

EDUCATING STUDENTS FOR PEACE, CONFLICT RESOLUTION AND PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE.

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ABSTRACT

Peace they say is priceless and terror is senseless. Moreover, no meaningful development can take place in any society where there is no peace. Against this background, the study investigated educating students for peace, conflict resolution and productivity in public secondary schools in Rivers State. Three research questions and three hypotheses guided this study which adopted descriptive survey research design. The population of the study comprised 7,142 teachers in the 276 public senior secondary schools in Rivers state. A sample of 378 teachers was drawn using Taro Yamane's formula. This represented 5.3% of the population. A questionnaire titled; "Educating students for Peace, Conflict Resolution and Productivity Questionnaire (ESPCRP)" developed by the researcher was used for data collection. The instrument was well validated and the test of reliability using Cronbach Alpha method yielded a reliability index of 0.81. Mean scores, standard deviation and mean set were used to analyse the research questions while z-test was used to test the hypotheses at 0.5 level of significance. The results of the study showed that: educating students for peace involves inculcating in them democratic values, human rights and tolerance of our diversities among others. Educating students for conflict resolution include helping students to think from another person's perspective, effective communication and being empathic while, ways of educating students for productivity include among others: time management, prioritize and plan ahead; and minimizing distractions. Based on the findings conclusion was drawn and among others it was recommended that government should lay great emphasis on educating students for peace, conflict resolution and productivity in order to enhance their sustainable academic development.

Keywords: Education, Students, Peace, Conflict, Conflict Resolution and Productivity.

Background to the Study

The Nigerian society is presently saddled with a lot of issues such as hunger, poverty, insecurity, corruption, bad governance, youth restiveness, unemployment, electoral malpractices etc. each of these issues has the potentials of erupting into conflict if it is not properly handled. Conflict is one of the major issues experienced in every society be it modern or traditional societies. It is an inherent part of human existence. It arises from misunderstandings with people or institutions and dissatisfactions with existing conditions. Conflict according to Akinwumiju and Agabi (2013) is the state of disagreement between people or between groups. It is often used as the final option in the establishment of consensus between the disagreeing parties. Juneja (2015) sees conflict as a clash between individuals arising out of a difference in thought process,

attitude, understanding, interests, requirements and even sometimes perceptions which may result in heated arguments, physical abuses and definitely loss of peace and harmony. In the same direction, Ajayi and Buhari (2014) defined conflict as a condition in which identifiable group of human beings whether tribal, ethnic, linguistic, religious, socio-political, economic, cultural or otherwise is in conscious opposition to one or more other identifiable human groups because these groups are pursuing what could be seen as incompatible goals.

The definitions above indicate that conflict is observed where there is disagreement, lack of understanding, lack of love, peace and harmony; and it could lead to loss of lives and properties. Peace on the other hand is a condition that is free from civil disturbances, free of oppressive and unpleasant thoughts and emotions, and free from war. It is a state of harmony and tranquility in personal and inter-personal relationships. In Nigeria and Rivers State in particular, many types of conflict have been experienced. These include: Communal conflicts (inter and intra); multi-national and host community conflicts; intra and inter state conflicts, religious conflicts; farmers-herders conflict; political conflict, conflict among cult groups; and economic induced conflicts. According to Nkpa and Okoro (2019) conflicts could arise whenever and wherever there is injustice, unfairness, exploitation abuse of human rights, inequity, suppression of rights to expression or worship, ethnic chauvinism, direct or indirect violence.

Due to our diversities political and socioeconomic nature of our society, conflicts are unavoidable. Moreover, conditions eliciting conflicts are every where within and around us. Hence, the strong need to solicit for peace at various levels such as:

- Within the individual
- In our homes
- In our neighbourhood
- In our communities
- In our society/nation and
- Within the whole world.

One of the effective ways of achieving peace or enhancing peaceful coexistence of individuals in our society is through the provision of peace and conflict resolution education. Peace education according to Dupuy, (2011); as well as Harris and Synott (2002) emanated from series of teaching encounters that draw from people's desire for peace, non-violent alternatives for managing conflicts, and skills for critical analysis of structural arrangements that produce and legitimize injustice and inequity. Page (2008) opined that peace education should be perceived as encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace, as informing the student on the consequences of war and social injustice, as informing the student on the value of peaceful and just social structures, and working to yield or develop such social structures, and working to uphold or develop such social structures as encouraging the students to live in the world and to imagine a peaceful future and as caring for the student and encouraging the student to care for others.

Peace education seeks to educate people on the rationale and procedure for achieving enduring peace in the world. It is an effort to promote peace especially in societies that often witness conflicts. According to Harris (1999) the concept of peace education focuses on anti-nuclearism, international understanding, environmental responsibility, communication skills, non-violence, conflict resolution techniques, democracy, human right awareness, tolerance of diversity, coexistence, and gender

equality among others. According to Nkpa and Okoro (2019) the goals of peace education should include;

- Inculcating in learners the knowledge of peace that promote the individual's dignity.
- Providing knowledge of conflict, peace, war, gender, power, ethnic equity, economics, justice and the ecology of peace.
- Encouraging in learners the development of critical thinking, cooperation ability, tolerance and skills for problem solving.
- Building in students' mutual respect based on rights obligations and responsibility.
- Cultivating in learners the sense of trust in association with human, respect for others, environmental management, broad mindedness, love of justice, fair play, sense of togetherness.
- Cultivating in learners love for diversity, togetherness, social and judicial justice in building society, nation and religions life; and
- Generating in students autonomous behaviour and visionary spirit that facilitate the creation of peace and civilized society.

Conflict resolution or management could be seen as the strategies or approaches that are adopted towards achieving a positive outcome and resolution amongst the parties involved in a dispute or conflict. They are the skillful ways, ideas and techniques used to reduce the negative effects of conflict and enhance the positive outcomes for all parties involved in a disagreement (Adetunji & Wahab, 2015; and Okorie, 2022). Educating students for conflict resolution starts with the way teachers present themselves in the school. They must present themselves as people that value and love peace, they must demonstrate positive conflict resolution behaviours. Teachers also need to establish clear expectations and rules to help students understand their boundaries and respectful behaviours. According to <https://teaching.conell.edu/resource>, teaching conflict resolution in high school involves the following five steps: introduce the concept of conflict resolution; teach active listening skills; foster empathy and perspective-taking; teach effective communication strategies; and practice problem-solving techniques.

According to Crawford and Bodine (1996) students must be trained in the six foundation abilities of conflict resolution which are: orientation abilities (this includes non-violence, fairness, compassion and empathy, trust, justice, tolerance, self-respect, respect for others, celebration of diversity and appreciation for controversy); Perception abilities (this includes; empathizing in order to see the situation as the other side sees it; self-evaluating to recognize personal fears, and suspending judgement and blame to facilitate a free exchange of views.

Emotion abilities- this encompasses behaviours to manage anger frustration, fear and other emotions effectively. Emotion abilities include; learning language for communicating emotions effectively; expressing emotions in non-aggressive, non-inflammatory ways; and expressing self-control in order not to react to the emotional outburst of others.

Other abilities include communication abilities which involves behaviours of listening and speaking that allow for effective exchange of facts and feelings. Communication abilities include listening to understand by using active listening behaviours; speaking to be understood; and reframing emotionally charged statements into neutral, less emotional terms. We also have creative thinking abilities which involves behaviours that enable individuals to be innovative in defining problems and

making decisions. Creative thinking abilities include contemplating the problem from a variety of perspectives and approaching the problem-solving task as a mutual pursuit of possibilities; and brainstorming to create, elaborate, and enhance a variety of options. The last but not the least is critical thinking abilities which involves the behaviour of analyzing, hypothesizing, predicting, strategizing, comparing/contrasting, and evaluating. Critical thinking abilities include: recognizing existing criteria and making them explicit; establishing objective criteria; applying criteria as the basis for choosing options; and planning future behaviours.

Adequate maintenance of peace and conflict management is very important for promoting productivity. Productivity relates to the rate at which goods and services are produced in an efficient and effective manner by workers. In any place where there is conflict, the rate of service delivery and productivity will be affected negatively. Productivity can only thrive where there is peace and effective conflict management approaches. Educating students for productivity is very important because it enhances economic growth and development. Productivity is a measure of the efforts one makes towards achieving set goals. For students, productivity refers to their efforts and ability to perform efficiently in their studies. This according to insreading.com/v involves the way students manage their time, their ability to prioritize, and their overall input into achieving academic success.

Students should look out for ways of being productive in their educational pursuit. Part of what will help them in this regard is to pay more attention to things that will aid or enhance their academic performance and attainment of their educational goals. According to insreading.com/v educating students for productivity involves the following tips: Set up your short term academic goal; draft a study timetable; eliminate all distractions; reduce screen time; practice compartmentalization during the study; join a study group; engage in group collaboration; get enough sleep; avoid procrastination.

Creating an education system that encourages students' productivity involves various factors. According to <https://quora.com>, the following factors could contribute in making students more productive: personalized learning; focusing on critical thinking and problem-solving; making the curriculum relevant to real-world application; emphasizing on creativity and innovation; integration of technology; social and emotional learning; collaborative learning; continuous assessment and feedback; teacher professional development; and parental involvement. Making these factors part of our educational system, paying attention to them and creating an environment that nurtures and sustains students' productivity, can help us equip students with skills they need to succeed in life.

Statement of the Problem

Conflict is an inevitable part of human existence. It has negative impact on productivity and sustainable individual and national development. Ensuring that there is peaceful coexistence among human beings and taking adequate measures in resolving conflicts is everybody's responsibility. Our society has gone through different kinds of conflicts and currently existing around us are many issues capable of eliciting conflicts. Hence, there is the need to provide education that acquits people with peaceful and conflict resolution approaches. Moreover, it appears that many youths these days believe that violence and confrontation are the best ways to handle conflict.

Many of them undermined hardwork, dignity in labour and productivity. This suggests that there is a problem and the researcher is bordered by this. Therefore, the problem of this study is to investigate how to educate students for peace, conflict resolution and productivity in public secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of this study is to investigate ways of educating students for peace, conflict resolution and productivity in public secondary schools (PSS) in Rivers State. specifically, the study sought to:

1. Determine ways of educating students for peace in PSS Rivers State.
2. Identify ways of educating students for conflict resolution in PSS in Rivers State.
3. Ascertain ways of educating students for productivity in PSS Rivers State.

Research Questions

The following research questions were answered in this study:

1. What are the ways of educating students for peace in PSS in Rivers State?
2. What are the ways of educating students for conflict resolution in PSS in Rivers State?
3. What are the ways of educating students for productivity in PSS in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean response of male and female teachers on ways of educating students for peace in PSS in Rivers State.
2. There is no significant difference between the mean response of male and female teachers on ways of educating students for conflict resolution in PSS in Rivers State.
3. There is no significant difference between the mean response of male and female teachers on ways of educating students for productivity in PSS in Rivers State.

METHODOLOGY

The study adopted descriptive survey research design. The population of the study comprised 7,142 teachers in the 276 public secondary schools in Rivers State. Source: Secondary Education Management Board (2023 report). A sample of 378 teachers comprising 178 male and 200 female representing 5.3% of the population was drawn through stratified random sampling technique. The sample size was determined using Taro Yamane's formula. The instrument for data collection was a questionnaire titled: "Educating Students for Peace, Conflict Resolution and Productivity Questionnaire (ESPCRPQ)". The instrument which had 27 items structured on four point Likert Rating Scale of Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point. The instrument was properly validated and a reliability index of 0.81 was obtained through Cronbach Alpha method. Mean, standard deviation and mean set were used to answer the research questions, while z-test was used to test the hypotheses at 0.05 significant level.

Results

Research Question One: What are the ways of educating students for peace in PSS in Rivers State?

Table 1: Mean scores standard deviation and mean set of the responses of male and female teachers on ways of educating students for peace in PSS in Rivers State.

S/N	Ways of Educating Students for Peace	Male Teachers N = 178		Female Teachers N= 200		Mean Set	Decision
		\bar{x}_1	SD_1	\bar{x}_2	SD_2		
1.	Inculcating in students democratic values/principles	3.36	.64	3.40	0.61	3.38	Agree
2.	Promoting the sense of gender equality among students.	3.38	0.63	3.44	0.59	3.41	Agree
3.	Building in students the attitude of effective communication, cooperation, tolerance, critical thinking and problem-solving skills.	3.42	0.60	3.36	0.63	3.39	Agree
4.	Inculcating the love for diversity and sense of togetherness.	3.34	0.65	3.28	0.66	3.31	Agree
5.	Encouraging students to confront people with different opinion/interest.	2.34	0.71	2.28	0.69	2.31	Disagree
6.	Educating students on fundamental human rights and compliance to them.	3.40	0.61	3.32	0.65	3.36	Agree
7.	Building in students sense of trust, broadmindedness and love of justice.	3.30	0.68	3.26	0.67	3.28	Agree
8.	Inculcating in students mutual respect based on rights, obligations and responsibilities.	3.32	0.66	3.34	0.64	3.33	Agree
9.	Inculcating in the students attitude of independence, working alone and non compliance to team/group work.	1.86	0.73	2.24	0.71	2.05	Disagree
	Aggregate mean and standard deviation	3.08	0.66	3.10	0.65		

Criterion mean = 2.50

Data displayed in table 1 showed that items 1, 2, 3, 4, 6, 7 and 8 had weighted mean set scores ranging from 3.28 to 3.41 which are far above the criterion mean. These items were agreed on by the respondents as ways of educating students for peace in public secondary schools in Rivers State. items 5 and 9 with weighted mean set scores of

2.31 and 2.05 which were far below the criterion mean were disagreed on by the respondents as ways of educating students for peace in PSS in Rivers State.

The aggregate mean scores of 3.08 and 3.10 for male and female respondents respectively which are very close revealed that the respondents shared a common opinion on ways of educating students for peace in PSS in Rivers State. therefore, ways of educating students for peace in PSS in Rivers State include: inculcating democratic values/principles; promoting gender equality; promoting effective communication; cooperation, tolerance, critical thinking and problem-solving skills among students; inculcating the love for diversity and sense of togetherness; educating students on fundamental human rights and compliance to them; building in students sense of trust, broadmindedness and love of justice; and inculcating in students mutual respect based on rights, obligations and responsibilities.

Research Question Two: What are the ways of educating students for conflict resolution in PSS in Rivers State?

Table 2: Mean scores, standard deviation and mean set of the responses of male and female teachers on ways of educating students for conflict resolution in PSS in Rivers State.

S/N	Ways of Educating Students for Conflict Resolution	Male Teachers N = 178		Female Teachers N= 200		Mean Set	Decision
		\bar{x}_1	SD_1	\bar{x}_2	SD_2		
1.	Help students to understand what conflict resolution is all about.	3.11	0.86	3.17	0.84	3.14	Agree
2.	Inculcate communication skills that allow people to listen/speak, exchange facts/feelings effectively.	3.43	0.75	3.40	0.77	3.42	Agree
3.	Impact communication skills that allow people to reframe emotionally charged statements into neutral or less emotional terms.	3.36	0.79	3.34	0.80	3.35	Agree
4.	Teach students how to manage anger, frustrations, fears effectively.	3.52	0.69	3.50	0.70	3.51	Agree
5.	Teach the students how they can express emotions in non-aggressive/non-inflammatory manners.	3.48	0.71	3.46	0.73	3.47	Agree
6.	Inculcate the following values in the students: non-violence, fairness, empathy, compassion, justice, tolerance, self-respect, respect for others and appreciation of diversity/controversy.	3.40	0.76	3.44	0.74	3.42	Agree
7.	Impact creative thinking abilities which will assist people to be innovative in defining problems and making decisions on how to solve them.	3.38	0.78	3.32	0.82	3.35	Agree
8.	Encourage students to revenge whenever	2.12	0.92	2.08	0.94	2.10	Disagree

	they are provoked.						
9.	Teach students to disregard any decision, counselling or judgement that is not in line with their interest.	2.26	0.89	2.04	0.96	2.15	Disagree
	Aggregate mean and standard deviation	3.12	0.79	3.08	0.81		

Criterion mean = 2.50

Table 2 shows that items 1 to 7 had mean scores that were greater than the criterion mean and were agreed on by the respondents as ways of educating students for conflict resolution in PSS in Rivers State. Items 8 and 9 with mean scores below the criterion mean were disagreed on by the respondents. The aggregate mean of 3.12 and 3.08 for male and female teachers respectively which did not differ so much, indicated that the respondents shared similar opinion on ways of educating students for conflict resolutions in PSS in Rivers State.

Therefore, ways of educating students for conflict resolution in PSS in Rivers State include: enlightening students on what conflict resolution is all about; inculcating communication skills for listening, speaking, exchange of facts/feelings effectively; impacting communication skills that enable people reframe emotionally charged statements to neutral or less emotional terms; teaching students how to manage anger, fears, frustrations effectively; educate students on how they can express emotions in non-aggressive/non-inflammatory manners; impacting creative-thinking abilities which assist people to be innovative in defining problems and making decisions on how to solve problems; and inculcate in students the following values: non-violence, fairness, empathy, justice, compassion, tolerance, self-reliance, empathy, justice, compassion, tolerance, self-reliance, respect for others and appreciation of diversity/controversy.

Research Question Three: What are the ways of educating students for productivity in PSS in Rivers State?

Table 3: Mean scores, standard deviation and mean set of the responses of male and female teachers on ways of educating students for productivity PSS in Rivers State.

S/N	Ways of Educating Students for Productivity	Male Teachers N = 178		Female Teachers N = 200		Mean Set	Decision
		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂		
1.	By encouraging students to set targets for themselves.	2.98	0.87	2.94	0.87	2.96	Agree
2.	By encouraging them to develop personal study time-table.	2.94	0.88	2.90	0.88	2.92	Agree
3.	By inculcating critical and creative thinking abilities in the students.	3.06	0.83	3.02	0.86	3.04	Agree
4.	Aiding students to learn to eliminate distractions/reduce screen time.	2.88	0.90	2.82	0.90	2.85	Agree
5.	Engaging students in groups/collaborative learning.	3.00	0.85	3.04	0.84	3.02	Agree
6.	Adopting curriculum that is relevant to real-life/real-world application.	3.16	0.80	3.08	0.83	3.12	Agree
7.	Integration of modern technology in the teaching/learning process	3.10	0.81	3.04	0.84	3.07	Agree

8.	Avoiding procrastinations as much as possible.	2.86	0.91	2.90	0.88	2.88	Agree
9.	Through non-involvement of parents in the students' academic activities.	2.18	0.92	2.24	0.92	2.21	Disagree
Aggregate mean and standard deviation		2.91	0.86	2.89	0.87		

Criterion mean = 2.50

Data in table 3 reveal that items 1 to 8 had mean scores that were greater than the criterion mean and were accepted by the respondents as ways of educating students for productivity in PSS in Rivers State. item 9 had mean scores that were less than the criterion mean and it was rejected by the respondents. The aggregate mean of 2.91 and 2.89 for male and female respondents indicated that they unanimously agreed on the items as ways of educating students for productivity in PSS in Rivers State.

Therefore, ways of educating students for productivity in public secondary schools in Rivers State include: teaching students to set targets for themselves; educating them to develop personal study time table; by inculcating critical/creative thinking abilities; by aiding students to eliminate distractions/ reduce screen time; by engaging students in group/collaborative learning; by adopting curriculum that is relevant to real-life/real-world application; by integrating modern technologies in the teaching/learning process; and by avoiding procrastination as much as possible.

Test of Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Hypotheses One: There is no significant difference between the mean scores of male and female teachers on ways of educating students for peace in PSS in Rivers State.

Table 4: z-test of difference between the mean scores of male and female teachers on ways of educating students for peace in PSS in Rivers State.

Gender	N	\bar{X}	SD	Df	z-cal.	z-crit.	Level of sign.	Decision
Male Teachers	178	3.08	0.66					Ho1 is
Female Teachers	200	3.10	0.65	376	0.296	± 1.960	0.05	not significant

Table 4 shows a summary of the mean, standard deviation and z-test analysis of difference between the mean response of male and female teachers on ways of educating students for peace in PSS in Rivers State. the z-calculated, which was used in testing the hypothesis stood at 0.296 while, the z-critical value was ± 1.960 at 376 degrees of freedom using 0.05 level of significance.

The calculated z-value (0.296) was less than the critical z-value (± 1.960). Therefore, the null hypothesis of no significant difference between the mean scores of male and female teachers on ways of educating students for peace in PSS in Rivers State was retained.

Hypothesis Two: There is no significant difference between the mean scores of male and female teachers on ways of educating students for conflict resolution in PSS in Rivers State.

Table 5: z-test of difference between the mean scores of male and female teachers on ways of educating students for conflict resolution in PSS in Rivers State.

Gender	N	\bar{X}	SD	Df	z-cal.	z-crit.	Level of sign.	Decision
Male Teachers	178	3.12	0.79					Ho2 is
Female Teachers	200	3.08	0.81	376	0.486	± 1.960	0.05	not significant

Table 5 shows a summary of the mean, standard deviation and z-test of difference between the male and female teachers on ways of educating students for conflict resolution in PSS in Rivers State. the z-calculated, which is used in testing the hypothesis stood at 0.486 while, the z-critical value was ± 1.960 at 376 degrees of freedom using 0.05 level of significance.

The calculated z-value (0.486) was less than the z-critical value (± 1.960). Therefore, the null hypothesis of no significant difference between the mean scores of male and female teachers on ways of educating students for conflict resolution in PSS in Rivers State was not rejected.

Hypothesis Three: There is no significant difference between the mean scores of male and female teachers on ways of educating students for productivity in PSS in Rivers State.

Table 6: z-test of difference between the mean scores of male and female teachers on ways of educating students for productivity in PSS in Rivers State.

Gender	N	\bar{X}	SD	Df	z-cal.	z-crit.	Level of sign.	Decision
Male Teachers	178	2.91	0.86					Ho3 is
Female Teachers	200	2.89	0.87	376	0.224	± 1.960	0.05	not significant

Table 6 shows a summary of the mean, standard deviation and z-test of difference between the male and female teachers on ways of educating students for productivity in PSS in Rivers State. the z-calculated which was used in testing the hypothesis stood at 0.224 while, the z-critical value was ± 1.960 at 376 degrees of freedom using 0.05 level of significance.

The z-calculated value (0.224) was less than the z-critical value (± 1.960). Therefore, the null hypothesis of no significant difference between the mean scores of male and female teachers on ways of educating students for productivity in PSS in Rivers State was retained.

Discussion of Findings

The findings of the study revealed that ways of educating students for peace in PSS in Rivers State include: inculcating democratic values/principles; promoting gender equality; encouraging effective communication; inculcating the spirit of cooperation, tolerance, critical thinking and problem-solving; promoting love for diversity/ sense of togetherness; educating students on fundamental human rights; building in students sense of trust, broadmindedness and love for justice; and inculcating in students mutual respect based on rights, obligations and responsibilities. These values are very important for the promotion of peaceful coexistence and collaboration in and outside the school

environment. These findings are in tandem with Nkpa and Okoro (2019); and Page (2008). Educational institutions especially secondary schools must develop in their students democratic principles and values.

These values will help them to see other students or people as human beings that have the same rights and stakes as them either in the school or in the society. These values will enable students to understand the fundamental human rights of expression movement, religion, association etc; and why people should be allowed to have a voice on issues affecting them. Above all, upholding democratic values will help students to understand that all of us are one. We are created by the same God who loves diversities. Therefore, we need to appreciate the beauty of our diversities, the strength in our diversities; and tolerate and accommodate one another through love, justice, fairness, effective communication, gender equality, mutual respect, respect to the rule of law, sense of togetherness and problem-solving skills. All these will go a long way in promoting peace and harmony in our society if these values are impacted in our youths from generation to generation through education.

The study showed that ways of educating students for conflict resolution in PSS in Rivers State include: providing enlightenment on what conflict resolution is all about; inculcating effective communication skills; educating students on emotional controls; inculcating creative thinking abilities; inculcating problem-solving abilities; and inculcation of non-violence/democratic values. These findings are in agreement with <https://teaching.cornell.edu/resource>; Crawford and Bodine (1996), as well as Adetunyi and Wahab (2015). Students should be made to understand what conflict resolution is all about and why they should receive such education. this will help them to appreciate and accept it.

Students should be made to understand that a lot of conflicts arise due to poor or ineffective communication. Teachers should teach their students the magic words (I'm sorry; please, excuse me, pardon met etc) that help to reduce anger, and they should ensure that their students use or apply these words. Effective communication reduces the rate of misunderstanding among people. Students therefore, should acquire speaking and listening skills that promote exchange of ideas, facts and feelings without making emotionally charged statements. They should be able to express their emotions effectively in a non-aggressive and non-inflammatory manners.

Educating students on emotional controls is also very important in managing and resolving conflicts. Teachers; should educate students on how to manage their fears, joy, anger, frustration and other emotions effectively. They should learn to exercise self-control in order not to over react to emotional outbursts by other people. Students should equally learn to be empathic; compassionate, fair, honest and trust worthy. Creative-thinking abilities play crucial roles in conflict resolution. It helps students to think outside the box, be innovative in defining and analyzing the problem and in making effective decisions.

Related to creative thinking is the problem-solving skills. Students should be well equipped with problem-solving abilities which involves mutual examination of various possibilities and brainstorming on them. Sometimes, it may involve avoidance, negotiation, coercion, mediation, arbitration and adjudication. The inculcation of non-violent attitudes and democratic practices as ways of resolving conflicts is very important. Students should be made to understand that dialogue is one of the best ways of resolving conflicts. Fighting one another and other violent means of resolving conflicts are dangerous

because they could result to loss of lives and properties. Upholding and practicing democratic values of equity, justice, fairness, equality, rule of law etc are vital in conflict resolution.

Lastly, the study revealed that educating students for productivity include: teaching them to set targets for themselves; develop personal study time-table; inculcating critical/creative thinking abilities; eliminating distractions/reducing screen time; engaging students in group/ to real-life; integrating modern technologies; and avoiding procrastination. These findings are in agreement with <https://insreading.com/v> and <https://quora.com>. Productivity starts with the identification of a goal or a target and working towards its actualization. In secondary school, the target should be to pass or obtain West African Secondary School Certificate Examination (WASSCE). This target is pursued through the learning of various subjects and skills by the students, and the passing of various internal examinations. The productivity of the students is measured based on their academic performance and acquisition of relevant skills they were taught by their teachers.

To achieve set targets, students are expected to work hard, discipline themselves and adopt some measures that will enhance their academic performance. These measures will include developing personal study time-table. The personal study time-table guides the students academic activities after school and over the weekends. It helps the students not to abandon their studies but rather, to continue to refresh themselves on their studies. This enhances their understanding and retention of what they have learnt. Reducing procrastination and time spent on the screen will equally promote productivity because such times could be used to embark on research, reading, self study and other academic activities.

The development of critical and creative thinking abilities will increase the reasoning ability of the students and make them to be innovative and to try new methods or ways of doing things. This will promote their productivity. School curriculum should be constantly up dated and it should be relevant to real- life or real-world applications. It should be delivered through the integration of modern technologies so that students will be properly equipped with real-life experiences that will help them cope with the daily life and academic challenges confronting them. Another way of educating students for productivity is by engaging them in group/collaborative learning. This provides them the opportunity of learning from their peers. It equally improves their social interactions, critical thinking abilities, retention abilities, self- esteem, level of understanding of diverse perspectives and participation in the learning process.

CONCLUSION

Our society is passing through a turbulent and difficult time. There are cases of insecurity, kidnapping, conflicts of various kinds and the situation has been worsened by food insecurity. Educating students for peace, conflict resolution and productivity is urgently needed based on our past and present experiences. Infusing this in our school curriculum will go a long way in tackling many social issues facing our society. An atmosphere of peace and security promotes effective teaching and learning, as well as productivity by both teachers and students. It equally promotes good health and human capital development which enhance productivity and sustainable national development.

RECOMMENDATIONS

The researcher made the following recommendations based on the findings of the study:

1. Government should lay great emphasis on educating students for peace, conflict resolution and productivity in order to enhance their sustainable academic development.
2. Government should organize capacity building programmes for teachers in order to equip them with the knowledge and skills required for effective education of students for peace, conflict resolution and productivity.
3. Teachers and school administrators should serve as role models to the students by living exemplary lives that promote peace, conflict resolution and the creation of an atmosphere of security which is necessary for enhancing students' productivity.

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