INFLUENCE OF PEACE EDUCATION ON MANAGEMENT OF SCHOOL VIOLENCE IN COLLEGES OF EDUCATION IN SOUTH EAST GEO-POLITICAL ZONE OF NIGERIA

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Abstract
The study was a descriptive survey research design. Two research questions and one null hypothesis guided the study. A-35 item researcher-developed questionnaire was used in the study. A sample population of three hundred lecturers and three hundred students were used in the study. The findings of the study indicated that the causes of school violence as social political influence, poor leadership, poor control mechanisms of school violence, needs for essential amenities among others. The study further revealed that peace education influences management of school violence through the use of school subjects and peace education goals. The study recommended that colleges of education and other higher institutions in South East Geo-political zone of Nigeria should integrate peace education into all the programmes offering to enhance building of a culture of peace and improve academic productivity.

Keywords: Influence, peace, peace education, culture of peace, non-violence, management, school violence, tolerance, academic productivity.

Introduction
Background to the Study

Peace Education is perhaps the most appropriate tool for fighting violent conflicts in colleges of education, peace educations is capable of reconstructing an individual with a violent mental perspective and create in the human consciousness, and commitment to the ways of peace (UNESCO 2005).Peace Education brings vibrancy and creates peace building efforts that enable an individual to cleave for peace at any given moment in time, believing that youths in colleges of education offer creative energies and active potential for the transformation of violent conflicts in the nation as well as the world at large. It is well believed that education is a space for nurturing cultures of peace or that of war. Practitioners of peace education have a responsibility to dialogue with the learners in colleges of education on knowledge, values, skills, and behaviours that are conducive to fostering global harmony and social justice which are likely to result into peace. Peace as defined by Harris (2008)is the absence of physical and structural violence and the presence of justice. Therefore, it is a must that students should be seen to be exploring the root causes of conflict, understand international humanitarian and human rights laws, think about alternative structures of security and learn skills for managing latent and full flagged conflicts non-violence.

On the contrary, the increase of violent conflicts in colleges of education is a worry some situation. While educational practitioners, parents, guardians and various nations have the hope of raising out of school fully functional individuals who are capable of contributing fully to the development of individuals and that of their nations at large, studies by Vusumzi and Shuniba (2013) have shown that most learners who get involved in violent conflicts or delinquency behaviour, have problems in conceptualising intellectual work, thus challenging their capabilities in perform exceptionally in their academia. Colleges of education are believed to consist most of the youths who are within the ranges of 18 to 25 years of age. These learners, attending colleges of education might benefit from peace building initiatives within education. Students in this age group are capable of critical reflections and can integrate the perspectives of the self and the other into a mutual perspective as in the words of Fosnot (2005: 134), others arc to understand and be understood". Thus, as colleges of education students can critically reflect on concepts of ethnicity, conflict and peace

they might gain from peace education initiatives. This age range shows where the future state leadership, human resource and machinery lie. And such a challenging situation places the governance actors and the teacher agency at a systematic pace of motion in trying to foster a culture of peace in order to create an enabling learning environment that will help to mitigate violent conflicts and boost learner performance in colleges of education for the security of the nation in the future days to come.

In March, 2010, there was students' violence protest in Ebonyi State college of Education, Ikwo, Ebonyi State. The violence protest caused the temporary stoppage of all academic activities in the college. The impact of the students' protest caused the theft, vandalization and destruction of schools property. In February 21, 2021, the students of Ebonyi State University, Ezzangbo campus (permanent site), Abakaliki staged a violent protest and demonstration that led to theft, vandalisation of school property.

In May 12, 2022, Deborah Samuel also known as Deborah Yakubu, a 200 level student of Home Economics at Shehu Shagari College of Education, Sokoto, Sokoto State, Nigeria was gruesomely murder by Islamic extremists and set ablaze after she advised her classmates against posting religious materials on their WhatsApp page, that have led to many deaths in the Northern part of Nigeria. The defenceless Deborah was stoned to death in broad daylight by her fellow students and her body was subsequently burnt with her killers publicly showing off their exploits in a social media. Sometimes, school violence supersedes other forms of violence in terms of frequencies, volatilities and severe effects on entire society (Aderinto in Anifowose, 2004: 68). The schools or students violence is multi-dimensional in nature, in terms of occurrences and person involved. In the Nigerian context, there has been neither research into nor attempts by policy makers to incorporate the concept of peace education in addressing the violent conflicts plaguing various schools and communities (Elachi, 2018:20). However, there exists a gap in knowledge on influence of peace education on management of school violence. It is with regards to this background that this study addresses the "influence of peace education on management of school violence in Colleges of Education in South East Geo-political Zone of Nigeria.

Statement of the Problem

All educational institutions need peace to exist and develop. However, peace is often violated due to conflicts, violent extremism, terrorism and insecurity rising from students' violent behaviours, poverty, faith-based intolerance, ethnicity, corruption, inadequate room for creativity and innovation among others (Eche, 2015:30). According to Tambawal (2012:5), the effects of school violence in society are numerous, they range from loss of lives and properties to the displacement of people due to increasing tension in inter-community relations and the development of a violence culture. School violence has become a serious threat to the peace and stability of many tertiary institutions by causing unnecessary or avoidable disruptions of academic calendar that impact negative ideas and effects on students, once they are out of schools for a long time (Omololu, 2004: 68). These vices have brought negative consequences on educational development in Nigeria and South East Geo-political zone in particular. Research has shown that peace education needs to embrace the physical, emotional, intellectual and social growth of children within a framework deeply rooted in traditional human values. Kiz-zovu (2006:20) revealed that peace education philosophy teaches love, compassion, trust, fairness, justice, respect cooperation and reverence for human family and all life on this planet. Despite this, available research disclosed that peace education is not fully in operation in our education system (Aighangbe, 2000:5); Ikumelu, (2010:10); and Olu-Orungbemi and Olowo (2011:20).

In Nigeria educational institutions, presently there are cases of school violence, conflicts, inter-tribal clashes and ethno-religious violence. While a vast body of studies exists on education and violent conflict, less attention has been devoted to influence of peace education on management of school violence. It is against this background that this present study sought to examine the influence of peace education on management of school violence in Colleges of Education in South East Geo-political zone of Nigeria.

Purpose of the study

The main purpose of the study was to find

out how peace education influences management of school violence in colleges of education in South East Geo-political Zone of Nigeria. Specifically, the study intended to:

· Find out the causes of school violence in colleges of education in South East Nigeria.
· Find out how peace education influences management of school violence in colleges of education in South East Nigeria.

Significance

While a vast body of studies exits on education and violent conflict, less attention has been devoted to influence of peace education on management of school violence. Above all, no research has been conducted on how peace education influences the management of school violence in Colleges of education in South East Nigeria. As a result of lack of studies on influence of peace education on management of school violence in Colleges of Education in South East Nigeria, a gap to be filled has been created. Therefore, the main purpose of this present study was to fill this vacuum created due to lack of studies on the above mentioned issue, hence the need for this present study. Its relevance lies in the fact that both national and international trends indicate that for meaningful development to take place, peace is indispensable (Ezeoba, 2012:10). The beneficiaries of the findings of the study include: school management, lecturers and students, educational planners, provost of colleges of education and ministry of education.

This study has a good number of significance. In the first instance, the findings of this study will ensure that the school management, lecturers and students will have a peaceable school that promotes a warm and caring environment that exhibits six essential qualities such as cooperation, collaboration, communication, tolerance, positive emotional expression and Conflict/violence resolution skills for responding creatively to interpersonal conflict. The findings of the study would provide the school management with valid and reliable information on how to find new ways or methods to intervene when confronted with managing conduct disorder.

Scope of the study

The geographical scope of the study was South East geo-political zone of Nigeria. The study was limited to State owned colleges of education in three states in South East Nigeria. These states are: Anambra, Ebonyi and Enugu State.

Research Questions
The following two research questions guided the study.
(1) What are the causes of school violence in colleges of education in South East Geo-political zone of Nigeria?
(2) How does peace education influence management of school violence in South East Geo-political zone of Nigeria?

Research Hypothesis
One hypothesis guided the study.
Ho$_1$: There is no significance difference in the mean ratings of lecturers and students with regard to causes of school violence in colleges of education in South East Geo-political zone of Nigeria.

Review of related Literature
Conceptual Framework
Concept of peace education

Peace education, as education in general is so socially directed and has its roots in some social intent. Peace education is aimed at teaching individuals the information, attitudes, values, and behavioural competencies needed to resolve conflicts without violence and to build and maintain mutually beneficial harmonious relationships (Danesh, 2006). Peace education has been defined as a process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youths and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intra-personal, interpersonal, intergroup, national or international level. Peace education is understood generally to aim to offer opportunities to develop the skills, knowledge and values required for the practice of conflict resolution, communication and co-operation in relation to issues of peace, war, violence, conflict and injustice. Peace education tries to inoculate students against the evil effects of violence by teaching skills to manage conflicts non-violently and by creating a desire to seek peaceful resolutions

of conflict.

Theoretical framework

The study was anchored on the integrative theory of peace developed by Danesh (2006) indicating that the conflicts that human kinds suffer are a result of the difference in the various perceptions of our world views. Daneshs (2006) noted that Integrative Theory of Peace and the concept of peace was attainable through inclusiveness shaped by examining and transforming the worldviews of people's views of the nature of reality, human nature, purpose of life and human relationships. This theory postulates that most people and societies in the world hold conflict based worldviews that arc sub-divided into two main categories associated to the phases of human development; the Survival-Based worldviews and the Identity-Based worldviews. Thus peace could only be acquired through a more integrative unity-based worldview that promotes unity in the context of diversity and establish sustainable culture of peace be it in the home, at school at work, or in the international community. This entails that the teacher's intellectual knowledge through the selective content plus the learners' grounded knowledge culminates into progressive education resulting into positive peace.

In conclusion, the integrative theory of peace encourages tolerance of various ideas and opinions of other people, giving them the respect and understanding deserved that may reign through every environment. Through cooperation and unity, individuals are capable of negotiating and drawing a well informed decision that could be of benefit to the entire group. Therefore, by working under the unity based worldviews where individuals are at liberty to contribute to peace because pupils, teacher, head teachers and educators, governance actors are likely able to collectively work against the evil of violent conflicts in school and promote a culture of peace that works to develop individuals and the nation at large.

Causes of Schools' Violence
Socio-political Influence

This gives a potent clue on schools' violence in terms of manner socio-political leaders conduct themselves in politics. Because every student learns and reflects what is obtainable in their society. In other words, school is a by-product of entire society. The by-product of what is operating in higher society is applicable in school system. The kind of social interplays taking place at national politics mirrored in school activities. Students exhibit political character that is obtainable in their larger society, and invariably influences school's activity (Adedayo, 2015:105). Anifowose (2004:71), opined that students have increasingly understood that use of force is producing some desire outcomes in contrast to persuasion method. Thus government repressive measures through security agents against their real or imagine oppositions and protesters in large society. Other academic institutions are contagious models behaviour of what facilitate nourishing private violence as a medium of protest. Students see themselves as the only pressure group in society that can effectively challenge government for effective change. Students' violent protest on several occasions are triggered by demonstrations against government policies that are unacceptable and unpopular, such as withdrawn of subsides, encroachment of civil political liberty in society, End-sars tag etc. it is also believed that internal and external agents within the school system and outside the system or individuals sometimes use some students to foment violence because of their ulterior motives.

Poor Control Mechanism of Violence

Inadequate and inappropriate control of violence or ineffectiveness of security agencies to control crimes are factors responsible for schools violence. Once the extent of state security agents to use force against citizens is not controlled, abuse of state force could lead to urban violence. In other words, school violence is sometimes precipitated by resentment of students against states' security agents, which is always ended in violence. Ingenious services rendered by security agents determine students' reaction to some issues. Ill feelings that security agents are ingenious to their services render usually brew students violence sometimes into many societies.

Needs for Social Amenities

Inability or failure of school authority to provide some necessary social amenities and expectation of students on this usually results into school violence. The indignation, frustration, fury

or perceived unfairness of students arising from school activity and student relationship lapses, or students demand on improved accommodation facilities, administrative efficiency or lapses of authority, corruption and insensitivity of authority to students needs lead to school violence.

Embargo on Students' Unionism

Incessant ban of student unionism on campuses by school's authority or government often triggered different agitations from students that lead to confrontation behaviours or characters against school authority. Student union has been a potent instrument of bargaining and balance of power between the school authority and students. But once student union or organisation is ban or proscribed, there would be no bargaining power to protect their rights on campus any long. They would be subject to schools' authority wish or will. Issues of victimisation on campus also precipitate school's violence. Omololu (2004:56) stated that the victim precipitation theory contends that victimisation contributed to school violence or causes misbehaviour of students on campuses.

Secret Cults Rivalry

Cultism is one of the potent factors of violent acts on campus. Secret cult rivalry though no longer a news claims student lives and destroy properties on campus either due to position seeking, money, ladies or girl friends and even boyfriends struggle among the ladies. For example, there was a rivalry clash of secret cultism in Obafemi Awolowo University, Ile-Ife in1999 that claimed nothing less than eight student lives on campus. In the course of police investigation, Black Axe cult group implicated their Vice-chancellor, Prof. Omole as a member of Pirate confraternity. Another case of cult's rivalry was a free for all fight in University of Uyo, Akwa-Ibom in 1996, where Ku-Klux Klan engages Vikings confraternity and four students lost their lives through use of dangerous weapons.

Similarly, a bloody confrontation within the Black Axe confraternity threw Enugu State University of Science and Technology into confusion in 2000 (Ekiran, 2004:193). Campaign against cultism also led to violence in some other universities. A good example of this was in University of Lagos in 1994 where the whole campus was almost set ablaze by secret cults due to

allege plans of students union government executive to campaign against secret cults on campus. Students and secret cults' clashes resulted into lawlessness, vandalism, arson and violence. In other words, campus cults violence could be attributed to some students unions' violent acts on campus political control and influence, and some other social issues.

Communication and Awareness Gaps

Inadequate or absence of necessary information, or other means of communication on campus end up in school violence. Whether good or bad, proper management of information or effective information management is crucial to human relationships. But once information needed by students is lacking, conflict or violence would ensue, which is applicable to what is causing school's violence on campus. For instance, lack of information on how students' unionism could metamorphose into violent acts. This is because once the generalities of students are not well informed or dissatisfied with their leader policies, they would disenchant or alienate themselves from union decision making, in terms of union dues payment, etc. and degenerated into violence.

Socio-economic Violence

Poor socio-economic policy in terms of formulation and implementation serve as another reason for school violence. The consequence of this worsen the virtues and values of educational system. Many students fail to take their academic activities serious due to poor social conditions. They seek for means of livelihood while their lectures are in progress. Another factor for students' socio-economic violence is bad economic policy such as Structural Adjustment Programme (SAP) that lead to many violent protests on campuses during Babangida regime. This is because SAP policy encourages elite's socio-economic domination over the poor, to the extent that urban workers, peasant farmers and professional cadres bear the brunt of SAP socio-economic policy. Its privatization policy leads to school violent protest, because most of the essential public properties and companies are sold to private individuals or capitalist in government at the expense of masses, which is a gross deprivation of citizen's rights.

Adolescence Peer Influence

Juvenile delinquency within the school system is often inducing violent on campuses. High school students who are expected to be matured in terms of behaviours, attitudes and characters are found wanting in this. This is virtually applicable to all school students including university. Instead of abiding with the rules and regulations of the schools, they delight in violating the rules and regulations of the system due to some degrees of autonomies or independency granting to them by constitution. Peer pressure groups coupled with poor parental monitoring or mentoring reinforces such violent acts on campuses. Many are improperly brought up right from homes. Some out rightly abuse the privilege given to them, and directly or indirectly brew different social vices to school system. Misusing of independency also metamorphoses into deviant behaviours including violence; perhaps, occasional visits of parents and guardians could encourage their conformity to the norms and values of school system (Adebayo, 2004:45-46).

Inadequate Parental Control

Over pampering of some children by parents is often led to bad attitudes and characters on campuses, and various allegations of cultism have been leveled against the elite children in schools. This is because, their parents use their positions, contacts and influence to protect their children from the punishment of their wrong doings when they are indicted for social deviance including cultism and other social vices on campuses (Omololu, 2004:50). Influence of peace Education on management of school violence:

The use of school subject

Peace education is now the subject of UN policy, research and training by UNESCO, the council of Europe and ministries of education, various universities throughout the world, and worldwide, transnational conceived and conducted NGO Global Campaign for peace education.

Paramount in teaching is the pedagogy, which is unique to some subject disciplines. This is primarily directed toward developing the students' capacity for critical thinking, inquiry and reflective skills that enable them not only to understand obstacles to peace, but more important to develop skills and abilities to confront these issues, envision realistic alternatives and device and implement strategies for the realization of the alternatives.

Religion

Since most world religion have peace entrenched in their holy books, religion can easily be used as an instrument for peace education among young persons as well as other followers and adherents. Members of different faith should respect one another's opinions and religious beliefs. There should be unity and respect in the diversity of religions. Religions should teach and promote the virtues of peace, forgiveness, reconciliation, love, respect for life and other values that promote non violent change. Failing to do this, religions have also been known to have the capacity to socialize and indoctrinate young persons into vicious cycles of hate and violence. This can and should be turn around.

Geography

All human beings share basic fundamental things which have been endowed by nature. This is clearly seen in the ability of humans to live on earth, share the beauty and resources of the earth and protect it for its sustainability and the good of generation yet unborn. This is regardless of which part of it one lives. Variety, they say is the spice of life. Meaning that people differ but should be able to learn from each other's cultures, backgrounds, exposures or the lack of it, without prejudice.

History

Historically, we should respond to the various events in the past which have tended to divide rather than unite us. In this case, our experience should not be the best teacher but rather, we should learn from the mistakes of others. History has many lessons of the inhumanity of human kind propelled by violent conflict. West Africa is a rich case study. The violence unleashed on innocent civilians in the Nigerian civil war, the conflict in Liberia, Sierra Leone, Ivory coast and Guinea, among others, can constitute rich case studies for the teaching of peace education. The lesson of history as part of peace education should be to expose the ills in the past, and draw attention to the political good in non-violent alternatives.

Science

Science as a subject avails us with the needs and aspirations of human beings. This knowledge exposes all to the requirements of all beings which should make us have respect for others. It can become an important aspect of peace education at the primary, secondary and tertiary levels.

Music

Music can also be used to teach peace education. Young people can differentiate between good music and bad music, between the musical notes and instruments that are in harmony and those that are riotous. As good music that is sweet to the ear and soothing to the soul is linked to peace, so is bad music likened to conflict.

Fine Art

Fine art coming in the form of drawings, paintings, designs, cartoons, etc., also helps to graphically portray the message of peace and conflict. The creativity in art students can help to depict the ill of war, the beauty of peace and how young persons may be channeled to love and pursue non-violence.

Goals of peace education that influences the management of school violence

The goals are geared towards equipping the learners (students) with appropriate knowledge, values, attitudes and skills. The human values were defined as 'sets of belief or principles of behaviour accepted by individuals or groups and the attitudes are the predispositions which influence the process, quality and outcome of both learning and assessment'. Students are encouraged to re-examine the values and that of others and arrive at locally accepted values but maintain an understanding that these values and attitudes are desired for universal peace. According to Nwafor (2007:115), seven categories of values and attitudes were recommended by UNESCO thus:

Values and attitudes related to human right and democracy

These include dignity, equality, justice, protection of the rights of all people, freedom of participation, freedom of speech and expression and freedom of religious belief.

Values and attitudes related to co-operation and solidarity

The belief in peace and harmony, interdependence of all people, conflict resolution by peaceful means, mutual understanding, co-operation and respect among individuals and societies and a culture of peace and co-operation.

Values and attitudes related to preservation of culture

Respect for the family and all of its members, appreciation of one's own culture, appreciation of the world's cultural heritage and human achievement and awareness of social and cultural change.

Values related to self and others

These include self-awareness, self reliance, self-esteem and self-discipline, respect and empathy towards others; a considerate and caring attitude, moral courage, open minded, trustworthy, truthful, tolerant, self-possessed reconciliatory, inquisitive and creative.

Values and attitudes related to internationalism

Awareness of the right and duties of citizenship, respect for equality among nations, harmony between nationalism, regionalism and internationalism, awareness of global issues and their peaceful resolution.

Values and attitudes related to the protection of the environment

The interdependence of peace and nature, appreciation and commitment to maintenance and improvement of the environment so as to favour the survival of all species, and promotion of a sustainable environment.

Values and attitudes related to spirituality

Aspiring for inner peace, freedom of thought, conscience and creed, freedom of religious practice, mutual respect for religious observances of others and equality of treatment of religions by the state.

Summary of Literature review

The review of literature of this study was anchored on conceptual framework, theoretical framework, causes of school violence, influence of

peace education on management of school violence, goals of peace education and summary of literature review. Students in college of education in South East Nigeria demonstrate violence born from different factors. It is noted that most schools still use corporal punishment in an attempt to correct the behaviour of learners even though it was long banned. Despite the use of corporal punishment, they apply different strategies to a problem, others being successful while others are full of challenges. However, it should be emphasized that even though school violence applies to all schools in colleges of education in South East Nigeria, there are similarities and differences in the manner in which they apply.

Research Method
Design of the Study
The design of this study was descriptive survey research design.

Area of the Study
The study was carried out in colleges of education in South East Nigeria. The colleges are located in Anambra, Ebonyi and Enugu State.

Population of the Study
The population for the study comprised lecturers and students. The population was made up of four hundred and fifty (450) lecturers and six hundred (600) students in the three colleges of education used in the study. The names of the colleges are as follows: Nwafor Orizu college of education, Nsugbe, Anambra State, Ebonyi State College of education Ikwo, Ebonyi State and Enugu State college of education (Technical) Enugu, Enugu State.

Sample and sampling techniques
The simple random technique was used in the study to sample three hundred (300) lecturers from four hundred and fifty (450) lecturers in the three colleges of education. The same method was used to sample three hundred (300) out of six hundred (600) students.

Instrument for data collection
A 35-item researcher developed questionnaire titled "Influence of Peace Education on Management of school violence Questionnaire (IPEMSVQ)" was designed to elicit responses from the lecturers and students. The questionnaire was structured on four-point scale (Strongly Agreed –SA, Agree –A, Disagree –D and Strongly Disagree –SD). The items were clustered into four (4) sections according to information sought.

Validity of instrument
The instrument was both face and content validated by three senior professionals in measurement and evaluation in Ebonyi State University, Abakaliki. Amendments and modifications of some items of the questionnaire were made according to their suggestions.

Reliability of the instrument
A test-retest method was used to ascertain the reliability of the instrument. The questionnaire was administered to fifteen (15) lecturers and fifteen (15) students randomly selected outside the study population. The mean scores from the two sets of the questionnaire were compared using Crobach Alpha Reliability coefficient. The reliability coefficient index was 0.84. Hence, the reliability of the instrument.

Method of data collection
The instrument was administered to the respondents through direct delivery by the researcher with the help of two trained researcher assistants, and thereafter, the filled questionnaire was collected immediately.

Method of data analysis
The mean and standard deviation was used to analyze the four research questions used in the study. A four-point rating scale was used to rate the value of each scale with the following values assigned to them: Strongly Agree (SA)- 4, Agree (A)- 3, Disagree (D)- 2, and Strongly Disagree (SD)- 1. The mean of the value $= 4+3+2+1 = {}^{10}/_4 = {}^5/_2 = 2.5$.

Decision rule
Any item with a mean score value of 2.5 points and above was regarded as "accepted" or "agree", while any item with a mean score less than 2.5 points was regarded as "rejected" or "disagree". The t-test statistics was used to test the one null hypothesis formulated to guide the study at (p <0.05) level of

Data Presentation and Results

Research question one

What are the causes of school violence in colleges of education in South East Geo-political zone of Nigeria?

Research question one sought to find out the causes of school violence colleges of education in South East Geopolitical zone of Nigeria. The analysis of the data collected with respect to research question one above is presented on table one below.

Table 1: Mean ratings of lecturers and students on causes of school violence in colleges of education in South East Geo-political zone of Nigeria

S/N	ITEM DESCRIPTION	LECTURERS N=300		STUDENTS N=300		OVERALL N=600		DECISION
		X	SD	X	SD	X	SD	
1.	Social political influence.	3.94	1.98	4.0	2	3.9	7.97	A
2.	Poor control mechanism of violence.	4.0	2	3.8	1.94	1.94	3.97	A
3.	Needs for essential amenities.	3.91	1.98	3.9	1.97	3.95	1.98	A
4.	Embargo on students' unions.	3.8	1.94	3.86	1.96	3.83	1.95	A
5.	Secret cults rivalry.	4.0	2	3.93	1.98	3.96	1.98	A
6.	Poor communication among the school community.	4.01	2.0	4.0	2	3.05	1.74	A
7.	Criminalization of social structure.	3.8	1.94	3.93	1.98	3.86	1.96	A
8.	Socio-economic violence.	3.9	1.97	3.8	1.94	3.83	1.96	A
9.	Adolescence peer influence.	4.0	2	3.9	1.97	3.95	1.96	A
10.	Intolerance among students.	3.8	1.94	3.91	1.98	3.85	1.96	A
11.	Indiscipline among students.	3.94	1.98	3.8	1.94	3.87	1.97	A
12.	Psychological problems/ differences created by abnormal home life.	3.92	1.98	3.78	1.94	3.85	1.96	A
13.	Decay in school climate.	4.0	2	3.9	1.98	3.95	1.98	A
14.	Lack of empathy or care for students.	3.9	1.97	3.8	1.94	3.85	1.96	A
15.	The influence of violence, social vices and crimes in the society.	3.91	1.98	4.0	2	3.96	1.98	A
16.	Sexual harassment	3.93	1.98	3.8	1.94	3.86	1.96	A
17.	Failure of school authority to listen to the students complaints.	3.9	3.7	4.0	2	3.95	1.98	A
18.	Poor leadership	4.0	2	3.9	1.97	3.95	1.98	A
19.	High handness by the school authority.	3.8	1.94	3.86	1.96	3.83	1.95	A
20.	Failure to guarantee security of lives and properties.	4.0	2	3.93	1.98	3.96	1.98	A
	Cluster mean	**3.87**	**1.95**	**4.2**	**2.04**	**3.9**	**1.97**	**A**

Table one above shows the mean and standard deviation of lecturers and students on causes of school violence in colleges of education in South East Geo-political zone of Nigeria. The result shows that the mean and standard deviation scores ranged from X=3.8-4.0 for lecturers and X=3.8-4.0 for students, with the overall mean and standard deviation for the two groups for each item ranging from X=3.9, SD=1.97.The result revealed that respondents agreed to the statements on item numbers 1-20 as the causes of school violence in colleges of education in South East Geo-political zone of Nigeria. This was shown on their respective mean scores which were above the criterion mean fixed at 2.5 and above. The findings of the study revealed that respondents accepted all the twenty-item variables as the causes of school violence in colleges of education in South East Geo-political zone of Nigeria.

Research question two

How does peace education influence management of school violence in South East Geo-political zone of Nigeria?

Research question two sought to find out how peace education influences management of school violence in South East Geo-political zone of Nigeria. The results of the analysis of the data collected in respect to research question two above is presented on table 2 a and b.

Table 2a: Mean ratings of lecturers and students on influence of peace education on management of school violence in colleges of education in South East Geo-political zone of Nigeria.

S/N	ITEM DESCRIPTION	LECTURERS		STUDENTS		OVERALL		DECISION
		N=300		N=300		N=600		
		X	SD	X	SD	X	SD	
	(A)Through the use of school subjects.							
21.	**Religion:** Through the use of religion, peace education teaches and promotes the values of peace, forgiveness, reconciliation, love, respect for life and other values that promote nonviolent.	3.9	1.97	3.91	1.98	3.90	1.97	A
22.	**Geography:** Through the use of geography, peace education, teaches students that people differ but should be able to learn from each other's cultures, backgrounds, exposures or the lack of it, without prejudice	3.94	1.98	3.9	1.97	3.92	1.97	A

23.	**History:** History has many lessons of the inhumanity of mankind propelled by violent conflict. Through history, peace education exposes ills in the past and draw attention to the political goal in non-violent alternatives.	3.92	1.97	3.78	1.94	3.85	1.96	A
24.	**Science:** Science as a subject avails us with the needs and aspirations of human beings. This knowledge exposes all to the requirements of all beings which should make us have respect for others.	3.94	1.98	3.91	1.98	3.92	1.97	A
25.	**Music:** Through music, young people can differentiate between good music and bad music, between musical notes and instruments that are in harmony (peace) and those that are riotous or violence (violent conflict).	3.89	1.97	3.9	1.97	3.89	1.97	A
26.	**Fine Art:** The creativity in art students can help to depict the ills of war or violent conflict, the beauty of peace and how young persons may be channeled to love and pursue non violence.	3.72	1.92	3.85	1.96	3.78	1.94	A
27.	**Social studies:** Social studies transmit knowledge, skill and value that aim at developing effective growth and broad minded patriotic citizens.	3.85	1.96	3.76	1.94	3.85	1.96	A
	Cluster mean	**4.31**	**2.07**	**4.28**	**2.06**	**4.29**	**2.07**	

The result presented on table2a above shows the mean and standard deviation of lecturers and students on each of the item numbers 21-27 on influence of peace education on management of school violence in colleges of education in South East Geo-political zone of Nigeria, through the use of school subjects. The result shows that the mean and standard deviation scores ranged from X=3.72-3.94 for lecturers an X=3.76-3.91 for students with the overall mean and standard deviation for the two groups for each item ranging from X=4.29, SD=2.07. The results indicated that respondents agreed to the statements on item numbers 21-27 on table 2a as the ways peace education influences management of school violence in colleges of education in South East Geo-political zone of Nigeria, through the use of school subjects.This was shown on their respective mean scores which were above the criterion mean fixed at 2.5 and above. The findings of the study revealed that respondents accepted all the seven-item variables as the ways peace education influences management of school violence in South East Geo-political zone of Nigeria, through the use of school subjects.

Table 2b: Through the use of peace education goals to impart on the students the necessary values.

S/N	ITEM DESCRIPTION	LECTURERS N=300		STUDENTS N=300		OVERALL N=600		DECISION
		X	SD	X	SD	X	SD	
	(A) Through the use of peace education goals to impart on the students the necessary values.							
28.	Values and attitudes related to human right and democracy.	3.89	1.97	3.9	1.97	3.89	1.97	A
29.	Values and attitudes related to co-operation and solidarity.	4.0	2	3.94	1.98	3.92	1.97	A
30.	Values and attitudes related to preservation of culture.	3.9	1.97	3.91	1.97	3.95	1.98	A
31.	Values and attitudes related to self and others.	3.8	1.94	3.94	1.98	3.87	1.96	A
32.	Values and attitudes related tointernationalization e.g., respect for equality among nations, global peace etc.	3.9	1.97	3.93	1.98	3.91	1.97	A
33.	Values and attitudes related to the protection of environment.	3.8	1.94	4.0	2	3.9	1.97	A
34.	Values and attitudes related to spirituality (inner peace, freedom of religious worship etc).	4.0	2	3.91	1.97	3.96	1.98	A
35.	Values related to personal skills such as: co-operation, adaptability, self-discipline, responsibility, truthfulness and respect, nonviolence, endurance and solidarity etc.	4.0	2	3.94	1.98	3.97	1.99	A
	Cluster mean	**3.91**	**1.97**	**3.93**	**1.98**	**3.89**	**1.97**	**A**

The information on table 2b above shows the mean and standard deviation scores of lecturers and students on the use of peace education goals to impart on the students the necessary values that influence their behaviour positively in colleges of education in South East Geo-political zone of Nigeria. The results indicated that the mean and standard deviation scores ranged from X=3.8-4.0, SD=1.94-2.0 for lecturers and X=3.9-4.0, SD=1.97-2.0 for students, with the overall mean and standard deviation for the two groups for each item ranging from X=3.87-3.97, SD=1.96-1.99. The cluster mean and standard deviation ranged from X=3.91, SD=1.97 for lecturers and X=3.93, SD=1.98 for students. The results revealed that respondents agreed to the statements on item numbers 28-35 on table 2b as the ways peace education influences the management of school violence in colleges of education in South East Geo-political zone of Nigeria, through the use of peace education goals to impart on the students the necessary values to enhance their behaviour for peace building in the colleges. This was shown on their respective mean scores which were above the criterion mean fixed at 2.5 above. The findings of the study indicated that respondents accepted all the eight-item variables on the use of peace education goals to impart on the students the necessary values in colleges of education in South East Geo-political zone of Nigeria.

Null hypothesis

Hypothesis one

There is no significant difference in the mean ratings of lecturers and students with regard to causes of school violence in colleges of education in South East Geo-political zone of Nigeria. To test the above null hypothesis, a t-test analysis of the difference between the mean ratings of lecturers and students in colleges of education in South East Geo-political zone of Nigeria was computed and the result is shown on table 3 below.

Table 3: Summary of t-test for hypothesis one

Group	N	X	SD	Degree of freedom	Level of Significant	Calculated t value	Table of t value	Decision
Lecturers	300	3.92	3.84					Ho$_1$
Students	300	3.64	1.36	598	0.05	0.81	1.96	Accepted

Table3 above presents the t-test analysis of the difference between the mean ratings of lecturers and students in colleges of education in South East-Geo-political zone of Nigeria. Looking at the table three above, one observes that the calculated t-test value was 0.81 at 598 degree of freedom and 0.05 level of significant. Since the calculated t-test of 0.81 was less than the table value of 1.96, the null hypothesis of the study was accepted. This indicated that there was no significant difference between the opinions of lecturers and students in colleges of education in South East Geo-political zone of Nigeria with regard to causes of school violence.

Summary of findings

The result of research question one indicated that the causes of school violence in colleges of education in South East Geo-political zone of Nigeria include: social political influence, poor control mechanism of violence, needs for essential amenities, embargo on students' union activities, secret cult rivalry, poor communication among others. Research question two was anchored on influence of peace education on management of school violence in colleges of education in South East Nigeria. The result in research question two indicated that peace education influences management of school violence through the use of school subjects and peace education goals. Hypothesis one, table 3 indicated that there was no significant difference between the opinions of respondents with regard to causes of school

violence in colleges of education in South East Geo-political zone of Nigeria.

Discussion of the Findings

The result for research question one indicates that respondents overwhelmingly agreed that the causes of school violence in colleges of education in South East Geo-political zone of Nigeria include: Social political influence, poor control mechanism of violence, needs for essential amenities, embargo on students' union activities, secret cults' rivalry; poor communication among others. These findings corroborates the results of Fishbaugh (2003:19) which pointed out that both teachers and students appear justified in fearing for their own safety with the consequence that the learning process is stymied by the need to deal with unruly behaviours and to prevent serious episodes of aggression and violence. The above studies showed that school violence negatively affects teaching and learning in schools. The findings for hypothesis one shows no significant difference between the opinions of respondents with regard to causes of school violence in colleges of education in South East Geo-political zone of Nigeria.

The findings for research question two shows an overwhelming agreement on the influence of peace education on management of school violence in colleges of education in South East Geo-political zone of Nigeria by the respondents. The result indicated that peace education influences management of school violence through the use of school subjects and peace education goals. From the findings in research question two, it was discovered that peace education is the cardinal pillar for improving human relationship in schools and family settings.

Conclusion and summary

The study investigated the influence of peace education on management of school violence in colleges of education in South East Geo-political zone of Nigeria. The findings indicated some of the following as the causes of school violence: social political influence, poor leadership, poor control mechanism of violence, needs for essential amenities, secret cult rivalry, among others. In addition, the findings of the study revealed that peace education influenced management of school violence through the use of school subjects and peace education goals. The hypothesis tested indicated that the respondents did not differ significantly on causes of school violence in colleges of education in South East Geo-political zone of Nigeria.

Recommendations

The following have been recommended based on the findings of the study:

(1)   Colleges of education and other higher education institutions in South East Geo-political zone of Nigeria should integrate peace education into all the programmes offering to enhance building of a culture of peace and improve academic productivity.

(2)   Colleges of education in South East Geo-political zone of Nigeria should emphasize life skills education on problem solving, conflict resolution, decision making and communication skills for enhanced building of a culture of peace in colleges of education in South East Nigeria.

(3)   Colleges of education administrators in South East Geo-political zone of Nigeria should develop an institutional climate within the school that models peaceful and harmonious co-existence among all members of the college community.

(4)   Colleges of education administrators in South East Geo-political zone of Nigeria should organize workshops and training programmes on peace themes and on education for development to facilitate building of a culture of peace and improve academic productivity.

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