require a long time to teach effectively. If such topics are not given enough time it will not be well taught because the teacher needs to rush through within the short time allocated to the topic. In this case, the teacher is constrained to confine all learning activities/experiences in a time limited. In choosing his method, therefore, Onyejekwe (2006) directed that, the teacher must have at the back of his mind, the amount of time available for him.

8. **The teacher:** Onyejekwe (2006) posited that, the nature of the teacher himself is a major factor in his choice of teaching methods. Because it is what a person has that he gives, a teacher cannot choose, for use, methods that he cannot correctly apply.
9. **Research findings:** Onyejekwe (2006) noted that, research findings in education have shown that some methods are better than others in all circumstances. Such findings, according to him, have shown that learner-centred methods are always better and more effective than the traditional teacher-centred methods. Onyejekwe (2006) advised that, in his choice of methods, therefore, the teacher should as a matter of priority, select and use more of those learner-centred methods which are, in the main, practical and activity loaded. Vikoo (2003) also classified teaching methods based on the following:
 1. **Age of learners:** Some teaching methods are better suited to either young or old learners.
 2. **Body configuration or physique:** This has to do with abled and disabled learners.
 3. **Academic ability/intelligence:** This has to do with ability grouping or mixed ability grouping (fast learner, average learner and slow learner).
 4. **Number of learners:** It is assumed that some methods of teaching are better applied to a group of learners while others are better applied to individual learners.
 5. **Type of curriculum:** This approach recognizes the fact that certain methods are better suited to some disciplines than others (Vikoo, 2003).

Criteria for Selecting Teaching Method

ViKoo (2003) came up with the following criteria for selecting teaching method:

1. **Prevailing philosophy or societal aim of education:** Vikoo (2003) said that, it is already established fact that objectives of education vary from society to society based on the problems and needs of the particular society.

2. **The majority (age) ability and number of learners:** The meaning of this is that some instructional methods are better suited for either only children or adults, fast or slow learners, or for only an individual learner or group of learners. A teacher should be able to identify and isolate which of these variables apply and adapt his method accordingly.
3. **Technical know-how and preparedness of the teacher:** For a teacher to adapt a teaching method, he should be conversant with what the method entails and be prepared to follow through diligently. Preparedness of the teacher is very important because a teacher may know a very effective method of teaching his subject but he may be reluctant to use it probably because of its peculiarity and intricacies, even when other extraneous conditions are satisfied.
4. **The nature of the discipline or subject matter:** A teacher must be able to know whether his subject area is rooted in the arts or sciences since some teaching methods lend themselves better to either of these broad areas of knowledge.
5. **Institution characteristics:** That is, the presence of adequacy, (or suitability) or lack of things like instructional materials, classrooms and laboratories, etc, is worthy of consideration. Sometimes such infrastructure must be provided, changed and amended for certain types of teaching to be possible.

In discussing types of teaching methods, Vikoo (2003) stated that all teaching methods could be presented under four main categories:

1. **Information Transmission/Reception methods:** This group subsumes the oldest known methods of teaching whose modus operandi is the transmission of information by an informed source- the teacher- to uninformed source- the learner, e.g. recitation and lecture methods.

2. **Cognitive strategies development methods:** The methods in this group, not only teach a learner some information but also how to learn by developing in him some cognitive strategies such as concept formation, interpretation of data and application of rules/principles. This enables the learner to discover knowledge for himself. It enhances recall, transfer of learning and promotes motivation in learners. Examples of this group of methods are discussion, questioning/Socratic method and activity methods.
3. **Attitudes development methods:** Beside developing in learners' cognitive strategies, the methods included in this group primarily aims at developing social behaviours related to achievement and school work as well as interpersonal behaviours in learners. Examples of attitude development method are role playing, simulation games, modelling, etc.
4. **Cognitive and motor skills development methods:** The teaching method in this classificatory category all aim at motor skill development in learners. To be able to perform a motor skill, Vikoo (2003) quoted Travers (1972) as saying that a learner has to pass through three phases (i) the perceptual phase (observing and noting the motions and their directions), (ii) the cognitive phase (understanding how the motions are performed); and (iii) performance (actually performing the motions). This, according to Vikoo (2003), means that learning a skill could be enhanced if the learner learns not only the procedure but also the rule/principle underlying the procedure, and that is what the teaching methods in this group aim at.

However, Vikoo (2003) strongly believes that, the ability to transmit and receive (i.e. understand) information greatly depends on one's cognitive apparatus. Hence he is of the opinion that, based on the objectives being pursued, any teaching method such as

“information transmission and cognitive strategies development methods, which aim at dispensing some form of information/knowledge to learners should really be subsumed by or discussed under what Bloom (1956) called “cognitive domain of educational objectives”. The cognitive domain of educational objectives, according to Vikoo (2003), deals with recall or recognition of knowledge and the development of intellectual abilities and skills. Thus, based on the Bloom’s taxonomy of educational objectives, Vikoo (2003) conveniently differentiates all teaching methods into three broad types:

1. Cognitive development methods, which aim at informing and developing, appropriate intellectual/cognitive abilities and skills in learners.
2. Affective development methods which aim at developing appropriate interests, attitudes and values, appreciation and adequate adjustment in learners
3. Psycho-motor development methods, which aim at developing sufficient manipulative or motor skills in learners so that they can illustrate, demonstrate or perform certain skills using their manual dexterity.

Akpan (2009), however, pointed out that, Ekpo (2001) identified teaching methods that could be used in teaching to include the lecture method, discussion method, questioning method, team teaching and team paper technique. Others are demonstration method, project method, laboratory method, assignment method and field trip. Uzoka (2013) also identified other teaching methods which are: dramatic method, group work method, programmed or computerized learning, tutorial method, panel discussion, role playing, simulation and games in basket techniques, discovery or developmental method, and the comparative method.

Teaching method is an important element to be considered in the process of curriculum development. This is because even if an adequate curriculum is developed, it may fail to achieve the objective if appropriate teaching methods are not employed in the

teaching-learning process. It is necessary to consider teaching methods that will take care of cognitive, affective and psychomotor development of the learner. Therefore, in developing a curriculum, the three objective domains that will take care of cognitive, affective and psychomotor development of the learner should be considered.

Curriculum materials: Dumbin et al (2005) posited that, after curricular have been built, learning and instructional materials would need to be developed along the curricular. Onwuka (1981) opined that, any established school curriculum calls for ways and means of implementing it in order to reach the objectives at the various levels. And that, no discussion of the curriculum is complete without suggestions about methods and means of effective implementation. Onwuka (1981) observed that, the lecture, project, discussion, tutorial or delivery methods are examples of bringing the learner into contact with the subject-matter and that the effectiveness of this contact demands activities and materials. Onwuka (1981) opined that, curriculum materials cover the general discussion of educational materials as well as the teaching and learning resource materials, techniques and devices or instructional materials. Danladi (2006) viewed curriculum materials as anything and anybody that classroom teacher is able to employ to help him/her and the learners to achieve a given lesson objectives.

Ogwuazor and Nwaham (2008) see instructional materials as resources which teachers and students use in the classroom to facilitate teaching and learning processes. Ogwuazor and Nwaham (2008) posited that, instructional materials are very important in the educational system. Okubotimibi et al (2009) opined that, the curriculum instructional materials have a direct impact on the quality of teaching-learning in school generally that, in their absence, the goals of education cannot be achieved. Vikoo (2003) noted that, the understanding behind the use of instructional materials is to aid the teacher in his teaching

and the learner in his learning. Okubotimibi et al (2009) posited that, these materials bring more education to many people through their usage, and that they make teaching and learning interesting, motivating and effective. Uzoka (2013) Observed that, instructional materials arouse interest in the students and make the lesson more interesting, meaningful and realistic. Ogwuazor and Nwaham (2008) posited that, instructional materials create high degree of interest, which is necessary in stimulating learning, and that, students and pupils are usually interested in things that they can see, hear, smell, and touch. Ogwuazor and Nwaham (2008) also opined that, instructional materials help teachers to become effective and efficient in the handling of their subjects, thereby enhancing their teaching abilities. Instructional materials help teachers to reduce the amount of talking and thus make their teaching more interesting and successful (Ogwuazor and Nwaham, 2008). Uzoka (2013) asserted that, instructional materials make teaching -learning activity interesting, enjoyable, real, motivational, inspirational, efficient, effective and productive.

Curriculum materials are instructional materials that help in effective implementation of curriculum. They help the teacher to deliver his lesson effectively. It makes the learning interesting and helps the learner able to understand and remember what he has learnt easily as he/she has to make use of all his/her senses. Curriculum material is important in this work because it will motivate the learners and help them develop interest in learning Peace Education which will help in achieving the objective of the Peace Education curriculum developed for integration into senior secondary school Home Management programme for behaviour modification of students in Rivers State.

Selection of Curriculum Materials

Onyejekwe (2006) noted that, while there is in existence a wide variety of teaching-learning materials, they all lead towards the same goal: to facilitate the learning of the learner

by helping the teacher to more effectively communicate his message (the lessons) to his students. But that, in spite of the fact that all teaching-learning materials serve the same purpose of enhancing teaching and learning, they are usually classified according to the senses to which they appeal. No wonder Onwuka (1981) advised that, one of the principles teachers have to continually bear in mind is that, man learns through his senses. To some, seeing is believing. To others, the senses of hearing, touch, smell and taste dominate in acquiring knowledge. Onyejekwe (2006) put it this way, “while some resources appeal to the visual sense (sense of sight), others appeal to the auditory sense (sense of hearing). There are still those resources that appeal to the senses of sight and hearing simultaneously. But man does not learn only through the visual and auditory senses, he rather learns through all his five senses (Onyejekwe, 2006). Onyejekwe (2006) and Danladi (2006) also noted that, material resources for teaching are also classified according to their operational techniques. These are:

- 1) **Visual resources:** Visual resources are teaching-learning materials that appeal mainly to the sense of sight. The principle behind the sense of visual resources in teaching is that man tends to remember more of what the eyes saw than what the ears heard. Examples of this include the different types of educational boards, still and motion pictures, the print media, charts, graphics, maps and globes, posters, models and mock- ups as well as specimens. Computer as well as all forms of programmed instruction comes under visual resources as they appeal mainly to the sense of sight.
- 2) **Audio resources:** These are teaching-learning materials or educational media that appeal exclusively to the sense of hearing. Examples are the teacher’s voice, radio, the radio-cassete recorder, the record player and the compact disc (CD).

- 3) **Audio-visual resources:** Audio- visual resources are otherwise referred to as the multimedia system. These are teaching-learning resources that appeal to the senses of hearing and seeing (aural and visual senses) at the same time. Examples of audio-visual resources are television (educational and instructional television), the vision compact disc (VCD) and the sound slide set.
- 4) **Projected resources:** Projected resources are educational media that require the use of projectors and hence, electricity for their projection and viewing. The project is to cast a picture of something on a flat surface in order for people to easily view it. And because motion pictures or films usually carry sound, they are audio-visual resources.
- 5) **Transmitted resources:** Transmitted resources are those that work on the principles of transmission. Transmission is the process of sending and receiving messages or electronic signals by means of radio waves. These include the radio and television.

In addition to the above, Uzoka (2013) also included:

- 1) **Non-projected materials** which do not require projectors and these include charts, blackboard, cloth boards, displays, model exhibition, real object and experiences.
- 2) **Printed materials:** They include text books, workbooks, teacher guide reference and supplementary printed materials, e, g, encyclopaedias, dictionaries, atlas, world almanac, etc. Current materials including pamphlets, and brochures, magazines and newspapers. Danladi (2006) called these, reading materials.
- 3 **Community resources:** These include individuals, industries, factories, occasions and events.

Selection of adequate curriculum materials is very important in the development of curriculum. One important factor in effective teaching-learning process is the usage of adequate teaching-learning materials. It is therefore, important to consider materials that

appeal to the learners' five senses when developing Peace Education curriculum for integration into senior secondary school Home Management programme for behaviour modification of students if the objective of the Peace Education must be achieved. This will help the teachers to take care of individual differences of the learners thereby carry all the learners along and to make them develop interest in Peace Education.

Evaluation: After the objectives have been formulated, the content and learning experiences selected and organized, teaching-learning materials selected, the next step is evaluation. Kolawole (2009) said that, the last but not the least element of curriculum is evaluation. This is a concept that is applicable to all models of curriculum because of its importance and centrality to curriculum design. Evaluation is said to be the process of ascertaining the extent of effectiveness or ineffectiveness of the programme. It is often seen as the last stage in curriculum development though every stage in curriculum is evaluated. It is an important stage of curriculum development because without evaluation, the curriculum developer will not know the strength and the weakness of the curriculum he has developed. Azikiwe (2009) opined that, curriculum evaluation is very essential in education because it is used to transform quantitative data into qualitative interpretations as an educational programme is assessed and judgement made on its effectiveness and efficiency. Evaluation deals with ascertaining how far the learning experiences as planned developed and executed are actually producing the desired results. Kolawole (2009) posited that, evaluation helps curriculum designers to decide whether what has been put together will succeed, has succeeded or whether it will fail. That, it also helps in the process of refining an existing programme- curriculum- to make it meet the needs of the people.

Olaitan and Ali (1997) opined that, evaluation helps to determine the workability of a given curriculum to establish whether it should be reconstructed or discarded completely. In

Singh's (2008) view, evaluation is required for the maintenance of good education programmes and the improvement of educational procedure. Vipene and Samuel (2012) said that, evaluation asks such questions as how good? How effective? How adequate? How satisfactory? Evaluation is the systematic process of finding out the extent to which instructional and programme objectives have been achieved by the students, the teacher and the nation (Uzoka, 2013). This is the process of finding out the strength and weaknesses of the whole curriculum (Offorma, 1994). Olaitan and Ali (1997) described curriculum evaluation as an evaluation of the educational goals to find out how far they satisfy the needs of the society. Curriculum evaluation is the collection and use of information for decision making about an educational programme. It is a process of finding out how far the learning experiences so organized and developed are actually producing the desired results and it will also identify the strengths and weaknesses of the plans which will help check the validity of the basic hypotheses upon which the instructional programme has been organized and developed (Maduewesi, 2000). It can also be regarded as the means of finding out what the students have learnt and what they have not learnt or what gaps remain in their learning endeavours which must be closed for learning to be achieved (Oforma, 1994). Olaitan and Ali (1997) opined that, evaluation is a means of knowing the effectiveness of instruction as presented by the extent to which the actual outcomes correspond with intended outcomes. The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the programme or curriculum and instruction (Tyler, 1949). The process of evaluation involves identifying the strengths and weaknesses of the plans. It involves determining whether or not the students have learned the lesson and whether or not the particular teaching method used was effective (Vikoo, 2003). Evaluation essentially is the provision of information for the sake of facilitating decision

making at various stages of curriculum development. Indeed, Kolawole (2009) viewed evaluation as the collection of analysis and interpretation of information about any aspect of a programme of education or training as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have. Kolawole (2009) summed up the definition of curriculum evaluation as the process of systematically gathering data or information (facts, figures, opinions, etc) for the purpose of assessing the worth of a programme, project, activity or situation as well as for taking further decision on it.

Azikiwe (2009) viewed curriculum evaluation as a continuous process that is interrelated with other parts of the curriculum because it is brought into play at every critical stage of curriculum planning and development. It is not a one-shot affair. There is constant checking and cross-checking at various stages until the final stage which is termed a follow-up stage has been completed (Onwuka, 1981). It implies the selection of criteria, the collection of data and data analysis (Agwu, 2009).

Azikiwe (2009) observed that, there are two major types of evaluation: formative evaluation and summative evaluation. Onwuka (1981) noted that, these two types of evaluation perform different but complementary roles in curriculum development. Formative evaluation is usually undertaken during the process of developing the programme. In formative evaluation, the purpose is to improve the curriculum at the different stages of its planning and development (Onwuka, 1981). It provides feedback at regular intervals which is used by planners to improve on what exists, through modification, reviewing or restructuring. The feedback from the formative evaluation enables the curriculum developers to finalize the entire programme and arrive at a curriculum to be installed in the entire school system (Azikiwe, 2009). The feedback information that is got from such evaluation is used as an input to improve the programme further before its final adoption (Onwuka, 1981). Formative

evaluation goes on as implementation goes on (Azikiwe, 2009). Samuel and Alamina (2007) also opined that, formative evaluation is used for monitoring curriculum development at its various stages. Onwuka (1981) asserted that, formative evaluation builds up a strong case for a programme and reassures the users of the programme that the chances of success are more than those of failure. Onwuka (1981) posited that it provides feedback to the learner, the teacher and the curriculum expert concerning learning successes and failures. Formative evaluation takes the form of quizzes, tests, team papers, reports, personal observation of students' class contributions or annual examinations.

The summative evaluation, according to Azikiwe (2009), is directed towards assessing the extent to which the objectives of the curriculum have been achieved. It is used after the entire programme has been implemented in the entire school system. That, it is indeed the evaluation of the final curriculum by an external agent to assess the performance of learners, the extent of attainment of the curricular objectives, and issue certificate of achievement to the completers of the programme. In the same view, Samuel and Alamina (2007) asserted that, summative evaluation takes place at the end of the development process and summarizes the merits of the programme. Such summaries, they added, enable the consumers of the programme to decide whether they should use the programme at all, or under what conditions they should use it. Summative evaluation is the evaluation of the total program after it has been fully developed. At this stage, the conditions under which the programme will be most profitably used are stipulated (Onwuka, 1981). Summative evaluation tells the real story, whether the new programme is yielding better results than the old one (Onwuka, 1981). Kolawole (2009) posited that, evaluation can be used for different purposes ranging from improving an on-going programme (formative), identify the problems that can be encountered by a programme or those who are exposed to it (diagnostic) or help

in taking decisions about the general programme after it has been executed (summative). Evaluation is important in this study because it will help in monitoring the strengths and weaknesses of the Peace Education curriculum thereby, adjusting it to curb peace challenges in the society where necessary.

Selection of Evaluation Activities

Azikiwe (2009) opined that, as the curriculum is implemented, data are gathered for evaluation; and this exposes both the strengths and the weaknesses of the learner as well as the curriculum. Nzewi and Ibe (2009) said that, data are obtained using a wide variety of instruments such as tests, questionnaires and observations.

Instruments, according to Kolawole (2009), are tools and devices that are used to elicit information which will help to determine whether a programme-curriculum- has succeeded or failed. These instruments among others are tests, questionnaires, interviews, check lists/inventory, attitude scales, journals, profiles, anecdotal records and assignments. Kolawole (2009) also advised that, teachers and other evaluators must also make sure that they consider the objectives of the programme being evaluated, the content of the programme, the facilities in place for its execution and the quality of instrument being used in the evaluation process before they take any decision. It is important to make sure that any instrument to be used in evaluation meets the criteria of relevance, efficiency and effectiveness. This is because, according Kolawole (2009), these criteria will ensure that the instruments help in eliciting the needed information or data that will serve as the plank on which evaluation is based (Kolawole, 2009). Mohamed (2004) opined that, the effectiveness of any curriculum can be evaluated in terms of its suitability, relevance and adequacy..

Offorma (1994) added that, in order to carry out curriculum evaluation effectively certain considerations are born in mind. These include validity, objectivity, continuity, comprehensiveness, consistency of evaluation and cooperation in evaluation.

Validity: Validity of an instrument means the degree to which the instrument measures the qualities, abilities, skills, traits, information, etc it was assigned to measure (Onunkwo, 2002). Validity is the extent to which a test on any psychological attribute actually and adequately measures only what it purports to measure and nothing else (Kpolovie, 2010). For evaluation data to be valid, the instrument used must assess what it is supposed to assess (Offorma, 1994).

Objectivity: For evaluation to be objective it has to possess sufficient diagnostic value so as to distinguish various levels of performance or mastery attained and describe the strengths and weaknesses in the process (Offorma, 1994).

Continuity: Learning is continuous and consequently evaluation should be continuous. Classroom instruction is the actual implementation of the curriculum and for useful data on the strengths and weaknesses of the curriculum to be collected for curriculum improvement, evaluation must be continuous (Offorma, 1994). In this way we may hope to have an increasingly more effective educational programme rather than depending so much upon hit and miss judgement as a basis for curriculum development (Tyler, 1949).

Comprehensiveness: For evaluation to be comprehensive, it must cover the objectives in terms of number, type and level. For example, if there are ten objectives (number) and stated in the cognitive, affective and psychomotor behaviours (type) and at lower order or higher order behaviour (level). Evaluation must reflect all these for it to be comprehensive (Offorma, 1994). Therefore, comprehensiveness is the extent of coverage of the objectives by the evaluation technique or instrument.

Consistency: Evaluation must be consistent with the curriculum objective. It should be in line with the behaviour stipulated in the goals (Offorma, 1994).

Co-operation: The teacher can involve the learners in assessing their own learning by means of self-assessment and peer assessment. This technique can be applied by teachers, especially when large classes are involved (Offorma, 1994).

From the above, it is understood that there are two major types of curriculum evaluation- formative and summative evaluation. Formative evaluation is used to evaluate every stage of curriculum development while summative evaluation is used at the end of curriculum development. There are also instruments that are used for evaluation and some considerations to make while evaluating curriculum. Therefore, in developing Peace Education curriculum for integration into senior secondary school Home Management programme, both formative and summative evaluations need to be employed in order to make it adequate.

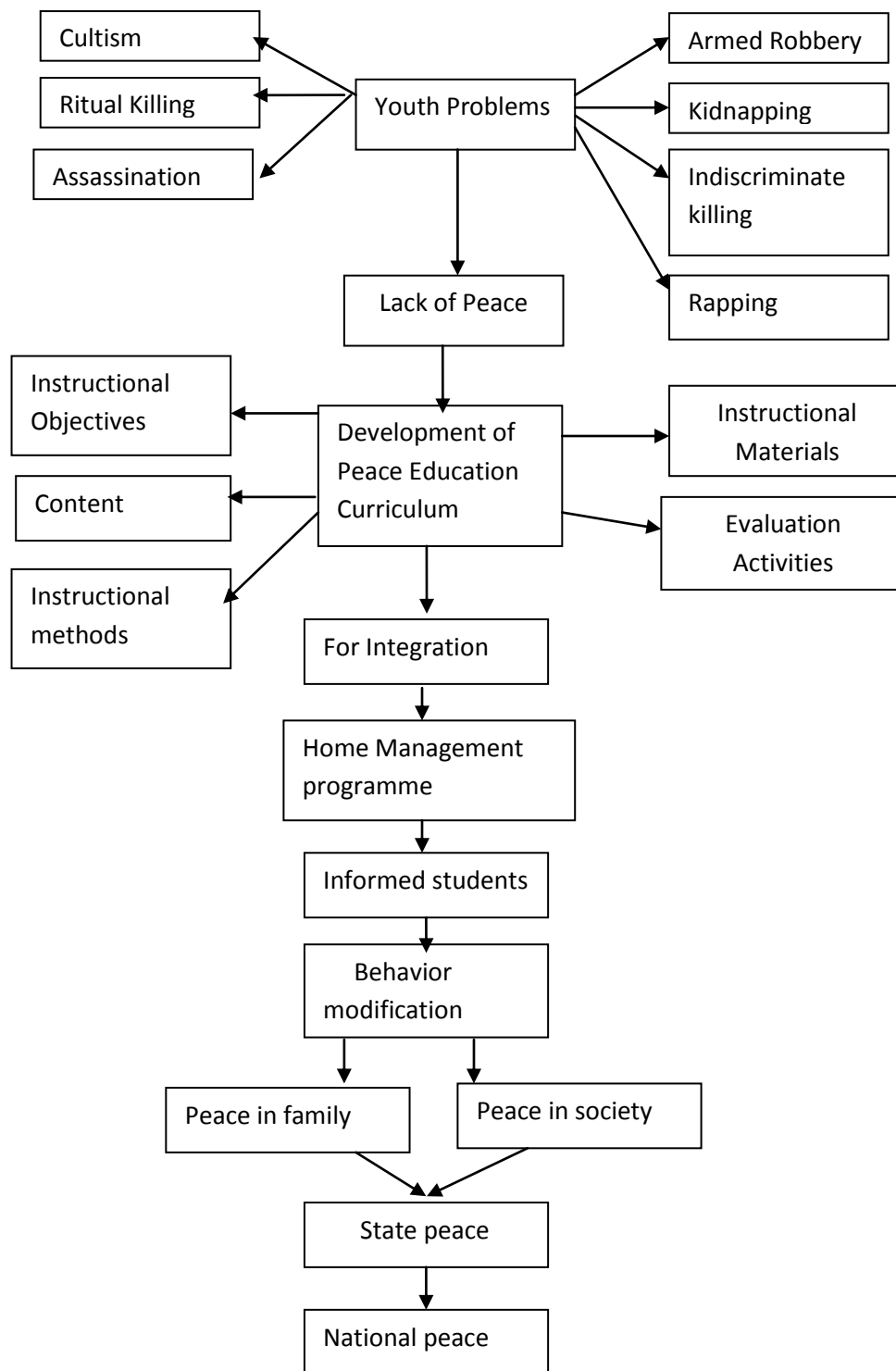


Figure 1: A Diagrammatical presentation of the Conceptual Framework

Source: Developed by the Researcher (2015)

The above figure shows youth problems; such as cultism, kidnapping, armed robbery, assassination, ritual killing, etc., resulting to peace problem in Rivers State. Then development of Peace Education curriculum for integration into Home Management Programme brings about informed students, resulting to change in behavior of the students. This leads to peaceful coexistence in both family and the society which brings about peace in the state which eventually leads to national peace.

Theoretical Framework

Theory is an idea or set of ideas that is intended to explain something. It is a set of principles on which an activity is based (Soans, 2001). Smith (2001) defined theory as an organized set of concepts and prepositions designed to help scientists account for, predict, and explain some sets of phenomenon. Ikenyiri (2007) viewed theory as a general principle summarizing many observations and predicting what we can expect to happen in new situations. Theory helps in understanding practical problems in an organization. This is because theory contains dynamic elements which lead from observation to hypotheses and vice versa (Obasi and Oluwuo, 2008). Obasi and Oluwuo (2008) opined that, theory suggests hypothesis for action and supplies a framework for constant systematic self-criticism and improvement. To Santrock (2004), theory is interrelated, coherent set of ideas that helps to explain and make predictions that can be tested to determine their accuracy.

Theoretical framework is intended to stimulate, guide and integrate research work. It includes definitions, acknowledgement, information and contributions pertinent to the specific issues and topic, brief summary of the findings of previous related research; the historical implications of the study; the relation to the present research, basic proposals or prepositions and their implications (Okeke, 1995). It may also involve a brief review or mention of the history of the problem but not exhaustive historical review. The theoretical

framework serves as the background information and starting point from which a researcher might reasonably proceed to specific preposition which could be converted into exact or tentative hypothesis form (Okeke, 1995). Theoretical framework therefore, guided and gave the present work direction. The following theories are discussed in this work in order to give it direction:

1. Peace theories

- Kant's Theory of Democratic Peace by Immanuel Kant – 1900s
- Theory of Perpetual Peace by Charles-Irene Castel de Saint Pierre -18th century
- A synthetic Approach to Transcend by Johan Galtung - 1930

2) Learning Theories

- Stimulus-Response Theory by Ivan Pavlov - 1902
- Social Learning Theory by Albert Bandura - 1963
- Cognitive theory by Wolfgang Kohler - 1925

3) Curriculum Models

- Linear Model
 - (I) W. Tyler - 1949
 - (II) H. Taba - 1962
- Cyclic Model
 - (i) D. K. Wheeler – 1964
 - (ii) Nicholls and Nicholls - 1972

Kant Theory of Democratic Peace

This theory was propounded by Immanuel Kant, a Philosopher in 1900s. Kant's view was that a majority of the people would never vote to go to war, unless in self defence.

Therefore, if all nations were republics, it would end war, because there would be no aggressors. The implication of Kant's theory is that if the majority of the people are against violent conflicts, there will be no armed conflicts. As it is always said that majority carries the vote, once the majority say no to armed conflicts there will be no war which will result to peaceful co-existence among the people.

The implication of Kant's theory to this study is that developed Peace Education for integration into senior secondary school Home Management programme will help curb peace problem in Rivers State. This is because, with the policy of education for all, it is assumed that, children who attain secondary school level are more in number in the society than those whose education stop after primary school level. If all of them as the majority embrace peace through Peace Education, armed conflicts will likely stop. This will result to peace in the state.

Theory of Perpetual Peace

The propounder of theory of perpetual peace was Charles-Irene Castel de sant-Pierre in 18th century. Perpetual peace refers to a state of affairs where peace is permanently established over a certain area. The idea first came up when he published his essay, "Project for perpetual peace". This theory argues that true peace is possible only when states are organized internally according to "Publican" principles, when they are organized externally into a voluntary league that promote peace, and when they respect the human rights not only of their citizens, also of foreigners. These three main requirements are regarded as intrinsically connected and can be successfully met only jointly.

It implies that for any state to experience perpetual peace it must be well organized internally and human rights must be respected. The state relationship with other states

should be such that promotes peace. It is when peace reigns internally that the said state or nation can relate with other states peacefully.

The present study aimed at developing Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State in order to help students acquire knowledge of peaceful living and develop those skills and attitudes that will help them live peacefully within the state. If the students are able to maintain peace within their families and live peacefully in the state, they will be able to relate well with other people from other states, this will help to curb armed conflicts among citizens which will result to perpetual peace in the state. This will help build a future peaceful state.

A Synthetic Approach to Transcend

This theory was propounded by Johan Galtung (1930). This is a theory of Peace-Building-Direct-Structured Cultural Peace. Johan Galtung Johan Galtung was the founder of Transcend: A peace development environment network in 1973 and was the founding Rector of Transcend Peace University, 2003-2007, and again from 2011. The aim of transcend is to bring about a more peaceful world by using action, education/training, dissemination and research.

This theory implies that, to bring about peaceful state that, some steps have to be taken. Such steps could be education or training, research, even workshops, seminar, symposia, etc. The transcend theory is in line with the present work. This is because this study is aimed at using Peace Education curriculum to bring about a peaceful state. The development of Peace Education curriculum aimed at using education to change the mindsets of students to dislike armed conflicts which result to destruction of lives and properties and to embrace peaceful living within Rivers State. The students are the future youths and leaders. If these students are educated on how to live and maintain peace, the state will be

peaceful in future and there will be sustainable development, not only in the state but in the entire nation.

However, in developing Peace Education curriculum, some learning theories need to be considered. A few of the learning theories are considered in this study. The theories are:

Learning Theories

Learning theories are the various postulations by psychologists showing clearly the processes involved in learning (Eyibe, 2006 and Egbule, 2011). A learning theory is an intellectual framework that can be used to identify and explain the relationship that exists among naturally occurring observable phenomena (Siddiqui, 2008). Learning theory, therefore, according to Ikenyiri (2007), provides explanation on how learning takes place. The learning theories that are discussed in this work are Stimulus-Response Association, Gestalt field and Social learning theories.

Stimulus-Response Theory

Stimulus-Response theory was propounded by Ivan Pavlov, a Russian psychologist in 1902. It is an associationist theory of learning, also referred to as signal learning. The principle of this theory was to do with the association between a conditioned stimulus and a response through repeated presentation of the stimulus.

By implication, the use of simple effects, such as praise, reinforcement and reward can enhance learning. The teachers' use of the law of simple effects which has to do with praising, reinforcing and rewarding will encourage students to learn. This will enhance students' commitment in learning Peace Education. It is only when the students are committed to learn that their behaviours can be modified.

The present study is related to the above theory in the sense that it includes different instructional methods in Peace Education curriculum that will help students to be committed

to the studying of Peace Education. Methods like role playing, discussion, brainstorming, socio-drama, etc, will encourage students to learn. Teachers can also enhance the encouragement of the students by always commending them in playing the different roles well.

Social Learning Theory

Social learning theory was propounded by Albert Bandura in 1963. Social learning theory has to do with observational form of learning. This means that, through direct observation, learning can be improved tremendously. For instance, if a learner observes another person performing in a real live model, he copes easily. There will also be a change in behaviour aggressiveness if the learner sees or observes what is pleasant to him.

The relationship of the present study with social learning theory is the selection of real objects, models, television, video cassettes and others, for Peace Education curriculum as teaching materials and drama and role playing as methods of teaching to provide observation platforms for students in the course of their learning. Also, students like to imitate what they see and observe. If the teachers themselves and the parents whom the students interact with always serve as good role models, these will actually help greatly to modify the students' behaviours.

Cognitive Theory

Cognitive theory is also referred to as the constructivist theory. Cognitive theory was propounded by Wolfgang Kohler, a Gestalt psychologist in 1925. Cognitive theory is connected with a problem solving approach. Kohler's opinion is that, for an organism to solve a particular problem, it has to consider the issue critically. Also, that an individual solves problems of interest to him. This shows that a very high level of intelligence is

involved in problem solving. Also, to solve a problem, all necessary facilities must be put in place to facilitate the solving of the problem.

In relating to cognitive theory, the present study includes instructional materials and facilities necessary for teaching Peace Education in the development of Peace Education curriculum. These instructional materials aimed at driving home the points thereby helping the learners understand and acquire the necessary knowledge, skills and attitudes for maintaining.

Curriculum Models

In addition to knowledge of peace theories, developing an adequate programme also depends largely on the curriculum model chosen that suits the society and environment. In other words, knowledge of curriculum models will help in developing an adequate Peace Education curriculum for integration into senior secondary school Home Management programme for behaviour modification of students. Obiefuna (2009) advised that, since curriculum development is a decision making process that, it should be able to:

1. explain the what, why and how of an evaluation process.
2. give a framework of curriculum models to be used at various levels of education and for different specific purposes.
3. examine the extent a given model was able to achieve the purpose for which it was made.

There are two major curriculum models. These are linear and cyclic models of curriculum development. There is need to examine few of these theories in this work.

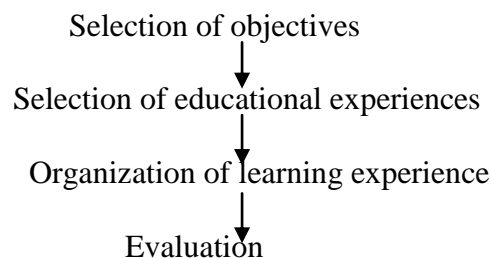
Tyler's Model of Curriculum Development (Linear or Objective Model)

Tyler's model was propounded by W. Tyler (1949). Tyler's model of curriculum development is referred to as the objective model which has been described as rational

curriculum planning model, the linear model, means to an end model, and Tyler's curriculum rational (Tyler, 1949). The model was designed in an effort to improve the concept of curriculum. Tyler looked at it from the point of view of objective and strategies for achieving the objectives. In his model, Tyler (1949) posed four fundamental questions which must be answered in developing any curriculum and plan of instruction. These questions serve as guidelines for curriculum development. They are:

1. What educational purposes should the school seek to attain?
2. How can learning experiences be selected which are likely to be useful in attaining these objectives?
3. How can learning experiences be organized for effective instruction?
4. How can the effectiveness of learning experiences be evaluated (Tyler 1949)?

The four questions gave rise to the four steps used in Tyler's model of curriculum development which are:



Source: Maduewesi (2000)

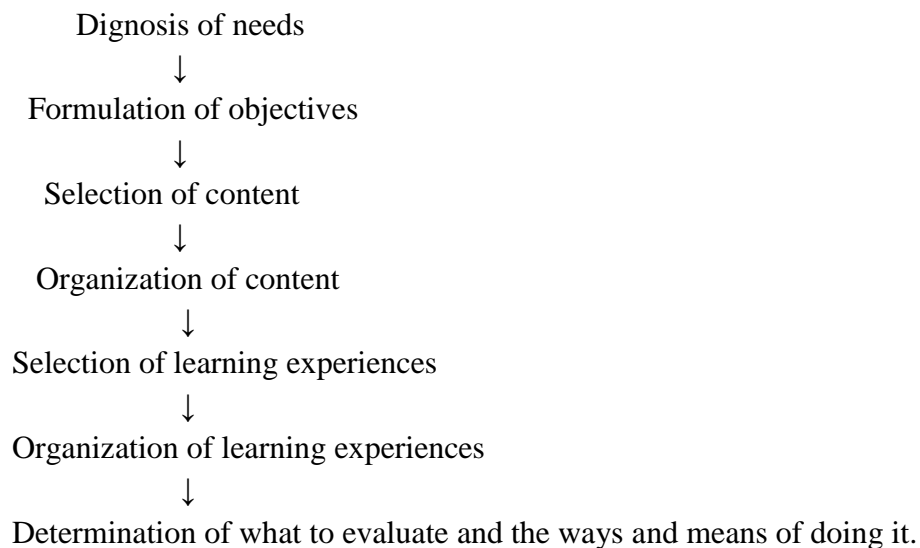
The selection of aims, goals and objectives desires and describes educational purposes any school can seek to attain. The educational experiences which are more in content and learning experiences answer the second question. The content and learning experiences have to be organized for effective implementation. The evaluation of both content and objective will determine the effectiveness of the programme and whether actually behaviour modification has occurred. This implies that, in developing adequate

educational programme, these four steps which are: selection of objectives, selection of educational experiences, organization of learning experiences and evaluation need to be taken into consideration.

The present study, therefore, considers these four steps in developing peace education curriculum for integration into senior secondary school Home Management programme for behaviour modification of students in Rivers State. In order to develop an adequate Peace Education curriculum, these four curriculum components need to be considered.

Taba's Model (Linear Model)

Another linear curriculum model was propounded by H. Taba in 1962 While Tyler's model has four steps, Taba model has seven steps, thus:



Source: Maduewesi (2000)

Taba's model starts with diagnosis of the needs. Taba believes that there is need for diagnosis to identify the need of the people before objectives can be formulated, and educational experiences should be broken down for management purposes into content and learning experiences. The same applies to the evaluation. Though Taba did not only indicate the needs for evaluation but stressed on the fact that the means and ways are also important.

The present work relates to Taba's model in identifying the need for developing Peace Education curriculum for secondary school level. This was done through the use of Focus Group Discussion section.

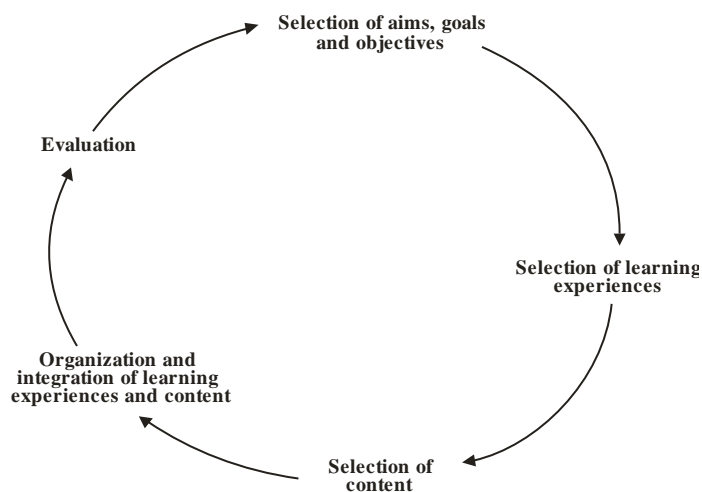
Cyclic Model

Proponents of cyclic model are Wheeler (1967), Nicholls and Nicholls (1978), Giles, Mc Cutchen and Zechiels. Wheeler and Nicholls and Nicholls are discussed in this study.

Wheeler's Cyclic Model

Wheeler, D. K. (1964) developed the cyclic model as a modification to the objective model. Wheeler came up with a cyclic curriculum model which seeks to address most of the important problems identified in the linear model of Tyler.

Wheeler's cyclic model consists of five phases, thus:



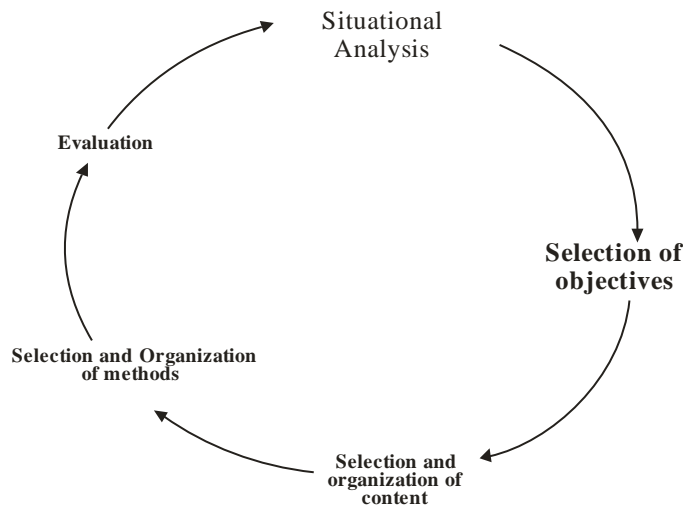
Source: Samuel and Alamina (2007)

Wheeler's (1964) model is similar to Tyler's (1949) in that both models start with the selection of objectives and all other stages depend on the objectives. However, Wheeler's thinking is that curriculum and experiences should be dynamic, not static. The process is expected to go on and on as long as the needs and interest of society and the objective remain in focus.

The implication is that Peace Education curriculum should be developed in such a way that it should be a continuous process to take care of any change that might arise at any point in time in the society.

Nicholls and Nicholls cyclic model

Nicholls and Nicholls (1978) cyclic model also consists of five steps. These are:



Source: Samuel and Alamina (2007)

Nicholls and Nicholls cyclic model suggests that if the objectives were not achieved, the curriculum planner should return to the drawing board for modifications. Nicholls and Nicholls cyclic model is observed to have no selection and organization of learning experiences as contained in other models.

The present study is related to Nicholls and Nicholls' cyclic model in the area of its cyclic nature and the learning experiences which is not included in the model. It is expected that learning experiences should be part of the instructional procedures.

From the above stated curriculum models, it is observed that no one particular curriculum model is the best. The model any curriculum developer adopts depends on individual's choice.

This study however, adopts cyclic model with reference to Nicholls and Nicholls' cyclic model of curriculum development with some modifications to include selection of instructional materials for development of Peace Education curriculum. The study adopts cyclic model because Peace Education curriculum has to be a continuous process in order to take care of any peace challenges in future. This study also regarded instructional materials as a necessary component of curriculum development, judging from the importance of instructional materials at the implementation stage of the curriculum.

Related Empirical Studies in Peace Education

There are some studies carried out by some researchers on Peace Education. Some of these studies were reviewed and presented in this study which are discussed below.

Okafor (2005) carried out a research titled 'Peace education: A study of its need and strategies for effective implementation'. The study was carried out in Aguata Education zone of Anambra State. The purpose of the study was to determine the need for Peace Education and finding out strategies for promoting Peace Education. Two research questions were posed to seek answers for the study. The questions were

- 1) How far is Peace Education necessary?
- 2) What are the strategies for effective Peace Education?

The design of the study was not stated. The population consisted of all the secondary school principals, teachers and staff of education commission in Aguata education zone comprises of Aguata, Onumba north and Onumba south Local Government. A total sample of 800 subjects making up from 45 principals, 665 teachers and 90 non-academic staff were used for the study. The result revealed that Peace Education promotes national harmony, unity, national development and consciousness. It also revealed that Peace Education helps in resolving of ethnic conflict, elimination of religious crises and promotion of better human

relationship. For the strategies for promoting peace education the study revealed among the following: teaching peace using interdisciplinary approach, mounting Peace Education in the curriculum of teacher training programmes as a distinct subject and intensifying school moral instructions based on themes of peace.

The above study is related to the present study in the sense that both studies have their focus on Peace Education. While Okafor's study was on the need for Peace Education and strategies for effective implementation, the present study aimed at developing Peace Education curriculum for integration into senior secondary school Home Management programme. Okafor's study did not specify the level of education to implement Peace Education neither did it state the subject area which Peace Education should be included. The present work on the other hand specifies the level and the subject area. Okafor's study was carried out in Anambra State while the present study will be carried out in Rivers State of Nigeria.

Akande (2005) also carried out a descriptive survey design study on University students' perception of discipline as a panacea for promoting peace culture on the campus in five faculties in university of Ilorin. The purpose of the study was to find out how students perceived discipline as a panacea for promoting peace culture on the campus. Three null hypotheses were formulated for the study. The study was carried out both in the mini and main campuses. The study involved four hundred students; (two hundred males and two hundred females) which included both Christian and Muslim students who were randomly selected from each faculty. The age range of the students was between 16 and 30 years. Questionnaire was the instrument used for data collection. Statistical analysis used was t-test to ascertain the differences that existed between the variables used in the study. The findings revealed significant differences between the perceptions of male and female students while

no significant difference existed between the perceptions of Christian and Muslim students as well as between students at the mini campus and main campus on perception of discipline as a panacea for promoting peace. The difference in perceptions between male and female students was because, according to the researcher, most of the indisciplinary acts in the universities are organized by the males who are normally unrepentant. Also, that the females' perception of the efficacy of discipline as a tool for fostering or promoting peace culture on our campuses could be explained by the fact that in Nigerian culture female children are easily submissive and ready to take to advice than their male counterparts. For Christian and Muslim students having the same perception of discipline as a panacea for promoting peace culture on campuses is because the two religions have almost the same injunction about peace and discipline.

Akande's study was concerned with how peace can be maintained on the university canpuses while the present study is concerned with the development of peace education curriculum for integration into senior secondary school Home Management programmes in Rivers State with the view of curbing youth problems in the society.

Another study carried out by Omotosho (2005) was on factors influencing the maintenance of family peace culture as perceived by students of Kwara State College of Education, Ilorin. The purpose of the study was to find out the factors that influence the maintenance of family peace culture as perceived by students of Kwara state college of education, Illorin. In particular, the purpose was to find out factors that militate against family peace culture today. Three null hypotheses were formulated for the study. The target population of the study consisted of all regular students of Kwara State College of Education, Illorin. A sample of 297 students was purposively selected for the study ranging in age from below 20 to more than 21 years. The subjects included male and female Muslim and

Christian students. Spearman's Rank Order Correlation Coefficient was used to compare respondents' perceptions. The results identified the following factors influencing the maintenance of peace culture in the family. Maintenance of mutual love within the family, caring for others within the family, cooperation among family members, maintaining individual privacy within the family, respect for elders in the family, upholding religious values in the family, modeling parents behaviour, having a feeling of self-respect, maintaining open communication channels of family, having one's basic human needs met and having a feeling of self-worth. It was also revealed that male and female and Muslim and Christian students' rankings of factors influencing the maintenance of family peace culture correlate highly significant. Though the study recommended that parents should teach their children how to love at home as the saying goes that, "charity begins at home", it recognizes the role of the school curriculum to give prominence to the teaching of love, morals and fellow- feeling. This also points to the fact that peace culture can be achieved in Nigeria through school curriculum which the focus of this study. The present work focused on developing peace education curriculum for integration into senior secondary school Home Management programme for behaviour modification of students in Rivers State.

Daniel (2005), also carried out a study on language as an instrument of promoting peace culture in Nigeria. The purpose of the study was to find out how language can be used as an instrument for promoting peace culture in Nigeria. Three hypotheses were formulated to provide answer for the study. Correlation survey design study was employed. All lecturers and students of two Colleges of Education in Oyo metropolis constituted the population of the study. A total of forty lecturers and forty students drawn from two sister Colleges of Education in Oyo metropolis through purposive sampling technique constituted the study sample. Questionnaire was the instrument used to collect data. Data were analyzed using chi-

square, test and chart. The results revealed that: there is a significant relationship between language and peace culture, lack of knowledge of indigenous language significantly influences the promotion of peace culture in Nigeria and that language is responsible for promotion of peace culture in Nigeria.

Daniel's (2005) study and the present study have their focus on Peace Education. Daniel's (2005) study was on using indigenous language as an instrument for promoting peace culture in Nigeria. The present study on the other hand intends to develop Peace Education curriculum for integration into senior secondary school Home Management programme for peaceful co- existence in Rivers State in particular and in Nigeria in general.

Ajayi (2005) carried out a study on educating through peace culture education for the respect of human differences and sustainable development in Nigeria. The study was intended to educate Nigerians of the need to intensify increased practice of peace culture for the attainment of higher level respect for human differences and sustainable social and economic development. Two null hypotheses were formulated to obtain answer for the study. It was a descriptive survey design study. A total of 300 staff comprising 180 males and 120 females between the ages of 35 and 50 were randomly selected from 10 ministries of the federal secretariat in Ilorin. Questionnaire was the instrument used for data collection. ANOVA was used to compare the respondents' disposition to peace culture on the basis of religion, ethnic group and place of residence. The findings showed existence of significant difference in disposition of people of Nigeria towards peace culture on the basis of religion, ethnic group and place of residence. The result also revealed that male and female respondents were similar in their perception that peace culture education plays valuable roles on sustainable socio-economic development of Nigeria. This study revealed people's perception on the role of peace culture education as a veritable tool for sustainable socio-

economic development of Nigeria. This implies that Peace Education is a major tool for sustainable socio-economic development of Nigeria. The present study emphasises on development of Peace Education curriculum and not just the perception of the people.

Another study was conducted by Duguryil and Timothy (2005) on the need for a functional Peace Education in our higher institutions of learning. The study aimed at investigating the level of understanding of lecturers and students in higher institutions of learning on Peace Education. Three research questions were posed to find answer for the study. The study was carried out in three higher institutions in Plateau state. The design of the study was not indicated. The study involved 90 lecturers and 90 students drawn from three higher institutions using stratified random sampling technique. Questionnaire was used for collection of information. The raw scores were collated and subjected to test statistical analysis. Findings revealed that teachers and students of higher institutions of learning are not well informed on Peace Education and conflict management. The study also revealed the need for peace Education in higher institutions in Nigeria. Reasons among others being that: organized crime and violence have become the biggest business in Nigeria today, no longer respect for constituted authority, man's inhumanity to man is being manifested in the increasing religions intolerance and racial bloodry, lawlessness seems to be on the increase, there is lack of skills needed for peace making and lack of interest in maintaining peaceful co-existence. In trying to find out causes of ethno- religious conflicts, the study revealed the following as some of the causes: poverty, absence of affection and non-attention, personality difference, upbringing and cultural background, stubbornness, insisting on one right, political marginalization of some sectors and denial of human needs.

Duguryil and Timothy (2005) advocated for Peace Education in higher institutions in Nigeria. The present study wants to address the problem from the secondary school level

through development of Peace Education curriculum for integration into senior secondary school Home Management programme to tackle peace problem much earlier.

Bello (2005) conducted a research on a survey of prevalence of sexual harassment in Kwara State College of Education, Ilorin, and its implications for teacher education and peace culture. The study aimed to determine the prevalence and management of sexual harassment in Kwara State College of Education, Ilorin and consequently offer appropriate solutions towards elimination of sexual harassment in the institution. Four research questions were formulated to seek answer for the study. Descriptive survey method was adopted in conducting the study. The target population was the entire students of the college. A total sample of 168 students comprising 13 males and 155 female students were involved in the study. The much difference in number of male and female students resulted from the fact that the researcher did not carry out any sampling technique, rather it was done on voluntary bases. The data gathered were subjected to simple descriptive statistical analysis using frequency count and percentage computation. The major finding indicated that sexual harassment is widespread and is considered to be just a college fun-/usual daily campus happening by many students. One major implication of sexual harassment as revealed by the study is the likelihood of violent attack on the perpetrators by the victims and their sympathizers. Findings also revealed that peer sexual harassment is more common than sexual harassment perpetrated by male lecturers and male non-academic staff. This is not unconnected with the fact that students interact with each other more frequently than they do with other members of the college community. The research opined that peer sexual harassment can certainly result into violence among the students, and consequently disrupt the college academic programme. The researcher pointed out that the involvement of male lecturers in sexual harassment as perpetrators is the most disturbing finding in the study.

That, as teacher educators, lecturers in colleges of education occupy special position in the education industry that is charged with the responsibility of manpower development for the nation. The researcher noted that teacher education programme is the bedrock of manpower development and cultural resolution. Also, that, teachers are indispensable component of education enterprise charged with the responsibility of manpower development and cultural resolution. The study therefore, among others, noted that it is only a culture of peace that can ensure optimum realization of the aims and goals of teacher education institutions hence, recommended that there is a need to introduce some basic elements of pacifism philosophy and its corresponding psychology into teacher education curriculum. This according to the findings will help to develop peace culture among the trainee teachers, who in turn will transmit the same to the new generations.

Just as the above study sees culture of peace as an important factor to attain the aims and goals of teacher education institutions, so also this present study sees culture of peace as an important factor to achieve the aims and goals of secondary schools in Rivers State. While Bello's (2005) study looked at elements that will help develop peace culture among trainee teachers, the present study sees the development of Peace Education curriculum for secondary school as a means of inculcating peace culture in citizens which is the panacea for curbing youth problem in the society.

James (2001) also carried out a study on Promoting Peace Education through Home Economics Programme in Nigeria. The purpose of the study was to (1) Identify elements of Peace Education needed by Home Economics lecturers (2) Identify skills for crises management and promotion of peaceful living. Two research questions were formulated for the study. The study was carried out in Ramat Polytechnic and Kashim Ibrahim College of Education, Maiduguri. It was a survey study. The population was made up of all the 23

lecturers in both the Polytechnic and the College of Education in Maiduguri. There was no sample because of the small and manageable size of the population. Questionnaire was the instrument used for data collection. Mean was used for data analysis. Findings revealed the following elements of Peace Education needed by Home Economics lecturers: tolerance, humility in dealing with others, love for one another, avoidance of aggression, caring and sharing, regard for the worth of others, respect for human dignity, respect for fundamental human rights, avoidance of domineering tendencies, cooperation with others, friendly relationship with others, ignoring factors that can easily lead to crises for the sake of peace and promotion of family relation. The study also revealed the following as skills for crises management: dialogue and negotiation, confronting issues as they occur and clarification of rights and obligation. The above study was on promoting Peace Education through Home Economics education in Nigeria while the present study intends to develop Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State. The above study adopted survey design while the present study adopts Research and Development (R and D) design.

Summary of Literature Review

The review of literature was done under conceptual framework, theoretical framework and related empirical studies. The views, opinions and contributions of different authors were reviewed and presented in this work.

It was found out from the review of the literature that peace is salient feature of human co-existence, interaction, interrelatedness and interconnections. Peace Education was found to be a process of helping individuals to develop knowledge, skills and attitudes that will enable him live peacefully and relate well with one another without violent conflicts. Peace Education is a type of training that provides skills for conflict resolution. The literature

also revealed that Home Management is concerned with the improvement of lives of individuals in the family and the society at large .Home Management also focuses on individuals, their relationships and how to utilize available resources for the betterment of their lives and environment. The literature also revealed that there can be no education without curriculum. That curriculum is a very important component of education without which education could hardly be organized. It is revealed that while education is a process of cultural transmission from one generation to another, curriculum is the document that contains how the culture, competencies, skills, beliefs and practices of a given society can be encoded and transferred from one generation to another. Curriculum is considered as a programme of education constructed as a guide to the teacher and in respect of procedures, content and context of the course of study under the guidance of the school for its effective teaching and learning.

It was revealed that theory provides the rightful approach and insight into the problems likely to be encountered. Learning theory therefore, according to the literature review, provides explanation on how learning takes place. Literature review also revealed that there are curriculum models to employ when developing any curriculum. Also, that developing a successful curriculum depends largely on the curriculum model chosen that suits the society and the environment. It also revealed that the curriculum model chosen must consider the interest of the learner. That the needs, objectives, content, and experiences must be learner- related because the problem of the learner and the problem of the society remain that of the learner and should not be treated in isolation.

Some studies carried out by some researchers in relation to the study were also reviewed and some of their findings and recommendations recorded in this work. One major finding in the review of related studies is the role of Peace Education as a major tool for

peaceful co-existence and consequently, sustainable development in Nigeria. It was concluded from the related studies that there is need to introduce Peace Education in the programmes of all educational institutions in Nigeria as a strategy for curbing peace problem in the country. However, none of the related studies was carried out to develop Peace Education curriculum or recommended the development of Peace Education for a particular educational level. Therefore, none of the related study adopted R and D design. This study, therefore, developed Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State and R and D design was adopted.

CHAPTER THREE

METHODOLOGY

This chapter is concerned with the procedure that was employed in this study. The procedure includes design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

This study adopted Research and Development (R and D) design. Research and Development design, according to Gall, Gall and Berg (2007), uses research findings to design new products and procedures, followed by application of research methods to field-test, evaluate and refine the products and procedures until they meet specified criteria of effectiveness, quality or similar standards. Research and Development design was chosen for this study because the findings of the study were used to design a new product which is Peace Education curriculum. The Peace Education curriculum was developed, validated and Peace Education test drawn out from it, validated and tested for its effectiveness. These procedures were applied in order to ensure that the Peace Education curriculum developed met the criteria of appropriateness, quality and standard that would be acceptable. There were ten steps of R and D design which are as follows:

Step 1: This involved the identification of goals for the instructional programme which often includes a needs assessment

Step 2: An instructional analysis was undertaken to identify the specific skills, procedures and learning tasks that were involved in teaching of instruction programme

Step 3: This was designed to identify the learners's entry – level skills and attitudes, the characteristics instructional setting which the new knowledge and skills will be used.

Step 4: This involved translating the needs and goals of instruction into specific performance objectives. It provided the basis for precise planning of assessment instrument, instructional strategies and instructional materials.

Step 5: Assessment instruments were developed. These instruments should be directly related to the knowledge and skills specified in the performance objectives.

Step 6: A specific instructional strategy was developed for assisting learners with their efforts to achieve performance objectives.

Step 7: This involved the development of instructional material which may include print materials such as text books and teacher training manuals. If the instructional strategy involves a teacher, lesson plan for instruction would be developed.

Step 8: Programme developers conducted formative evaluation while the programme is under development in order to support the process of improving its effectiveness. In some situations, formative evaluation findings may result in a decision to abort further development, so that resources are not wasted on a programme that has little chance of ultimately being effective.

Step 9: Revise instruction

Step 10: Summative evaluation was conducted to determine how worthwhile the final programme is in comparison to other programmes. This type of evaluation usually is done by individuals other than the programme developer.

This study modified the ten steps of R and D to five steps to correspond to the objective of the study. This was in line with Gall, et al (2007) suggestion that the ten steps can be modified to suit the study. Gall et al (2007) stages were articulated into five major phases of the study.

Phase i: This involved collecting data for objectives 1-5 which are:

1. To determine instructional objectives of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.
2. Identify content that can be selected for Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.
3. Find out methods for teaching Peace Education in senior secondary school Home Management programme in Rivers State.
4. Identify instructional materials for teaching the content of Peace Education in senior secondary school Home Management programme in Rivers State
5. Determine evaluation activities for assessing the achievement of the objectives of Peace Education in senior secondary school Home Management programme in Rivers State.

Phase ii: Development of Peace Education curriculum. This development was based on themes, topics, performance objectives, content, delivery system (methods and materials) and evaluation activities.

Phase iii; Validation of the developed Peace Education curriculum. Peace Education validation questionnaire (PEVQ) was developed for validation by experts.

Phase iv: Testing of the effectiveness of the Peace Education curriculum using Peace Education Test (PET).

Phase v: Revision of Peace Education programme based on information from phases iii and v.

Area of the Study

The study was carried out in Rivers State of Nigeria. Rivers State is one of the states in the South- South region of Nigeria. It is the major oil producing state in Niger Delta area.

It is bounded in the south by Atlantic Ocean, in the north by Imo and Abia states, in the west by Bayelsa and Delta states and in the east by Akwa Ibom state. It has 23 Local Government Areas. Rivers State was chosen for the study because of the current problems being experienced that are of great concern to the people in the state. In the recent time there have been cases of anti-social activities by the youths in the state such as cultism, ritual killings, kidnapping with raping and tuture, armed robbery, assassination, among others.

Population of the Study

The population for this study was 650 subjects. The population was in phases.

Phase I: Focus Group Discussion - This consisted of 7 subjects.

Phase II: Population of Questionnaire Respondents – This was 605.

Phase III: Popualtion of Home Management Students – Consisting of 38.

Phase 1: Population of Focus Group Discussion (FGD) was 7.

Phase 11: Population of questionnaire respondents was 605, consisted of 7 Lecturers in the Department of Home Economics Education, 21 Social Studies lecturers, 22 Final year undergraduate Home Economics Education students, and 82 Final year undergraduate Social Studies students, all in Ignatius Ajuru University of Education, (IAUE), Port Harcourt. Ten Senior Staff of Ministry of Women Affairs, (SSMWA), 15 Senior Staff of Ministry of Youth Development, and 25 Senior Staff of the Ministry of Social Work and Rehabilitation, all in Port Hartcourt. Also, eighteen Home Economics education lecturers, 7 Social Studies lecturers, 71 final year undergraduate Home Economics students, 51 Final year NCE Home Economics students and 141 Final year NCE Social Studies students all in Federal College of Education (Tech.), Omoku. 60 Home Economics teachers and 75 Social Studies teachers in all the 245 Secondary schools in Rivers State.

Phase 111: Population of Home Management students was 38 Home Management students in all the 17 senior secondary schools where Home Management was taught.

Sample and Sampling Technique

The sample size for this study was 495 subjects. The sample was in phases.

Phase I: Focus Group Discussion - This consisted of 7 subjects.

Phase II: Sample Size of Peace Education Questionnaire Respondents - This was 450.

Phase III: Sample Size of Home Management Students – Consisting of 38.

Phase 1: Focus Group Discussion: Sample size of Focus Group Discussion (FGD) was all the 7 members.

Phase 11: Sample size of Peace Education questionnaire respondents: Sample size of Peace Education questionnaire respondents was selected from schools where Home Economics was taught which was 45 while Social Studies was taught in 62 schools out of the 245 secondary schools in Rivers State. Fifteen schools out of 45 and 62 schools which are 33% and 24% respectively were randomly selected for this study. From the 15 selected secondary schools, 32 Home Economics teachers and 32 Social Studies teachers were randomly selected who were involved in this study. Also, all the 21 SOS lecturers and 7 Home Economics lecturers, the 22 Home Economics students, and with simple random sampling, 70 undergraduate Social Studies students all in IAUE, PH were selected. All the 25 Senior Staff of the Ministry of Social work and Rehabilitation, the 15 Senior Staff of the Ministry of Youth Development, and all the 10 Senior Staff of the Ministry of Women Affairs, all in PH, were also involved. Seven Social Studies lecturers and 17 Home Economics lecturers in FCET, Omoku were also involved in the study in which no sampling technique was applied because of their small and manageable sizes. Sixty five undergraduate Home Economics students, 82 final year NCE Social Studies students, and 45 Final year NCE Home Economics students all in FCET,

Omoku, Rivers State, were randomly selected and were also involved in the study. The sampling of these different groups was necessary because of their large sizes which might likely pose problems in managing them.

Phase 111: All the 38 Home Management students from the 17 senior secondary schools that taught Home Management were involved in writing the Peace Education Test.

Instruments for Data Collection

Five instruments were developed for data collection based on the different phases of the study.

1. **A Focus Group Discussion Guide was developed.** This guided the discussion by the group (See Appendix G, pg 208).
2. **A questionnaire named “Peace Education Questionnaire” (PEQ)** was developed by the researcher and used to collect data (See Appendix F, pg 201). It was a four point rating scale questionnaire with values assigned as follows: Strongly agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point. The questionnaire was made up of 168 items and six sections as follows:

Section I– This was used to obtain information on the respondents. The information includes respondents’ status, the highest educational qualification, and the years of working experiences.

Section II– This provided information on instructional objectives of Peace Education. This section contained 42 questionnaire items.

Section III – This section provided information on content for Peace Education curriculum. It contained 37 questionnaire items.

Section 1V – This was used to obtain information on instructional methods for teaching Peace Education. There were 26 questionnaire items in this section.

Section V –This section provided information on instructional materials for teaching the content of Peace Education, it contained 35 questionnaire items.

Section VI– This provided information on evaluation activities for Peace Education. This section contained 28 questionnaire items.

3. **Developed Peace Education curriculum:** It was based on themes: instructional objectives, content, teacher's activities, students' activities, instructional materials for instruction and evaluation activities (see appendix M pg 216).
4. **Peace Education Validation Questionnaire (PEVQ):** This was to ensure the appropriateness of the Peace Education curriculum (see Appendix L, pg 215)
5. **Peace Education Test (PET) was developed:** The test items were developed based on the table of specification. The table of specification was to ensure that all areas of the curriculum were represented in the test. The PET contains 50 questions (see appendix N, pg 232).

Validation of the Instrument

The Peace Education Questionnaire (PEQ) and Peace Education Validation Questionnaire (PEVQ) were face validated by 3 experts, 2 experts from Department of Home Economics and Hospitality Management Education of the Faculty of Vocational and Technical Education, One from Curriculum Department, Faculty of Education, University of Nigeria, Nsukka.

Reliability of the Instrument

The researcher administered 10 copies of the Peace Education Questionnaire (PEQ) to 5 Home Economics lecturers and 5 Social Studies lecturers in Alvan Ikoku Federal College of Education, Owerri who were not involved in the study. Cronbach Alpha reliability method was used to determine the internal consistency of the items. The reliability

coefficients for clusters A to E were .86, .76, .91, .84 and .83 respectively. The overall reliability index of .871 was obtained. Also, the reliability of the 50 multiple choice questions (Peace Education Test) was determined to be 0.91 using Kuder Richardson formula 20 (KR20), while Kendall's tau_b was used to determine the reliability of the Peace Education Curriculum which was rated by three experts and a reliability value of 0.71 was obtained. This shows that the instrument was reliable. The reliability coefficient (for clusters A to E, overall cluster and Peace Education curriculum) was computed using Statistical Package for Social Science (SPSS), while Reliability Calculator was used to calculate reliability of the Test.

Method of Data Collection

Data for this study were collected in phases.

Phase 1: Distribution of Peace Education Questionnaire (PEQ)

The Peace Education questionnaire (PEQ) copies were administered and retrieved from the 450 respondents by the researcher and with the help of five research assistants. The researcher administered the questionnaire copies to five groups of the respondents within Federal College of Education (Tech.), Omoku, Rivers State which are 17 Home Economics lecturers, 65 final year Home Economics undergraduate students, 45 final year NCE Home Economics students, 7 Social Studies lecturers, and 82 Final Year NCE Social Studies students. Five research assistants administered questionnaire copies to other groups in Port Harcourt which are 10 Senior Staff of the Ministry of Women Affairs, PH, 15 Senior Staff of the Ministry of Youth Development, Port Harcourt, 25 Senior Staff of Social Work and Rehabilitation, PH. Also 21 Social Studies lecturers of IAUE, PH, 70 final year Social Studies undergraduate students of IAUE, PH, 7 Home Economics lecturers and 22 final year Home Economics undergraduate students all in Ignitius Ajuru University of Education, Port

Harcourt. The respondents were given three days to fill the questionnaire before retrieval to enable them have enough time to respond to the questions.

Phase 2: Focus Group Discussion

A seven member Focus Group Discussion was organized which made up of one Home Economics lecturer, one Home Economics teacher, one Home Economics undergraduate student, one Social Studies student, one youth agency, one representative of Women Affairs. A moderator was also hired. The researcher was the secretary of the discussion group. A Focus Group Discussion Guide was used (see Appendix G, page 204)

Phase 3: Development of Peace Education Curriculum (PEC).

This was done by the researcher using the findings from research questions 1 – 5. It was organized under themes with their corresponding topics, performance objectives, contents, teacher's activities, learner's activities, instructional materials and evaluation activities.

Phase 4: Validation of the Peace Education Curriculum.

Peace Education Curriculum (PEC) was validated using the PEVQ. This was carried out by three curriculum experts. It was carried out to check the appropriateness of the themes, topics, content, performance objectives, teachers' activities, students' activities, methods and materials for teaching and evaluation activities.

Phase 5: Revision of Peace Education curriculum

The Peace Education curriculum was revised based on the corrections made by the curriculum experts.

Phase 6: Peace Education Test:

This was carried out on Home Management students in secondary schools that offer Home Management. The same set of test was used for both pre and post-tests. The post-test was conducted after teaching some selected topics from the curriculum.

Method of Data Analysis

Mean was used to analyze research questions 1 -5. The mean score of 2.5 and above was accepted for any item while any mean score below 2.5 was rejected. ANOVA was used to analyze hypotheses 1-3 at 0.05 level of significance. In testing the null hypotheses, if any calculated F-value was less than the critical value, ($p > 0.05$), the null hypothesis was accepted, meaning that there was no statistically significant difference among the mean responses of the respondents on the variables. If calculated F- value was equal or more than the critical value, ($p < 0.05$), the null hypothesis was rejected, meaning that there was significant difference among the responses of the respondents on the variables.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the results of data analyzed based on data collected for the study. The presentation followed the sequence of the research questions and the null hypotheses that guided the study.

Research Question one

What are the instructional objectives that can be achieved which can be included in development of Peace Education curriculum for integration into senior secondary school Home management programme in Rivers State?

Data for answering the research question one are presented in Table 1.

Table 1: Mean and Standard Deviation of Respondents on Instructional Objectives Formulated for Peace Education Curriculum for Integration into senior secondary school Home Management programme in Rivers State

N = 450				
S/N	Objectives of Peace Education curriculum	\bar{x}	SD	Rmk
1	Define Peace Education	3.56	0.72	Agree
2	Explain concept of Peace Education	3.44	0.72	Agree
3	Identify elements of Peace Education	3.42	0.74	Agree
4	Explain benefits of peaceful co-existence	3.44	0.73	Agree
5	Appreciate positive ways of life	3.27	0.84	Agree
6	Define conflict	3.19	0.89	Agree
7	Identify types of conflict	3.28	0.79	Agree
8	Identify causes of conflict	3.37	0.76	Agree
9	Identify outcomes of a conflict	3.37	0.75	Agree
10	Identify actors in a conflict	3.28	0.78	Agree
11	Manage conflicts	3.22	0.83	Agree
12	Acquire skills in conflict resolution	3.34	0.79	Agree
13	Show respect for the rights of the people	3.38	0.73	Agree
14	Appreciate culture of peace	3.34	0.75	Agree
15	Develop spirit of oneness	3.35	0.78	Agree
16	Develop spirit of tolerance	3.26	0.76	Agree
17	Have confidence in themselves	3.20	0.80	Agree
18	Show spirit of responsibility	3.29	0.69	Agree
19	Cooperate with one another on a voluntary basis	3.03	0.85	Agree
20	Create opportunities for social order	3.14	0.86	Agree
21	Exhibit spirit of patriotism	3.23	0.87	Agree
22	Avoid violent situations	3.25	0.83	Agree
23	Avoid actions that can cause acrimony	3.26	0.81	Agree
24	Advocate for justice	3.31	0.76	Agree
25	Resolve conflicts among themselves	3.21	0.82	Agree
26	Appreciate co-existence among people	3.17	0.89	Agree
27	Work cooperatively in groups	3.13	0.88	Agree
28	Assist each other to solve personal problems	3.18	0.93	Agree
29	Assist one another to solve group problems	3.24	0.85	Agree
30	Identify roles of a leader	3.16	0.83	Agree
31	Obey every rules and regulations of the school	3.22	0.83	Agree
32	Exhibit attitudes that enhance interpersonal relationship	3.28	0.76	Agree
33	Identify the roles of the led	3.31	0.79	Agree
34	Discuss expectations of a good citizen	3.29	0.81	Agree
35	Appreciate other people's culture and opinion	3.39	0.73	Agree
36	Respect other people's culture and opinion	3.32	0.74	Agree
37	Exhibit attitudes that show respect for life	3.42	0.77	Agree
38	Play roles of individuals in the home	3.37	0.79	Agree
39	Identify cultural norms	3.28	0.85	Agree
40	Show respect for elders	3.27	0.81	Agree
41	Show respect for life	3.28	0.78	Agree
42	Respect constituted authority	3.40	0.76	Agree
Cluster Mean		3.29	0.39	Agree

Note: *N* = Number of Respondents \bar{x} = Mean, SD = Standard Deviation, Rmk = Remark

Table 1 presents the Mean and Standard Deviation of Respondents on instructional objectives formulated for Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State. Result shows that all the items recorded mean responses ranging from 2.50 -3.49 indicating that all the items were agreed on by the respondents on objectives formulated for Peace Education curriculum for integration into senior secondary school Home Management programme. The standard deviation which ranges from 0.69-0.89 indicates that the respondents were not far from each other in their opinions. With a cluster mean and standard deviation of 3.29 and 0.39 respectively, Table 1 indicates that all the items are relevant for instructional objectives formulated for Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.

From the FGD carried out, it was gathered that the participants were of the consensus that objectives of Peace Education curriculum should include the following:

1. Cooperate with one another on a voluntary basis
2. Unity
3. Develop spirit of oneness
4. Inculcate attitude of Spirit of tolerance
5. Exhibit attitudes that enhance interpersonal relationship
6. Identify the roles of the led
7. Discuss expectations of a good citizen
8. Appreciate other people's culture
9. Deeper understanding of peace
10. Living together with extended family
11. Co-existence

12. Harmonious living
13. Teacher passion
14. Personal (inward) Peace in the family, parents serving as models

Research Question 2

What content of Peace Education can be included in the development of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State?

Data for answering the research question are presented in Table 2.

Table 2: Mean and Standard Deviation of Respondents on the Content Selected for Peace Education Curriculum for integration into senior secondary school Home Management Programme
N= 450

S/N	Content of peace education curriculum	\bar{x}	SD	Rmk
1	Definition of Peace Education	3.22	0.86	Agree
2	Concepts of Peace Education	3.33	0.77	Agree
3	Elements of Peace Education	3.32	0.76	Agree
4	Benefits of peaceful coexistence	3.25	0.83	Agree
5	Positive ways of life	3.21	0.80	Agree
6	Concept of conflict	3.15	0.90	Agree
7	Types of conflict	3.08	0.89	Agree
8	Causes of conflict	3.16	0.83	Agree
9	Outcomes of conflicts	3.12	0.92	Agree
10	Conflict management	3.27	0.84	Agree
11	Conflict resolution skills	3.09	0.88	Agree
12	Conflict resolution among people	3.17	0.89	Agree
13	Respect for human rights	3.19	0.91	Agree
14	Peace culture	3.19	0.83	Agree
15	Tolerance of one another	3.24	0.76	Agree
16	Self confidence	3.21	0.83	Agree
17	Responsibility of citizens	3.04	0.88	Agree
18	Cooperation among people	3.15	0.87	Agree
19	Opportunities for social order	3.18	0.85	Agree
20	Patriotism	3.30	0.74	Agree
21	Violent situations	3.33	0.72	Agree
22	Actions that can cause acrimony	3.33	0.69	Agree
23	Justice	3.31	0.80	Agree
24	Co-existence among people from different ethnic groups	3.42	0.68	Agree
25	Group co-operation	3.34	0.76	Agree
26	Resolution of personal problems	3.21	0.87	Agree
27	Roles of a leader and characteristics	3.21	0.83	Agree
28	School rules and regulations	3.05	0.85	Agree
29	Interpersonal relationship among individuals and groups	3.13	0.83	Agree
30	Expectations of a good citizen	3.29	0.77	Agree
31	Roles of a good citizen	3.37	0.82	Agree
32	Cultural diversity	2.95	1.00	Agree
33	Cultural norms	3.56	0.68	Agree
34	Respect for elders	3.30	0.79	Agree
35	Respect for human rights	3.25	0.89	Agree
36	Roles of individuals in the family	3.21	0.93	Agree
37	Respect for constituted authorities.	2.91	0.99	Agree
Cluster Mean		3.23	0.35	Agree

Note: N= Number of Respondents \bar{x} = Mean, SD = Standard Deviation, Rmk = Remark

Result in Table 2 presents the Mean and Standard Deviation of Respondents on the content selected for Peace Education curriculum for integration into senior secondary school Home Management programme for behaviour modification of students in Rivers State. Result revealed that all the items had mean values within the range of 2.50 – 3.49. These mean values are above the cut-off point 2.50 indicating that respondents agreed with the items on the content selected for Peace Education curriculum for integration into senior secondary school Home Management programme. The analysis also indicated that the standard deviation ranged from 0.77 – 1.00 which is an indication that the respondents were not far from the mean and were close to one another in their responses. Therefore, it is an added reliability to the mean. With a cluster mean and standard deviation of 3.23 and 0.35 respectively, Table 2 indicates that respondents agreed on the items as content selected for Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.

The following are the FGD result for research question 2. The content should cover the following areas

1. Change of value/value re-orientation
2. Inculcation of diversification
3. Human relation
4. Concept of peace
5. Different aspect of peace
6. Component of peace
7. Concept of citizenship education
8. Human rights
9. Obligation of citizens/churches, schools.

10. Affective domain of the child
11. Love and mutual Respect
12. Who needs peace
13. A better child
14. Outcomes of conflict
15. Conflict management
16. Conflict resolution skills
17. Conflict resolution among people
18. Respect for human rights
19. Peace culture
20. Tolerance of one another
21. Self confidence
22. Responsibility of citizens

Research Question 3

What methods can be used in teaching Peace Education which can be included in the development of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State?

Data for answering the research question are presented in Table 3.

Table 3: Mean and Standard Deviation of Respondents on the Methods selected for teaching Peace Education in senior secondary school Home Management
N = 450

S/N	Methods for Teaching Peace Education curriculum	\bar{x}	SD	Rmk
1	Lecture method	2.72	0.98	Agree
2	Discussion method	3.01	0.86	Agree
3	Questioning method	3.16	0.86	Agree
4	Team teaching method	3.27	0.83	Agree
5	Demonstration method	3.06	0.85	Agree
6	Project method	3.15	0.81	Agree
7	Assignment method	3.10	0.84	Agree
8	Field trip method	2.99	0.87	Agree
9	Role playing method	2.96	0.93	Agree
10	Simulation games method	2.93	0.88	Agree
11	Modeling method	2.80	0.97	Agree
12	Dramatization method	3.06	0.83	Agree
13	Group activity method	2.72	0.89	Agree
14	Tutorial method	2.87	0.90	Agree
15	Discovery method	2.77	0.98	Agree
16	Socio-drama	3.07	0.90	Agree
17	Brainstorming	3.18	0.85	Agree
18	Case study	3.14	0.86	Agree
29	Independent study	2.98	0.91	Agree
20	Supervised study	3.05	0.94	Agree
21	Programmed instruction	3.29	0.88	Agree
22	Use of resource person	3.54	0.74	Agree
23	Interview	3.48	0.71	Agree
24	Story telling	3.49	0.69	Agree
25	Use of symposia	3.41	0.75	Agree
26	Illustration	3.30	0.79	Agree
	Cluster Mean	3.10	0.36	Agree

Note: N= Number of Respondents \bar{x} = Mean, SD = Standard Deviation, Rmk = Remark

The result in Table 3 shows the mean and standard deviation of respondents on the Method to be used in teaching Peace Education in senior secondary school Home Management programme in Rivers State. Result showed that all the items recorded mean ratings within the range of 2.50 – 3.49 indicating that the items were agreed on as the method to use in teaching Peace Education in senior secondary school Home Management programme. The standard deviation which ranges from 0.71 – 0.98 indicates that the respondents were not far from each other in their opinions. The cluster mean of 3.10 with a

standard deviation of 0.36 means that the methods to use in teaching Peace Education as presented in Table 3 were agreed upon for integration into senior secondary school Home Management programme in Rivers State.

The following are the FGD results for research question 3. The teaching method that could be used for Peace Education curriculum

1. Dramatic method
2. Learner centered method, example, games
3. Field trip
4. Formal discussion
5. Brainstorming
6. Story telling
7. Workshops
8. Seminar
9. Counseling
10. Simulation games method
11. Modeling method
12. Dramatization method
13. Group activity method
14. Tutorial method
15. Discovery method

Research Question 4

What instructional materials can be used in teaching Peace Education which can be included in the development of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State?

Data for answering the research question are presented in Table 4.

Table 4: Mean and Standard Deviation of Respondents on the instructional materials for teaching Peace Education in senior secondary school.

N=450

S/N	Materials for teaching Peace Education	\bar{x}	SD	Rmk
1	Radio	3.32	0.81	Agree
2	Tape recorder	3.33	0.80	Agree
3	DVD cassette and machine	3.33	0.80	Agree
4	Televisions	3.25	0.81	Agree
5	Newspaper	3.23	0.79	Agree
6	Magazines	3.28	0.78	Agree
7	Charts	3.33	0.70	Agree
8	Graphic materials	3.44	0.66	Agree
9	Pictures	3.40	0.74	Agree
10	Projectors	3.31	0.76	Agree
11	Models	3.26	0.76	Agree
12	Computers	3.27	0.75	Agree
13	Posters	3.17	0.79	Agree
14	Maps	3.20	0.81	Agree
15	Interactive board	3.33	0.74	Agree
16	Chalkboard	3.34	0.78	Agree
17	Whiteboard	3.32	0.77	Agree
18	Flip chart	3.33	0.73	Agree
19	Real object	3.25	0.76	Agree
20	Slides	3.26	0.82	Agree
21	Cell phone	3.22	0.86	Agree
22	Reference books	3.22	0.84	Agree
23	Teacher's handbook	3.20	0.82	Agree
24	Wall charts	3.30	0.72	Agree
25	Cartoons	3.24	0.76	Agree
26	Diagrams	3.25	0.81	Agree
27	Specimen	3.28	0.79	Agree
28	Magnetic board	3.36	0.74	Agree
29	Flannel board	3.50	0.67	Agree
30	Motion pictures projectors	3.54	0.63	Agree
31	Slide projector	3.48	0.70	Agree
32	Film trip projector	3.49	0.69	Agree
33	Overhead projector	3.45	0.69	Agree
34	Learners course book	3.46	0.68	Agree
35	Smart board	3.33	0.78	Agree
	Cluster Mean	3.32	0.39	Agree

Note: *N* = Number of Respondents \bar{x} = Mean, SD = Standard Deviation, Rmk = Remark

Result in table 4 presents the Mean and Standard Deviation of respondents on the materials to use in teaching Peace Education in senior secondary school Home Management programme in Rivers State. Result revealed that all the items had mean values within the range of 2.50 – 3.49. These mean values are above the cut-off point of 2.50 indicating that

respondents agreed with the items on the materials to use in teaching Peace Education in senior secondary school Home Management programme. Result also indicated that the standard deviation ranged from 0.63 – 0.86 which is an indication that the respondents were not far from the mean and were close to one another in their opinions. Therefore, it is an added reliability to the mean. With a cluster mean and standard deviation of 3.32 and 0.39 respectively. Table 4 indicates that respondents agreed on the items on materials to be used in teaching Peace Education in senior secondary school Home Management programme in Rivers State.

The following are the FGD result for research question 4. Instructional materials for teaching Peace Education

1. Audio
2. Visual
3. Audio visual
4. Community resources
5. Repentant cultists
6. Parents
7. Slides
8. Chart
9. Computer game on peace issues
10. Interactive board

Research Question 5

What evaluation activities can be employed for assessing the attainment of Peace Education instructional objectives by Home Management students which can be included in the development of Peace Education curriculum for integration into senior secondary school Home Management students in Rivers State?

Data for answering the research question are presented in Table 5.

Table 5: Mean and Standard Deviation of Respondents on evaluation activities to be utilized in assessing the attainment of Peace Education instructional objectives in Senior Secondary School Home Management programme in Rivers State

N = 450				
S/N	Evaluation Activities for Peace Education	\bar{x}	SD	Rmk
1	Observation	3.19	0.86	Agree
2	Questionnaire	3.21	0.80	Agree
3	Anecdotal records	3.30	0.79	Agree
4	Continuous assessment	3.25	0.78	Agree
5	Practical work	3.27	0.77	Agree
6	Use of discussion	3.28	0.79	Agree
7	Assignment	3.28	0.83	Agree
8	Interview	3.24	0.83	Agree
9	Essay type test	3.33	0.79	Agree
10	Objective test	3.31	0.76	Agree
11	Subjective test	3.21	0.78	Agree
12	Multiple choice test	3.26	0.75	Agree
13	Aptitude test	3.17	0.82	Agree
14	Achievement test	2.98	0.91	Agree
15	Standardized test	3.01	0.91	Agree
16	Placement test	3.16	0.81	Agree
17	Formative test	3.30	0.73	Agree
18	Summative test	3.28	0.77	Agree
19	Use of check lists	3.33	0.73	Agree
20	Intelligence test	3.30	0.81	Agree
21	Use of rating scales	3.37	0.75	Agree
22	Diagnostic test	3.32	0.79	Agree
23	Personality test	3.21	0.85	Agree
24	Socio-metric technique	3.20	0.82	Agree
25	Use of attitude test	3.17	0.82	Agree
26	Projects	3.23	0.82	Agree
27	Students self-evaluation	3.38	0.75	Agree
28	Films	3.24	0.88	Agree
Cluster Mean		3.24	0.40	Agree

Note: *N* = Number of Respondents \bar{x} = Mean, SD = Standard Deviation, Rmk = Remark

Result in table 5 presents the Mean and Standard Deviation of respondents on the evaluation activities to employ for assessing the attainment of Peace Education instructional objectives in senior secondary school Home Management programme in Rivers State. Result shows that all the items had mean ratings ranging from 2.50 – 3.49 indicating that all the items were agreed on by the respondents on evaluation activities to employ for assessing the

attainment of Peace Education instructional objectives. The standard deviation which ranges from 0.73 – 0.91 indicates that the respondents were not far from each other in their opinions. With a cluster mean and standard deviation of 3.24 and 0.40 respectively, Table 5 indicates that all the items are relevant for evaluation activities employed for assessing the attainment of Peace Education Instructional objectives for integration into senior secondary school Home Management programme for behaviour modification of students in Rivers State.

The following are the FGD result for research question 5. Evaluation activities to employ for assessing the attainment of objective of Peace Education curriculum in senior secondary school;

1. Personality test
2. Observation (Both in and out of the school)
3. Observation also at home
4. Socio-metric test, eg asking who is their best friend and reason
5. Check list of role model
6. Observation of the society
7. Intentional provocation of students
8. Test of tolerance
9. Standardized test
10. Placement test
11. Formative test
12. Summative test
13. Use of check lists
14. Intelligence test

Research Question Six

How do the validates (experts) rate the developed Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State?

Data for answering this research question are presented in table 6.

Table 6: Mean Score of validates on extent of appropriateness of Peace Education curriculum

S/N	Items	X	Rmks
1	Originality	2.7	Appropriate
2	Theme	2.7	Appropriate
3	Topics	2.7	Appropriate
4	Instructional objectives	2.7	Appropriate
5	Content	3.4	Appropriate
6	Instructional methods	3.4	Appropriate
7	Instructional materials	2.7	Appropriate
8	Evaluation activities	3.4	Appropriate

(N = Number of Experts) = 3 Rmk = Remarks

Results in Table 6 indicate that all the experts rated the PEC as appropriate in terms of the items which range from 2.7 to 3.4.

Research Question 7

What is the effectiveness of the developed Peace Education Curriculum?

Data for answering this research question is in Table 7.

Table 7: Mean and Standard Deviation Scores of Students taught using developed Peace Education curriculum

S/N	Items	N	Mean	SD
1	Pretest score before teaching Peace Education with the new curriculum	38	29.79	6.84
2	posttest score after teaching Peace Education with the new curriculum	38	34.03	7.31
	Mean Gain		4.24	

Table above shows that pretest score of the students before teaching them Peace Education with the new developed Peace Education curriculum is 29.79, and their posttest score after teaching them Peace Education with the new developed Peace Education curriculum is 34.03 with mean gain score of 4.24. This indicates that the developed Peace Education curriculum is efficacious instructionally in teaching the students Peace Education.

Hypotheses

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

H₀₁: There will be no significant difference among the mean responses of Home Economics lecturers, Social Studies lecturers and Senior Staff of Ministry of Women Affairs on objectives to be selected for development of Peace Education curriculum for integration into senior secondary school Home Management programme for behaviour modification of students in Rivers State.

The data for testing hypothesis one are presented in table 8.

Table 8: Analysis of Variance (ANOVA) in the Mean Ratings of Home Economics lecturers, Social Studies lecturers and Senior Staff of Ministry of Women Affairs on objectives of Peace Education to be developed for integration into Senior Secondary School Home Management Programme in Rivers State

SN	Objectives of Peace Education	Total Sum of Square	DF	Mean Square	F-cal	p-value (Sig.)	Rmk
1	Define Peace Education	171.754	448	0.66	1.25	0.28	NS
2	Explain concept of Peace Education	222.785	448	0.86	0.34	0.84	NS
3	Identify elements of Peace Education	158.812	448	0.60	1.87	0.11	NS
4	Explain benefits of peaceful co-existence	196.862	448	0.74	3.30	0.03	S*
5	Appreciate positive ways of life	170.785	448	0.66	0.31	0.87	NS
6	Define conflict	192.288	448	0.35	3.13	0.04	S*
7	Identify types of conflict	102.288	448	0.39	1.37	0.24	NS
8	Identify causes of conflict	248.504	448	0.96	0.97	0.42	NS
9	Identify outcomes of a conflict	168.785	448	0.66	0.15	0.96	NS
10	Identify actors in a conflict	141.365	448	0.53	1.79	0.13	NS
11	Manage conflicts	136.348	448	0.14	0.96	0.42	NS
12	Acquire skills in conflict resolution	179.304	448	0.70	0.32	0.85	NS
13	Show respect for the rights of the people	264.996	448	1.01	1.47	0.21	NS
14	Appreciate culture of peace	110.062	448	0.42	1.42	0.22	NS
15	Develop spirit of oneness	232.288	448	0.89	1.29	0.27	NS
16	Develop spirit of tolerance	127.062	448	0.49	1.05	0.38	NS
17	Have confidence in themselves	168.615	448	0.65	0.93	0.44	NS
18	Show spirit of responsibility	194.504	448	0.36	1.37	0.24	NS
19	Cooperate with one another on a voluntary basis	159.062	448	0.61	0.75	0.55	NS
20	Create opportunities of social order	171.462	448	0.66	0.87	0.47	NS
21	Exhibit spirit of patriotism	231.304	448	0.90	0.19	0.94	NS
22	Avoid violent situations	187.365	448	0.33	1.11	0.35	NS
23	Avoid actions that can cause acrimony	107.365	448	0.41	0.88	0.47	NS
24	Advocate for justice	141.362	448	0.16	1.04	0.38	NS
25	Resolve conflicts among themselves	230.596	448	0.88	1.25	0.28	NS
26	Appreciate co-existence among people	143.888	448	0.55	1.21	0.30	NS
27	Work cooperatively in groups	181.765	448	0.32	0.15	0.96	NS
28	Assist each other to solve personal problems	160.785	448	0.62	0.83	0.50	NS
29	Assist one another to solve group problems	116.600	448	0.45	0.94	0.44	NS
30	Identify roles of a leader	297.304	448	1.14	0.92	0.44	NS
31	Obey every rules and regulations of the school	214.688	448	0.82	1.30	0.27	NS
32	exhibit attitudes that enhance interpersonal relationship	248.062	448	0.96	0.42	0.79	NS
33	Identify the roles of the led	189.612	448	0.34	1.62	0.69	NS
34	Discuss expectations of a good citizen	107.385	448	0.41	0.42	0.78	NS
35	Appreciate other people's culture	271.862	448	1.05	0.84	0.49	NS
36	Respect other people's culture	168.596	448	0.65	0.46	0.76	NS
37	Exhibit attitudes that show respect for life	154.535	448	0.59	1.39	0.23	NS
38	Play roles of individuals in the home	125.365	448	0.48	0.94	0.44	NS
39	Identify cultural norms	176.846	448	0.68	1.01	0.39	NS
40	Show respect for elders	198.812	448	0.77	0.53	0.71	NS
41	Show respect for life	6.472	448	1.61	3.64	0.03	S*
42	Respect constituted authority	248.062	448	0.96	0.42	0.79	NS

Note: *Level of Sig. = 0.05; NS = Not Significant; S* = Significant.*

Table 8 shows that 39 out of the 42 items in the table had their p-values ranged from 0.11 to 0.96 which were greater than 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of Home Economics lecturers, Social Studies

lecturers and Senior Staff of Ministry of Women Affairs on the objectives of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State. Therefore, the null hypothesis of no significant difference in the mean ratings of the responses of Home Economics lecturers, Social Studies lecturers and Senior Staff of Ministry of Women Affairs was accepted for the 39 identified items on objectives of Peace Education curriculum. On the other hand, the p-values of the remaining three items, specifically items 4, 6 and 41 were 0.03, 0.04 and 0.03 respectively which were in each case less than 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of Home Economics lecturers, Social Studies lecturers and Senior Staff of Ministry of Women Affairs based on the remaining 3 items on objectives of Peace Education curriculum. Therefore, the null hypothesis of no significant difference was rejected.

Table 9

Post Hoc Tests showing level of significance of Home Economics lecturers, Social Studies lecturers and Senior Staff of Ministry of Women Affairs on objectives of Peace Education curriculum developed for integration into senior secondary school Home Management programme in Rivers State

(I) STATUS	(J) STATUS	Mean Difference (I-J)	Std. Error	Sig.
Home Economics lecturers	Social Studies lecturers	.1461348 [*]	.0414670	.002
	Staff of Ministry of women Affairs	.1188621 [*]	.0464977	.349
	Home Economics lecturers	-.1461348 [*]	.0414670	.002
Social Studies lecturers	Staff of Ministry of women affairs	-.0272727	.0470384	.845
Staff of Ministry of Women affairs	Home Economics lecturers	-.1188621 [*]	.0464977	.349
	Social studies lecturers	.0272727	.0470384	.845

Post-hoc analysis using Scheffe multiple comparison was carried out to determine the direction of difference of the mean responses of the three groups (Home Economics lecturers, Social Studies lecturers and Senior Staff of Ministry of Women Affairs). The result showed

that, the p-value of Social Studies lecturers and Senior Staff of Ministry of Women Affairs were compared with the opinion of Home Economics lecturers. For the comparison between Home Economics lecturers and Senior Staff of Ministry of Women Affairs, the P – value is 0.002 which is less than 0.05 indicating there is significance difference between these respondents compared. For the comparison between Social Studies lecturer and Staff of Ministry of Women Affairs, the P- value is 0.845, comparison between Home Economics lecturers and Staff of Ministry of Women Affairs, the P- value is 0.349 which indicates that there are no significant difference among respondents. This therefore means that the significance difference witnessed in the mean responses of the groups was recorded only between Home Economics lecturers and Social studies lecturer.

H₀₂: There will be no significant difference among the mean responses of Home Economics Lecturers, undergraduate Home Economics Students and Staff of Ministry of Youth Development on content to be selected for Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.

The data for testing hypothesis two are presented in table 10.

Table 10: Analysis of Variance (ANOVA) in the Mean Ratings of Home Economics Lecturers, Undergraduate Home Economics Students and Staff of Ministry of Youth Development on Content to select for Peace Education Curriculum for integration into Senior Secondary School Home Management Programme in Rivers State

SN	Content of Peace Education	Total Sum of Square	DF	Mean Square	F-cal	p-value (Sig.)	Rmk
1	Definition of Peace Education	244.600	448	0.95	0.22	0.92	NS
2	Concepts of Peace Education	102.246	448	0.39	0.92	0.44	NS
3	Elements of Peace Education	178.246	448	0.68	3.122	0.40	NS
4	Benefits of peaceful coexistence	163.304	448	0.63	0.61	0.65	NS
5	Positive ways of life	188.938	448	0.73	0.21	0.92	NS
6	Concept of conflict	173.735	448	0.28	0.18	0.31	NS
7	Types of conflict	166.400	448	0.64	1.10	0.35	NS
8	Causes of conflict	238.596	448	0.88	3.33	0.11	NS
9	Outcomes of conflicts	144.846	448	0.55	1.33	0.25	NS
10	Conflict management	235.462	448	0.89	1.72	0.14	NS
11	Conflict resolution skills	159.462	448	0.61	1.17	0.32	NS
12	Conflict resolution among people	167.846	448	0.26	0.57	0.68	NS
13	Respect for human rights	323.965	448	0.89	1.05	0.38	NS
14	Peace culture	152.996	448	0.20	1.14	0.33	NS
15	Tolerance of one another	125.150	448	0.48	1.31	0.26	NS
16	Self confidence	169.550	448	0.66	0.08	0.98	NS
17	Responsibility of citizens	246.196	448	0.96	0.39	0.81	NS
18	Cooperation among people	137.446	448	0.53	3.37	0.01	S*
19	Opportunities for social order	142.015	448	0.54	1.14	0.33	NS
20	Patriotism	264.138	448	1.01	4.07	0.00	S*
21	Violent situations	173.138	448	0.28	0.36	0.83	NS
22	Actions that can cause acrimony	164.504	448	0.24	1.47	0.21	NS
23	Justice	124.062	448	0.48	0.43	0.78	NS
24	Co-existence among people from different ethnic groups	144.400	448	0.55	0.80	0.52	NS
25	Group co-operation	190.785	448	0.74	0.72	0.57	NS
26	Resolution of personal problems	197.554	448	0.37	0.67	0.60	NS
27	Roles of a leader and characteristics	255.888	448	0.99	0.75	0.55	NS
28	School rules and regulations	193.304	448	0.75	0.52	0.71	NS
29	Interpersonal relationship among individuals and groups	251.846	448	0.98	0.34	0.84	NS
30	Expectations of a good citizen	178.862	448	0.69	0.72	0.57	NS
31	Roles of a good citizen	160.288	448	0.61	3.55	0.01	S*
32	Cultural diversity	160.350	448	0.61	1.33	0.25	NS
33	Cultural norms	176.246	448	0.68	0.21	0.92	NS
34	Respect for elders	190.688	448	0.73	3.32	0.22	NS
35	Respect for human rights	153.304	448	0.59	0.41	0.79	NS
36	Roles of individuals in the family	154.535	448	0.58	1.32	0.31	NS
37	Respect for constituted authorities.	150.015	448	0.58	0.51	0.72	NS

Note: Level of Sig. = 0.05; NS = Not Significant; S* = Significant.

Table 10 reveals that 34 out of 37 items in the table had their p-values ranged from 0.11 to 0.98 which were greater than 0.05 level of significance. This indicated that there were no significant

differences in the mean ratings of the responses of Home Economics lecturers, undergraduate Home Economics students and Staff of Ministry of Youth Development on content to select for Peace Education curriculum. Therefore, the null hypothesis of no significant difference in the mean ratings of the responses of Home Economics lecturers, undergraduate Home Economics students and Staff of Ministry of Youth Development was accepted for the 34 identified items on the content to select for Peace Education curriculum. On the other hand, the p-values of the remaining three items, specifically items 18, 20 and 31 were 0.01, 0.00 and 0.01 respectively and which were in each case less than 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of Home Economics lecturers, undergraduate home economics students and Staff of Ministry of Youth Development based on the remaining 3 items on content to be selected for Peace Education curriculum. Therefore, the null hypothesis of no significant difference was rejected for the 3 identified content of Peace Education.

H₀₃. There will be no significant difference among the mean responses of Social Studies Lecturers, undergraduate Social Studies Students and Staff of Ministry of Social workers on methods of teaching Peace Education in senior secondary school Home Management programme in Rivers State.

The data for testing hypothesis three are presented in table 11.

Table 11: Analysis of Variance (ANOVA) in the Mean Ratings of Social Studies Lecturers, undergraduate Social Studies Students and Staff of Ministry of Social workers on methods of teaching Peace Education curriculum in senior secondary school Home Management progrme in Rivers State

SN	Methods of Teaching Peace Education	Total Sum of Square	DF	Mean Square	F-cal	p-value (Sig.)	Rmk
1	Lecture method	178.688	448	0.68	1.25	0.28	NS
2	Discussion method	176.015	448	0.68	0.67	0.61	NS
3	Questioning method	137.538	448	0.51	1.32	0.17	NS
4	Team teaching method	151.554	448	0.19	1.87	0.11	NS
5	Demonstration method	181.688	448	0.71	0.47	0.75	NS
6	Project method	172.400	448	0.67	0.59	0.67	NS
7	Assignment method	130.138	448	0.50	0.97	0.41	NS
8	Field trip method	106.688	448	0.41	0.90	0.45	NS
9	Role playing method	256.196	448	0.98	1.01	0.40	NS
10	Simulation games method	176.754	448	0.68	0.48	0.74	NS
11	Modeling method	223.612	448	0.86	1.08	0.36	NS
12	Dramatization method	176.015	448	0.68	0.56	0.68	NS
13	Group activity method	102.688	448	0.39	1.07	0.37	NS
14	Tutorial method	170.785	448	0.66	0.39	0.81	NS
15	Discovery method	192.288	448	0.35	0.19	0.53	NS
16	Socio-drama	162.504	448	0.23	2.45	0.21	NS
17	Brainstorming	201.138	448	0.78	0.73	0.57	NS
18	Case study	176.135	448	0.67	1.50	0.20	NS
19	Independent study	171.462	448	0.66	0.54	0.70	NS
20	Supervised study	205.765	448	0.79	1.20	0.31	NS
21	Programmed instruction	180.812	448	0.70	0.49	0.99	NS
22	Use of resource person	153.304	448	0.59	0.41	0.79	NS
23	Interview	154.535	448	0.58	1.32	0.31	NS
24	Story telling	150.015	448	0.58	0.51	0.72	NS
25	Use of symposia	159.062	448	0.61	0.75	0.55	NS
26	Illustration	171.462	448	0.66	0.87	0.47	NS

Note: *Level of Sig.* = 0.05; *NS* = Not Significant; *S** = Significant.

Table 11 reveals that the p-values for all the 26 items ranged from 0.11 to 0.99 which were greater than 0.05 level of significance. This indicated that there were no significant differences in the

mean ratings of the responses of Social Studies lecturers, undergraduate social studies students and Staff of Ministry of Social Work on methods of teaching Peace Education on the 26 identified methods of teaching Peace Education in senior secondary school Home Management programme in Rivers State. Therefore, the null hypothesis of no significant difference in the mean ratings of the responses of Social Studies lecturers, undergraduate Social Studies students and Staff of Ministry of Social Work was accepted for all the 26 identified items.

Findings of the Study

The following findings emerged from the study based on the answered research questions and the null hypotheses that guided the study:

A. Forty two instructional objectives were identified for Peace Education curriculum for integration into senior secondary school Home Management programme

1. Define Peace Education
2. Explain concept of Peace Education
3. Identify elements of Peace Education
4. Explain benefits of peaceful co-existence
5. Appreciate positive ways of life
6. Define conflict
7. Identify types of conflict
8. Identify causes of conflict
9. Identify outcomes of a conflict
10. Identify actors in a conflict
11. Manage conflicts
12. Acquire skills in conflict resolution

13. Show respect for the rights of the people
14. Appreciate culture of peace
15. Develop spirit of oneness
16. Develop spirit of tolerance
17. Have confidence in themselves
18. Show spirit of responsibility
19. Cooperate with one another on a voluntary basis
20. Create opportunities for social order
21. Exhibit spirit of patriotism
22. Avoid violent situations
23. Avoid actions that can cause acrimony
24. Advocate for justice
25. Resolve conflicts among themselves
26. Appreciate co-existence among people
27. Work cooperatively in groups
28. Assist each other to solve personal problems
29. Assist one another to solve group problems
30. Identify roles of a leader
31. Obey every rule and regulations of the school
32. Exhibit attitudes that enhance interpersonal relationship
33. Identify the roles of the led
34. Discuss expectations of a good citizen
35. Appreciate other people's culture
36. Respect other people's culture

37. Exhibit attitudes that show respect for life
38. Play roles of individuals in the home
39. Identify cultural norms
40. Show respect for elders
41. Show respect for life
42. Respect constituted authority

B. Thirty seven content areas were identified for Peace Education in senior secondary school Home Management programme.

1. Definition of Peace Education
2. Concepts of Peace Education
3. Elements of Peace Education
4. Benefits of peaceful coexistence
5. Positive ways of life
6. Concept of conflict
7. Types of conflict
8. Causes of conflict
9. Outcomes of content
10. Conflict management
11. Conflict resolution skills
12. Conflict resolution among people
13. Respect for human rights
14. Peace culture
15. Tolerance of one another
16. Self confidence

17. Responsibility of citizens
18. Cooperation among people
19. Opportunities for social order
20. Patriotism
21. Violent situations
22. Actions that can cause acrimony
23. Justice
24. Co-existence among people from different ethnic groups
25. Group co-operation
26. Resolution of personal problems
27. Roles of a leader and characteristics
28. School rules and regulations
29. Interpersonal relationship among individuals and groups
30. Expectations of a good citizen
31. Roles of a good citizen
32. Cultural diversity
33. Cultural norms
34. Respect for elders
35. Respect for human rights
36. Roles of individuals in the family
37. Respect for constituted authorities

C. Twenty six methods can be used in teaching Peace Education in senior secondary school Home Management programme.

1. Lecture method
2. Discussion method
3. Questioning method
4. Team teaching method
5. Demonstration method
6. Project method
7. Assignment method
8. Field trip method
9. Role playing method
10. Simulation games method
11. Modeling method
12. Dramatization method
13. Group activity method
14. Tutorial method
15. Discovery method
16. Socio-drama
17. Brainstorming
18. Case study
19. Independent study
20. Supervised study
21. Programmed instruction
22. Use of resource person

23. Interview
24. Story telling
25. Use of symposia
26. Illustration

D. Thirty five teaching materials can be used in teaching Peace Education in senior secondary school Home Management programme.

1. Radio
2. Tape recorder
3. DVD cassette and machine
4. Televisions
5. Newspaper
6. Magazines
7. Charts
8. Graphic materials
9. Pictures
10. Projectors
11. Models
12. Computers
13. Posters
14. Maps
15. Interactive board
16. Chalkboard
17. Whiteboard
18. Flip chart

19. Real object
20. Slides
21. Cell phone
22. Reference books
23. Teacher's handbook
24. Wall charts
25. Cartoons
26. Diagrams
27. Specimen
28. Magnetic board
29. Flannel board
30. Motion pictures projectors
31. Slide projector
32. Film trip projector
33. Overhead projector
34. Learners' course book
35. Smart board

E. Twenty eight evaluation activities can be utilized for assessing the attainment of Peace Education instructional objectives in senior secondary school Home Management programme

1. Observation
2. Questionnaire
3. Anecdotal records
4. Continuous assessment

5. Practical work
6. Use of discussion
7. Assignment
8. Interview
9. Essay type test
10. Objective test
11. Subjective test
12. Multiple choice test
13. Aptitude test
14. Achievement test
15. Standardized test
16. Placement test
17. Formative test
18. Summative test
19. Use of check lists
20. Intelligence test
21. Use of rating scales
22. Diagnostic test
23. Personality test
24. Socio-metric technique
25. Use of attitude test
26. Projects
27. Students self-evaluation
28. Films

F. The developed Peace Education Curriculum was appropriate.

1. Originality
2. Theme
3. Topics
4. Instructional objectives
5. Content
6. Instructional methods
7. Instructional materials
8. Evaluation activities

G. The developed Peace Education Curriculum was effective

1. Pretest
2. Posttest

Findings on Hypotheses

1. There is no significant difference in the mean responses of the Home Economics lecturers, Social Studies lecturers and Senior Staff of Ministry of Women Affairs on objectives of Peace Education curriculum selected for integration into senior secondary school Home Management programme in Rivers State. Meaning that, respondents did not differ significantly in their opinions.
2. There is no significant difference among the mean responses of Home Economics lecturers, undergraduate Home Economics Students and Staff of Ministry of Youth Development on content selected for Peace Education curriculum for integration into senior secondary school Home Management Programme in Rivers State.
3. There is no significant difference among the mean responses of Social Studies lecturers, undergraduate Social Studies Students and Staff of Ministry of Social work

on methods for teaching Peace Education in senior secondary school Home Management programme in Rivers State.

Findings from Focus Group Discussion

Result of the Focus Group Discussion revealed that:

- 1a. Peace problem in Rivers State include kidnapping, armed robbery, stealing, outright killing of innocent people and rapping.
- b. Those involved are the youths.
- c. Causes of the peace problems are parenting problem, political system - poverty, churches are teaching materialism instead of salvation. People use youth to fight their opponents.
2. Effects of the peace problems are: Insecurity of life and property, it is perverse, children no longer go to school, religious activities are disrupted, drives foreign investors.
3. Peace Education can serve as a relevant tool for changing the situation of peace problems in Rivers State.
- 4a. It is appropriate to develop Peace Education curriculum for integration into any secondary school subject.
- b. It is appropriate to develop Peace Education curriculum for `integration into secondary school subject because at this stage children can be bent,
- c. children need reorientation,
- d. to catch them young,
- e. family norms to be imbibed in the children,
- f. it is also important to include Peace Education in kindergarten and primary levels,
- g. children also to be taught at home on how to live peacefully with one another.

5. Home Management is appropriate because home is the foundation of the society. Home Management is about resource management and human beings are the family resources.
6. Objectives of Peace Education Curriculum should include: Cooperate with one another on a voluntary basis, unity, develop spirit of oneness, inculcate spirit of tolerance, exhibit attitudes that enhance interpersonal relationship, identify the roles of the led, discuss expectations of a good citizen, appreciate other people's culture, deeper understanding of peace, living together with extended family, co-existence, harmonious living, teacher passion and personal (inward) peace in the family, parents serving as models.
7. The content of Peace Education curriculum that can solve peace problems in Rivers State include: Change of value/value re-orientation, inculcation of diversification, human relation, concept of peace, different aspect of peace, component of peace, concept of citizenship education, human rights, obligation of citizens/churches/schools, affective domain of the child, love and mutual respect, who needs peace, a better child, outcomes of conflict, conflict management, conflict resolution skills conflict resolution among people, respect for human rights, peace culture, tolerance of one another, self confidence, responsibility of citizens.
8. Methods that can effectively be used in teaching Peace Education to change the behaviour of the students in Rivers State include: Dramatic method, learner centered, method, example. games, field trip, formal discussion, brainstorming, story telling, workshops, seminar, counseling, simulation games method, modeling method, dramatization method, group activity method, tutorial method, and discovery method.
9. Instructional materials for teaching Peace Education in secondary schools include:

- Audio, visual, audio visual, community resources, repentant cultists, parents, slides, chart, computer game on peace issues and interactive board.
10. Appropriate evaluation activities for evaluation of Peace Education curriculum include: Personality test, observation (both in and out of the school), observation also at home, socio-metric test, eg asking who is their best friend and reason, check list of role model, observation of the society, intentional provocation of students, test of tolerance, standardized test, placement test, formative test, summative test, use of check lists and intelligence test.

Discussion of Findings on Research Questions and Hypotheses

The findings of the study are discussed in relation to the research questions and the null hypotheses that guided the study.

Instructional objectives formulated for Peace Education curriculum for integration into senior secondary school Home Management programme

The findings of the study as presented in table 1 showed that the following are the objectives that should be attained at the end of the Peace Education programme: define Peace Education, explain concept of Peace Education, identify elements of Peace Education, explain benefits of peaceful co-existence, appreciate positive ways of life, define conflict, identify types of conflict, identify causes of conflict, identify outcomes of a conflicts, identify actors in a conflict, manage conflicts, acquire skills in conflict resolution, show respect for the rights of the people, appreciate culture of peace, develop spirit of oneness, develop spirit of tolerance, have confidence in themselves, show spirit of responsibility, cooperate with one another on a voluntary basis, create opportunities for social order, exhibit spirit of patriotism, avoid violent situations, avoid actions that can cause acrimony, advocate for justice, resolve conflicts among themselves, appreciate co-existence among people, work cooperatively in groups, assist each other to solve personal problems, assist one another to

solve group problems, identify roles of a leader, obey every rules and regulations of the school, exhibit attitudes that enhance interpersonal relationship, identify the roles of the led, discuss expectations of a good citizen, appreciate other people's culture , respect other people's culture, exhibit attitudes that show respect for life, play roles of individuals in the home, identify cultural norms, show respect for elders, show respect for life, respect constituted authority.

The finding is in line with the assertion made by Obiefuna (2009) who stated that objective is very important in the development of any programme as it guides and directs the selection of other elements of programme. Identifying the objectives will help in developing Peace Education curriculum that will help modify behaviours of youths for peaceful living. Collaborating with the above, Offorma (2004) pointed out that the main purpose of objective is to guide in making curriculum decisions on what to teach, how to teach what, what area to emphasize and what to evaluate. The study is also supported by Obiefuna (2009) who observed that the selection of aims, goals and objectives, desires are detailed educational purposes any school can seek to attain. In line with the above, Offorma (1994) opined that, selection of curriculum objectives is the primary phase in curriculum planning. Offorma (1994) however noted that, objectives are not selected in isolation, that there are certain considerations born in mind while selecting curriculum objectives. These are: the learner, the contemporary society, the subject specialist. These three, according to Offorma (1994), are screened psychologically and philosophically to ensure that they conform to the developmental needs of the learner and the philosophy of the society for which the curriculum is being planned. Obiefuna (2009) opined that, in selection of objectives that the analysis of needs of the society and learners for whom the curriculum is planned reveals gaps that must be addressed.

Significant differences in mean responses on the objectives of Peace Education curriculum for integration into senior secondary school Home Management programme

The finding from the test of hypothesis (I) also shows that There was no significant difference in the mean responses of the Home Economics lecturers, Social Studies lecturers and Senior Staff of Ministry of Women Affairs on objectives of Peace Education curriculum to be developed for integration into senior secondary school Home Management programme in Rivers State. This means that the objective of Peace Education will be attained by the students and which will in turn restore peace in Rivers State.

The content selected for achieving instructional objectives of Peace Education for integration into senior secondary school Home Management programme

The result of the study as presented in table 2 showed that the following are the content selected for Peace Education curriculum for integration into senior secondary school Home Management programme; definition of Peace Education, concepts of Peace Education, elements of Peace Education, benefits of peaceful coexistence, positive ways of life, concept of conflict, types of conflict, causes of conflict, outcomes of conflict, conflict management, conflict resolution skills, conflict resolution among people, respect for human rights, peace culture, tolerance of one another, self confidence, responsibility of citizens, cooperation among people, opportunities for social order, patriotism, violent situations, actions that can cause acrimony, justice, co-existence among people from different ethnic groups, group co-operation, resolution of personal problems, roles of a leader and characteristics, school rules and regulations, interpersonal relationship among individuals and groups, expectations of a good citizen, roles of a good citizen, cultural diversity, cultural norms, respect for elders, respect for human rights, roles of individuals in the family and respect for constituted authorities.

The findings were in agreement with Kolawole (2009) who opined that, the content of curriculum is drawn from the culture- content, the values, beliefs, skills and competences of a given people for who the curriculum is designed. Obomanu (1999) supported the above by asserting that there is a consensus among educators on a tripartite source of curriculum content. These, according to him, are the learner, the society and the subject matter, that, it demands invariably, considerations of the learner, the society and subject discipline. In response to the study Obiefuna (2009) advised that, the content selected should not only be relevant and significant but also must be constantly examined to ascertain that recent scientific and technological knowledge and the prevalent socio-cultural realities are reflected in the content. Also in line with the study Obomanu (1999) opined that, content formulation is not an easy task. That, it is difficult and even frustrating due to the problems associated with the process of identifying that which is relevant to both instructional and occupational setting. Maduewesi (2000) asserted that, for content to be significant it should be based on a number of carefully selected principle, concepts or ideals and facts. Adding, that content is significant if it is essential and contributes to the understanding and mastery of the basic ideals, skills, concepts and principles of the subjects.

Significant differences in mean responses on the content of Peace Education curriculum for integration into senior secondary school Home Management programme

The finding from the test of hypothesis (II) also showed that there was no significant difference among the mean responses of Home Economics lecturers, undergraduate Home Economics students and Staff of Ministry of Youth Development on content selected for Peace Education curriculum for integration into senior secondary school Home Management

programme in Rivers State. This implies that there will be content area to study to attain the objective of Peace Education.

Methods that can be used in teaching Peace Education in senior secondary school Home Management programme

The finding of the study as presented in table 3 showed that the following method can be used in teaching Peace Education; lecture method, discussion method, questioning method, team teaching method, demonstration method, project method, laboratory method, assignment method, field trip method, role playing method, simulation games method, modeling method, dramatization method, group activity method, tutorial method, discovery method, socio-drama, brainstorming, case study, independent study, supervised study, programmed instruction, use of resource person, interview, story telling, use of symposia and illustration. The findings on method of teaching is in agreement with Uwatt (2006) who posited that the primary task of a teacher is to select and effectively share with learners, content to achieve a change in their behaviour in accordance with what the curriculum sets out to achieve. Onyejekwe (2006) opined that, the implication of making a choice of method is that all methods are not equally effective at all times and in all circumstances. Uwatt (2006) advised teachers to first of all identify the type of learning that has to take place in any given classroom learning situation before selecting appropriate instructional strategies to go with it. In discussing types of teaching methods, Vikoo (2003) stated that all teaching methods could be presented under four main categories, information transmission/reception methods, cognitive strategies development methods, attitudes development methods, cognitive and motor skills development methods. Akpan (2009), however, pointed out that, Ekpo (2001) identified teaching methods that could be used in teaching to include the lecture method, discussion method, questioning method, team teaching and team paper technique. Others are demonstration method, project method, laboratory method, assignment method

and field trip. Uzoka (2013) also identified other teaching methods which are: dramatic method, group work method, programmed or computerized learning, tutorial method, panel discussion, role playing, simulation and games in basket techniques, discovery or developmental method, and the comparative method. Vikoo (2003) posited that, based on the objectives being pursued, any teaching method such as information transmission and cognitive strategies development methods, which aim at dispensing some form of information/knowledge to learners should really be subsumed by or discussed under what Bloom (1956) called “cognitive domain of educational objective.

Significant differences in mean responses on the methods of teaching Peace Education in senior secondary school Home Management programme

The finding from the test of hypothesis (III) showed that there was no significant difference among the mean responses of Social Studies Lecturers, undergraduate Social Studies Students and Staff of Ministry of Social Work and Rehabilitation on methods of teaching Peace Education in senior secondary school Home Management programme for behaviour modification of students in Rivers State. This means that there are methods that will be used in teaching Peace Education in senior secondary schools.

Materials that can be used in teaching Peace Education in senior secondary school Home Management programme

The findings of the study as showed in table 4 revealed that the following are materials that can be used in teaching Peace Education in senior secondary school Home Management programme: radio, tape recorder, DVD cassette and machine, televisions, newspaper, magazines, charts, graphic materials, pictures, projectors, models, computers, posters, maps, interactive board, chalkboard, white board, flip chart, real object, slides, mobile, reference books, teacher’s handbook, wall charts, cartoons, diagrams, specimen, magnetic board, flannel board, motion pictures projectors, slide projector, film trip projector,

overhead projector, learners course book and smart board. Findings were in agreement with Onwuka (1981) who advised that, one of the principles teachers have to continually bear in mind is that, man learns through his senses. To some, seeing is believing, to others, the senses of hearing, touch, smell and taste dominate in acquiring knowledge. Onyejekwe (2006) put it this way, “while some resources appeal to the visual sense (sense of sight), others appeal to the auditory sense (sense of hearing). There are still those resources that appeal to the senses of sight and hearing simultaneously. But man does not learn only through the visual and auditory senses, he rather learns through all his five senses”. Onyejekwe (2006) and Danladi (2006) noted that, material resources for teaching are also classified according to their operational techniques which include; audio resources, audio-visual resources, projected resources, transmitted resources. However, Vikoo (2003) strongly beliefs that, the ability to transmit and receive (i.e. understand) information greatly depends on one’s cognitive apparatus.

Evaluation activities that can be utilized for assessing the attainment of Peace Education instructional objectives in senior secondary school Home Management Programme

The result of the study as presented in table 5 showed that the following are evaluation activities employed for assessing the attainment of Peace Education instructional objectives: observation, questionnaire, anecdotal records, continuous assessment, practical work, use of discussion, assignment, interview, essay type test, objective test, subjective test, multiple choice tests, aptitude test, achievement test standardized test, placement test, formative test, summative test, use of check lists, intelligence test, use of rating scales, diagnostic test, personality test, socio-metric technique, use of attitude test, projects, students’ self-evaluation and films. This finding is in line with Azikiwe (2009) who opined that, as the curriculum is implemented, data are gathered for evaluation; and this exposes

both the strengths and the weaknesses of the learner as well as the curriculum. Nzewi and Ibe (2009) affirmed that, data are obtained using a wide variety of instruments such as tests, questionnaires and observations. Instruments, according to Kolawole (2009), are tools and devices that are used to elicit information which will help to determine whether a programme curriculum has succeeded or failed. These instruments among others are tests, questionnaires, interviews, check lists/inventory, attitude scales, journals, profiles, anecdotal records and assignments. Kolawole (2009) also advised that, teachers and other evaluators must also make sure that they consider the objectives of the programme being evaluated, the content of the programme, the facilities in place for its execution and the quality of instrument being used in the evaluation process before they take any decision. It is important to make sure that any instrument to be used in evaluation meets the criteria of relevance, efficiency and effectiveness.

Appropriateness of Peace Education Curriculum (PEC) that was developed for Integration into Senior Secondary School Home Management Programme

The result of the study as presented in table 6 showed the following as appropriate for development of PEC: Originality, theme, topics, instructional objectives, content, instructional methods, instructional materials and evaluation activities.

The findings were in line with the view of Obiefuna (2009) who posited that the essence of curriculum development is to generate a package that will direct and guide the teacher, ensure that the learner acquires appropriate skills that will enable him/her develop provoking ideas and thought, sensitive feelings about his/her environment. In the same view Onwuka (1981) said that content must be available in forms which are appropriate to the pupils. That, the content selected should be appropriate to the learners' level of attainment or ability. The findings was also in line with the view of Samuel and Alamina (2007) who posited that aims and objectives are used by the planners to direct everything that will be

included in the curriculum. Obiefuna (2009) opined that when the objectives have been identified and selected, relevant topics, theories and body of knowledge that address the concerns, needs and problems of the people will form the content. The findings were also in line with Onwuka's (1981) view who opined that no discussion of curriculum is complete without suggestions about methods and means of effective implementation. Okubotimibi et al (2009) noted that the curriculum instructional materials have a direct impact on the quality of teaching-learning in school generally that, in their absence, the goals of education cannot be achieved. In consonance with Singh (2008), evaluation is required for the maintenance of good education programmes and the improvement of educational procedure.

Effectiveness of the developed Peace Education Curriculum (PEC)

The result of the study as presented in Table 7 showed the mean scores of 29.79 of the pretest of the students before teaching them Peace Education with the new developed curriculum and the mean score of 34.03 of the posttest after teaching them Peace Education with the new developed Peace Education curriculum.

The findings were in agreement with the view of Azikiwe (2009) who opined that curriculum evaluation is very essential in education because it is used to transform quantitative data into qualitative interpretation as an educational programme is assessed and judgement made on its effectiveness and efficiency. In support of the above Kolawale (2009) said that evaluation is a collection of analysis and interpretation of information about any aspect of a programme of education or training as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have. Kolawale (2009) added

that, evaluation helps curriculum designers to decide whether what has been put down together will succeed, has succeeded or whether it will fail. On the same note, Olaitan and Ali (1997) posited that, evaluation helps to determine the workability of a given curriculum to establish whether it should be reconstructed or discarded completely.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the work, major findings, conclusion, recommendations, implications of the study, and suggestions for further studies.

Restatement of the Problem

Conflicts and crises are global problems. Internationally, there have been reports of wars, terrorism, hijacking, armed conflicts among others, in decades now. Nationally, there have also been reports in the media of terrorist activities, such as bombing by Boko Haram groups in the northern part of Nigeria and kidnapping of foreign oil workers for ransom and vandalization of oil pipe lines in the Niger Delta Geo-political zone of Nigeria. There have also been cases of inter-ethnic clashes, and boundary disputes, among others. All these have claimed lives and properties worth millions of naira and caused untold hardship to people.

In Rivers State of Nigeria, the perpetrators have taken extra steps which have caused untold hardship and problems of peace to the habitants. Kidnapping is now carried out indiscriminately at any time and any place. Men of God are not spared. Even a Rev. Father who is supposed to be highly respected was kidnapped and Rev. Sisters raped. Kidnapping is no longer done for ransome alone. The victims suffer severe turture and rape (both males and females) so much that they are always rushed to the clinics and hospitals immediately they gain freedom. Many of the victims have lost their lives in the process.

At some point in time in some towns, cult groups will decide to carry out attack suddenly which has also resulted to indiscriminate killing of people. Some people are killed and beheaded. Pregnant women killed and their bellies opened up, mothers raped in the presence of their children, fathers forced to have sexual intercourse with their female children and sons with their mothers at gun point. Assassination which is viewed as having political

undertone is another serious problem faced by the people. If the assassins break into any house, every one met there is killed. Many friends and visitors have lost their lives through this way. Thousands of youths who supposed to be assets to the state are killed either by their opponents or by the security agents, even much lives of the security agents have also lost. Apart from the agony, trauma and pains people pass through and loss of lives and properties, many oil and private companies have folded up and workers rendered jobless, businesses are crumbled and people are living in fear. Presently, four banks have folded up in Omuku town because of the insecurity situation in the town. Many of their staff and managers have been kidnapped. The peace problem is really impacting negatively on the economy and development of the state in which more strategic measures need to be taken.

Ironically, the perpetrators of these acts are the youths of the state. Youths play very important roles in the development of any society. They are looked upon as builders and future leaders of the society. In fact the rate of restiveness of the youths in Rivers State is alarming. If adequate measures are not taken to curb these problems, the future of Rivers State will be terrible and as a major oil producing state in Nigeria, one keep imagining what will become of Nigeria as a nation in decades to come.

However, much has been done by the government, oil companies and others in forms of amnesty programmes, skill acquisition programmes, and mass employment among others as means of curbing these problems in Rivers State. The efforts so far made do not seem to yield expected result. It was believed that these youths are ignorant of what they are doing and the adolescents (students) need to be guided properly to avoid these problems in future. Education could be used as a means to help the students realize the implications of what is happening presently. It was also believed that Peace Education would enable students (future youths) understand their roles in the development of the society which could help to change

their mind sets towards violent conflicts and terrorism. Peace Education which can provide the students with knowledge, skills and attitudes needed for conflict resolution would be ideal as a measure for curbing the problems in future. This study, therefore, was aimed at developing Peace Education curriculum for integration into senior secondary school Home Management programme for behaviour modification of students in Rivers State in order to avoid the occurrence of present peace problems in future.

Summary of Procedure Used

This study adopted Research and Development (R and D) design. The study modified the ten steps of R and D to five steps to correspond with the objectives of the study. This was in line with Gall et al (2007) suggestion that, the ten steps can be modified to suit the study. The study was carried out in five phases namely:

Phase i: This involved collecting data for objectives i-v.

Phase ii: Development of Peace Education curriculum. This development was based on themes, topics, performance objectives, contents, delivery system (methods and materials) and evaluation activities.

Phase iii; Validation of the Peace Education curriculum. Peace Education validation questionnaire (PEVQ) was developed for validation by experts.

Phase iv: Testing of the effectiveness of the Peace Education curriculum using Peace Education test (PET).

Phase v: Revision of Peace Education curriculum based on information and comments from phases iii and iv.

The study was carried out in Rivers State of Nigeria. The population for this study was 650 subjects consisting of all the 7 lecturers in the department of Home Economics education, 21 Social Studies lecturers, 22 Final year undergraduate Home Economics

education students, and 82 Final year undergraduate Social Studies students, all in Ignitius Ajuru University of Education, (IAUE), Port-Harcourt. Ten Senior Staff of Ministry of Women Affairs, (SSMWA), 15 Senior Staff of Ministry of Youth Development, and 25 Senior Staff of the Ministry of Social Work and Rehabilitation, all in Port Hartcourt. Also, eighteen Home Economics education lecturers, 7 Social Studies lecturers, 71 final year undergraduate Home Economics students, 51 final year NCE Home Economics students and 141 final year NCE Social Studies students all in Federal College of Education (Tech.), Omoku. Sixty Home Economics teachers and 75 Social Studies teachers in all the 245 Secondary schools in Rivers State, and 38 Home Management students in all the 17 senior secondary schools where Home Management was taught at the time of the study. Simple random sampling technique was used to select 15 schools from those schools that taught Home Economics and Social Studies, also, and to select respondents from other large groups. No sampling was carried out in the small size groups because of their small and manageable sizes which gave the total sample size of 495 for the study. Five instruments were utilized for the study. These included (1) a questionnaire named “Peace Education Questionnaire” (PEQ) was used to collect data. It was a four point rating scale questionnaire with values assigned as Strungly Agree, 4 points, Agree, 3 points, Disagree, 2 points and Strongly Disagree, 1 point. (2) Peace Education curriculum was developed based on themes, topics, performance objectives, teachers’ activities, learners’ activities, methods of instruction, materials for instruction and evaluation activities. (3) Peace Edication validation questionnaire, (4) Peace Education test was drawn up based on the developed Peace Education curriculum and (5) Focus Group Discussion guide (FGDG) which guided the group discussion. Peace Education questionnaire was developed in line with the design of the study based on the five purposes of the study. To achieve a high degree of validity, the

research instruments were face-validated by 11 experts. These experts were requested to critically assess the instruments to ascertain their suitability in eliciting the types of information sought to answer the questions raised in the relevant areas of the study. They were also to determine whether the items achieved proper coverage of the issue raised in the study, and if they were clear enough to remove ambiguity. The suggestions and corrections made by the validates were incorporated in the final draft of the instrument. The instrument was trial tested using 5 Home Economics lecturers and 5 Social Studies lecturers in Alvan Ikoku Federal College of Education, Owerri who were not involved in the study. Cronbach Alpha coefficient method was used to determine the internal consistency of the instrument and it yielded a reliability coefficient of 0.87. The administration of instrument was done by the researcher and five research assistants who assisted in ensuring that the questionnaire was completed.

The data collected were analyzed using mean, standard deviation and Analysis of Variance (ANOVA) using Statistical Package for Social Science (SPSS) version 20. Mean was used to answer the research questions while ANOVA was used to test the three null hypotheses that guided the study. The findings from research questions 1 to 5 were used to develop Peace Education curriculum. Peace Education curriculum was face validated by 3 experts. One from the Department of Home Economics and Hospitality Management Education, one from Department of Arts Education and one from Department of Social Science Education all from University of Nigeria, Nsukka. Also, the reliability of the 50 multiple choice questions (Peace Education Test) was determined to be 0.91 using Kuder Richardson formula 20 (KR20), while Kendall's τ_{b} was used to determine the reliability of the Peace Education Curriculum which was rated by three experts and a reliability value of 0.71 was obtained. This indicated that the instrument was reliable.

Summary of the Study

Globally, there have been reports of peace problems. Such problems as terrorism, hijacking, violent conflicts, and crises of different kinds and so on, have often been reported in the media all over the world. Right here in Nigeria, there have also been reports of terrorism, such as Boko Haram and kidnapping, violent conflicts, crises, inter-ethnic clashes, boundary disputes, armed robbery, vandalization of oil pipe lines, especially in the Niger Delta region, among others. The worst of the reports of the violent conflicts and kidnapping in the Niger Delta region of Nigeria seems to come from Rivers State.

Kidnapping and violent conflicts in Rivers State has taken a different dimension. The kidnapping is done indiscriminately, at any place and any time. No body is saved from kidnapping. Foreign and Nigerian oil company workers, civil servants, private individuals, aged, children, pregnant women and men of God are kidnapped. Kidnapping takes place inside and outside people's homes, in the Church, in schools, and on the road. Kidnapping in Rivers State is no more just for keeping the victims hostage for ransome, the victims are tortured, sometimes killed, raped (men and women) and women are seriously abused.

The violent conflicts aspect of the problems is claiming a lot of lives and properties with millions of naira. People are killed indiscriminately. This always comes up suddenly. It has resulted to some of the villages and towns in some local government areas of Rivers State being deserted for some time, especially in Ahoada East and Ogbe/Egbema/Ndoni Local Government Areas in Rivers State. People are now living in fear, many oil and private companies have folded up rendering many, jobless, foreign investors have left the state, the economy and development of the state are affected.

One major concern in these problems is that, the perpetrators are the youths who suppose to be the future leaders of the State and Nigeria. With this breed of the present

youths, what will be the future of Rivers State in particular and that of Nigeria in general? Though the state and the federal governments, oil companies and individuals have been trying different means of curbing these problems, the results are not remarkable enough. There is therefore, need to use education as another strategic measure for curbing these problems. The purpose of this study was to develop Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.

In carrying out the study, the following specific purposes guided the study:

1. determined instructional objectives of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.
2. identified contents that were selected for Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.
3. found out methods for teaching Peace Education that were selected for Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.
4. identified instructional materials for teaching the contents of Peace Education that were selected for the development of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.
5. determined evaluation activities for assessing the achievement of the objectives of Peace Education that were selected for the development of Peace Education curriculum for integration in senior secondary school Home Management programme in Rivers State.
6. developed Peace Education curriculum for integration into senior secondary school Home management programme in Rivers State.

7. validated the Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.
8. tested the effectiveness of the developed Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.

Findings of the Study

The major findings of this study are summarized as follows;

1. Forty two instructional objectives were identified for achieving Peace Education in senior secondary school Home Management in Rivers State;
2. Thirty seven content areas were identified for Peace Education in senior secondary school Home Management programme in Rivers State;
3. Twenty six methods can be used in teaching Peace Education for integration into senior secondary school Home Management programme in Rivers State;
4. Thirty five teaching materials can be used in teaching Peace Education in senior secondary school Home Management programme in Rivers State;
5. Twenty eight evaluation activities can be utilized for assessing the attainment of Peace Education instructional objectives in senior secondary school Home Management programme in Rivers State;
6. Developed Peace Education curriculum was found to be appropriate.
7. Developed Peace Education curriculum was also found to be effective.
8. There was no significant difference in the mean responses of the Home Economics lecturers, Social Studies lecturers and Senior Staff of Ministry of Women Affairs on objectives of Peace Education curriculum developed for integration into senior secondary school Home Management programme in Rivers State.

9. There was no significant difference in the mean responses of Home Economics lecturers, undergraduate Home Economics Students and Staff of Ministry of Youth Development on content selected for development of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.
10. There was no significant difference in the mean responses of Social Studies lecturers, undergraduate Social Studies students and senior staff of Ministry of Social Work and Rehabilitation on methods of teaching Peace Education in senior secondary school Home Management programme in Rivers State.

It was also found from FGD that;

11. Peace Education can serve as a relevant tool for changing the situation of peace problems in Rivers State.
12. It is appropriate to develop Peace Education curriculum for integration into secondary school subject because at this stage;
 - i. children can be bent;
 - ii. children need reorientation;
 - iii. to catch them young;
13. Home Management is appropriate because home is the foundation of the society. Home Management is about resource management and human beings are the family resources.
14. it is also important to include Peace Education in kindergarten and primary levels,
15. Children also to be taught at home on how to live peacefully with one another and family norms to be imbibed in the children

Conclusion

Based on the findings of the study it was concluded that the developed Peace Education curriculum for integration into senior secondary school Home Management programme was appropriate and effective. Meaning that the objective of the Peace education curriculum would be achieved. It was also concluded that development of Peace Education for integration into Home Management programme is an adequate strategy for curbing peace problems in Rivers State.

Recommendations

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

1. Rivers State Ministry of education should make Peace Education curriculum available to the National Education, Research and Development Council (NERDC) so that the body can organize seminar and workshops for secondary school teachers on the integration of the curriculum into senior secondary school Home Management programme;
2. Peace Education curriculum should also be made available to various examination bodies such as WAEC, NECO, NABTEB, etc so that they can make Peace Education part of their examinations;
3. Peace Education curriculum should also be made available to Home Economics professional bodies so that they can communicate to the public through conferences, seminars and workshops;
4. Peace Education curriculum should be communicated to secondary schools so that students can be guided to include it in their debates, dramas, etc;
5. Peace Education should also be made available to various church organizations such as CWA, CMA, ACWA, etc where Peace Education can be discussed among Christian bodies;
6. Rivers State government should endeavour to fund seminars and workshops on Peace Education curriculum where necessary;
7. Peace Education curriculum should be made available to the Ministries of Youth Development, Social Work and Women Affairs, since they work directly with the youths, adolescents, women and general public and;

8. Parents should *also* teach their children how to love by showing love to them.

Implications of the Study

The findings of the study have major implications for students in secondary schools, the youths, parents, the state and future researchers.

The findings of the study revealed instructional objectives for Peace Education curriculum for integration into senior secondary school Home Management programme. This implies that students of secondary schools will have objectives to attain in Peace Education which will help to promote peaceful co-existence in the society, since the students relate with the society directly. The objectives of the Peace Education as found from the study will enable the students to live healthy lives and be useful to both their families and the society as they will contribute positively to the development of the society.

Findings also revealed the content selected for Peace Education curriculum for integration into senior secondary school Home Management programme. This implies that the youths through content for Peace Education will understand and acquire skills necessary for good leadership and avoid involving themselves in activities or situations that will result to untimely death. The finding also implies that the state government through Peace Education curriculum will be assured peaceful living amongst her citizenry which also will minimize the rate of crime in the society and the state at large.

The study also revealed the methods, materials and evaluation activities for Peace Education curriculum for integration into the Home Management programme. This has implication to Home Management programme. The findings will add to the existing knowledge in Home Management and the programme will achieve its major objective of improving lives of individuals and families and enhance co-existence within the families, the society and the state at large.

Limitations of the Study

The researcher was faced with some challenges during the period of the study which limited the scope of the study. Among the challenges and the foremost were the challenges of time and finance.

Beside the normal lecturing and other assignments in her place of work, the researcher headed her department thrice before the completion of the programme, coupled with the distance between her residence state (Rivers) and the iniversity. Also, the researcher was not a beneficiary of the staff development scheme sponsored by TETFUND in her institution because she registered for the programme before the commencement of the scheme, therefore, the programme was self sponsored.

Suggestions for Further Research

For further studies, the following studies have been suggested.

1. The study should be carried out to cover a wider area, for example South-Eastern or South-South states of Nigeria.
2. A study should be carried out on development of conflict resolution strategies in South- South states of Nigeria.
3. A study should be carried out on Promoting Peace Education through Home Economics Programmes in Nigeria.
4. A study should be carried out on integration of Peace Education curriculum into senior secondary school Home Management programme for behaviour modification of students in Rivers State.

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APPENDIX A

POPULATION DISTRIBUTION BY MINISTRIES

Ministries	No. of senior staff
Ministry of Women Affaires	10
Ministry of Youths Development	15
Ministry of Social Work and Rehabilitation	25
Total	50

Source: Field Survey, 2015

APPENDIX B

POPULATION DISTRIBUTION BY INSTITUTIONS

Institution	Department	No. of Lecturers	No. of Final Year Under Graduate Students
Ignitius Ajuru University of Education	Home Economics	7	22
-	Social Studies	21	82
Total	-	28	104
Federal college of Education (Tech.) Omoku	Department	No. of Lecturers	No. of Final year students
-	Home Economics	18	71 (UG)-
-	-	-	51 (NCE)
-	Social Studies	7	141 (NCE)
Total		25	263
Grand total		53	367

Source: Field Survey, 2015

APPENDIX C

POPULATION DISTRIBUTION BY SCHOOL BOARDS

Board	Subject	No. of teachers	No. of students
Rivers State Universal Basic Education Board, PH	Home Economics	38	-
	Social Studies	75	-
Total		113	-
Rivers State Senior Secondary Schools Board, PH	Home Economics	22	38
Total		22	38
G. Total		135	38

Source: Field Survey, 2015

APPENDIX D

Department of Home Economics and Hospitality
Management Education,
Faculty of Vocational and Technical Education,
University of Nigeria, Nsukka,
Enugu State.

Dear Sir/Madam,

A REQUEST FOR VALIDATION OF INSTRUMENT

Attached is a questionnaire tagged “Peace Education Questionnaire (PEQ). It is meant to collect information for development of Peace Education curriculum for Integration into Senior Secondary School Home Management Programme in Rivers State.

You are found to be the most qualified to validate this instrument to give it the desired quality for collection of adequate information for the study. You are therefore, requested to validate the instrument. You are please, requested to carry out both face and content validation of the instrument. Specifically, you are requested to:

1. Reword/delete/add items as appropriate
2. Make general comment or suggestion for improving the instrument toward meeting the purpose of the study.

Thank you for your assistance.

Yours faithfully

Igbemi, M.J.
(Researcher)

Purpose of the Study

The general purpose of this study was to develop a Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State. Specifically, the study sought to:

1. determine instructional objectives of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.
2. identify content that can be selected for Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.
3. find out methods for teaching Peace Education in senior secondary school Home Management programme in Rivers State.
4. identify instructional materials for teaching the content of Peace Education curriculum in senior secondary school Home Management programme in Rivers State.
5. determine evaluation activities for assessing the achievement of the objectives of Peace Education curriculum in senior secondary school Home Management in Rivers State.
6. develop a Peace Education curriculum for integration into senior secondary school Home management programme in Rivers State.
7. validate the developed Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.
8. test the developed Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.

Research Questions

The following research questions guided the study:

1. What are Peace Education curriculum instructional objectives that can be selected for integration into senior secondary school Home Management programme in Rivers State?
2. What Peace Education curriculum content can be selection for integration into senior secondary school Home Management programme in Rivers State?
3. Which methods can be used in teaching Peace Education in senior secondary school Home Management programme in Rivers State?

4. What instructional materials can be used in teaching Peace Education to senior secondary school Home Management students in Rivers State?
5. What evaluation activities can be employed for assessing the attainment of Peace Education curriculum instructional objectives by Home Management students in senior secondary schools in Rivers State?

Hypotheses

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

1. There will be no significant difference among the mean responses of Home Economics lecturers, Social Studies lecturers and senior staff of Ministry of Women Affairs on objectives of Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.
2. There will be no significant difference among the mean responses of Home Economics lecturers, undergraduate Home Economics students and senior staff of Ministry of Youth Development on content to be selected for Peace Education curriculum for integration into senior secondary school Home Management programme in Rivers State.
3. There will be no significant difference among the mean responses of Social Studies Lecturers, undergraduate Social Studies students and staff of Ministry of Social Work on methods of teaching Peace Education in senior secondary school Home Management programme in Rivers State.

APPENDIX E

Department of Home Economics and Hospitality
Management Education,
Faculty of Vocational and Technical Education,
University of Nigeria, Nsukka,
Enugu State.

Dear Respondent,

A REQUEST FOR FILLING OF A QUESTIONNAIRE

I am carrying out a Ph.D Thesis on Peace Education Curriculum for Integration into Senior Secondary School Home Management Programme in Rivers State. You are found to be a very important source of information for the successful completion of the study. Attached is a questionnaire tagged “Peace Education Questionnaire (PEQ)”. You are please most respectfully requested to respond to the questionnaire items as honestly as you can. Be assured that your responses are strictly for the purpose of the study and will be confidentially treated.

Thanks for your cooperation.

Yours faithfully

Igbemi, M.J
(Researcher)

APPENDIX F

QUESTIONNAIRE

Section A: Personal Data

Instruction: Carefully read and supply the following information by checking (✓) as appropriate in the boxes provided.

1. Status: Home Economics lecturer () Social Studies lecturer () Home Economics undergraduate Student () Social Studies undergraduate Student () NCE Home Economics student () NCE Social Studies students () Secondary school Home Economics teacher () Secondary school Social Studies teacher () Staff of Ministry of Women Affairs () Staff of Ministry of Youth Development (). Staff of Social Work and Rehabilitation ()
2. Highest educational qualification:
WASC/NECO/GCE () NCE/OND () HND/B.Sc/BA/B.Ed () M.Sc/M.Ed/MA () Ph.D ()
3. Years of experience: 1-5 () 6-10 () 11 and above ().

Key to the following:

Strongly Agree	-	SA	-	4
Agree	-	A	-	3
Disagree	-	D	-	2
Strongly Disagree	-	SD	-	1

Section B: Instructional objectives of Peace Education curriculum

Peace Education curriculum instructional objectives for integration into senior secondary school Home Management programme in Rivers State

S/N	Items	SA	A	D	SD
1	is to define peace education				
2	explain concept of peace education				
3	identify elements of peace education				
4	explain benefits of peaceful co-existence				
5	appreciate positive ways of life				
6	define conflict				
7	identify types of conflict				

8	identify causes of conflict				
9	identify outcomes of a conflict				
10	identify actors in a conflict				
11	manage conflicts				
12	acquire skills in conflict resolution				
13	show respect for the rights of the people				
14	appreciate culture of peace				
15	develop spirit of oneness				
16	develop spirit of tolerance				
17	have confidence in themselves				
18	show spirit of responsibility				
19	cooperate with one another on a voluntary basis				
20	create opportunities of social order				
21	exhibit spirit of patriotism				
22	avoid violent situations				
23	avoid actions that can cause acrimony				
24	advocate for justice				
25	resolve conflicts among themselves				
26	appreciate co-existence among people				
27	work cooperatively in groups				
28	assist each other to solve personal problems				
29	assist one another to solve group problems				
30	identify roles of a leader				
31	obey every rules and regulations of the school				
32	exhibit attitudes that enhance interpersonal relationship				
33	Identify the roles of the led				
34	Discuss expectations of a good citizen				
35	Appreciate other people's culture				
36	Respect other people's culture				
37	Exhibit attitudes that show respect for life				
38	Play roles of individuals in the home				

39	Identify cultural norms				
40	Show respect for elders				
41	Show respect for life				
42	Respect constituted authority				

Any other, item for the above can be included.....

Section C:

Peace Education curriculum contents for integration into senior secondary school Home Management programme in Rivers State

S/N	Items	SA	A	D	SD
1	Definition of Peace Education				
2	Concepts of Peace Education				
3	Elements of Peace Education				
4	Benefits of peaceful coexistence				
5	Positive ways of life				
6	Concept of conflict				
7	Types of conflict				
8	Causes of conflict				
9	Outcomes of conflict				
10	Conflict management				
11	Conflict resolution skills				
12	Conflict resolution among people				
13	Respect for human rights				
14	Peace culture				
15	Tolerance of one another				
16	Self confidence				
17	Responsibility of citizens				
18	Cooperation among people				
19	Opportunities for social order				
20	Patriotism				
21	Violent situations				

22	Actions that can cause acrimony				
23	Justice				
24	Co-existence among people from different ethnic groups				
25	Group co-operation				
26	Resolution of personal problems				
27	Roles of a leader and characteristics				
28	School rules and regulations				
29	Interpersonal relationship among individuals and groups				
30	Expectations of a good citizen				
31	Roles of a good citizen				
32	Cultural diversity				
33	Cultural norms				
34	Respect for elders				
35	Respect for human rights				
35	Roles of individuals in the family				
37	Respect for constituted authorities.				

Any other item for the above can be included

Section D

Methods for teaching Peace Education in senior secondary school Home Management programme in Rivers State

S/N	Methods	SA	A	D	SD
1	lecture method				
2	discussion method				
3	questioning method				
4	team teaching method				
5	demonstration method				
6	project method				
7	assignment method				
8	field trip method				
9	role playing method				

10	simulation games method				
11	modeling method				
12	dramatization method				
13	group activity method				
14	tutorial method				
15	discovery method				
16	socio-drama				
17	brainstorming				
18	case study				
19	independent study				
20	supervised study				
21	programmed instruction				
22	use of resource person				
23	interview				
24	story telling				
25	use of symposia				
26	Illustration				

Any other item for the above can be included

Section E

Instructional materials for teaching Peace Education to senior secondary school Home Management students in Rivers State

S/N	Items	SA	A	D	SD
1	radio				
2	tape recorder				
3	dvd cassette and machine				
4	Televisions				
5	Newspaper				
6	magazines				
7	charts				
8	graphic materials				

9	pictures				
10	Projectors				
11	models				
12	computers				
13	posters				
14	maps				
15	interactive board				
16	Chalkboard				
17	whiteboard				
18	flip chart				
19	real object				
20	Slides				
21	Cell phone				
22	reference books				
23	teacher's handbook				
24	Wall charts				
25	Cartoons				
26	Diagrams				
27	Specimen				
28	Magnetic board				
29	Flannel board				
30	Motion pictures projectors				
31	Slide projector				
32	Film trip projector				
33	Overhead projector				
34	Learners course book				
35	Smart board				

Any other item for the above can be included

Section F

Evaluation activities for assessing the attainment of Peace Education curriculum objectives in senior secondary school Home Management programme in Rivers State

S/N	Evaluation activities	SA	A	D	SD
1	Observation				
2	Questionnaire				
3	Anecdotal records				
4	Continuous assessment				
5	Practical work				
6	Use of discussion				
7	Assignment				
8	Interview				
9	Essay type test				
10	Objective test				
11	Subjective test				
12	Multiple choice test				
13	Aptitude test				
14	Achievement test				
15	Standardized test				
16	Placement test				
17	Formative test				
18	Summative test				
19	Use of check lists				
20	Intelligence test				
21	Use of rating scales				
22	Diagnostic test				
23	Personality test				
24	Socio-metric technique				
25	Use of attitude test				
26	Projects				
27	Students self-evaluation				
28	Films				

Any other item for the above can be included

APPENDIX G

PEACE EDUCATION CURRICULUM FOR INTEGRATION INTO SENIOR SECONDARY SCHOOL HOME MANAGEMENT PROGRAMME IN RIVERS STATE

FOCUS GROUP DISCUSSION GUIDE

Part A-Introduction

- 1a. Opening remarks and introduction of the moderator by the researcher
- b. Introduction of the discussants by the moderator
2. Rules to guide the discussants
 - a. All phones to be put in silence
 - b. Each discussant to use 1-2 minutes for discussion
 - c. Any supporter can come in where necessary but without interrupting the discussant. The supporter is to talk for 1-2 minutes.

Part B – Discussion Section

1. It is very obvious that there have been serious peace problems in Rivers State in the recent years. What are these problems and who are those involved? There must have been reasons for these problems, in your opinion, what do you think are the causes of these problems?
2. There is always cause and effect in nature, have there been effects of these peace problems in River State if yes, what are these effects?
3. Education is always used as an instrument for positive changes. Can peace education serve as a relevant tool for changing the situation of peace problems in Rivers State?
4. Is it appropriate to develop Peace Education curriculum for integration into any secondary school subject?
5. If Peace Education is developed for integration into any school subject, is Home Management programme appropriate for this purpose and why?
6. If Peace Education curriculum is developed, it is expected that there should be objectives for it. What should be the objectives of this curriculum?
7. Objectives always guide the selection of the content of any programme, from the identified objectives, what can be the content of Peace Education curriculum that can solve peace problems in Rivers State?
8. Now from the suggested content, what are the methods that can effectively be used in teaching Peace Education to change the behavior of the students in Rivers State?
9. Considering the importance of instructional materials in teaching and learning processes, there is need to examine some instructional materials that will be suitable

for teaching of Peace Education. What teaching materials do you think will be adequate for teaching Peace Education in secondary schools?

10. At the end of every programme there is need to evaluate to know how successful the programme has been or if there is any problem. In your opinion, what evaluation activities do you think are appropriate for evaluation of Peace Education curriculum?

Vote of thanks by the researcher.

APPENDIX H



**A CROSS –SECTION FOCUS GROUP DISCUSSANTS WITH THE MODERATOR
AT THE EXTREME RIGHT**



A CROSS –SECTION FOCUS GROUP DISCUSSANTS

APPENDIX I



RESEARCHER SERVING AS SECRETARY TO FGD SESSION

APPENDIX J



GROUP PHOTO OF FOCUS GROUP DISCUSSANTS AFTER FGD SESSION

APPENDIX K

Department of Home Economics and
Hospitality Education,
Faculty of Vocational and Technical
Education,
University of Nigeria, Nsukka.

Sir/Madam,

A REQUEST FOR VALIDATION OF PEACE EDUCATION CURRICULUM

Attached is a draft peace education curriculum for validation. I humbly request for your assistance to validate it. I would be grateful for your kind gesture.

Thanks.

Yours faithfully,

Igbemi, M.J
(Researcher)

APPENDIX L

PEACE EDUCATION VALIDATION QUESTIONNAIRE

THE CURRICULUM WAS VALIDATED BY ME

Name:.....

Department:.....

Institution:.....

Signature:.....

Date:.....

COMMENTS

		Extent or Level of Appropriateness			
S/N	Indexes	Very Appropriate	Appropriate	Slightly Appropriate	Not Appropriate
1	Originality				
2	Theme				
3	Topics				
4	Instructional Objectives				
5	Content				
6	Instructional method				
7	Instructional materials				
8	Evaluation activities				

Key: Very Appropriate - 4

Appropriate - 3

Slightly Appropriate - 2

Not Appropriate - 1

APPENDIX M**PEACE EDUCATION CURRICULUM FOR INTEGRATION INTO SENIOR
SECONDARY SCHOOL HOME MANAGEMENT PROGRAMME FOR
BEHAVIOUR MODIFICATION OF STUDENTS IN RIVERS STATE****BY****IGBEMI, MATILDA JAMES
PG/Ph.D/06/41414****DEPARTMENT OF HOME ECONOMICS AND HOSPITALITY MANAGEMENT
EDUCATION FACULTY OF VOCATIONAL AND TECHNICAL EDUCATION,
UNIVERSITY OF NIGERIA, NSUKKA ENUGU STATE**

Introduction

Where there is peace, there is love, harmony, togetherness, joy, freedom and development. For any society to experience development, there must be peaceful co-existence among the citizenry. Peace education is an excellent tool for achieving a peaceful society. A peace education curriculum developed and packaged for senior secondary school would help the students to acquire knowledge, skills and attitudes necessary for peaceful living. The study of peace education would help students understand the importance of peace in national development and their roles as peace agents in the family, community and the society at large.

This peace education curriculum was aimed at curbing peace problems and to avoid future occurrence of such problems in Rivers State in particular and in Nigerian society at large. It was also aimed at restoring peace in the society. Future leaders who would shun violent conflicts and embrace peace would be developed through peace education. The peace education curriculum was also aimed at producing future leaders whose focus would be on sustainable development of the Nigerian society.

The peace education curriculum was intended for integration into senior secondary school Home Management programme for behavior modification of students in Rivers State. It was believed that this would enrich Home Management programme major aim of enhancing the living standard and quality of lives of individuals, family and the society at large. It would also usher in peace which would lead to sustainable development in Rivers State and in Nigerian society at large.

The peace education curriculum was developed to cover the following components:

1. Themes of peace education
2. Topics in peace education
3. Instructional objectives of peace education

4. Contents of peace education
5. Instructional methods for teaching peace education
6. Instructional materials to be utilized when teaching peace education
7. Evaluation activities for assessing the achievement of the objectives of peace education
8. Evaluation techniques to be employed in assessing the achievement of the objectives of peace education

Themes in Peace Education

These are the major areas to be covered in peace education. Example, Conflict, culture of the people, etc

Topics in Peace Education

These are the breakdown of the themes into smaller and manageable units to be covered in lesson periods. Example, types of conflicts, conflict resolution strategies, etc.

Instructional Objectives of Peace Education

These are the knowledge, skills and attitudes that the students are expected to acquire by the end of every instruction. Example, by the end of the lesson students should be able to explain two types of conflict, students should be able to acquire skills for resolving conflict between or among individuals. Students should be able to relate well with one another, etc.

Contents of Peace Education

Contents of peace education are what the students would be exposed to during instructions which would help to modify their behavior, thereby, enable them embrace peace and be useful citizens of the state. Such contents include: elements of peace education, concept of peace education, human rights, etc.

Instructional Methods for Teaching Peace Education

Instructional methods are the delivery systems which include teacher's activities and students' activities and the different methods that could be used in teaching the contents of peace education. Such methods include discussion, field trips, demonstration, etc.

Instructional Materials for Teaching of Peace Education

These are the items or objects to be utilized during instructions to help students use their five senses which would enable them remember what they have been taught by the teacher. Instructional materials would be used by the teacher to simplify the lesson and for easy understanding by the students. Instructional materials that could be used in teaching peace education include the students themselves, DVD cassettes and machine, charts showing people in conflicts, etc.

Evaluation Activities for Assessing the Achievement of Peace Education

These are the means of finding out the achievement of the stated objectives after instructions have taken place. Evaluation questions are always asked in line with the stated objectives. For instance, if the stated objective is for the students to be able to identify 3 elements of peace education by the end of the lesson, the evaluation question would be, list 3 elements of peace education.

Evaluation Techniques to be employed for assessing the Achievement of Peace Education

These are the approaches in which the teacher uses to assess the achievement of the stated objectives. The evaluation technique could be the use of multiple choice test, essay type test, interview, etc.

Table of content

Name of the curriculum: Peace education curriculum

Introduction

Components of the curriculum

Themes of peace education

Topics in peace education

Instructional objectives of peace education

Contents of peace education

Instructional methods of peace education

Instructional materials for teaching of peace education

Evaluation activities for assessing objectives of peace education

Evaluation techniques used for assessing peace education

Peace education curriculum.

TOPIC	INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIAL	EVALUATION ACTIVITIES	EVALUATION TECHNIQUES
			TEACHERS' ACTIVITIES	STUDENTS' ACTIVITIES			
20 Leaders and characteristics	Students should be able to: 1. Define a leader 2. State the qualities of a leader 3. Identify roles of a leader	Roles of a leader: 1. Who is a leader? 2. Qualities of a good leader 3. Roles of a leader	Questioning and discussion methods 1. Lead discussion 2. Ask questions 3. Answer students' question	1. Discuss qualities and roles of a leader 2. Write down points in their note books 3. Ask questions	1. Interactive board and slides 2. Radio	1. Who is a leader? 2. State 3 qualities of a good leader. 3. State 3 roles of a leader.	1. Multiple Choice Test 2. Placement test
21 Constituted authority	Students should be able to: 1. Explain the concept of constituted authority 2. Explain why there should be constituted authorities 3. Respect constituted authority	Respect for constituted authorities 1. Concept of constituted authority	Lecture method teacher lectures on respect for constituted authority	Students listen, jot down note and ask questions where necessary	1. Graphic materials on different constituted authorities 2. Magazine	1. List 3 types of constituted authorities you know 2. Explain their functions	1. Summarative test 2. Discussion
22 School Rules and regulation	Students should be able to: 1. Identify some school rules and regulations 2. Discuss how students should obey school rules and regulations 3. Discuss why school rules and regulations should be obeyed 4. Discuss consequences of not obeying school rules and regulations 5. Obey school rules and regulations	School rules and regulations 1. Obeying the school rules and regulations 2. How school rules and regulation should be obeyed 3. Why school rules and regulation should be obeyed 4. Consequences of not obeying school rules and regulations	Use of symposia and tutorial Organize a symposium and use make use of tutorial method.	1. Part-take in the organized symposium 2. Ask and answer questions	1. Smart board 2.	1. Observe and write a report, on the students' level of obedient to the school rules and regulation appropriate. 2. Suggest punishments for disobedient students on some specific rules and regulations	1. Observation 2. Continuous assessment

THEME: PATRIOTISM

TOPIC	INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIAL	EVALUATION ACTIVITIES	EVALUATION TECHNIQUES
			TEACHER ACTIVITIES	STUDENTS ACTIVITIES			
23 Patriotism	Students should be able to: 1. Define patriotism 2. Identify a patriot 3. State reasons for being a patriot 4. Enumerate characteristics of a patriot 5. Exhibit the spirit of patriotism	Patriotism 1. Who a patriot is 2. Reasons for being a patriot 3. Characteristics of a patriot 4. Developing spirit of patriotism	Brainstorming Guides students brainstorm on what constitute patriotism	Brainstorm on what constitute patriotism	Television Reference books	1. What is patriotism? 2. Who is a patriot? 3. Why should one strive to be patriot? 4. What are the characteristics of a patriot? Mention 3	1. Objective es 2. Anecdotal records 3.Film Formative testt
24 Responsibilities of citizens	Students should be able to: 1. Explain who a citizen is 2. Enumerate responsibilities of a good citizen 3. Show spirit of responsible citizens	Responsibilities of a citizen e.g paying of tax obeying law and orders protecting public property	Questioning and interview 1. Teacher asks students to explain who a citizen is, 2. Explains what makes a good citizen 3. Enumerates responsibilities of a good citizens	1. Students respond to the question by explaining who a citizen is. 2. List responsibilities of a good citizen.	DVD cassette and machine. showing some activities of a responsible citizen and those of irresponsible citizen	1. Observe the activities shown in the cassette and differentiate responsible from irresponsible citizen 2. Explain who a citizen is. 3. State three responsibilities of a good citizen.	1. Observation 2. Questionnaire 3. Standardized test
25 Justice	Students should be able to: 1. Define justice 2. Identify elements of justice 3. Explain a situation that shows justice 4. Explain a situation that shows injustice 5. State consequences of injustice 6. Advocate for justice	Justice 1. Elements of justice 2. Situations that shows justice 3. Consequences of justice	Illustration 1. illustrate justice 2. Identify elements of justice 3. State consequences of injustice	1. Listen and as questions 2. Identify situations that show justice 3. List consequences of injustice	Learner's text and Interactive board	1. Define justice 2. Identify 2 elements of justice 3. State 2 consequences of injustice	1. Aptitude test 2. Interview 3. Personality test
26 Human rights	Students should be able to: 1. Define human rights 2. Identify human rights 3. Respect human rights	1. Human rights 2. Identification of human rights 3. Respect for human rights	1. Leads discussion on human rights 2. Identify human rights 3. Ask questions based on discussion on human rights	1. Discuss human rights 2. List human rights 3. Answer questions based on discussion	1. A chart showing human rights	1. What is human rights? 2. Enumerate human rights 3. What should human rights be respected?	Socio-metric Techniques Multiple choice

TOPIC	INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIAL	EVALUATION ACTIVITIES	EVALUATION TECHNIQUES
			TEACHERS ACTIVITIES	STUDENTS ACTIVITIES			
27. Respect for life	Students should be able to: 1. State why people should live 2. Explain why people lives should be respected 3. Exhibit attitude that. show respect for life	Respect for life 1. Why peoples lives should be respected 2. Identification of attitudes that show respect for life	Use of resource persons: 1. Play tape recorder 2. Ask questions 3. Answer students' questions	Listen to the tape recorder. Answer questions from the tape Recorder	1. White board 2. Tape recorder 3. Teacher's handbooks	1. What is your view about life? 2. Should peoples lives be respected? 3. Explain 3 reasons why peoples' lives should be respected	Socio-metric Essay test
28 Social orders	Students should be able to: 1. Explain social order 2. State what brings about social order 3. Discuss importance of social order 4. Identify consequences of social order 5. Identify consequences of social disorder 6. Create opportunities for social order	1. Opportunities for social order 2. Importance of social order consequences of social order 3. Consequences of social disorder	Simulation games 1. Guide students to locate simulation games 2. Guide students to play simulation games 3. Ask luestions on importance of social order 5. Discuss consequences of social order and social disorder	1. Students locate simulation games and play them 2. Answer questions on importance of social order 3. Discuss consequences of social order and social disorder	1. Computer 2. Student's handbook	1. What is social order? 2. What are the importance of social order? 3. What consequences of social order? Mention 3 consequences of social disorder	Diagnostic test
29 Personal problems	Students should be able to: 1. Define a problem 2. Identify personal	1. Personal problem 2. Identification of personal problems 3. Resolution of personal problems	Independent and programmed instruction. Guide student to: Define personal problem 2. Identify personal problems	1. Define personal problem 2. Identify personal problem 3. Discuss how to solve personal	1. Computer 2. . News papers 3. magazines	1. What is personal problem? 2. Identify a personal problem. 3. Discuss the challenges	Project

	problems 3. Discuss how to handle personal problems 4. Resolve identified personal problems 5. Assist each other to solve personal problems.		3. Discuss how to solve identified personal problems	problems		involved in solving the identified problem.	
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TOPIC	INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIAL	EVALUATION ACTIVITIES	EVALUATION TECHNIQUES
			TEACHERS ACTIVITIES	STUDENTS ACTIVITIES			
30 Self Confidence	Students should be able to: 1. Explain the concept of self confidence 2. Acquire skills for self confidence 3. Develop self confidence	1. Self confidence 2. Concept of self confidence 3. skills for self confidence	Independent study: 1. Lead discussion on skills needed for self confidence 2. Guide students to develop self confidence	1. Discuss skills needed for self confidence 2. Apply the skill for self confidence	Programmed instruction, Computer	1. What is self confidence? 2. Mention three needed skills for self-confidence? 3. How can you develop self confidence?	Diagnostic test
31 Tolerance	Students should be able to: 1. Explain concept of tolerance 2. State behaviours that show tolerance 3. Explain behaviours that show tolerance 4. Acquire skills for tolerance 5. Exhibit tolerance behavior	1. Concept of Tolerance 2. Behaviours that show spirit of tolerance 3. Skills for tolerant behavior	Dramatization : 1. Discuss skills for tolerant behaviour 2. Guide students to dramatize tolerance behaviour	1. Discuss skills for tolerant behaviour 2. Dramatize tolerance behaviour	Real objects (students)	1. State three ways of behaviour that show tolerance	Essay type of test

PEACE EDUCATION CURRICULUM FOR SENIOR SECONDARY SCHOOL THEME: PEACE EDUCATION

INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIAL	EVALUATION ACTIVITIES	EVA TEC
		TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES			
At the end of the programme, students should be able to: 1. Define peace 2. Explain concept of peace 3. Define peace education 4. Explain concept of peace education	1. Definition of peace 2. Concept of peace 3. Definition of peace education 4. Concept of peace education	Brainstorming and discussion 1. Ask students divergent questions 2. Ask students to explain concept of peace in their own understanding 3. Explain concept of peace 4. Define peace education 5. Explain concept of peace education	1. Learners define peace on their own understanding. 2. Try to explain peace on their own understanding 3. Listen to the teacher 4. Write down the definitions in their note 5. Examine the displayed chart 6. Jot down important points in their notes 7. Students should suggest answers	1. Teacher handbook, 2. White or chalk board 3. A chart showing a peaceful situation 4. Magazines and newspapers showing riots or disturbances by youth	1. Explain concept of peace 2. Explain peace education 3. Explain the concept of peace education	1. As 2. In
Students should be able to: 1. Identify elements of peace education. 2. List the elements of peace education. 3. Discuss the elements of peace education	Elements of peace education: 1. Identification of elements of peace education. 2. Listing of elements of peace education 3. Discussion of the elements of peace education	Questioning and discussion 1. Ask what are elements of peace education? 2. List element of peace education 3. Discuss each element of peace education 4. Display a chart showing elements of peace	1. Listen to the teacher 2. Learners identify and list elements of peace education. 3. Discuss each element of peace education 4. Write down elements of peace in their note books	1. A chart showing some elements of peace education. 2. Chalk or white board. 3. Teacher's handbook	1. What do you understand by element of peace education? 2. List 3 elements of peace education. 3. Discuss 2 elements of peace education	Intel 1. As 2. Te

INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIALS	EVALUATION ACTIVITIES	EVA TEC
		TEACHERS' ACTIVITIES	STUDENTS' ACTIVITIES			
Students should be able to: 1. Define peaceful co-existence 2. Discuss peaceful co-existence 3. Explain benefits of peaceful co-existence	Benefits of peaceful co-existence: 1. Definition of peaceful co-existence. 2. Discussion of peaceful co-existence. 3. Explanation of benefits of peaceful co-existence	Supervised method Teacher shares learners into groups and asks each group to: 1. Define peaceful co-existence. 2. Discuss peaceful co-existence. 3. Explain benefits of peaceful co-existence 4. Play DVD cassette and ask questions	1. Listen to definition and take part in the discussion 2. Dramatize how to cooperate peacefully 3. Watch the video and answer questions	1. Drama show on DVD cassette on peaceful coexistence 3. White board and marker 4. Pictures of non peaceful co-existence such as Boko Haram	1. Define peace co-existence 2. What can you say about the drama? 3. What benefits were derived by the people? 4. What lesson have you learn from the drama?	Socio Tech

Students should be able to: 1. Give reasons why people should co-operate 2. Itemize consequences of lack of co-operation among people 3. Cooperate with one another on a voluntary basis	1. Cooperation among people 2. Reasons for cooperation among people 3. Consequence of lack of cooperation among people	Role playing and individualized activity: Assign some responsibilities to students	Work cooperatively on assigned responsibilities	1.Real objects (students) 2. Pictures 3. Posters 4. chalk board	1. What is your relationship with your classmates? 2. What is your feeling when some one cooperates with you? 3. What happens when people refuse to cooperate?	1. Pe metri 2. At
Students should be able to: 1. Explain group cooperation 2. Discuss benefits of group cooperation 3. Work in groups	1. Group co-operation 2. Benefits of group cooperating.	Project and laboratory methods Share student in group and assign responsibility to each group	Work in groups based on assigned responsibility	1.Real object (students) 2.cartoons 3. slides and slide projector	Each group to produce a craft work for home decoration	Grou
Students should be able to: 1. Define positive way of life 2. State what constitute positive way of life 3. Explain why people should adopt positive way of life 4. Appreciate positive way of life 5. Adopt a positive way of life	Positive way of life: 1.Explaining the concept of positive way of living 2. Stating what constitute positive way of living. 3..Explaining why people should develop positive way of living	Case study and assignment methods: 1. Define positive ways of life 2.Explain why poeople should adopt positive way of life 3Using discussion on tape recorder as a case study. 4)Ask students to find out different positive ways of life exhibiting by people in their communities.	1. Listen to the teacher's definition of positive way of life 2. Listen to the explanation on why people should adopt positive way of life 3. Listen to the discussion on the tape recorder 4. Ask for explanation where necessary 5) Carry out the assigned duty.	1. Tape recorder: Relaying discussion of positive way of life on tape recorder 2. White board and marker	1. Define positive way of life 2. Identify different positive ways of life 3. Examine yourselves and see if you have positive way of life 4. Why is it necessary to have positive way of life?	

THEME: CONFLICT

INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIALS	EVALUATION ACTIVITIES	EVALUATION TECHNIQUES
		TEACHERS' ACTIVITIES	STUDENTS' ACTIVITIES			
Students should be able to: 1. Define conflict 2. Explain concept of conflict 3. Identify 3 types of conflict 4. List types 3 of conflict	1. Defining conflict 1. Explaining Concept of conflict 2. Identifying types of conflict	Socio-drama: 1. Define conflict 2. Explain concept of peace 3. List types of conflict 4. Organize students for socio-drama 5. Guide students to act drama	1. Listen to the teacher 2. Identify types of conflict 3. Act drama on different types of conflicts, e.g. <u>arguing, fighting.</u>	Real objects: 1. Using students as instructional materials 2. Motion picture projector 3. Magnetic board	1. Define conflict 2. Explain the concept of conflict 3. Identify different types of conflict 4. List types of conflict	1. U... tes... 2. D...
Students should be able to: 1. Identify causes of conflict 2. List causes of conflict 3. Identify outcomes of conflict	1. Identifying Causes of conflicts 2. Listing causes of Conflict 3. Identifying outcomes of conflicts	Discovery method: 1. Guide students to identify causes of conflict 2. Guide students to identify outcomes of conflict	1. Identify causes of conflict 2. List causes of conflict 3. Identify outcomes of conflict	Charts showing people in conflicts: 1. People aquing 2. People quarrelling 3. People fighting	1. What are causes of conflict? 2. List 4 causes of conflict 3. State 3 causes of conflict 4. Discuss 2 outcomes of conflict	Obje... Essa... Obse...
Students should be able to: 1. Explain a violent situation 2. Identify causes of violent situations 3. State ways of avoiding violent situations	1. Violent situation 2. Causes of violent situation 3. Ways of avoiding violent situation	Story telling And questioning: 1. Narrate a story of a real violent situation 2. Play DVD cassette on a violent situation 3. Ask questions on the story 4. Explain violent situations 5. Identify causes of violent situations 6. State ways of avoiding violent situations	1. Answer questions 2. Listen to the teacher 3. Identify violent situations 4. List ways of avoiding violent situations	1. DVD cassette and Machine showing some violent situations 2. Mock ups 3. Film trip projector 4. Flannel board	1. Identify causes of violent situation from the listed items: Fighting aguing, quarrellings, shooting, abusing, etc. 2. How can violent situation be avoided?	
Students should be able to: 1. Define acrimony 2. State action that can cause acrimony 3. Identify ways of avoiding acrimony	Actions that can cause acrimony 1. Concept of acrimony 2. Actions that can cause acrimony 3. Ways of avoiding acrimony	Discussion: 1. Lead discussion on acrimony 2. Ask questions based on the discussion	1. Discuss acrimony, causes and ways of avoiding it 2. Answer questions based on the discussion	1. Dictionary 2. Journals 3. Reference books	1. What is acrimony? 2. State 2 actions that can lead to acrimony 3. State 2 ways of avoiding acrimony.	1. Es... 2. In...

INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIALS	EVALUATION ACTIVITIES	EVALUATION TECHNIQUES
		TEACHERS' ACTIVITIES	STUDENTS ACTIVITIES			
Students should be able to: 1. Explain conflict management 2. Acquire skills in conflict resolution 3. Manage conflicts among themselves 4. Resolve conflict	1. Conflict management 2. Conflict resolution skills 3. Resolving Conflict	Discussion Guide students to discuss 1. Conflict management 2. Conflict resolution skills 3. Play DVD cassette on conflict management 4. Summarize discussion	1. Discuss conflict management 2. Discuss Conflict resolution skills 3. Write points in their note	DVD Cassette Showing 1. how people manage conflicts 1. skills in conflict management	1. Explain conflict management 2. What are the skills in conflict management? 3. How can you manage skill between you and your friends	Subj... Achi...

	among people					
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THEME: CULTURE OF PEACE

INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIAL	EVALUATION ACTIVITIES	EVA TEC
		TEACHERS ACTIVITIES	STUDENTS ACTIVITIES			
Students should be able to: 1. Define culture 2. Identify people from different cultural backgrounds 3. Explain what differentiates one culture from the other 4. Appreciate other peoples culture	Culture of the people 1. Concept of culture 2. Different cultural backgrounds 3. Differences between cultures	Modeling and field trip 1. Define culture 2. Identify people from different cultural backgrounds 3. Explain differences among culture of people 4. Display different outfits from different culture in Nigeria 5.. Arrange and take students to a museum	1. Listen to the teacher 2. Identify people from different cultural backgrounds 3. Explain differences between cultures 4. Accompany the teacher to a museum	Map and posters of people from different cultural background	1. How can you identify some one from South South states? 2. What differentiates a Yoruba man from an Ibo man?	Inter Obsc
Students should be able to: 1. Identify culture of peace culture 2. Appreciate culture of peace 3. Exhibit attitudes that show culture of peace	Peace culture 1. Identification of peace culture 2. Exhibition of attitudes that shows culture of peace	Illustration: 1. Illustrate different peace culture 2. Display some pictures of different peace culture	1. Identify some peace cultures in their communities 2. Write down points in their note book	1. Chart showing elements of culture of peace 2. White board and marker	1) How can culture of peace be identified? 2) What are the attitudes that can convince you of culture of peace among a particular group of people?	1. U 2. O
Students should be able to: 1. State behaviours that show spirit of tolerance 2. Acquire skills for tolerance 3. Exhibit tolerant behavior	Tolerance of one another 1. Behaviour that shows spirit of tolerance 2. Skills for tolerant behaviour	Dramatization 1. Guide students to dramatize on behaviours that show tolerance 2. Discuss the drama	1. Dramatize behaviour that show tolerance 2. Take part in the discussion	1. Real objects (students) 2. White board and marker	State three ways of behaviour that show tolerance in an individual	1. Es 2. D
Students should be able to: 1. Explain concepts of cultural norms 2. Identify different cultural norms	Cultural norms 1. Concept of cultural norms 2. Identification of cultural norms	Group discussion method: 1. Organize students in groups and guide them in the discussion 2. Summarize the discussion	1. Discuss in groups and present points at the end of the discussion session 2. Take part in the discussion	1. A chart showing some cultural norms 2. Text books	Identify and discuss 2 aspects of your cultural norms dramatization	Assi Role

THEME: CULTURE OF THE PEOPLE

INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIAL	EVALUATION ACTIVITIES	EVA TEC
		TEACHERS' ACTIVITIES	STUDENTS' ACTIVITIES			
Students should be able to; 1. Explain concepts of cultural diversification 2. Explain why there is cultural diversification 3. Respect other peoples culture	Cultural diversification 1) Why there is cultural diversification 2) Respect for other people's culture	Discussion method 1. Explain concept of cultural diversification 2. Explain why there is cultural diversification 3. Discuss why other peoples' culture should be respected	Students find out what differentiate one culture from the other 1. Listen to the teacher 2. Ask questions where necessary	1. Magazines 2. Teacher's handbook 3. White board and marker	1. What is cultural diversification? 2. Why does cultural diversification exist? 3. Why should peoples' culture be respected?	M. u test 2. Pr

al ip	Students should be able to: 1. explain interpersonal relationship 2. exhibit attitude that enhance interpersonal relationship 3. relate well with one another	1. Interpersonal relationship 2. Attitude that enhance interpersonal relationship 3. Relationship with one another	Group Activity: 1. Explain interpersonal relationship 2. Explain attitudes that enhance interpersonal relationship 3. Group students and assigned activities to them	1. Listen to the teacher 2. Ask questions where necessary 3. Work in group as assigned	1. Flip chart showing people relating with one another 2. Mobils phone 3. Transperencies 4. Projector	1.What is interpersonal relationship? 2. State attitudes that enhance interpersonal relationship 3. How do you relate with your classmates?	Soci inter
y	Students should be able to: 1. Identify different individuals that make up the family 2. Identify roles of different family members 3. Play roles of individuals in the family	1. Individuals that make up a family 2. Role of the father in the family 3. Roles of the mother in the family 4. Roles of the children in the family	Role playing: 1. Organize students to play the roles of different individuals in the family 2. Discuss roles of different members of the family	1. Identify roles of different family members 2. Act the parts of difference family members	1. Wall chart of different family members playing different roles 2. Over head projector	1. Who are the individuals that make up the family? 2. What are the three roles of father in the family. 3. State three roles played by a mother in the family. 4. State two roles played by children in the family.	
r	Students should be able to: 1. Explain who an elder is 2. State how to address an elder 3. Show respect for elders	1. Respect for elders 2. Identify who an elder is. 3. How to address elders	Questioning: and discusion 1. Ask questions on how elders are addressed in the students' different communities 2. Explain how elders should be addressed	1. Answer the questions and make explanation where necessary 2. Take down note	1. Slide show 3. Radio 4. Chart 5. Diagrams 6. Chalk board	1. Describe how elders are addressed in your community 2. Choose a culture different from yours and study the way elders are addressed. Write a report on it.	1. Pr 2. Pe

THEME: LEADERS AND THEIR CHARACTERISTICS

INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIAL	EVALUATION ACTIVITIES	EVALUATION TECHNIQUES
		TEACHERS' ACTIVITIES	STUDENTS' ACTIVITIES			
Students should be able to: 4. Define a leader 5. State the qualities of a leader 6. Identify roles of a leader	Roles of a leader: 1. Who is a leader? 2. Qualities of a good leader 3. Roles of a leader	Questioning and discussion methods 1. Lead discussion 2. Ask questions 3. Answer students' question	1. Discuss qualities and roles of a leader 2. Write down points in their note books 3. Ask questions	1. Interactive board and slides 2. Radio	1. Who is a leader? 2. State 3 qualities of a good leader. 3. State 3 roles of a leader.	1. Multiple Choice Test 2. Performance
Students should be able to: 4. Explain the concept of constituted authority 5. Explain why there should be constituted authorities 6. Respect constituted authority	Respect for constituted authorities 1. Concept of constituted authority	Lecture method Lecturers on respect for constituted authority	Students listen, jot down note and ask questions where necessary	3. Graphic materials on different constituted authorities 4. Magazine	1. List 3 types of constituted authorities you know 2. Explain their functions	1. Short Answer 2. Discussion
Students should be able to: 6. Identify some school rules and regulations 7. Discuss how students should obey school rules and regulations 8. Discuss why school rules and regulations should be obeyed 9. Discuss consequences of not obeying school rules and regulations 10. Obey school rules and regulations	School rules and regulations 1. Obeying the school rules and regulations 2. How school rules and regulation should be obeyed 3. Why school rules and regulation should be obeyed 4. Consequences of not obeying school rules and regulations	Use of symposia and tutorial Organize a symposium and use make use of tutorial method.	1. Part-take in the organized symposium 2. Ask and answer questions	1. Smart board 2.	1. Observe and write a report, on the students' level of obedient to the school rules and regulation appropriate. 2. Suggest punishments for disobedient students on some specific rules and regulations	1. Observation 2. Class Assessment

THEME: PATRIOTISM

INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIAL	EVALUATION ACTIVITIES	EVALUATION TECHNIQUES
		TEACHER ACTIVITIES	STUDENTS ACTIVITIES			
Students should be able to: 6. Define patriotism 7. Identify a patriot 8. State reasons for being a patriot 9. Enumerate characteristics of a patriot 10. Exhibit the spirit of patriotism	Patriotism 1. Who a patriot is 2. Reasons for being a patriot 3. Characteristics of a patriot 4. Developing spirit of patriotism	Brainstorming Guides students brainstorm on what constitute patriotism	Brainstorm on what constitute patriotism	Television Reference books	1. What is patriotism? 2. Who is a patriot? 3. Why should one strive to be patriot? 4. What are the characteristics of a patriot? Mention 3	1. Observation 2. Assignment 3. File Formative
Students should be able to:	Responsibilities of a citizen e.g paying of	Questioning and interview 1. Teacher asks students to	1. Students respond to the question by	DVD cassette and machine. showing some	1. Observe the activities shown in	1. Observation 2. Questioning

ns	<ol style="list-style-type: none"> 4. Explain who a citizen is 5. Enumerate responsibilities of a good citizen 6. Show spirit of responsible citizens 	tax obeying law and orders protecting public property	<ol style="list-style-type: none"> 1. explain who a citizen is, 2. Explains what makes a good citizen 3. Enumerates responsibilities of a good citizens 	<ol style="list-style-type: none"> 1. explaining who a citizen is. 2. List responsibilities of a good citizen. 	activities of a responsible citizen and those of irresponsible citizen	<ol style="list-style-type: none"> 1. the cassette and differentiate responsible from irresponsible citizen 2. Explain who a citizen is. 3. State three responsibilities of a good citizen. 	3. St
	<ol style="list-style-type: none"> 7. Students should be able to: 8. Define justice 9. Identify elements of justice 10. Explain a situation that shows justice 11. Explain a situation that shows injustice 12. State consequences of injustice 13. Advocate for justice 	<ol style="list-style-type: none"> 1. Justice 2. Elements of justice 3. Situations that shows justice 4. Consequences of justice 	<ol style="list-style-type: none"> 1. Illustration 2. 1. illustrate justice 3. 2. Identify elements of justice 4. 3. State consequences of injustice 	<ol style="list-style-type: none"> 1. 1. Listen and as questions 2. 2. Identify situations that show justice 3. 3. List consequences of injustice 	Learner's text and Interactive board	<ol style="list-style-type: none"> 1. 1. Define justice 2. 2. Identify 2 elements of justice 3. 3. State 2 consequences of injustice 	<ol style="list-style-type: none"> 1. 1. Ap 2. 2. Int 3. 3. Per
s	<ol style="list-style-type: none"> 1. Students should be able to: 2. 1. Define human rights 3. 2. Identify human rights 4. 3. Respect human rights 	<ol style="list-style-type: none"> 1. 1. Human rights 2. 2. Identification of human rights 3. 3. Respect for human rights 	<ol style="list-style-type: none"> 1. 1. Leads discussion on human rights 2. 2. Identify human rights 3. 3. Ask questions based on discussion on human rights 	<ol style="list-style-type: none"> 1. 1. Discuss human rights 2. 2. List human rights 3. 3. Answer questions based on discussion 	1. A chart showing human rights	<ol style="list-style-type: none"> 1. 1. What is human rights? 2. 2. Enumerate human rights 3. 3. What should human rights be respected? 	Soci Tech Multi

	INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIAL	EVALUATION ACTIVITIES	EVA TEC
			TEACHERS ACTIVITIES	STUDENTS ACTIVITIES			
ct	<ol style="list-style-type: none"> 1. Students should be able to: 2. 4. State why people should live 3. 5. Explain why people lives should be respected 4. 6. Exhibit attitude that. show respect for life 	<ol style="list-style-type: none"> 1. Respect for life 2. 1. Why peoples lives should be respected 3. 2. Identification of attitudes that show respect for life 	<ol style="list-style-type: none"> 1. Use of resource persons: 2. 1. Play tape recorder 3. 2. Ask questions 4. 3. Answer students' questions 	<ol style="list-style-type: none"> 1. Listen to the tape recorder. 2. Answer questions from the tape Recorder 	<ol style="list-style-type: none"> 1. 1. White board 2. 2. Tape recorder 3. 3. Teacher's handbooks 	<ol style="list-style-type: none"> 1. 1. What is your view about life? 2. 2. Should peoples lives be respected? 3. 3. Explain 3 reasons why peoples' lives should be respected 	Soci Essa
s	<ol style="list-style-type: none"> 1. Students should be able to: 2. 7. Explain social order 3. 8. State what brings about social order 4. 9. Discuss importance of social order 5. 10. Identify consequences of social order 6. 11. Identify consequences of social disorder 7. 12. Create opportunities for social order 	<ol style="list-style-type: none"> 1. 1. Opportunities for social order 2. 2. Importance of social order consequences of social order 3. 3. Consequences of social disorder 	<ol style="list-style-type: none"> 1. Simulation games 2. 1. Guide students to locate simulation games 3. 2. Guide students to play simulation games 4. 3. Ask luestions on importance of social order 5. 5. Discuss consequences of social order and social disorder 	<ol style="list-style-type: none"> 1. 1. Students locate simulation games and play them 2. 2. Answer questions on importance of social order 3. 3. Discuss consequences of social order and social disorder 	<ol style="list-style-type: none"> 1. 1. Computer 2. 2. Student's handbook 	<ol style="list-style-type: none"> 1. 4. What is social order? 2. 5. What are the importance of social order? 3. 6. What consequences of social order? Mention 3 consequences of social disorder 	Diagn

	<p>Students should be able to:</p> <ol style="list-style-type: none"> 6. Define a problem 7. Identify personal problems 8. Discuss how to handle personal problems 9. Resolve identified personal problems 10. Assist each other to solve personal problems. 	<ol style="list-style-type: none"> 1. Personal problem 2. Identification of personal problems 3. Resolution of personal problems 	<p>Independent and programmed instruction.</p> <p>Guide student to:</p> <ol style="list-style-type: none"> Define personal problem 2. Identify personal problems 3. Discus how to solve identified personal problems 	<ol style="list-style-type: none"> 1. Define personal problem 2. Identify personal problem 3. Discuss how to solve personal problems 	<ol style="list-style-type: none"> 1. Computer 2. . News papers 3. magazines 	<ol style="list-style-type: none"> 1. What is personal problem? 2. Identify a personal problem. 3. Discuss the challenges involved in solving the identified problem. 	Proje
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	INSTRUCTIONAL OBJECTIVES	CONTENTS	INSTRUCTIONAL METHOD		INSTRUCTIONAL MATERIAL	EVALUATION ACTIVITIES	EVA TEC
			TEACHERS ACTIVITIES	STUDENTS ACTIVITIES			
	Students should be able to: 4. Explain the concept of self confidence 5. Acquire skills for self confidence 6. Develop self confidence	1. Self confidence 2. Concept of self confidence 3. skills for self confidence	Independent study: 1. Lead discussion on skills needed for self confidence 2. Guide students to develop self confidence	1. Discuss skills needed for self confidence 2. Apply the skill for self confidence	Programmed instruction, Computer	1. What is self confidence? 2. Mention three needed skills for self-confidence? 3. How can you develop self confidence?	Diag
	Students should be able to: 1. Explain concept of tolerance 2. State behaviours that show tolerance 3. Explain behaviours that show tolerance 4. Acquire skills for tolerance 5. Exhibit tolerance behavior	1. Concept of Tolerance 2. Behaviours that show spirit of tolerance 3. Skills for tolerant behaviour	Dramatization : 1. Discuss skills for tolerant behaviour 2. Guide students to dramatize tolerance behaviour	1. Discuss skills for tolerant behaviour 2. Dramatize tolerance behaviour	Real objects (students)	1. State three ways of behaviour that show tolerance	Essa

APPENDIX N

PEACE EDUCATION TEST (PET)

NAME:

**INSTRUCTION: ANSWER THE QUESTIONS BY CIRCLING THE LETTER
OPTION OF THE CORRECT ANSWER**

TIME: 25 mins

1. Peace is referred to a condition (a) when there is calmness (b) when there is no disturbance (c) when there is no violent conflict (e) all of the above
2. Peaceful co-existence means (a) peaceful living within the family (b) peaceful living in the community (c) peaceful living among people irrespective of their ethnicity (d) all of the above (e) none of the above.
3. Lack of peace can lead to all except (a) fighting (b) violent conflict (c) killing of one another (d) destruction of property (e) sustainable development
4. Peace leads to all except (a) stability (b) national development (c) unity (d) war (e) co-existence
5. Peace is a condition for all except (a) progress (b) success (c) insecurity (d) development (e) harmony
6. Absence of peace brings (a) anger (b) quarrel (c) unhappiness (d) hatred (e) all of the above
7. Peace is (a) absence of war (b) absence of violent conflict (c) ability to resolve conflict (d) all of the above (e) none of the above
8. Conflict is (a) a disagreement that occur when people have different views about an issue (a) a serious disagreement about an issue (c) lack of agreement between opinions (d) none of the above (e) all of the above

9. Which is correct about conflict? (a) conflict is prevalent within and between social groups (b) conflict is prevalent in situations where the aspirations, needs, and interests of social groups cannot be achieved (c) conflict poses a threat to economic development (d) conflict leads to violation of the fundamental rights of the citizens (e) all of the above
10. Peace education has to do with developing skills for achieving all the following except (a) understanding (b) tolerance (c) hatred (d) good will (e) value diversity
11. Benefits of peaceful co-existence are all the following except (a) healthy living (b) peace of mind (c) disagreement (d) long life (e) sustainable development
12. Conflict can result from (a) poor communication (b) misperception (c) misconception (d) none of the above (e) all of the above
13. The following are fundamental human rights except (a) rights to freedom of speech (b) rights to freedom of worship (c) rights to disagree with one another (d) rights to privacy (e) rights to freedom of movement
14. All of the following can lead to peaceful co-existence except (a) learning to work in groups (b) compromising (c) effective listening skill (d) uncompromising (e) tolerance
15. People from different cultural backgrounds can live together peacefully if (a) there is understanding of cultural diversification (b) there is understanding that no two different cultures can be exactly the same (c) understanding that every culture has its own peculiar norms (d) all of the above (e) none of the above.
16. Violent situation can lead to (a) loss of lives (b) loss of properties (c) poverty (d) none of the above (e) all of the above

17. A good leader should possess all the following qualities except (a) patience (b) understanding (c) wisdom (d) aggressiveness (e) tolerance
18. A good citizen should exhibit the following characters except (a) respectful (b) obedient to constituted authority (c) humble (d) violent (e) law abiding
19. Peaceful living leads to all except (a) progress (b) individual development (c) national development (d) long life (e) untimely death
20. Among the roles of the child in the family are these except (a) respectful (b) obedient (c) helping each other (d) abusive (e) resourceful
21. Sustainable development in a community can result from (a) people cooperating with one another (b) people helping one another (c) people working together with one another (d) people despising one another (e) people living in peace with one another
22. Progress in a community is a sign of all except that (a) the people speak in one voice (b) the people love one another (c) the people live in peace with one another (d) the people cooperate with one another (e) the people not compromising with one another.
23. When people are denied their rights it makes them (a) compromise (b) happy (c) rebel (d) cooperate (e) unite
24. Dialoguing is a sign of (a) weakness (b) understanding (c) cooperation (d) all of the above (e) none of the above
25. A good citizen should be one that (a) supports the development of his community (b) respects elders (c) respects any constituted authority (d) all of the above (e) none of the above.
26. One important element that contributes to peaceful living in a multicultural society is (a) valuing diversity among cultures (b) tolerance of differences between others and oneself (c) understanding among people (d) all of the above (e) none of the above.

27. Difference in all except – can lead to conflict (a) desires (b) values (c) status (d) beliefs (e) opinions.
28. Conflict can result to (a) quarrel (b) fight (c) understanding (d) all of the above (e) none of the above.
29. Co-existence among people leads to (a) misunderstanding among people (b) sustainable development (c) progress (d) all of the above (e) none of the above.
30. A;; the following except one are attributes of positive way of life (a) happiness (b) stinginess (c) progress (d) Godliness (e) friendliness.
31. The following are elements of peace education (a) Family relationship (b) roles of individuals in the family (c) self confidence (d) none of the above (e) all of the above.
32. One of the following is not true about conflict (a) Conflict is a part of every day life (b) conflict does not occur between husband and wife who love each other (c) conflict can occur among friends (d) conflict can lead to peace (e) conflict can lead to violent.
33. Constructive conflict can lead to all except (a) improve relationship (b) strengthen relationship (c) lead to positive change (d) rebuild a broken home (e) result to killing of one another.
34. The truth about destructive conflict is that it can lead to all except (a) destroy moral (b) produce irresponsible behaviour (c) reconcile friends (d) create suspicion (e) obstruct cooperation.
35. Effective conflict management can (a) prevent conflict (b) prevent violent situation (c) can restore peace (d) all of the above (e) none of the above.
36. All except one are functions of effective communication among individuals (a) disruption of relationship (b) understanding among individuals (c) reconciliation (d) friendliness (e) harmony.

Choose True or False to answer the following:

37. Negotiation is a means of resolving conflict (a) True (b) False.
38. Dealing with problems as they occur can reduce conflict situations (a) True (b) False.
39. Self confidence can lead to resolution of personal problem (a) True (b) False.
40. Listening to good music is not an effective way of managing stressful situation (a) True (b) False.
41. Discussing one's problem with a friend can be a good way of solving personal problem (a) True (b) False.
42. Avoidance of procrastination can reduce personal conflict (a) True (b) False.
43. Peace education can improve family living (a) True (b) False.
44. Peace education can only be useful to couples (a) true (b) False.
45. Peace education can lead to practice of equality of rights of family members (a) True (b) False.
46. Peace education can lead to respect for human rights (a) True (b) False.
47. Compromise can result to conflict resolution (a) True (b) False.
48. Ignoring conflict can lead to peaceful co-existence (a) True (b) False.
49. Stubbornness can lead to resolution of conflict between a parent and a child (a) True (b) False.
50. Conflict can be avoided totally in the society (a) True (b) False.

APPENDIX O**PEACE EDUCATION TEST ANSWERS**

- | | | | |
|-----|---|-----|-------|
| 1. | e | 27. | c |
| 2. | d | 28. | d |
| 3. | e | 29. | d |
| 4. | d | 30. | b |
| 5. | c | 31. | e |
| 6. | e | 32. | b |
| 7. | d | 33. | e |
| 8. | e | 34. | c |
| 9. | e | 35. | d |
| 10. | e | 36. | a |
| 11. | c | 37. | True |
| 12. | e | 38. | True |
| 13. | c | 39. | True |
| 14. | d | 40. | False |
| 15. | d | 41. | True |
| 16. | e | 42. | True |
| 17. | d | 43. | True |
| 18. | d | 44. | False |
| 19. | e | 45. | True |
| 20. | d | 46. | True |
| 21. | d | 47. | True |
| 22. | e | 48. | False |
| 23. | c | 49. | False |
| 24. | a | 50. | False |
| 25. | d | | |
| 26. | d | | |

APPENDIX P

PEACE EDUCATION TEST RESULT

S/N	NAME	Test 1	Test 2
1	Agi justice	40	40
2	Eke Solomon	33	24
3	Ohia Thank-God	22	27
4	Michael Doris	37	37
5	Obi Franklin Ifeanyi	26	22
6	Tartbayei Emmanuel	29	33
7	Ogini I Emmanuella	29	33
8	Melody Ben	17	36
9	Idara Ikpe Akapabio	24	39
10	Olaniue Tohee B	34	33
11	Ezekiel C Ezra	35	35
12	Osun Adeyemi John	33	39
13	Umor Constance	35	40
14	Braide Dayspring Stella	39	32
15	Obuah Victory Ifeanyi	34	33
16	Okwu Clinton	22	26
17	Amed K. Success	21	14
18	Willie Fidelis Jonathan	34	39
19	Dibia O. Miracle	38	48
20	Emmanuel Divine Ejike	26	46
21	Alber Ruth	31	34
22	Obinnatom Ben	9	37
23	Micah Petrus C.	28	46
24	Keren Lucky Potori	30	34
25	Obulor Johnson	29	33
26	Udousung Peculia	24	22
27	Ogolo Gerald	30	32
28	Simeon Mildred Ibebi	33	43
29	Ake Daniel	40	39
30	Ogbuji Daniel	18	25
31	Emmanuel Miracle	28	30
32	Frank Sampowell	32	47
33	Alakpo M. Jennifer	36	32
34	Paul M. Ezewheshime	36	36
35	Uchendu Okechukwu	32	33
36	Osun Blessing	25	32
37	Joseph Atumatu	33	33
38	Lucky Potori	40	39

APPENDIX Q**RESEARCHER SUPERVISING STUDENTS WRITING PET**

APPENDIX R**HOME MANAGEMENT STUDENTS WRITING PET**

APPENDIX S

Reliability of Instrument using Cronbach's Alpha

Reliability

Scale: CLUSTER A: Objectives of peace Education

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.864	42

Reliability

Scale: CLUSTER B: Content for Peace Education

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.763	37

Reliability

Scale: CLUSTER C: Methods of teaching Peace Education**Case Processing Summary**

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

.

Reliability Statistics

Cronbach's Alpha	N of Items
.911	27

Reliability**Scale: CLUSTER D: Materials for Teaching Peace Education****Case Processing Summary**

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

.

Reliability Statistics

Cronbach's Alpha	N of Items
.844	36

Reliability**Scale: CLUSTER E: Evaluation Activities**

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.829	27

Reliability**Scale: Overall Reliability****Case Processing Summary**

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.871	169

[illegible]

	Question 43	Question 44	Question 45	Question 46	Question 47	Question 48	Question 49	Question 50
Subject1	1	1	1	1	1	1	1	1
Subject2	1	1	1	1	1	1	1	1
Subject3	1	1	1	1	1	1	1	1
Subject4	1	1	1	1	1	1	1	1
Subject5	1	1	0	1	0	1	1	1
Subject6	1	1	1	1	1	1	1	1
Subject7	1	1	1	1	1	1	1	1
Subject8	1	1	1	1	1	1	1	1
Subject9	1	1	1	1	1	1	1	1
Subject10	1	1	1	1	1	1	1	1
Subject11	1	1	1	1	1	1	1	1
Subject12	1	1	1	1	1	1	1	1
Subject13	1	1	1	1	1	1	1	1
Subject14	1	1	1	1	1	1	1	1
Subject15	1	1	1	1	1	1	1	1
Subject16	1	1	1	1	1	1	1	1
Subject17	1	1	1	1	1	1	1	1
Subject18	1	1	1	1	1	1	1	1
Subject19	1	1	1	1	1	1	1	1
Subject20	1	1	1	1	1	1	1	1
Subject21	1	1	1	1	1	1	1	1
Subject22	1	1	1	1	1	1	1	1
Subject23	1	1	1	1	1	1	1	1
Subject24	1	1	1	1	1	1	1	1
Subject25	1	1	0	1	0	1	1	1
Subject26	1	1	1	1	1	1	1	1
Subject27	1	1	1	1	1	1	1	1
Subject28	1	1	1	1	1	1	1	1
Subject29	1	1	1	1	1	1	1	1
Subject30	1	1	1	1	1	1	1	1
Subject31	1	1	1	1	1	1	1	1
Subject32	1	1	1	1	1	1	1	1
Subject33	1	1	1	1	1	1	1	1
Subject34	1	1	1	1	1	1	1	1
Subject35	1	1	1	1	1	1	1	1
Subject36	1	1	1	1	1	1	1	1
Subject37	1	1	1	1	1	1	1	1
Subject38	1	1	1	1	1	1	1	1

RELIABILITY OF THE CURRICULUM

NONPAR CORR

/VARIABLES=Rater1 Rater2 Rater3

/PRINT=KENDALL TWOTAIL NOSIG

/MISSING=PAIRWISE.

Nonparametric Correlations

[DataSet1] C:\Users\ifeanyi\Desktop\Igbemi Matilda J PhD Analyses\Reliability of the curriculum rated by experts.sav

Correlations

			Rater1	Rater2	Rater3
Kendall's tau_b	Rater1	Correlation Coefficient	1.000	.294	.706*
		Sig. (2-tailed)	.	.401	.044
		N	8	8	8
	Rater2	Correlation Coefficient	.294	1.000	.706*
		Sig. (2-tailed)	.401	.	.044
		N	8	8	8
	Rater3	Correlation Coefficient	.706*	.706*	1.000
		Sig. (2-tailed)	.044	.044	.
		N	8	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX T

Descriptives

RESEARCH QUESTION ONE

Descriptive Statistics

	N	Mean	Std. Deviation
ITEM 1	450	3.56	.717
ITEM 2	450	3.44	.723
ITEM 3	450	3.42	.737
ITEM 4	450	3.44	.727
ITEM 5	450	3.27	.844
ITEM 6	450	3.19	.898
ITEM 7	450	3.28	.789
ITEM 8	450	3.37	.756
ITEM 9	450	3.37	.747
ITEM 10	450	3.28	.780
ITEM 11	450	3.22	.825
ITEM 12	450	3.34	.786
ITEM 13	450	3.38	.726
ITEM 14	450	3.34	.746
ITEM 15	450	3.35	.779
ITEM 16	450	3.26	.760
ITEM 17	450	3.20	.803
ITEM 18	450	3.29	.698
ITEM 19	450	3.03	.852
ITEM 20	450	3.14	.858
ITEM 21	450	3.23	.871
ITEM 22	450	3.25	.827
ITEM 23	450	3.26	.809
ITEM 24	450	3.31	.758
ITEM 25	450	3.21	.819
ITEM 26	450	3.17	.894
ITEM 27	450	3.13	.879
ITEM 28	450	3.18	.934
ITEM 29	450	3.24	.848
ITEM 30	450	3.16	.827
ITEM 31	450	3.22	.826
ITEM 32	450	3.28	.758
ITEM 33	450	3.31	.791
ITEM 34	450	3.29	.808
ITEM 35	450	3.39	.730

ITEM 36	450	3.32	.744
ITEM 37	450	3.42	.772
ITEM 38	450	3.37	.788
ITEM 39	450	3.28	.845
ITEM 40	450	3.27	.814
ITEM 41	450	3.28	.779
ITEM 42	450	3.40	.760
CLUSTER A	450	3.289471	.3871001
Valid N (listwise)	450		

Descriptives

RESEARCH QUESTION TWO

Descriptive Statistics

	N	Mean	Std. Deviation
ITEM 43	450	3.22	.861
ITEM 44	450	3.33	.768
ITEM 45	450	3.32	.763
ITEM 46	450	3.25	.834
ITEM 47	450	3.21	.801
ITEM 48	450	3.15	.903
ITEM 49	450	3.08	.898
ITEM 50	450	3.16	.831
ITEM 51	450	3.12	.918
ITEM 52	450	3.27	.843
ITEM 53	450	3.09	.880
ITEM 54	450	3.17	.886
ITEM 55	450	3.19	.908
ITEM 56	450	3.19	.827
ITEM 57	450	3.24	.758
ITEM 58	450	3.21	.827
ITEM 59	450	3.04	.877
ITEM 60	450	3.15	.865
ITEM 61	450	3.18	.848
ITEM 62	450	3.30	.741
ITEM 63	450	3.33	.723
ITEM 64	450	3.33	.686
ITEM 65	450	3.31	.803
ITEM 66	450	3.42	.680
ITEM 67	450	3.34	.763

ITEM 68	450	3.21	.866
ITEM 69	450	3.21	.829
ITEM 70	450	3.05	.845
ITEM 71	450	3.13	.832
ITEM 72	450	3.29	.771
ITEM 73	450	3.37	.815
ITEM 74	450	2.95	1.000
ITEM 75	450	3.56	.682
ITEM 76	450	3.30	.797
ITEM 77	450	3.25	.887
ITEM 78	450	3.21	.928
ITEM 79	450	2.91	.986
CLUSTER B	450	3.216817	.3480268
Valid N (listwise)	450		

Descriptives

RESEARCH QUESTION THREE

Descriptive Statistics

	N	Mean	Std. Deviation
ITEM 80	450	2.72	.928
ITEM 81	450	3.01	.859
ITEM 82	450	3.16	.856
ITEM 83	450	3.27	.834
ITEM 84	450	3.06	.849
ITEM 85	450	3.15	.808
ITEM 86	450	3.29	.824
ITEM 87	450	3.10	.840
ITEM 88	450	2.99	.866
ITEM 89	450	2.96	.932
ITEM 90	450	2.93	.880
ITEM 91	450	2.80	.972
ITEM 92	450	3.06	.827
ITEM 93	450	2.72	.892
ITEM 94	450	2.87	.900
ITEM 95	450	2.77	.979
ITEM 96	450	3.07	.903
ITEM 97	450	3.18	.848
ITEM 98	450	3.14	.856

ITEM 99	450	2.98	.905
ITEM 100	450	3.05	.944
ITEM 101	450	3.29	.887
ITEM 102	450	3.54	.740
ITEM 103	450	3.48	.713
ITEM 104	450	3.49	.685
ITEM 105	450	3.41	.745
ITEM 106	450	3.30	.797
CLUSTER C	450	3.104033	.3605121
Valid N (listwise)	450		

Descriptives

RESEARCH QUESTION FOUR

Descriptive Statistics

	N	Mean	Std. Deviation
ITEM 107	450	3.32	.809
ITEM 108	450	3.33	.809
ITEM 109	450	3.33	.804
ITEM 110	450	3.25	.805
ITEM 111	450	3.23	.797
ITEM 112	450	3.28	.779
ITEM 113	450	3.33	.703
ITEM 114	450	3.44	.662
ITEM 115	450	3.40	.735
ITEM 116	450	3.31	.759
ITEM 117	450	3.26	.764
ITEM 118	450	3.27	.748
ITEM 119	450	3.17	.785
ITEM 120	450	3.20	.795
ITEM 121	450	3.33	.736
ITEM 122	450	3.34	.783
ITEM 123	450	3.32	.776
ITEM 124	450	3.33	.731
ITEM 125	450	3.25	.761
ITEM 126	450	3.26	.815
ITEM 127	450	3.22	.857
ITEM 128	450	3.16	.841

ITEM 129	450	3.22	.841
ITEM 130	450	3.20	.816
ITEM 131	450	3.25	.768
ITEM 132	450	3.30	.716
ITEM 133	450	3.24	.785
ITEM 134	450	3.25	.795
ITEM 135	450	3.27	.786
ITEM 136	450	3.28	.786
ITEM 137	450	3.36	.742
ITEM 138	450	3.50	.665
ITEM 139	450	3.54	.626
ITEM 140	450	3.48	.704
ITEM 141	450	3.49	.691
ITEM 142	450	3.45	.693
ITEM 143	450	3.50	.672
ITEM 144	450	3.46	.677
ITEM 145	450	3.40	.668
ITEM 146	450	3.33	.780
CLUSTER D	450	3.321944	.3863777
Valid N (listwise)	450		

Descriptives

RESEARCH QUESTION FIVE

Descriptive Statistics			
	N	Mean	Std. Deviation
ITEM 147	450	3.19	.861
ITEM 148	450	3.21	.803
ITEM 149	450	3.30	.788
ITEM 150	450	3.25	.778
ITEM 151	450	3.27	.765
ITEM 152	450	3.28	.790
ITEM 153	450	3.28	.827
ITEM 154	450	3.24	.828
ITEM 155	450	3.33	.799
ITEM 156	450	3.31	.755
ITEM 157	450	3.21	.783
ITEM 158	450	3.26	.754

ITEM 159	450	3.17	.818
ITEM 160	450	2.98	.895
ITEM 161	450	3.01	.905
ITEM 162	450	3.16	.814
ITEM 163	450	3.30	.732
ITEM 164	450	3.28	.765
ITEM 165	450	3.33	.731
ITEM 166	450	3.30	.798
ITEM 167	450	3.37	.747
ITEM 168	450	3.32	.795
ITEM 169	450	3.21	.853
ITEM 170	450	3.20	.819
ITEM 171	450	3.17	.818
ITEM 172	450	3.23	.824
ITEM 173	450	3.38	.752
ITEM 174	450	3.24	.889
CLUSTER E	450	3.242222	.4004688
Valid N (listwise)	450		

Testing of Hypotheses

Hypothesis One

ANOVA output.spv for H0₁

ONEWAY ITEM1B ITEM2B ITEM3B ITEM4B ITEM5B ITEM6B ITEM7B ITEM8B ITEM9B ITEM10B ITEM11B
ITEM12B ITEM13B ITEM14B ITEM15B ITEM16B ITEM17B ITEM18B ITEM19B ITEM20B ITEM21B ITEM22B
ITEM23B ITEM24B ITEM25B ITEM26B ITEM27B ITEM28B ITEM29B ITEM30B ITEM31B ITEM32B ITEM33B
ITEM34B ITEM35B ITEM36B ITEM37B ITEM38B ITEM39B ITEM40B ITEM41B ITEM42B ITEM43B ITEM44B
ITEM45B ITEM46B ITEM47B

/MISSING LISTWISE.

Oneway

[DataSet4] C:\Users\Imj\Desktop\PHD ANALYSIS\MY Ph.D ANALYSIS.sav

Objectives of Peace Education

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Bltem1	Between Groups	3.312	4	.828	1.253	.289
	Within Groups	168.442	444	.661		
	Total	171.754	448			
Bltem2	Between Groups	1.197	4	.299	.344	.848
	Within Groups	221.587	444	.869		
	Total	222.785	448			
Bltem3	Between Groups	4.535	4	1.134	1.874	.115
	Within Groups	154.276	444	.605		
	Total	158.812	448			
Bltem4	Between Groups	6.855	4	1.714	3.300	.039
	Within Groups	190.007	444	.745		
	Total	196.862	448			
Bltem5	Between Groups	.833	4	.208	.312	.870
	Within Groups	169.952	444	.666		
	Total	170.785	448			
Bltem6	Between Groups	3.119	4	.780	3.130	.043
	Within Groups	189.170	444	.350		
	Total	192.288	448			
Bltem7	Between Groups	2.162	4	.541	1.377	.242

	Within Groups	100.126	444	.393		
	Total	102.288	448			
	Between Groups	3.745	4	.936	.975	.421
Bltem8	Within Groups	244.759	444	.960		
	Total	248.504	448			
	Between Groups	.407	4	.102	.154	.961
Bltem9	Within Groups	168.377	444	.660		
	Total	168.785	448			
	Between Groups	3.873	4	.968	1.796	.130
Bltem10	Within Groups	137.492	444	.539		
	Total	141.365	448			
	Between Groups	.542	4	.135	.964	.428
Bltem11	Within Groups	135.806	444	.140		
	Total	136.348	448			
	Between Groups	.919	4	.230	.328	.859
Bltem12	Within Groups	178.385	444	.700		
	Total	179.304	448			
	Between Groups	5.974	4	1.494	1.470	.212
Bltem13	Within Groups	259.022	255	1.016		
	Total	264.996	259			
	Between Groups	2.412	4	.603	1.428	.225
Bltem14	Within Groups	107.650	444	.422		
	Total	110.062	448			
	Between Groups	4.610	4	1.152	1.291	.274
Bltem15	Within Groups	227.679	444	.893		
	Total	232.288	448			
	Between Groups	2.067	4	.517	1.054	.380
Bltem16	Within Groups	124.995	444	.490		
	Total	127.062	448			
	Between Groups	2.440	4	.610	.936	.444
Bltem17	Between Groups					

	Within Groups	166.175	444	.652		
	Total	168.615	448			
Bltem18	Between Groups	2.001	4	.500	1.379	.242
	Within Groups	192.503	444	.363		
	Total	194.504	448			
Bltem19	Between Groups	1.862	4	.466	.755	.555
	Within Groups	157.199	444	.616		
	Total	159.062	448			
Bltem20	Between Groups	2.327	4	.582	.877	.478
	Within Groups	169.135	444	.663		
	Total	171.462	448			
Bltem21	Between Groups	.708	4	.177	.196	.940
	Within Groups	230.595	444	.904		
	Total	231.304				
Bltem22	Between Groups	1.496	4	.374	1.111	.352
	Within Groups	185.869	444	.337		
	Total	187.365	448			
Bltem 23	Between Groups	1.477	4	.369	.889	.471
	Within Groups	105.889	444	.415		
	Total	107.365	448			
Bltem24	Between Groups	.667	4	.167	1.045	.384
	Within Groups	140.695	444	.160		
	Total	141.362	448			
Bltem25	Between Groups	4.466	4	1.117	1.259	.287
	Within Groups	226.130	444	.887		
	Total	230.596	448			
Bltem26	Between Groups	2.690	4	.672	1.214	.305
	Within Groups	141.199	444	.554		
	Total	143.888	4			
Bltem27	Between Groups	.197	444	.049	.154	.961
	Within Groups	181.569	448	.320		
	Total	181.765	4			

Bltem28	Between Groups	2.079	444	.520	.835	.504
	Within Groups	158.705	448	.622		
	Total	160.785	4			
Bltem29	Between Groups	1.698	444	.425	.942	.440
	Within Groups	114.902	448	.451		
	Total	116.600	4			
Bltem30	Between Groups	4.268	444	1.067	.929	.448
	Within Groups	293.036	448	1.149		
	Total	297.304	4			
Bltem31	Between Groups	4.297	444	1.074	1.302	.270
	Within Groups	210.392	4	.825		
	Total	214.688	444			
Bltem32	Between Groups	1.638	448	.410	.424	.791
	Within Groups	246.423	4	.966		
	Total	248.062	448			
Bltem33	Between Groups	2.224	4	.556	1.623	.169
	Within Groups	187.387	444	.343		
	Total	189.612	448			
Bltem34	Between Groups	.717	4	.179	.429	.788
	Within Groups	106.667	444	.418		
	Total	107.385	448			
Bltem35	Between Groups	3.559	4	.890	.846	.497
	Within Groups	268.303	444	1.052		
	Total	271.862	448			
Bltem36	Between Groups	1.213	4	.303	.462	.764
	Within Groups	167.384	444	.656		
	Total	168.596	448			
Bltem37	Between Groups	3.298	4	.824	1.390	.238
	Within Groups	151.237	444	.593		
	Total	154.535	448			
Bltem38	Between Groups	1.826	4	.456	.942	.440
	Within Groups	123.540	444	.484		

	Total	125.365	448			
Bltem39	Between Groups	2.777	4	.694	1.017	.399
	Within Groups	174.069	444	.683		
	Total	176.846	448			
Bltem40	Between Groups	1.657	4	.414	.536	.710
	Within Groups	197.155	444	.773		
	Total	198.812	448			
Bltem41		3.573	4	.893	.863	.486
	Between Groups	263.811	444	1.035		
	Within Groups	267.385	448			
Bltem42	Total	6.472	4	1.618	3.642	.034
	Between Groups	1.638	444	.410	.424	.791
	Within Groups	246.423	448	.966		
SummaryB	Total	248.062	4			
	Between Groups	.542	444	.135	.964	.428
	Within Groups	135.806	448	.140		
	Total	136.348	4			

Post Hoc Tests**Multiple Comparisons**

Dependent Variable: CLUSTER A

Scheffe

(I) STATUS	(J) STATUS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
HOME ECONOMICS LECTURERS	SOCIAL STUDIES LECTURERS	.1461348 [*]	.0414670	.002	.044293	.247977
	STAFF OF MINISTRY OF WOMEN AFFAIRS	.1188621 [*]	.0464977	.039	.004665	.233059
SOCIAL STUDIES LECTURERS	HOME ECONOMICS LECTURERS	-.1461348 [*]	.0414670	.002	-.247977	-.044293
	STAFF OF MINISTRY OF WOMEN AFFAIRS	-.0272727	.0470384	.845	-.142798	.088252
STAFF OF MINISTRY OF WOMEN AFFAIRS	HOME ECONOMICS LECTURERS	-.1188621 [*]	.0464977	.039	-.233059	-.004665
	SOCIAL STUDIES LECTURERS	.0272727	.0470384	.845	-.088252	.142798

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Scheffe

STATUS	N	Subset for alpha = 0.05	
		1	2
SOCIAL STUDIES LECTURERS	165	3.225974	3.372109
STAFF OF MINISTRY OF WOMEN AFFAIRS	110	3.253247	
HOME ECONOMICS LECTURERS	175		
Sig.		.833	1.000

Hypothesis Two

ANOVA output.spv for H0₂

ONEWAY ITEM1C ITEM2C ITEM3C ITEM4C ITEM5BC ITEM6C ITEM7C ITEM8C ITEM9C ITEM10C ITEM11C
ITEM12 C ITEM13C ITEM14C ITEM15C ITEM16C ITEM17C ITEM18C ITEM19C ITEM20C ITEM21C ITEM22C
ITEM23C ITEM24C ITEM25C ITEM26C ITEM27C ITEM28C ITEM29C ITEM30C ITEM31C ITEM32C ITEM33C
ITEM34C ITEM35C ITEM36C ITEM37C

/MISSING LISTWISE.

Oneway

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Content of Peace Education Curriculum

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
CItem1	Between Groups	.857	4	.214	.224	.925
	Within Groups	243.743	444	.956		
	Total	244.600	448			
CItem2	Between Groups	1.467	4	.367	.928	.448
	Within Groups	100.779	444	.395		
	Total	102.246	448			
CItem3	Between Groups	4.687	4	1.172	3.122	.040
	Within Groups	173.559	444	.681		
	Total	178.246	448			
CItem4	Between Groups	1.562	4	.391	.616	.652
	Within Groups	161.742	444	.634		
	Total	163.304	448			
CItem5	Between Groups	.646	4	.161	.219	.928
	Within Groups	188.293	444	.738		
	Total	188.938	448			
CItem6	Between Groups	1.345	4	.336	1.185	.318
	Within Groups	172.389	444	.284		
	Total	173.735	448			
CItem7	Between Groups	2.836	4	.709	1.105	.355
	Within Groups	163.564	444	.641		

	Total	166.400	448			
	Between Groups	11.852	4	2.963	3.332	.011
CIItem8	Within Groups	226.744	444	.889		
	Total	238.596	448			
	Between Groups	2.973	4	.743	1.336	.257
CIItem9	Within Groups	141.873	444	.556		
	Total	144.846	448			
	Between Groups	6.188	4	1.547	1.721	.146
CIItem10	Within Groups	229.273	444	.899		
	Total	235.462	448			
	Between Groups	2.880	4	.720	1.172	.323
CIItem11	Within Groups	156.582	444	.614		
	Total	159.462	448			
	Between Groups	.606	4	.152	.575	.681
CIItem12	Within Groups	167.240	444	.264		
	Total	167.846	448			
	Between Groups	3.786	4	.946	1.053	.380
CIItem13	Within Groups	229.180	444	.899		
	Total	232.965	448			
	Between Groups	.936	4	.234	1.146	.335
CIItem14	Within Groups	152.060	444	.204		
	Total	152.996	4			
	Between Groups	2.530	444	.633	1.316	.265
CIItem15	Within Groups	122.620	448	.481		
	Total	125.150				
	Between Groups	.216	4	.054	.081	.988
CIItem16	Within Groups	169.550	444	.665		
	Total	169.765	448			
CIItem17	Between Groups	1.497	4	.374	.390	.816
	Within Groups	244.699	444	.960		

	Total	246.196	448			
Cltem18	Between Groups	2.283	4	.571	3.377	.018
	Within Groups	135.163	444	.530		
	Total	137.446	448			
Cltem19	Between Groups	2.515	4	.629	1.149	.334
	Within Groups	139.501	444	.547		
	Total	142.015	448			
Cltem20	Between Groups	4.368	4	1.092	4.072	.001
	Within Groups	259.771	444	1.019		
	Total	264.138	448			
Cltem21	Between Groups	.419	4	.105	.367	.832
	Within Groups	172.720	444	.285		
	Total	173.138	448			
Cltem22	Between Groups	1.457	4	.364	1.474	.211
	Within Groups	163.046	444	.247		
	Total	164.504	448			
Cltem23	Between Groups	.837	4	.209	.433	.785
	Within Groups	123.225	444	.483		
	Total	124.062	448			
Cltem24	Between Groups	1.808	4	.452	.808	.521
	Within Groups	142.592	444	.559		
	Total	144.400	448			
Cltem25	Between Groups	2.156	4	.539	.729	.573
	Within Groups	188.629	444	.740		
	Total	190.785	448			
Cltem26	Between Groups	1.024	4	.256	.676	.609
	Within Groups	196.530	444	.379		
	Total	197.554	448			
Cltem27	Between Groups	2.979	4	.745	.751	.558
	Within Groups	252.910	444	.992		
	Total	255.888	448			
Cltem28	Between Groups	1.589	4	.397	.528	.715
	Within Groups	191.715	444	.752		

	Total	193.304	448			
CItem29	Between Groups	1.355	4	.339	.345	.847
	Within Groups	250.491	444	.982		
	Total	251.846	448			
CItem30	Between Groups	2.014	4	.503	.726	.575
	Within Groups	176.848	444	.694		
	Total	178.862	448			
CItem31	Between Groups	3.805	4	.951	3.550	.018
	Within Groups	156.483	444	.614		
	Total	160.288	448			
CItem32	Between Groups	3.290	4	.822	1.335	.257
	Within Groups	157.060	444	.616		
	Total	160.350	448			
CItem33	Between Groups	.604	4	.151	.219	.928
	Within Groups	175.642	444	.689		
	Total	176.246	448			
CItem34	Between Groups	3.873	4	.968	3.322	.022
	Within Groups	186.816	444	.733		
	Total	190.688	448			
CItem35	Between Groups	.998	4	.250	.418	.796
	Within Groups	152.306	444	.597		
	Total	153.304	448			
CItem36	Between Groups	5.443	4	1.361	1.327	.317
	Within Groups	149.092	444	.585		
	Total	154.535	448			
CItem37	Between Groups	1.195	4	.299	.512	.727
	Within Groups	148.821	444	.584		
	Total	150.015	448			
SummmaryC	Between Groups	2.276	4	.569	.730	.572
	Within Groups	198.862	444	.780		
	Total	201.138	448			

Hypothesis Three**ANOVA output.spv for H0₃**

ONEWAY ITEM1D ITEM2D ITEM3D ITEM4D ITEM5C ITEM6D ITEM7D ITEM8D ITEM9D ITEM10D ITEM11D
 ITEM12DC ITEM13D ITEM14D ITEM15D ITEM16D ITEM17D ITEM18D ITEM19D ITEM20D ITEM21D ITEM22D
 ITEM23D ITEM24D ITEM25D ITEM26D ITEM27D
 /MISSING LISTWISE.

Oneway

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Methods of Teaching Peace Education**ANOVA**

		Sum of Squares	Df	Mean Square	F	Sig.
DItem1	Between Groups	3.450	4	.862	1.255	.288
	Within Groups	175.239	444	.687		
	Total	178.688	448			
DItem2	Between Groups	1.836	4	.459	.672	.612
	Within Groups	174.179	444	.683		
	Total	176.015	448			
DItem3	Between Groups	6.716	4	1.679	1.324	.172
	Within Groups	130.822	444	.513		
	Total	137.538	448			
DItem4	Between Groups	1.472	4	.368	1.874	.115
	Within Groups	150.082	444	.196		
	Total	151.554	448			
DItem5	Between Groups	1.355	4	.339	.476	.753
	Within Groups	181.333	444	.711		
	Total	182.688	448			
DItem6	Between Groups	1.582	4	.395	.590	.670
	Within Groups	170.818	444	.670		
	Total	172.400	448			
DItem7	Between Groups	1.142	4	.286	.388	.817
	Within Groups	187.546	444	.735		
	Total	188.688	448			
DItem8	Between Groups	1.969	4	.492	.979	.419
	Within Groups	128.169	444	.503		
	Total	130.138	448			
DItem9	Between Groups	1.500	4	.375	.909	.459
	Within Groups	105.189	444	.413		
	Total	106.688	448			
DItem10	Between Groups	4.009	4	1.002	1.013	.401
	Within Groups	252.188	444	.989		
	Total	256.196	448			
DItem11	Between Groups	1.329	4	.332	.483	.748
	Within Groups	175.425	444	.688		
	Total	176.754	448			
DItem12	Between Groups	3.737	4	.934	1.083	.365
	Within Groups	219.875	444	.862		
	Total	223.612	448			
DItem13	Between Groups	1.543	4	.386	.564	.689
	Within Groups	174.472	444	.684		
	Total	176.015	448			
DItem14	Between Groups	1.697	4	.424	1.071	.371

	Within Groups	100.991	444	.396		
	Total	102.688	448			
	Between Groups	1.049	4	.262	.394	.813
DItem15	Within Groups	169.735	444	.666		
	Total	170.785	448			
	Between Groups	3.077	4	.769	.199	.530
DItem16	Within Groups	189.212	444	.350		
	Total	192.288	448			
	Between Groups	3.214	4	.804	2.456	.210
DItem17	Within Groups	159.290	444	.233		
	Total	162.504	448			
	Between Groups	2.276	4	.569	.730	.572
DItem18	Within Groups	198.862	444	.780		
	Total	201.138	448			
	Between Groups	4.064	4	1.016	1.506	.201
DItem19	Within Groups	172.070	444	.675		
	Total	176.135	448			
	Between Groups	1.447	4	.362	.543	.705
DItem20	Within Groups	170.014	444	.667		
	Total	171.462	448			
	Between Groups	3.804	4	.951	1.201	.311
DItem21	Within Groups	201.961	444	.792		
	Total	205.765	448			
	Between Groups	.139	4	.035	.049	.995
DItem22	Within Groups	180.673	444	.709		
	Total	180.812	448			
	Between Groups	.998	4	.250	.418	.796
DItem23	Within Groups	152.306	444	.597		
	Total	153.304	448			
	Between Groups	5.443	4	1.361	1.327	.317
DItem24	Within Groups	149.092	444	.585		
	Total	154.535	448			
	Between Groups	1.195	4	.299	.512	.727
DItem25	Within Groups	148.821	444	.584		
	Total	150.015	448			
DItem26	Between Groups	1.862	4	.466	.755	.555
	Within Groups	157.199	444	.616		
	Total	159.062	448			
DItem27	Between Groups	2.327	4	.582	.877	.478
	Within Groups	169.135	444	.663		
	Total'	171.462	448			
summaryD	Between Groups	.549	4	.137	1.802	.129
	Within Groups	169.418	444	.076		
	Total	169.967	448			

APPENDIX U

SSI FIRSTTERM HOME MANAGEMENT SCHEME OF WORK

S/N	TOPICS	Content
1-2	Goals, values and standard	(i) Definitions of goals, values and standards (ii) Types of goals (iii) Values and standards as instrument of family decision (iv) Likes and dislikes that can be manifested
3-5	Human Resources Use of Energy	Management – work simplification (i) Meal preparation (ii) Laundry work (iii) Sewing and/or medding (iv) Entertaining (v) Child care
6-7	Skills Development	Use and care of house hold equipment (i) Mechanical equipment brooms, brushes, mops, etc (ii) Electrical equipment <ul style="list-style-type: none"> - Vacuum cleaner - Floor polisher - Dish – washer - hashing machine - Refrigerator - Freezer, cooker, oven
8-9	MATERIAL RESOURCES Money management	1. Money management <ul style="list-style-type: none"> - Income: Direct and indirect - Principles of money management
10	House hold Budgeting	i. Primary needs ii. Secondary needs iii. a. Saving b. Current account c. Traditional savings iv. Insurance <ul style="list-style-type: none"> a. Life b. Automobile c. Fire d. Theft etc
	Revision and Assessment	

SECOND TERM

S/N	TOPICS	CONTENT
1	Revision of Previous Term Work	
1-2	Types of Family	Types of Families (i) Definitions of different families (a) Nuclear (b) Polygamous (c) Extended family (d) Functions of family members (iii) Family life cycle
3-5	Family Relationship	(i) Factors which influence family relationship (ii) Basic personality profile (iii) The adolescent:- The relationship between him and his parents (iv) The adolescent:- Problems and relationship with other members of the family (v) Family crises (a) a new baby (b) clashes of personality (c) differing standards and rules (d) death (e) accidents (f) problems at school
6-7	FEEDING THE FAMILY Nutritional needs of the family – The food nutrients and food groups	(i) Nutritional needs of the family (ii) The nutrients and food groups
8	Special Nutritional Needs	(ii) Special nutritional needs:- (a) Infants (b) Toddlers (c) Adolescents (d) Adult (e) Pregnant women (f) Lactating women (g) Aged (h) Invalids and convalescent

9-10	Meal planning for different income groups Preparation and serving of meals	(iii) Meal planning for different income groups:- - Balanced meals
	FEEDING THE FAMILY Preparation and serving of meals	(iv) Preparation and serving of meals (i) Cooking methods (ii) Table/Tray settings

11-12 SUPERVISION AND FINAL EVALUATION FOR THE TERM

THIRD TERM

HOUSING

S/N	TOPICS	CONTENT
1	Review of Previous term's work	
2-4	Clothing the family Organizing the wardrobe	Planning of the wardrobe
5-6	Basic Stitches Sewing processes	- Basic stitches and processes - Mending of garments (i) darning (ii) patchwork care of cloths
5-6	Cares of Garments	(i) Simple garment repairs (ii) Simple laundry work
7	Cares of cloths (contd) Types of houses	Care of cloths - (i) simple garment repairs - (ii) simple laundry work
		(i) Traditional types - Modern types
8	Factors affecting choice of houses	(2) Factors affecting choice of a house:- (i) Economic (ii) Social (iii) Psychological (iv) Housing designed and sites (v) Ventilation and lighting
9-10	Setting up a house	(3) Setting up a house (i) Renting (ii) Owning a house (a) Mortgage (b) Loan (c) Housing scheme

REVISION AND FINAL ASSESSMENT

**SCHEME OF WORK FOR SENIOR SECONDARY SCHOOLS HOME
MANAGEMENT YEAR TWO
SSII FIRST TERM**

UNIT 1: FAMILY LIVING

S/N	TOPICS	Content
1	Revision of previous terms	
2-3	Planning for marriage	1. Boy/girl relationship 2. Adolescence 3. Sex education
		2. Courtship – factors to consider when choosing a partner
4-6		3. Preparation for marriage: 1. Introduction of families 2. Engagements 3. Types of marriage
7-8		4. Planning a family - Where to live - Size of family
9-10	UNIT 2 HOUSING	5. Principles of art and design 1. Harmonization of colours 2. Use of different textures – painting - Curtains and draperies - Carpets and rugs
	Revision and examination	

S/N	TOPICS	Content
1	Revision of last term's work	
2	Interior decoration	1. Furniture and fixtures: <ul style="list-style-type: none"> a. Sitting room b. Dinning room c. Kitchen d. Bedroom e. Bathroom/toilets f. Care and renovation of home furnishings
3	Maintenance and care of Home and Furnishings	2. Cleaning agents and materials <ul style="list-style-type: none"> - Local - Commercial 3. Care of garments <ul style="list-style-type: none"> - ceramics - metals Ceilings etc
4		5. Care of floor coverings <ul style="list-style-type: none"> - Carpets, rugs - Linoleum, mats etc
5	Utilities in the home	Water <ul style="list-style-type: none"> - Sources - Uses - Purification - Storage
	Revision and examination	

THIRD TERM

S/N	TOPICS	Content
1	Revision of last term's work	
2	Utilities in the Home	<p>1. Electricity</p> <p>(a) Principles of electricity:-</p> <p>(a) Principles of electricity:</p> <ul style="list-style-type: none"> - Current - Amperes - Kilowatts - Voltage etc <p>(b) The electric circuit</p> <p>(c) Meter readings and electricity bill</p> <p>(d) Electrical installations – lamp and lighting, other equipment</p> <p>(e) Electricity – use and control</p>
2-3	Utilities in Home	<p>2. Fuel</p> <p>(i) Cooking gas – use, storage and control</p> <p>(ii) Kerosine – use, storage and control</p> <p>(iii) Firewood – use, storage and control</p> <p>(v) Charcoal – use, storage and control</p>
4		<p>3. The drainage system:</p> <p>(i) Open drainage</p> <p>(a) Gutters</p> <p>(b) Covered gutter</p> <p>(ii) Concoaled drainage:</p> <ul style="list-style-type: none"> (a) Sewage pipes (b) Septic tank (c) Soak away pit

		2. Cleaning of surroundings and drains
5		3. Disposal of refuse/waste 4. Household pest control
Unit 3	MAINTENANCE OF CLOTHING AND HOUSEHOLD ARTICLES	
6-7	Textiles	5. Origins of fabrics 1. Natural and man-made fabrics (a) Natural fabrics - Cotton - Linon - Silk - Wool - Terylene etc (ii) Characteristics of various materials
8-9		6. (i) Care of different materials (ii) Methods of dyeing articles (a) Plain dyeing (b) Tie-dye (iii) Batik (iv) Waxing
10	Laundry Agents	7. Cleansing Agents (i) Physical and chemical properties of cleansing agents (ii) Soaps and detergents (iii) Bleaches (iv) Water – hard and soft
	Revision and Examinations	

SS 3 SCHEME OF WORK FOR SENIOR SECONDARY SCHOOLS
THIRD YEAR 1ST TERM HOME MANAGEMENT
UNIT 1 CONSUMER EDUCATION

S/N	TOPICS	Content
1	Consumer Education	1. Principles of Consumer Education
2		2. Consumer Agents (i) Market (ii) Distributors (iii) Hawkers (iv) Sales Agents
3-4		3. Consumer Programmes (i) Government Agencies and regulations (ii) Community Programmes - Co-operatives - Mass Media
5-6		4. Purchasing: (i) Market survey (ii) Bulk purchasing (iii) Cost Analysis (iv) Leans
7	Parenthood	UNIT II
8-9		5. Role of father and mother - Financial, disciplinary, supportive cultural etc.
10		6. Motherhood – Preparation for motherhood (a) Reproduction (b) Pregnancy (c) Gestation (d) Antenatal care
11-12	Revision and Examination	7. Childbirth (a) Labour (b) Delivery (c) Post natal care

SECOND TERM UNIT 11: FAMILY LIVING CONTINUED

S/N	TOPICS	Content
1	Review last term's work	
2-5	Parenthood	Childcare (i) Baby's layette (iii) Care of the baby <ul style="list-style-type: none"> - Bathing - Feeding – breast and artificial - Weaning
3-4		(i) Care of toddlers (ii) Common ailments in children (iii) Immunisation
5-6		Home accidents First Aids
7-8		(i) Child Development (ii) Stages of development <ul style="list-style-type: none"> - Physical - Mental - Social
9-10		Bringing up children in the Nigeria culture Good habits and character training
	Revision and Examination	

THIRD TERM
UNIT II: FAMILY LIVING CONTINUED

S/N	TOPICS	Content
1	Revision of last term's work	
2	Parenthood UNIT III: MAINTENANCE OF CLOTHING AND HOUSE HOLD ARTICLES	1. Toys and play materials in early childhood
3-4		2. Removal of stains (i) Types of stains (ii) Stain removing agents (iii) Method of stain removal
5		3. Fabric rinses (i) Laundry blues (ii) Vinegar, salt etc
6		4. Stiffening agents - Use of different kinds of starch
7-8		5. Laundry processes (i) Sorting the family wash (ii) Order of washing (iii) Ironing of cloths
9-10		6. Care of special garments (i) Spenging/pressing (ii) Dry cleaning (iii) Home dyeing (iv) Tinting etc.
11-12	Revision and Examination	

APPENDIX V

POPULATION DISTRIBUTION TABLE

Phase	Group	Number
Phase i	Focus Group Discussion	7
Phaseii	Questionnaire Respondents	605
Phase iii	Peace education test	38
	Total	650

SAMPLE SIZE DISTRIBUTION TABLE

Phase	Group	Number
Phase i	Focus group Discution	7
Phase ii	Questionnaire Respondents	450
Phase iii	Peace Education Test	38
	Total	495