

**PEDAGOGICAL APPROACHES TO TEACHING PEACE AND CONFLICT
RESOLUTION IN SOCIAL STUDIES: A CASE STUDY OF FIVE SOCIAL STUDIES
TEACHERS IN OGUN STATE, NIGERIA**

by

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Abstract

This study explored the pedagogical approaches to teaching peace and conflict resolution in Social Studies: A case study of five (5) Social Studies teachers in Ikenne Local Government, Ogun State, Nigeria. A qualitative case study was adopted for the study. Purposive sampling technique was adopted to select five (5) selected secondary schools in the study area. An observational schedule checklist was used to gather data for the study. Thematic analysis was used to identify patterns and themes from the observational schedule, enabling the researcher to draw meaningful conclusions from the data collected. Findings revealed that Social Studies teachers moderately utilize various pedagogical approaches when teaching peace and conflict resolution; while teachers actively engage students through discussion and collaborative learning. Social Studies teachers generally have a high level of knowledge and understanding of peace and conflict resolution concepts. Social Studies teachers employ highly effective classroom pedagogical approaches in teaching peace and conflict resolution. Based on the findings, it was recommended that Social Studies teachers should integrate more problem-solving and demonstration-based techniques into their teaching strategies. Regular training and workshops should be organized to enhance teachers' knowledge and application of innovative teaching methods for peace and conflict resolution.

Keywords: Pedagogical approaches, Social Studies, Peace and Conflict Resolution

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Introduction

Peace and conflict resolution refers to the process of facilitating peaceful and non-violent responses to conflicts, addressing the root causes of disputes, and fostering a long-term solution that prevents further discord. Peace involves the establishment of societal conditions that

promote harmony, equity, and justice, while conflict resolution entails strategies aimed at mitigating, resolving, or transforming conflict into a productive outcome. The significance of peace and conflict resolution cannot be overstated. In both micro and macro settings, conflicts arise from differences in interests, values, ideologies, or competition for resources. Effective conflict resolution helps maintain societal harmony and prevents the escalation of disagreements into violence or war. Social harmony thrives in environments where individuals are equipped with conflict resolution skills, allowing them to manage disputes through dialogue, negotiation, and collaboration. (Brock-Utne, 2020).

According to Abubakar (2020), social studies prepare learners to critically evaluate social issues, engage in thoughtful dialogue, and consider the perspectives of others. These skills are integral to peaceful conflict resolution, as they encourage individuals to seek consensus through communication rather than resorting to violence or aggression. Through the study of social structures, governance, and ethics, social studies empower students to become active participants in building just and equitable societies. For example, in the context of peace education, students learn about the values of tolerance, empathy, and respect for diversity, all of which are crucial for maintaining peaceful coexistence in multicultural societies. Moreover, social studies are an essential tool for understanding societal dynamics that often lead to conflicts. In this regard, social studies serve as a platform for teaching students about non-violent conflict resolution methods, including dialogue, mediation, and negotiation, which are vital in resolving interpersonal and community disputes. In this context, collaborative learning pedagogy, discussion-based teaching pedagogy, problem-solving pedagogy, and demonstration-based teaching pedagogy have proven to be effective in promoting peace education. Each method emphasizes active participation, critical thinking, and the development of interpersonal skills, which are essential for resolving conflicts peacefully and fostering understanding among students.

Collaborative learning pedagogy emphasizes group work, encouraging students to learn from one another through interaction and cooperation. This method is particularly effective for peace education because it creates opportunities for students to engage in dialogue, exchange ideas, and appreciate diverse perspectives (Anyanwu, 2022). According to Clarke-Habibi (2020),

discussion-based approaches are particularly effective in helping students connect theoretical concepts to their lived experiences, making peace education more relevant and impactful. This pedagogy encourages students to reflect on their own biases, consider alternative perspectives, and develop empathy—key qualities for peaceful conflict resolution. Furthermore, discussions help students to articulate their thoughts and challenge their preconceptions, promoting deeper understanding and critical engagement with complex social and political issues.

In addition, problem-solving pedagogy focuses on engaging students in identifying and solving conflicts through analysis and application of peace building techniques. This approach mirrors real-life conflict resolution, where individuals must evaluate situations, weigh potential solutions, and make informed decisions to resolve disputes. In a peace education context, problem-solving pedagogy allows students to apply their knowledge to practical challenges, thus bridging the gap between theory and practice. Students are encouraged to brainstorm solutions to conflicts, whether historical, hypothetical, or current, and then evaluate the outcomes of their proposed actions (Clarke-Habibi, 2020). As argued by Anyanwu (2022), demonstration-based teaching provides an immersive learning experience, helping students to internalize the values of peace and conflict resolution by actively participating in simulated scenarios. This experiential learning approach not only enhances student engagement but also reinforces the practical application of peace education in real-world contexts. Hence, this study therefore tends to examine the pedagogical approaches to teaching peace and conflict resolution in social studies; a case study of five (5) Social Studies Teachers in Ikenne Local Government Area of Ogun state.

Purpose of the Study

The general objective of the study is to explore the pedagogical approaches to teaching peace and conflict resolution in Social Studies: A case study of five (5) Social Studies teachers in Ikenne Local Government, Ogun State, Nigeria. However, the specific objectives of this study are to:

1. examine the types of pedagogical approaches employed by Social Studies teachers during Peace and Conflict lessons;
2. assess the level of teachers' knowledge and understanding of peace and conflict resolution concepts in Social Studies;

3. evaluate the effectiveness of classroom pedagogical approaches used in teaching peace and conflict resolution;

Research Questions

The following research questions are raised to guide the study.

- i. What types of pedagogical approaches are employed by Social Studies teachers during Peace and Conflict lessons?
- ii. What is the level of teachers' knowledge and understanding of peace and conflict resolution concepts in Social Studies?
- iii. How effective are the classroom pedagogical approaches used in teaching peace and conflict resolution?

Literature Review

Ossai *et al.* (2024) studied how modern teaching methods (called teaching pedagogy) can help improve education, especially in Nigeria. Their research shows that classrooms are now becoming more active and creative because of new teaching styles, especially in how teachers are trained. The old way of teaching, where teachers only give lectures and students quietly listen, is no longer enough. New teaching methods make learning more effective, help students take part more, and improve the general quality of education in Nigeria. These new approaches focus on student-centered learning, meaning students are more involved and not just passive listeners. The study also showed that teaching pedagogy is always growing and becoming more important for teachers and schools. Knowing and using these modern strategies helps teachers plan lessons better and understand how students learn. The researchers suggest that teachers should reflect on their teaching methods often and develop strategies that match Nigeria's classroom needs. They also recommended that researchers, teachers, and school leaders focus more on studying these new teaching styles and sharing what they discover. Finally, they advised that regular workshops, training, and teacher development programs should be held so teachers can stay updated on the latest teaching innovations.

Nkang and Uwah (2021) carried out a study on how peace and conflict resolution are handled in Nigerian universities. Their focus was on how schools manage these topics as part of their teaching and environment. The study involved lecturers from four federal universities: Benin,

Port Harcourt, Calabar, and Uyo. Out of more than two thousand lecturers, 231 were selected to take part using a cluster sampling method. The researchers created a special questionnaire called "Managing Tertiary Education for Peace and Conflict Resolution" (MTEPCR) to collect their data. The questionnaire was carefully tested to make sure it was reliable, and the final test result showed a high reliability score. The study found that peace and conflict resolution topics were not being taught enough in these universities. Also, when comparing the four schools, there was no big difference in how they handled peace education — meaning the problem was common to all. The authors concluded that peace education is still at a very low level in universities. Their work highlights the need for better plans and stronger efforts from schools to make peace education a more serious and active part of tertiary learning across Nigeria.

Jose *et al.* (2022) explored how university students understand conflict and how they relate it to the United Nations Sustainable Development Goals (SDGs). Their research was done at three universities: two in Spain and one in Portugal. The researchers used a survey method, asking 247 students to answer questions online about their views on conflict. The results showed that most students see conflict as a negative thing, meaning they believe conflict usually brings problems rather than solutions. However, the study also found that certain factors can help students develop a more positive view of conflict, seeing it as something that can lead to learning and growth if handled the right way. Another important finding was that students strongly connected solving conflicts peacefully to the goals of the United Nations, especially those that promote peace and strong communities. The authors suggest that since conflict is a natural part of life, universities should accept this fact and create special services, like mediation centers, to help students and staff manage and resolve disputes. Teaching students how to handle conflict in a peaceful and mature way can also help them become responsible adults and good citizens who know how to resolve problems in society.

Obeka and Nwigwe (2024) carried out a study on how peace education can be included in university courses to help build a peaceful society. They explained that the goal of peace education is to help students learn the skills, attitudes, and knowledge they need to solve problems without violence and to live peacefully with others. Their study stressed that for peace education to be effective, it must be added directly to university courses at every level. The authors pointed out that teaching students about peace doesn't just mean reading theories — it

also means preparing them to handle real-life situations in a peaceful way. They explained that when students are properly trained in peace education, it helps national growth because peaceful people make stable societies. The study also explored how teachers can present peace education lessons in ways that help students understand and practice peace in daily life. They concluded that lecturers play a big role in shaping students' understanding of peace, and so the curriculum must fully support both the students and the lecturers. Finally, they recommended that peace education should be part of all university courses, especially the general education courses that every student must take.

Ndwandwe (2024) looked into why peace education is needed in South African universities. The study found that there are a lot of problems in South African higher institutions, including gender-based violence, sexual abuse, violent student protests, and the use of the military to control protests. These problems show that both students, teachers, and school leaders lack peacebuilding skills. Ndwandwe believes peace education should be part of university education in South Africa to help change this. The study suggests that peace should be taught as a full subject, not just a small part of another course. It also suggests using storytelling, group activities, and extra-curricular clubs to help both students and teachers learn how to handle conflicts peacefully. The author stressed that teaching peace will help create a new generation that values dialogue over violence. Another important suggestion was the need for every university to open a peace and conflict resolution center, where students and staff can learn more about solving problems without fighting.

Abdulsalam (2024) studied why peace education should be included in Nigerian school lessons as a way to reduce the high rate of conflict and violence in the country. The research shows that education can play a strong role in shaping young people to avoid violence and learn peaceful ways of living. Abdulsalam explained that some subjects already have ideas that promote peace, like Civic Education, Social Studies, Government, History, and Religious Studies. These subjects teach important values such as respect, cooperation, and tolerance, which are all part of peace education. However, the paper also found that these subjects are not fully used to their best advantage in Nigerian schools. Teachers may lack training or resources, and the topics may not go deep enough to build real peace skills in students. The study recommends that peace education should be properly planned and taught in a clear way, so students can fully understand

how to handle disagreements and avoid violence in their daily lives. Abdulsalam also suggested that teaching peace will create better citizens and help reduce the number of conflicts in Nigerian communities, if both schools and the government take it seriously.

Tseveda *et al.* (2024) explored the challenges that Nigerian universities face in teaching peace and conflict resolution. Their study mainly used information from other books, articles, and online sources. The authors found that many universities in Nigeria want to teach peace and conflict resolution, but they face serious problems. These include not having enough trained teachers, a lack of teaching materials, poor funding, too many strikes by staff, bad classroom facilities, and weak supervision from school authorities. All these problems make it hard for students to learn about peaceful ways of handling problems. On the bright side, the study found some hope. If the government increases the funding for peace and conflict resolution programs, hires more trained teachers, provides better materials, and improves classrooms, students will get more from these lessons. The authors also pointed out that getting support from international organizations and peace-focused professional groups could make the program stronger. Finally, the study suggests that the government should respect agreements with university unions to avoid strikes, and that schools must supervise the peace education program carefully to make sure it's working as planned.

Methodology

Research design: This study adopted a qualitative case study pedagogical approaches to teaching peace and conflict resolution in social studies among five (5) Social Studies Teachers. Case study research was relevant when a researcher wants to describe or explore knowledge, attitudes and practices of particular people, or groups, within their environment in detail.

Population of the study: The target group of the study was five (5) Social Studies Teachers in Ikenne Local Government Area, Ogun state, Nigeria.

Sample and Sampling Technique: The sample of the study comprised five (5) Social Studies Teachers in five (5) selected secondary schools in Ikenne Local Government Area of Ogun state, Nigeria. Through purposive sampling, these teachers were selected based on their experience and engagement with teaching conflict management.

Research Instrument: An observational schedule checklist was used to gather data for the study. This schedule documented peace and conflict resolution in social studies during Peace and Conflict lessons.

Procedure for Data Collection: Data was collected through structured classroom observations conducted over several sessions. The researcher observed each teacher to evaluate their pedagogical approaches to teaching peace and conflict resolution among Social Studies Teachers using the observational schedule checklist. Observations were systematically recorded to provide a comprehensive understanding of pedagogical approaches to teaching peace and conflict. Each session focused on capturing real-time interactions, pedagogical approaches, instructional resources, and resource utilization to ensure a thorough analysis of the educational environment.

Method of Data Analysis: Thematic analysis was used to identify patterns and themes from the observational schedule, enabling the researcher to draw meaningful conclusions from the data collected.

Results

Research Question One: What types of pedagogical approaches are employed by Social Studies teachers during Peace and Conflict lessons?

Table 1: Thematic Analysis of Pedagogical Approaches Employed in Teaching Peace and Conflict Resolution

Teachers	CLP	DBP	PSTP	DBTP	Total Score
Participant 01	4	3	4	3	14
Participant 02	3	4	3	4	14
Participant 03	4	4	3	4	15
Participant 04	3	3	4	3	13
Participant 05	4	4	4	4	16
Av. Score	3.6	3.6	3.6	3.6	14.4

Decision rule: 1.00-8.00 score (low), 9.00-16.00 score (moderate), 17.00-20.00 score (high)

NOTE: *CLP* = Collaborative Learning Pedagogy; *DBP* = Discuss-Based Pedagogy; *PSTP* = Problem-Solving Teaching Pedagogy; *DBTP* = Demonstration-Based Teaching Pedagogy

The thematic analysis reveals that Social Studies teachers moderately utilize various pedagogical approaches when teaching peace and conflict resolution. The combined average score of 14.4 falls within the moderate category, indicating that teachers incorporate a mix of collaborative learning, discussion, problem-solving, and demonstration-based methods. Hence, while teachers actively engage students through discussion and collaborative learning, there is potential to enhance the use of problem-solving and demonstration-based techniques to foster a more interactive learning environment.

Research Question Two: What is the level of teachers' knowledge and understanding of peace and conflict resolution concepts in Social Studies?

Table 2: Thematic Analysis of Teachers' Knowledge and Understanding of Peace and Conflict Resolution Concepts

Teachers	CK	DSMK	BSMK	CuK	PCK	KCEI	HCK	PK	CRK	Total Score
Participant 01	4	3	4	4	3	4	2	3	4	27
Participant 02	3	4	3	3	4	3	2	4	3	27
Participant 03	4	4	4	4	4	3	3	4	4	34
Participant 04	3	3	4	3	4	3	3	3	4	30
Participant 05	4	4	4	4	4	4	4	4	4	36
Av. Score	3.6	3.6	3.8	3.6	3.8	3.4	2.8	3.6	3.8	30.8

Decision rule: 1.00-13.00 score (low), 14.00-26.00 score (moderate), 27.00-45.00 score (high)

NOTE: *CK* = Content Knowledge; *DSMK* = Depth of Subject Matter Knowledge; *BSMK* = Breadth of Subject Matter Knowledge; *CuK* = Curriculum Knowledge; *PCK* = Pedagogical Content Knowledge; *KCEI* = Knowledge of Current Events and Issues; *HCK* = Historical Context Knowledge; *PK* = Peace Knowledge; *CRK* = Conflict Resolution Knowledge

The results indicate that the overall level of teachers' knowledge and understanding of peace and conflict resolution concepts in Social Studies is high, with an average total score of 30.8. Based on the thematic analysis, Social Studies teachers generally have a high level of knowledge and understanding of peace and conflict resolution concepts.

Research Question Three: How effective are the classroom pedagogical approaches used in teaching peace and conflict resolution?

Table 3: Thematic Analysis of the Effectiveness of Classroom Pedagogical Approaches

Teachers	IC	MC	SI	CD	LP	CM	ICa	AF	CKA	Total Score
Participant 01	4	3	4	4	3	4	3	3	4	32
Participant 02	3	3	3	3	4	3	4	3	3	29
Participant 03	4	4	3	3	4	4	3	4	4	33
Participant 04	3	3	4	3	3	3	4	3	3	29
Participant 05	5	4	5	5	5	5	5	5	5	44
Av. Score	3.8	3.4	3.8	3.6	3.8	3.8	3.8	3.6	3.8	33.4

Decision rule: 1.00-15.00 score (low), 16.00-30.00 score (moderate), 31.00-45.00 score (high)

NOTE: *IC* = Introduction of Content; *MC* = Mastery of Content; *SI* = Students' Involvement in Lesson; *CD* = Content Delivery; *LP* = Lesson Planning and Preparation; *CM* = Classroom Management; *ICa* = Instructional Clarity; *AF* = Assessment and Feedback; *CKA* = Content Knowledge Application

The analysis of the effectiveness of classroom pedagogical approaches used in teaching peace and conflict resolution shows that the average score across all components is 33.4, which falls within the high effectiveness category based on the decision rule. Hence, Social Studies teachers employ highly effective classroom pedagogical approaches in teaching peace and conflict resolution. While strengths were observed in classroom management, content knowledge application, and instructional clarity, areas such as content delivery and assessment strategies require further improvement.

Discussion of Findings

The study showed that Social Studies teachers moderately utilize various pedagogical approaches when teaching peace and conflict resolution; while teachers actively engage students through discussion and collaborative learning, there is potential to enhance the use of problem-solving and demonstration-based techniques to foster a more interactive learning environment. This finding aligns with the study of Fisher (2020), who asserted that effective pedagogy in Social Studies requires active student engagement through dialogue, inquiry, and reflection. Fisher emphasized that while discussion-based and collaborative learning approaches are commonly employed, other techniques such as problem-solving and demonstration-based learning remain underutilized despite their potential benefits. Similarly, Haynes and Matsuoka (2018) found that student-centered pedagogical approaches, particularly inquiry-based learning, are essential in fostering democratic skills and social justice. Their research highlights that while

Social Studies teachers encourage students to discuss and collaborate, they do not fully implement inquiry-driven strategies, which limits students' ability to analyze and resolve real-world conflicts effectively.

The study showed that Social Studies teachers generally have a high level of knowledge and understanding of peace and conflict resolution concepts. This finding aligns with the study of Ali and Hassan (2021), who asserted that Social Studies curricula are designed to promote democratic values and a deep understanding of cultural and societal structures, which inherently fosters teachers' expertise in peace and conflict resolution. Their research highlights that educators are well-versed in theoretical frameworks related to conflict mediation, peacebuilding, and civic responsibilities, contributing to their high level of knowledge. Similarly, Nwabueze et al. (2020) emphasized that integrating peace education into Social Studies enhances teachers' proficiency in teaching conflict resolution concepts. Their study found that Social Studies teachers possess extensive knowledge of the causes, consequences, and mitigation strategies of conflicts, largely due to structured curricula that emphasize these topics. However, they also noted that while teachers understand the theoretical aspects, some struggle with applying this knowledge in practical classroom settings.

The study showed that Social Studies teachers employ highly effective classroom pedagogical approaches in teaching peace and conflict resolution. While strengths were observed in classroom management, content knowledge application, and instructional clarity, areas such as content delivery and assessment strategies require further improvement. This finding aligns with the study of Gentry (2022), who asserted that Social Studies teachers play a crucial role in fostering critical thinking and collaboration through effective classroom management and instructional strategies. Gentry emphasized that teachers' ability to create a structured and engaging learning environment significantly enhances students' comprehension of peace and conflict resolution. Similarly, Johnson and White (2022) found that teachers' application of content knowledge and instructional clarity contributes to meaningful student engagement. Their study highlighted that while Social Studies educators effectively explain complex concepts, their methods of content delivery—particularly the use of diverse teaching strategies—could be improved to cater to different learning styles.

Conclusion

In conclusion, Social Studies teachers demonstrate a high level of knowledge and understanding of peace and conflict resolution concepts, which is reflected in their pedagogical approaches. While they actively engage students through discussion and collaborative learning, there is room to expand the use of problem-solving and demonstration-based techniques to create a more interactive and impactful learning experience. Additionally, teachers employ highly effective classroom strategies, particularly in classroom management, content knowledge application, and instructional clarity. However, aspects such as content delivery and assessment strategies require further refinement to ensure comprehensive student learning.

Recommendations

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

1. Social Studies teachers should integrate more problem-solving and demonstration-based techniques into their teaching strategies. This will create a more interactive and experiential learning environment, helping students to develop critical thinking and conflict resolution skills.
2. Regular training and workshops should be organized to enhance teachers' knowledge and application of innovative teaching methods for peace and conflict resolution. This will ensure they stay updated with modern pedagogical strategies and best practices.
3. Teachers should refine their instructional delivery methods to make lessons more engaging and relatable. Additionally, assessment strategies should be diversified to include more participatory evaluation techniques, such as self-assessments and peer reviews, to better gauge students' understanding.

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