

Cooperative Learning Strategies and Students' Achievement in Peace Education Concepts of Social Studies in Lagos State, Nigeria

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ABSTRACT

The study examined the effects of Graffiti, Jigsaw, and Group Investigation Cooperative Learning Strategies on junior secondary school students' achievement in peace education in Lagos State, Nigeria, and explored the moderating role of gender. A pretest–posttest quasi-experimental 4×2×2 factorial design was used. A total of 285 students from eight schools were selected. The Peace Education Achievement Test ($r = 0.89$) and instructional guides were used over a 12-week intervention. Data were analysed using ANCOVA and Scheffé post-hoc tests at 0.05 significance. There was a significant main effect of treatment ($F(3,267)=7.16$; partial $\eta^2 = 0.07$). Group Investigation produced the highest performance, followed by Jigsaw and Graffiti. Gender and interaction effects were not significant. Cooperative learning strategies improve achievement in peace education and should be integrated into teaching practice. Social studies teachers and curriculum planners should integrate GICLS, JCLS, and GCLS into instructional practice to strengthen peace education outcomes.

Keywords:

Peace Education; Cooperative Learning Strategies; Jigsaw Learning; Graffiti Learning; Social Studies.

ABSTRAK

Penelitian ini mengkaji pengaruh Strategi Pembelajaran Kooperatif Graffiti, Jigsaw, dan Investigasi Kelompok terhadap prestasi pendidikan perdamaian siswa sekolah menengah pertama di Negara Bagian Lagos, Nigeria, dan mengeksplorasi peran moderasi gender. Desain faktorial kuasi-eksperimental 4×2×2 pra-uji–pasca-uji digunakan. Sebanyak 285 siswa dari

delapan sekolah dipilih. Tes Prestasi Pendidikan Perdamaian ($r = 0,89$) dan panduan instruksional digunakan selama intervensi 12 minggu. Data dianalisis menggunakan ANCOVA dan uji post-hoc Scheffé pada tingkat signifikansi 0,05. Terdapat efek utama perlakuan yang signifikan ($F(3,267)=7,16$; η^2 parsial = 0,07). Investigasi Kelompok menghasilkan kinerja tertinggi, diikuti oleh Jigsaw dan Graffiti. Efek gender dan interaksi tidak signifikan. Strategi pembelajaran kooperatif meningkatkan prestasi dalam pendidikan perdamaian dan harus diintegrasikan ke dalam praktik pengajaran. Guru studi sosial dan perencana kurikulum harus mengintegrasikan GICLS, JCLS, dan GCLS ke dalam praktik pengajaran untuk memperkuat hasil pendidikan perdamaian.

Kata kunci:

Pendidikan Perdamaian; Strategi Pembelajaran Kooperatif; Pembelajaran Jigsaw; Pembelajaran Graffiti; Studi Sosial.

1. Introduction

In recent times, the world has witnessed an alarming escalation in crime, terrorism, violent extremism, and civil unrest, threatening national stability and global peace. International data illustrate the severity of this trend. For example, the Global Peace Index (2023) reported that violent conflict has nearly doubled in the last two decades, and more than 2 billion people currently live in conflict-affected regions. Many societies continue to struggle with ideological polarization, ethnic division, hate speech, and political intolerance (UNESCO, 2015). The fragility of peace in today's global environment demonstrates that merely relying on military responses or legal sanctions is insufficient for long-term conflict reduction. Instead, scholars assert that sustainable peace requires early moral formation through structured peace education (Higgins & Novelli, 2020a; Paul & Milala, 2025).

The West African sub-region, particularly Nigeria, presents a compelling context for examining peace education. Over the last forty years, Nigeria has experienced persistent and evolving crises rooted in ethnicity, religion, land disputes, and political struggle. As Nicoson, C., & Teixeira (2024) documented, conflicts such as the Ife–Modakeke crisis, Niger Delta militancy, OPC–Hausa clashes, and the Aguleri–Umuleri disputes reveal deeply rooted socio-cultural fault lines. More recent conflicts, including Boko Haram insurgency, banditry, herders–farmers clashes, secessionist movements like IPOB, kidnapping epidemics, communal clashes, and recurrent electoral violence, have reshaped the national identity and security landscape. According to UNICEF (2015), over 3 million Nigerian youths have experienced displacement or trauma due to violent conflict, with many directly involved as perpetrators or victims.

These persistent crises have produced widespread insecurity, economic decline, school disruption, displacement, loss of lives, and social fragmentation (Savelyeva & Park, 2024). Young people, especially adolescents in secondary school, remain vulnerable due to peer influence, weak civic values, and exposure to radical ideologies. This makes peace-oriented education not only

relevant but urgent, particularly at the junior secondary school level, where values, attitudes, and civic identity are actively forming.

In response, successive Nigerian governments have enacted policies to strengthen national unity and foster social cohesion through education. Since the Second National Development Plan (1970–1974), immediately after the civil war, education has been used as an instrument for reconstruction, integration, and national healing. Initiatives such as the National Youth Service Corps, Federal Unity Colleges, and civic/moral instruction were introduced to promote shared identity, patriotism, and peaceful coexistence. Higgins & Novelli (2020b); Ajitoni and Omoniyi (2017) assert that these initiatives reflected a recognition that peace cannot be legislated; rather, it must be cultivated through intentional civic learning.

This aligns with UNESCO's (2015) assertion that "since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed." Peace, therefore, extends beyond the absence of war; it is an active condition grounded in justice, respect, cooperation, and empathy. Obeka & Nwigwe (2024) conceptualize peace as a developmental state that requires dignity, fairness, and compassionate relationships. Rubab & Yousuf (2022) and Almanza (2022) distinguish between negative peace (the absence of physical violence) and positive peace, which includes the elimination of discrimination, exclusion, injustice, and structural inequality.

Schools serve as strategic platforms for instilling these peace values. Beyond being centers of academic learning, schools act as socialization agents, shaping behavior, identity, and civic attitudes. However, although Nigeria's national curriculum contains peace-related themes in subjects such as Social Studies, Civic Education, and Religious Studies, researchers note that teaching methods are often traditional, teacher-centered, and cognitive rather than experiential (Cremin, 2016; Higgins & Novelli, 2020a). As a result, many learners possess theoretical knowledge of peace concepts but lack the interpersonal skills, emotional intelligence, and behavioral competencies needed to practice peaceful living.

Scholars therefore recommend instructional approaches that are active, participatory, dialogic, and collaborative, aligning with modern pedagogy that emphasizes empathy, critical thinking, communication, cooperation, and emotional regulation (OECD, 2022). One prominent teaching method consistent with this framework is cooperative learning.

Cooperative learning involves structured group work where students collaborate toward shared learning objectives. It differs from traditional group assignments by incorporating defined roles and fostering accountability, mutual support, and interdependence. Gunde, Y. (2025) outlines five essential elements of effective cooperative learning: positive interdependence, promotive interaction, individual accountability, interpersonal skills, and group processing. When applied effectively, cooperative learning improves academic outcomes while also cultivating empathy, respect for diversity, negotiation skills, and a sense of social belonging, all core components of peacebuilding.

Research by Slavin (2011) further demonstrates that cooperative learning supports learners across academic levels by leveraging peer teaching and distributed expertise. Numerous empirical studies confirm substantial gains in learner engagement, motivation, content retention, and interpersonal relationships when cooperative learning is incorporated (Mwangi, 2012; Sekibo, 2024). In African classrooms, scholars including Adan (2025), Fabarebo, Sangotunde & Ojetayo (2019), and

Omoniyi (2023) have shown that cooperative learning enhances learners' understanding, participation, peer bonding, and reflective thinking.

Among the established models of cooperative learning—such as Jigsaw, Group Investigation, Graffiti, Think–Pair–Share, and Learning Together—several have demonstrated strong outcomes in both academic performance and socio-emotional development. Adan (2025), in a meta-analysis, concluded that models such as Jigsaw and Group Investigation are particularly effective at promoting positive interdependence, empathy, and shared responsibility, skills essential for peaceful coexistence.

Another important dimension in peace education research is gender (Page, 2004). Historically, studies have reported variations in academic achievement between male and female students (Ofojebe, 2014; Oghiagbephan, 2016). Although earlier scholarship attributed these differences to biological differences, recent work suggests they stem from socio-cultural influences, teacher biases, classroom dynamics, and instructional approaches (Bajaj, 2019; Omoniyi, 2023). Peace research also indicates that boys often exhibit physical aggression, while girls may demonstrate relational aggression, such as exclusion or verbal hostility. Global evidence suggests that equitable classroom participation reduces aggression, improves respect, and promotes inclusiveness (Saleh et al., 2025; Higgins & Novelli, 2020b).

Based on these contextual and theoretical foundations, the research problem motivating this study is that, although peace concepts are included in Nigeria's curriculum, traditional teaching methods remain insufficient for developing the interpersonal skills, values, and competencies required to foster peaceful coexistence among junior secondary school learners. There is limited empirical evidence on whether cooperative learning strategies—specifically Group Investigation, Jigsaw, and Graffiti—can significantly improve students' understanding and application of peace concepts, particularly in Lagos State, where issues of ethnic diversity, urban pressure, and youth violence are prevalent. Therefore, this study is necessary because it provides empirical evidence on how cooperative learning strategies may enhance peace education outcomes among young learners in Nigeria. Findings from the research will support teachers, curriculum planners, school leaders, and peace education advocates working toward a more inclusive, safe, and peaceful society (Danesh, 2006).

1.1 Statement of the Problem

From the reviewed literature, it can be deduced that a social studies curriculum existed at the junior secondary school level to produce young people with appropriate dispositions toward peace-related issues. However, there are still high levels of intolerance and violent behavior among these young people. The consequence of this is that the Nigerian child does not grow to imbibe the virtues and values of a culture of peace, nor to choose a peace-and-nonviolence approach to conflict management. In addition, various strategies used by different teachers in the classroom to tackle this problem have yet to yield satisfactory results. This means that little research has been conducted in social studies, particularly on the imbibing of virtues and values of the culture of peace in line with learning methodology. Nevertheless, the use of cooperative learning strategies such as graffiti, group investigation, and jigsaw for teaching the peace concept may be a solution, as suggested in the literature. Although previous studies examined the influence of graffiti, group investigation, and jigsaw learning strategies, these studies focused on concepts unrelated to peace issues, and pre-service

teachers were used as participants. Also, the strategies have been used in the sciences, social sciences, and languages. Hence, attention must shift to using these learning strategies for teaching peace concepts in social studies. Therefore, this study determined the resultant impact of graffiti, jigsaw, and group investigation on junior secondary school students' achievement in peace education concepts in social studies in Lagos State. It also determined the moderating effects of gender on the dependent measures of achievement.

1.2 Objective of the study

The sole objective of this study is to identify the effects of treatment on the secondary school students' academic achievement in peace education

Thus, this study seeks to address the following research objectives:

- 1.2.1 To determine the effects of selected cooperative learning strategies (GICLS, JCLS, and GCLS) on junior secondary school students' achievement in peace education.
- 1.2.2 To compare the effectiveness of these cooperative strategies with conventional teaching methods.
- 1.2.3 To examine whether gender moderates the effect of cooperative learning strategies on students' performance in peace education.
- 1.2.4 To generate data that can guide Social Studies teachers, curriculum developers, and policymakers in strengthening peace education instruction.

2. Methods

2.1. Research Design

This study adopted a pretest-posttest, control-group quasi-experimental design within a 4 x 2 factorial design. The four instructional conditions were: Graffiti Cooperative Learning Strategy (GCLS), Jigsaw Cooperative Learning Strategy (JCLS), Group Investigation Cooperative Learning Strategy (GICLS), and Conventional Teaching Method (control). The moderating variables were gender (male, female). This design was considered appropriate because it enabled the researcher to compare the effects of multiple cooperative learning strategies on students' achievement of Peace Education concepts, while also examining the moderating effects of gender and religiosity. Previous studies (Ajaja & Eravwoke, 2010; Higgins & Novelli, 2020a; Dat, 2016a; Fabarebo, Sangotunde & Ojetayo, 2019) have shown that quasi-experimental designs are suitable for educational intervention research in classroom settings where random assignment of individual students is impractical.

2.2 Population

The target population for the study comprised Junior Secondary School students in Lagos State, Nigeria, specifically those offering Social Studies at the JSS II level. This category of students was selected because Peace Education concepts are formally embedded in the Social Studies curriculum at this stage, and learners are in a crucial developmental phase in which values, attitudes, and behaviors related to peace, cooperation, and conflict resolution begin to solidify. A total of 285 students participated in the study, consisting of 158 females (55.6%) and 127 males (44.4%), providing a balanced representation for meaningful analysis.

2.3 *Sample and Sampling Technique*

The sampling process involved multistage procedures. First, four Educational Districts were randomly selected from the six in Lagos State. Second, from each district, two public junior secondary schools were purposively selected based on the availability of qualified Social Studies teachers and their willingness to participate. This yielded a total of eight schools. The schools were then randomly assigned to the four treatment conditions (two schools per condition). From the selected schools, intact JSS II classes were used, resulting in a total of 285 participants (71 in GCLS, 71 in JCLS, 64 in GICLS, and 79 in the control group). The participants' average age was 12.5 years ($SD = 2.3$), with both males and females adequately represented. This sampling procedure is consistent with earlier cooperative learning studies in Nigeria.

2.4 *Research Instruments*

The instruments employed were the Peace Education Achievement Test (PEAT), a 40-item multiple-choice test that measures students' knowledge of Peace Education concepts such as conflict resolution, tolerance, cooperation, and civic responsibility. The test was validated by experts in Social Studies education and peace pedagogy, and reliability was established through a pilot test (Cronbach's $\alpha = 0.89$). Instructional guides for teachers were also developed for GCLS, JCLS, and GICLS, in line with cooperative learning principles.

2.5 *Treatment Procedure*

The intervention lasted 12 weeks. During this period: GCLS group engaged in visual, participatory brainstorming using graffiti walls, where students collaboratively expressed peace concepts through drawings, phrases, and problem-solving responses. The JCLS group used structured jigsaw tasks in which each student became an "expert" on a peace-related subtopic and later shared it with peers. GICLS group engaged in structured group investigations of peace-related issues in their communities, guided by inquiry and collaborative presentations. The control group received instruction through conventional lectures and teacher-centered methods, emphasizing rote memorization. Teachers in the treatment groups were trained through a two-day workshop to ensure fidelity of implementation. Lessons across groups followed the same Peace Education curriculum content but differed in instructional strategy.

2.6 *Data Collection and Analysis*

Pretests were administered on the achievement test checklist before the intervention. Posttests were administered at the end of the 12-week treatment. Data were analyzed using Analysis of Covariance (ANCOVA) to control for pretest differences, with posttest scores as dependent variables. Scheffé post-hoc tests were used for pairwise comparisons among groups. The moderating effects of gender and religiosity were examined using two-way interaction effects in the ANCOVA model. Significance was set at $p < 0.05$.

2.7 *Ethical Considerations*

Approval was obtained from the Lagos State Ministry of Education and the participating schools. Informed consent was secured from parents, students, and teachers. Anonymity, confidentiality, and voluntary participation were maintained in accordance with international ethical guidelines for research involving minors (UNICEF, 2015; UNESCO, 2015; Dat, 2016b).

3. Results and Discussion

3.1 *Results*

Hypothesis 1a: There is no significant main effect of treatment on students' achievement in peace education. This hypothesis was tested at a .05 significant level using Analysis of Covariance (ANCOVA), and the table below represents the result.

Table 1. Summary of ANCOVA of Students' Achievement in Peace Education by Treatment and Gender

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2004.352a	16	125.272	10.781	0.000	0.392
Intercept	903.617	1	903.617	77.766	0.000	0.226
Prescores	1310.964	1	1310.964	112.823	0.000	0.297
Treatment	249.542	3	83.181	7.159	0.000	0.074
Gender	22.934	1	22.934	1.974	0.161	0.007
Treatment * Gender	10.843	3	3.614	0.311	0.817	0.003
Error	3102.448	267	11.62			
Total	68259	284				
Corrected Total	5106.799	283				

a R Squared = .392 (Adjusted R Squared = .356)

Table 1 presents the brief results of the ANCOVA of students' post-test achievement scores in Peace Education by treatments (Graffiti Cooperative Learning Strategy, Group Investigation Learning Strategy, Jigsaw Learning Strategy, and Conventional), Gender, and Religiosity. The Table reveals that after adjusting for the covariance (pre-test score in Peace Education), the effect of treatment on students' achievement in Peace Education was statistically significant, $F(3,267) = 7.16$, $p < 0.05$. Based on the findings of this study, the null hypothesis was rejected. Again table revealed that the partial Eta square (2) value of 0.07 has no effect based on Cohen (1988). The results of the estimated marginal means and the pairwise comparisons of students' achievement in Peace Education are presented in Tables 2 and 3.

Table 2. Estimated Marginal Means of Students' Achievement in Peace Education by Treatments

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Graffiti Cooperative Learning Strategy	13.861 ^a	0.435	13.004	14.718

Group Investigation Cooperative Learning Strategy	16.303 ^a	0.459	15.399	17.207
Jigsaw Cooperative Learning Strategy	14.863 ^a	0.604	13.674	16.051
Conventional Method	13.704 ^a	0.41	12.897	14.512

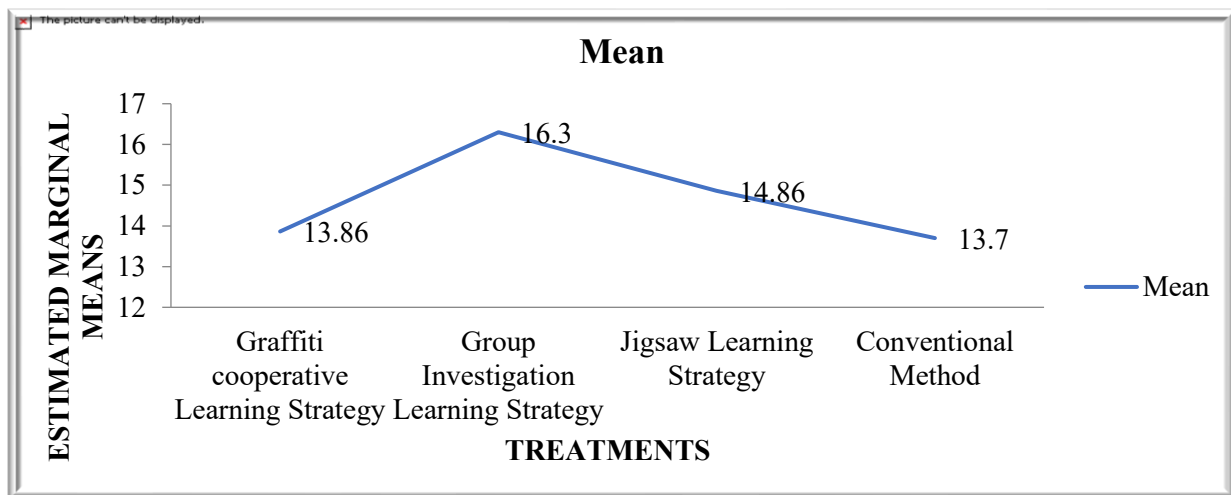
The Covariates reflected in the given model are assessed through a pre-test achievement score of 12.75.

Table 3. Pairwise Comparison of Students' Achievement in Peace Education by Treatments

(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Graffiti Cooperative Learning Strategy	GCLS	-2.442*	0.633	0.001	-4.121	-0.763
	JLS	-1.002	0.745	0.696	-2.977	0.973
	Conventional	0.157	0.597	1.000	-1.426	1.739
Group Investigation Learning Strategy	GCLS	2.442*	0.633	0.001	0.763	4.121
	JLS	1.44	0.758	0.303	-0.568	3.449
	Conventional	2.599*	0.617	0.000	0.965	4.233
Jigsaw Learning Strategy	GCLS	1.002	0.745	0.696	-0.973	2.977
	GCLS	-1.44	0.758	0.303	-3.449	0.568
	Conventional	1.158	0.731	0.517	-0.779	3.096
Conventional Method	GCLS	-0.157	0.597	1.000	-1.739	1.426
	GCLS	-2.599*	0.617	0.000	-4.233	-0.965
	JLS	-1.158	0.731	0.517	-3.096	0.779

Based on estimated marginal means * The mean difference is significant at the .05 level; b Adjustment for multiple comparisons: Sidak.

Table 3 revealed that the mean score (= 16.30) of the Experimental Group II was the highest subsequently followed by those respondents that were exposed to Jigsaw Learning Strategy with = 14.86 as the estimated mean score, subsequently by the respondents who are in Experimental group I (Graffiti cooperative Learning Strategy) with mean score = 13.86 and control group (conventional) had the least mean score = 13.70. Table 4.1c showed that the differences among students exposed to the Graffiti cooperative Learning Strategy, the Group Investigation Learning Strategy, and the control group were statistically significant. The estimated marginal mean score was further shown in Figure 1.



Picture 1. Estimated Marginal Means of Students' Achievement in Peace Education by Treatments

Students exposed to Group Investigation (GICLS) had the highest post-test achievement scores (16.3), indicating this strategy was most effective in enhancing understanding of Peace Education concepts. Jigsaw Learning (JCLS) also improved achievement (14.86) but was less effective than GICLS. Graffiti Cooperative Learning (GCLS) and Conventional Methods produced lower scores (13.86 and 13.7, respectively), with Conventional Methods showing the least improvement. Cooperative learning strategies outperformed conventional teacher-centered instruction, demonstrating that interactive, learner-centered approaches are more effective in teaching Peace Education. This visual supports the conclusion that cooperative learning strategies enhance student achievement in Peace Education, with GICLS being particularly effective.

3.2 Discussion

The findings of this study revealed that the effect of treatment on students' achievement in Peace Education was statistically significant, with participants exposed to the investigation learning strategy recording the highest mean score, while those taught using conventional methods had the lowest. This outcome is consistent with Isokpehi's (2011) position, who argued that the traditional method of teaching social studies has failed to provide students with a genuine appreciation and understanding of learning as an active and continuous process. Modern learning theory emphasizes active student engagement in the teaching and learning process, and when this is absent, students' outcomes tend to decline. Similarly, Mwangi (2012) noted that the success or failure of any educational endeavor depends largely on the teaching method employed by the instructor. This study also supports Omoniyi's (2009) assertion that reliance on routine, teacher-centered practices in Nigerian schools is inadequate in a society that is technologically advancing and socially dynamic.

In line with this, researchers such as Ayo-Vaughan (2016), and others have emphasized the need for more pragmatic, interactive teaching strategies, including discussion, problem-solving, inquiry-based learning, dramatization, simulation, questioning, and role-play. These methods promote active participation, critical reflection, and deeper understanding among learners, thereby aligning with the goals of peace education (Danesh, 2008). Beyond the Nigerian context, this finding

resonates with international scholarship on peace education pedagogy. Brantmeier (2013) and Cremin (2016) highlight that peace education thrives when learners are not passive recipients of information but active constructors of meaning in collaborative and dialogical spaces. The use of cooperative learning strategies such as jigsaw, graffiti, and group investigation aligns with Johnson and Johnson's (2005) social interdependence theory, which posits that positive interdependence and individual accountability in group settings enhance both achievement and interpersonal skills. These approaches not only foster cognitive outcomes but also build relational competencies crucial for peaceful coexistence.

The moderating role of gender in this study also has wider implications. Prior research by Savelyeva & Park (2024) demonstrates that socio-cultural factors such as gender norms and religious identities significantly shape students' attitudes toward civic engagement, conflict resolution, and peacebuilding. This aligns with the works of Schabasser (2023) and Higgins and Novelli's (2020a) argument that education for peace must be contextually grounded, recognizing how social identities influence both the reception and practice of peace values. Likewise, Savelyeva and Park (2024) argue that contemporary peace education requires integrating cultural, gendered, and ecological dimensions of identity to achieve transformative learning outcomes. Furthermore, the results of this study align with UNESCO (2015) and UNICEF (2015) policy frameworks, which stress learner-centered pedagogies as vital for fostering inclusive, equitable, and peaceful societies. By demonstrating that innovative cooperative strategies significantly improve achievement in peace education, particularly across gender and religious lines, this study reinforces the call for educational reforms that emphasize active, participatory, and transformative pedagogical practices.

In sum, this study validates earlier concerns (Nicoson & Teixeira, 2024; Ajaja & Eravwoke, 2010; Higgins & Novelli, 2020b) that conventional methods fall short of equipping learners with the necessary skills for peaceful living. It further demonstrates that when teachers adopt cooperative and participatory methods, students achieve improved cognitive outcomes consistent with peace-oriented social values.

4. Conclusion

Peace education is an essential part of the social studies curriculum in culturally diverse societies like Nigeria, where increasing adolescent violence threatens national unity. However, teacher-centered instructional methods such as lectures remain dominant and often fail to promote meaningful engagement or deep understanding of peace-related concepts. As a result, many students struggle to internalize peace values and apply them outside the classroom. To address this gap, cooperative learning strategies, specifically Group Investigation (GICLS), Graffiti (GCLS), and Jigsaw (JCLS), have been recommended due to their emphasis on collaboration, critical thinking, and shared responsibility. These strategies support deeper learning, enhance communication, and encourage respect for diverse opinions, making them suitable for developing essential peace-building skills among learners.

The findings demonstrate that students exposed to cooperative learning strategies perform significantly better in peace education than those taught through conventional approaches. ANCOVA results confirm meaningful effects on achievement, with no significant gender differences, indicating

their broad relevance across student groups. While promising, the findings are limited by the focus on public schools in Lagos State and the absence of longitudinal data or behavioral assessment measures. Future research should adopt mixed-methods and multi-site designs to evaluate long-term cognitive, attitudinal, and behavioral outcomes. The implications for practice are substantial: teachers should integrate cooperative learning strategies into classroom instruction, teacher training institutions should strengthen learner-centered pedagogy, and policymakers and curriculum designers should support systemic adoption to strengthen peace education and reduce youth violence.

Ministries of Education and curriculum planners should formally incorporate Graffiti, Jigsaw, and Group Investigation Cooperative Learning Strategies into social studies teaching guides for effective delivery of peace education concepts. Since GICLS produced the highest achievement scores, teachers should be encouraged to adopt it more frequently in peace education lessons, while still complementing it with JCLS and GCLS where appropriate. Teachers of social studies should be trained through workshops, seminars, and in-service training to implement cooperative learning approaches that promote peace education outcomes effectively. Instructional resources and lesson guides tailored to GICLS, JCLS, and GCLS should be developed and distributed to teachers to ensure consistency and effectiveness in classroom practice. Although gender did not significantly influence achievement, interventions should continue to ensure that both male and female students benefit equally from cooperative learning strategies in peace education. Schools should foster environments that encourage teamwork, peer interaction, and shared responsibility, extending cooperative learning beyond the classroom into school-wide peace-building practices. Educational policymakers and stakeholders should consider scaling up the use of cooperative learning strategies across all junior secondary schools in Lagos State and beyond, embedding them into teacher education programs to ensure sustainability.

5. References

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