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**Nigerian Journal
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**Department of Guidance and Counselling
University of Ibadan**

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Scope and Editorial Policies

Nigerian Journal of Applied Psychology is primarily meant to publish reports which can make professional as well as laymen utilize psychological principles in making the human organism more mentally and physically healthy. The journal is meant to make it possible for many more people to utilize psychological principles in their day-to-day activities. One of the aims of the journal is therefore to report articles which when read by people may increase their self-understanding, awareness, problem-solving capacities, creativity and improved adaptive and coping behaviour strategies.

The Journal is an Applied Psychology Journal par excellence. The journal publishes reports which may have applications to individuals in the family, educational contexts, health delivery systems, criminal justice systems. Articles which can analyze and help to solve many problems of society, are also welcome.

The editorial policy of the journal will use the following order of publication preference.

1. Reports that suggest practical ways of eliminating, reducing or managing certain socially, undesirable behaviour patterns.
2. Programmes that can be self-administered to solve psychological and other behavioural problems.
3. Review articles that expose the various strategies of managing maladaptive behaviours.
4. Theoretical or speculative reports for heuristic consideration in problem solving.
5. Book reviews especially review of books that contain some do-it-yourself psychology.

Nigerian Journal of Applied Psychology is considered to include psychology which may be utilized in the following ways for alleviating human problems:

- By an individual
- Education
- Health delivery systems
- Counselling
- Criminal justice systems
- Town and urban planning
- Prisons etc.
- Industry
- Organisational settings
- Agriculture
- Hotel organisation
- Parenting
- Family life education

A paper will only be considered for publication in the journal if it meets the following criteria:

1. Adequate Presentation Quality
2. Adequate Psychological value especially regarding application in solving current psychological problems.
3. Adequate social importance
4. Theoretical significance especially in clinical-practicum areas
5. Contribution to the profession

General Information and Manuscript Preparation

Manuscript Preparation

1. Two copies of manuscript of typed doubled space on one side of A4 paper submitted alone with a PageMaker 6.5 diskette.
2. Each manuscript should contain, Name and address of the author including his institutional affiliation, abstract, introduction, and the body of the paper.
3. Each page should be numbered consecutively in the upper right hand corner beginning with the Title page.
4. Papers should not exceed 20 pages including references.

Manuscripts

1. The title page contain a concise but informative statement which should not be more than 15 words.
2. Below the Title should be written the author's names in order, first name, middle name and family name last with the highest degrees. The department of the author, and his/her institutional affiliation.
3. Abstract - The abstract of the manuscript should not be more than 150 words. It should be on page 2 of the manuscript. Abstract should state concisely the purpose(s) of the paper, basic segments and general principles to be put across to readers.
4. If the paper is the report of the study, it should include background, methodology, analyses and results.
 - (a) Background includes introduction, and review of literature central to the study.
 - (b) Methodology should include concise explanation of design, sample and sampling procedure, instruments and their psychometric characteristics plus a well-explained systematics of the procedures.
 - (c) Results should be presented in form of tables to which reference is made in brief descriptions.
 - (5) References should be written in alphabetical orders. The reference list should include only the cited works within the body of the paper. Reference should follow the APA system.

The format to be followed in writing the reference is as below:

- (a) Family name of the author
 - (b) The Initials
 - (c) The year of Publication
 - (d) The title of the paper.
 - (e) The journal or book in which paper is published.
 - (f) If a journal, the volume and pages.
 - (g) If a book, the city and the publisher.
6. Manuscript Submission

All manuscript should be submitted to the Editor-in-Chief.

Professor Juliu O. Akinboye
Department of Guidance and Counselling,
University of Ibadan,
Nigeria.

Editorial Statement

One of the applied psychological principles that is applicable to many issues is the 80/20 principle.

The 80/20 principle asserts that people can create the greatest value and generate most success with the least expenditure of assets and efforts. Any venture can gain immensely through practical application of the principle. But the most important use of the 80/20 principle is "to isolate where you are really making profits and just as important, where you are losing. The game is to spot the few places where you are making great surpluses - be it a product, process or service, a customer type, a technology a distributor channel, a department or a transaction and maximise them. You are also expected to identify the places where you are losing and get out of such losing practices.

The editorial team of the Nigerian Journal of Applied Psychology has assessed its operations in the context of 80/20 principle and found that our readers and subscribers benefit more from a synergy of application of psychological principles to many problems that have plagued the human condition on a steady, progressional and continuous basis.

This is why in the present volume we have assembled a rich diversity of topics in which our esteemed authors from different regions of Africa have courageously attempted to apply psychological principles. Applications include topics such as:

- HIV/AIDS
- Stress
- Students' academic performance in agriculture
- Female education for sustainable development
- Psychological testing in employment decision
- Adolescent sex risk behaviour
- Truancy
- Personal hygiene behaviour
- Attitude towards science
- Creativity in decision-making
- Peace education
- Assessment of counselling effectiveness

We are certain that our readers can find rich benefits in these variegated topics that have sensitively benefited from psychological articulations as presented by our subscribers.

Julius Olarinde Akinboye

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Issues and Opinions in the Understanding of the Theoretical Basis of Peace Education

By

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Abstract

This paper discusses the understanding of issues and opinions relating to peace education in fostering the development of culture of peace wherein an individual, community will strive to maintain peace and resolve conflict in a non-violent way. The paper looks at guiding principles of educational policy on education for peace, five approaches to peace education, scope of peace education and objectives of peace education. The paper conclude by looking at gains that communities, work environments will gain in form of harmonious living and violence free conflict resolution strategies if peace education is fully implemented.

Introduction

Education is traditionally conceived as passing on the knowledge and culture of one generation to the next with rooms for additions. Despite the creation of a peace culture which is an important component of peace education, the culture of violence cannot be completely ignored. An important part of peace education is the education of workers from the onset to recognise both structural and behavioural violence. Workers who recognise the conditions under which violence is perpetrated to human beings without specific human intention, as in the case of socio-economic structures that systematically deprive minority groups and Third

World countries of economic and social opportunities, will be freer to participate in the restructuring required for a more peaceable world of work.

The best way to learn about both violence and non-violence is for human beings to spend learning times in community settings, which will show them practically rather than simply reading about subjects in books. For instance, helping to clean polluted public spaces is a good way to develop environmental awareness, moreover opportunities to take care of very small children in poverty prone neighbourhoods is a good way to learn how to introduce non-violence to violent settings. Education for non-violent conflict resolution begins with teaching children how to settle immediate differences without resort to fighting, and then leads them on to teaching about conflict management in their community, their country and the world.

UNESCO (1974), at the 18th session of its General Conference define the concept of education as the entire process of social life by means of which individuals and social groups learn to develop consciously within and for the benefit of, the national and international communities, attitudes, aptitudes, and knowledge. This process is not limited to any specific activities. The recommendation stated further, that the terms "international understanding", "cooperation" and "peace" are to be considered as indivisible whole based on the principle of friendly relations between peoples and states having different social and political systems and fundamental freedoms. This recommendation applies to all stages and forms of education hence the exploration of its applicability to the field of industrial relations.

Issues and Opinions on Peace Education

There is no doubt that all the aims expected to be fulfilled by every person is to be able to contribute actively to the fulfillment of its objectives through the adoption of major guiding principles of educational policy on education for peace. Ajala (2003) maintains that peace education should include the following:

- an international dimension at all levels of education;
- understanding and respect for all peoples, their cultures, civilisation, values, and ways of life, including domestic ethnic cultures;
- awareness of the increasing global interdependence between peoples and nations;
- ability to communicate with others;
- awareness not only of the rights but also of the duties incumbent upon

individuals, social groups, and nations towards each other;

- understanding of the necessity for international solidarity, cooperation; and
- readiness on the part of the individual to participate in solving the problems of his/her community, country, and the world at large.

Peace education should develop a sense of social responsibility and solidarity with the less privileged groups and lead to observance of the principle of equality in everyday conduct. Peace education should make violence, war, cooperation and peace its concern. Its basic task is to shape human behaviour towards non-violence in relation with other human persons. Concept of peace education says that it is not enough to see peace as the absence of war and armed violence but that the goal should be positive peace. This term as derived from peace research, implies that “hidden” violence should be excluded from society as well. In order to reach this state of peace, it is argued that mankind will have to eliminate the great injustice still prevalent both within countries and between them.

Galtung (1976) further states that peace education or education for peace involves the problems of peace and violence. He divides the problems of peace into five categories and equally provides values that will underpin such problems (See Table below).

Table: Studying Peace: Problems and Values

Problem of Peace	Values Underlying Peace
1. Violence of war	Non-violence
2. Inequality	Economic welfare
3. Injustice	Social justice
4. Environmental damage	Ecological balance
5. Alienation	Participation

Source: Galtung, J. “Peace Education: Problems and Values” in M. Haavelsrud (ed.) *Education for Peace: Reflection and Action*. Guilford: IPC Science and Technology Press, 1976.

From the table the problems of peace such as violence of war, inequality, injustice, environmental damage, alienation have underlying principles of peace such as non-violence, economic welfare, social justice, ecological balance and participation respectively.

Sharp (1984), commenting on peace education, points out that a variety of approaches exist in the understanding of peace education. He notes that not all approaches are mutually compatible or mutually exclusive; however, she identifies five broad approaches to peace education as:

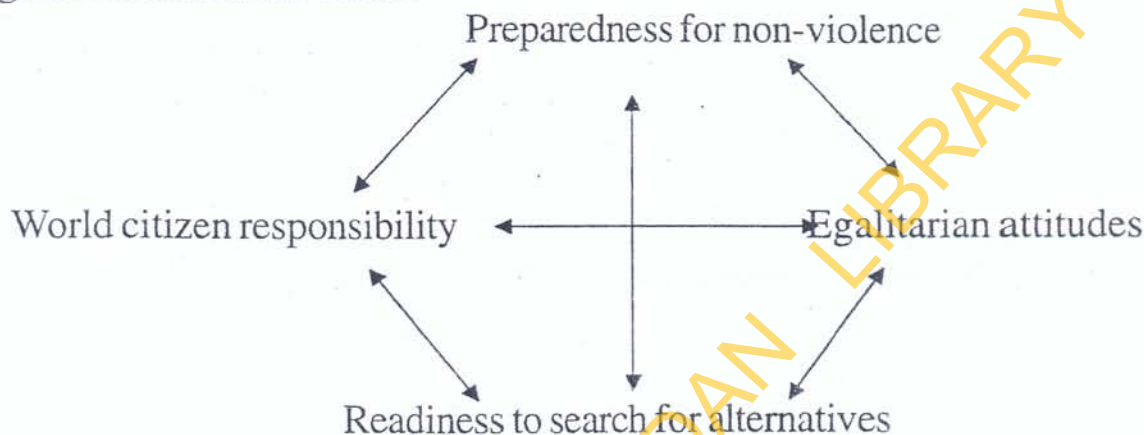
- Peace education as peace through strength - This approach is supported by governments and armed forces who see the maintenance of peace being achieved by armed deterrence. The emphasis is on current and recent history and the need to maintain one's military superiority.
- Peace education as conflict mediation and resolution - This approach focuses on the analysis of conflict, from the personal to the global, and on ways of resolving such conflicts non-violently. Much can be achieved with this approach; but one needs to recognise the danger of reproducing inequality where an unequal balance of power exists.
- Peace education as personal peace - The approach here is primarily interpersonal which stresses the need for empathy and cooperation with a focus on the process of education itself and a need to transform hierarchical structures at all levels of society.
- Peace education as world order - This approach takes, as its starting point, the need for a global perspective and the recognition of structural violence as a major obstacle to peace. This can be utopian unless there is a detailed analysis of the links between personal and global change.
- Peace education as the abolition of power relationships - This approach sees people's values as product of certain structural variables, like economic, political, and cultural power. The emphasis is, therefore, on raising awareness of structural violence and identification with the struggle of all oppressed groups.

It must be established that to support non-violence requires great personal courage especially in these times when people tend to feather their own nest by means of violence or "power politics". Every worker who shows non-violence and solidarity against social injustice is more courageous than the most militant worker. Peace education reminds workers that real courage is needed everyday to oppose perceived injustice in work environment and safeguard workers interests.

Bjerstedt (1990), divides the scope of peace education into four interacting goal areas namely:

- World citizen responsibility
- Egalitarian attitude
- Preparedness for non-violence
- Readiness to search for alternatives

Fig. 1 Education for Peace



Source: Bjerstedt, A. "Towards a Rationale and Didactic of Peace".

The main purpose of these educational ideals is to unite all areas of knowledge, attitude and action into an integrated whole promoting individual mobilisation for peace. That is why Reardon (1988) in his article "Education for Global Responsibility" said:

The whole of human society is faced with the challenge of making global policy choices that will determine whether or not our species will survive. Education must, therefore, face up to the need to prepare the young for global responsibility, to understand the nature and implications of global interdependence, and to accept the responsibility to work for a just, peaceful and viable global community on planet earth.

The Objectives of Peace Education

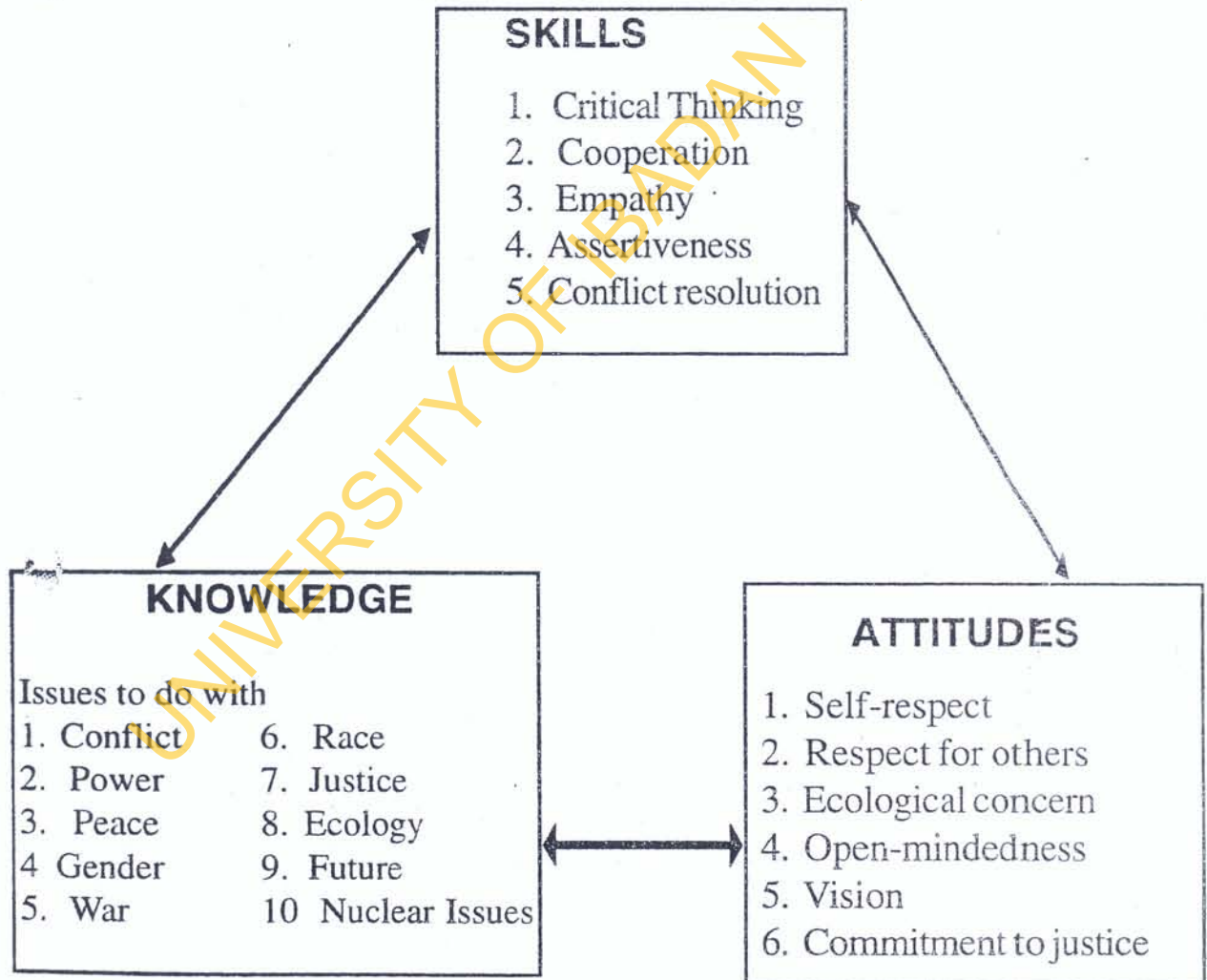
In the 1974 UNESCO recommendation, the objectives of peace education are stated thus:

Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help develop qualities, aptitudes and abilities which enable

the individual to acquire a critical understanding of problems at the national and the international level; to understand and explain facts, opinions and ideas; to work in a group; to accept and participate in free discussions and to base value-judgments and decisions on a rational analysis of relevant facts and factors.

The substantive subject matter of peace education can be grouped under three major objectives which are: the acquisition of skills, the acquisition of knowledge and the acquisition of attitudes. This can be represented schematically as shown below:

Fig. 2: A Visual Summary of Objectives of Peace Education



Source: Hicks, D. "Education for Peace: Issues, Principles and Practice in the Classroom, 1988. P. 13

From the above figure, when these skills are acquired, participants are able to use them to approach issues with an open and critical mind and change others' opinions in the face of new evidence and rational argument. They will recognise and challenge bias, indoctrination, and propaganda. Learners will also appreciate the value of cooperation: recognise the feelings of others, and be able to communicate in a peaceful manner. They will analyse different conflicts in an objective way, suggest solutions and develop the ability to influence decision-making both within and outside their environment.

The learners when well exposed to skills in peace education will develop a sense of pride e.g. social, cultural, and family background and appreciate the worth of others different from theirs. At this stage, their self-respect, open-mindedness, and the willingness to approach different sources of information will give them a vision of what tomorrow will look like. Their approaches to a variety of conflict situations will provide them with knowledge of how to resolve such conflict in non-violent manner using different types of strategies. This is development of positive attitude in peace education.

The learners can at this stage easily grasp situations illustrating injustice, that is development of knowledge about issues. For instance, they are able to examine the work of other people and groups involved in the struggle for justice and proffer solutions to injustice in a non-violent manner.

Content of Peace Education

The main content of peace education can be found in the UNESCO Recommendation (1974):

Education should include critical analysis of the historical and contemporary factors of an economic and political nature underlying the contradictions and tensions between countries, together with study of ways of overcoming these contradictions. Education should emphasise the true interests of people and their incompatibility with the interests of monopolistic groups holding economic and political power, which practice exploitation and foment war.

Thus, peace education cannot be ever passive or neutral; it must prepare to take up difficult questions. It should stress, however, that one is not always obliged to adopt a position based on doctrines or proposals of parties or ideologies. One should check and test, that is, critical thinking and analysis. Therefore, the content

of peace education typically includes:

- information about the human community;
- the causes of conflict;
- the consequences of conflict;
- the work of peace movements;
- disarmament possibilities; and
- non-violent culture.

Reardon (1988) further suggests that the conceptual content of peace education should include topics like:

- ◆ Peace (Concepts, Models, Processes).
- ◆ Conflict, Conflict Management, Conflict Resolution, War, Weapons.
- ◆ Cooperation and Interdependence.
- ◆ Non-violence (Concepts, Practices, Cases).
- ◆ Global Community, Multicultural Understanding, Comparative systems.
- ◆ World Order, Global Institutions, Peacekeeping (Methods, Models, and Cases), Alternative Security Systems.
- ◆ Human Rights, Social Justice, Economic Justice, Political Freedom.
- ◆ Social Responsibility, Citizenship, Stewardship, Social and Political Movements.
- ◆ Ecological Balance, Global Environment, World Resources.

Conclusion

In all numerous programmes and activities, UNESCO has placed leading emphasis on education as gateway to the minds of men and crucial instrument for achieving world peace. It is against this view that the paper sees peace education as a process of conscientisation which should take place; the diffusion of knowledge should lead to profound understanding, internalisation of information received, which in turn, leads to action. It is observed that even where people have obtained adequate information, they do not necessarily cause attitudinal changes and commitment to action since many people tend to feel they are outsiders and powerless to act. Therefore, the task of peace education is to help people internalise critically the information they receive and develop their willingness to act in the spirit of the objectives of peace education (resolution of conflict in non-violent

manner using different types of strategies).

In conclusion, the need for peace education is gradually gaining ground in all facet of life because it is based on a number of shared values such as respect for human dignity, acceptance of equality between people, solidarity with the less privileged, courage to act in a non-violent way against injustice in one's own community and acceptance of responsibilities by each individual for the maintenance of peace.

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