

Effects of Buzz-Group and Future's Wheel Strategies on Junior School Students' Practices of Peace Education Concepts in Social Studies

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Abstract

The practice of peace related skills among junior secondary school students is not encouraging evidenced by unabated manifestation of several violent acts among them. This outcome may not be disconnected from the teaching strategies used in implementing peace education concepts as indicated in literature. Previous studies focused largely on teacher and student factors influencing student's practice of peace education concepts in social studies, with little emphasis on intervention through active learning strategies. This study therefore determined the effects of buzz-group and future's wheel learning strategies on junior school student's practices of peace education concepts in social studies in Oyo state, Nigeria. The study adopted the pretest-posttest control group quasi-experimental design. Three local governments were selected in Oyo town. Purposive sampling was used to select six secondary schools on the basis that they were noted for frequent students' unrest in Oyo town. Six intact classes of junior secondary school II students were randomly assigned to buzz group (52), future's wheel (66) and control (73). Instruments used were student's practice of peace education concept scale ($r = 0.76$) and instructional guides. Data were analysed using Analysis of Covariance means and Bonferroni post-hoc test at 0.05 level of significance. The findings of the study revealed that though there is a significant main effect of treatment on junior secondary student's practice of peace education, the buzz group strategy enhanced their peace education concept practices better than the future's wheel strategy. Concerted effort in the adoption of these strategies in social studies classrooms in Nigeria was thus recommended.

Keywords: Peace Education, Peace Education Practices, Active learning strategy, Buzz group, Futures wheel

Introduction

The fundamental pursuit of any modern and democratic society is the quest for economic, social, cultural and political development and this cannot be achieved without peace. Considering the fact that there is no development without peace, the realization of such development hinges upon the quality of peace and harmony enjoyed by the inhabitants of such society. Global trends lend credence to the indispensability of peace in facilitating national and international development. The Nigerian government in its bid therefore, to achieve peace for economic, social, cultural and political development integrated peace education concepts into the theme Social Studies under the subject National Values that forms the major part of the country's education curriculum at the nine-year Basic Education from the primary school level to the junior school level.

Social Studies is an interdisciplinary approach to the study of human beings in relation to their social and physical environment. It aims at producing citizens with skills, competences, moral values and reasoned judgments to effectively live, interact, interrelate and contribute meaningfully and

positively to the economic, social, cultural and political development of human society. Human society experiences varying degrees of emerging issues. These emerging issues like population-related matter, environmental issues, civic and citizenship issues, HIV/AIDS issues, human trafficking issues, peace and security issues among others become the focus of Social Studies. While Ayo-Vaughan and Amosun (2016) maintained that Social Studies has the capacity to absorb new and emerging issues in the society, Ajiboye (2010) had earlier ascertained that such issues include peace-related issues that are currently posing serious challenges to harmonious living in the society.

The fundamental role of the school therefore, as an agent of education for peace, cannot be downplayed. However, while the school is striving to meet the educational needs of the learners and of the community as a whole, the school as an open system has been deeply affected by the economic, political and social conditions of our time culminating in many undesirable events and behaviours such as substance addiction, violence, child abuse, sabotage, gambling and the likes, which constitute security problems in schools **Ayo-Vaughan et al.** (2017). A

safe and healthy school environment is therefore critical to education.

Schools are no longer safe for students and school personnel any more due to some problems that are threatening school security. This is evident as reported by studies such as Nwachukwu (2010) who submitted that there is disrespect for authority, widespread dishonesty and cheating among school children which are likely to breed unfit, morally unhealthy and socially maladaptive citizens. Amosun and Ige (2010) and Ayo-Vaughan (2021) also indicated that youths in Nigeria like many countries of the world are developing addiction to drug, which has significantly increased the number of accidents and untimely deaths. Agulanna (2012); Ige (2013) and Ayo-Vaughan et al. (2017) also reported that the prevalence of delinquent acts among Nigerian school children has increased in the last three years in terms of frequency of recorded delinquent crisis and number of students involved. Egegbulem (2013), also submitted that students are finding it increasingly difficult to lead desirable ways of life, particularly in the areas of human relationships, responsibility, respect, obedience and orderliness.

Incidentally, all areas of the school programme share the responsibility of equipping the learners with skills, understanding, attitudes, habits and appreciations that will contribute to effective living in the society. Social Studies in particular, as a school subject has it as a primary function to inculcate in learners that goal of self-realization, human relationship, economic efficiency and civic responsibility (Ayo-Vaughan & Amosun, 2016). Peace education occupies a very prominent position in solving the problem of violence and incivility in the society in general and the school in particular. Peace education is about the creation, sustenance and management of positive attitudes to peace among and between different levels and segments in the society especially in a multicultural society like Nigeria.

There seems to be consensus in perception among social studies educators concerning the important role played by instructional strategies adopted as classroom variables in affecting students' learning outcomes towards peace concepts in Social Studies education (Ajiboye & Ajitoni, 2007). In fact, these scholars are of the opinion that ineffective teaching strategies such as traditional teacher-centered methods contribute to poor performance in Social Studies. Ogunyemi, Adetoro and Khaled (2013), while working on the role of Social Studies in national development, emphasized that teaching of peace education concepts in Social Studies in junior secondary schools in Nigeria is very important. The authors indicated that despite the usefulness of Social Studies in inculcating the

attitudes and practices of good citizenship and enhancing peaceful relationship among secondary school students and the society at large, its greater problem includes poor teaching method, culminating in students' inability to translate into practice the knowledge of peace concepts acquired.

In order to address the issue of manifesting the right practices as a result of studying peace related concepts in social studies, many instructional strategies that are participatory in nature such as Case study and Puzzle-based learning, Ayo-Vaughan (2016); Appreciative inquiry, Olubela (2014); Cooperative learning, Amosun (2002) and Salako (2013); Programmed instruction and inquiry, Oyeleke (2011); Full and quasi-participatory learning, Ajitoni (2005); Peer-tutoring, Aparo (2005); Guided Inquiry, Sweller (2003); Experiential learning, Staub (2002) and Bar-Tal (2002); Problem-solving, Holt and Willard (2000) and Self-learning programme, Ajiboye (1996) to mention but a few have been presented by scholars in various Social Studies concepts researched. Despite the effect of these strategies in improving the teaching and learning processes that will enhance peaceful relationships in the society, not much is yet to be realized in terms of meaningful changes in the youth.

Consequent upon this, Buzz group instructional strategy is one of the strategies suggested in literature to be capable of helping students clarify knowledge and values. The strategy is commonly known as group work. During a lesson, the class breaks into groups to discuss the teacher given questions or issues. Each group buzzes in discussions. It allows total participation by students and helps students learn and remember lots of the materials taught. It gives students freedom to learn as well as improving social and ethnic relations. Buzz group sessions help student's master concepts and apply them. Zahedi (2009), noted that students who participated in buzz group classes developed skills of patience and tolerance as they are forced into a situation of listening to what someone else has to say on the subject.

Bolaji (2015), Tagor and Sondang (2018) used Buzz Group strategy with other retention enhancing strategies to teach concepts of overpopulation, conservation and waste management in Biology and writing at the First Class of English Language respectively. They all reported that the treatment had a significant effect on students' attitude to overpopulation, conservation and waste management concepts in Biology, as well as writing in English Language. The result analysis showed that students in the Buzz Group strategy obtained higher post-test mean score than students who were exposed to other strategies. Based on their analysis, they concluded that Buzz Group strategy is most

effective in enhancing students' attitude to waste management concepts in Biology and writing in English Language than the traditional strategy. The findings of Bolaji (2015), Tagor and Sondang (2018) on the effects of this strategy on Biology and writing in English Language respectively suggests that buzz group strategy can improve students' practice of peace education concepts in Social Studies. Hence, the use of these strategies in this study.

Another strategy suggested in literature is the Future's wheel strategy. The strategy involves organizing (thinking and questioning) instruction around carefully chosen problems. The name of a trend or event is written in the middle of a piece of paper, a flip chart, chalkboard or an overhead projector transparency, and learners discover the related concepts to form a ring around the major event. Research findings suggest that students need opportunities for deep thinking to discover and understand issues or beliefs, by assessing the evidence and arguments of a point of view on issues, and being open to looking at alternative points of the view, or alternative beliefs, then reflecting critically on the new information, and making a personal judgment based on a new assessment of the information (Clark, 2006). The Future's wheel strategy takes care of this. Future's wheel strategy has the potential of changing the mindset of students. The findings of Okurumeh (2009) showed that when students discover ideas, they have a stronger conceptual understanding of connections between the ideas.

Owoyemi (2014) also indicated that Future's wheel strategy enhanced students' problem-solving skills in Basic Science. The author reported that the increase in problem-solving skills might be attributed to the fact that the instructional strategy encouraged deeper reasoning thus enhancing students' interest which led to a positive effect on their learning outcome. Teachers that want positive learning outcomes must allow students to discover facts and interest among themselves. Hence, there is need to implement Buzz group and Future's wheel strategies in Social Studies classrooms for effective learning and practicing of peace education concepts.

Statement of the Problem

Social Studies is a subject offered at the junior secondary level of education that has the potential of laying the foundation for a safe and healthy environment and community at large in terms of interaction, interrelationship and interdependence among people through the teaching and learning of peace concepts. Despite the enormous resources, both financial and material committed to its teaching and learning, the teaching activities have not been able to produce the much desired results, as regards sustainable peaceful relationship, evidenced by

several reports of violent acts such as bullying, rampage, destruction of school property, and flagrant disrespect for authority perpetrated in the society and even by secondary school students in recent times. This situation has been attributed to the use of the conventional lecture method which concentrates on talking about peace and non-violent acts rather than involving students in activities that promote safe and peaceful environment. Several interactive strategies have therefore been advocated to be applied to deal with students' non-peaceful acts in secondary schools. These efforts hopefully will afford learners to internalize and apply peace concepts such as love, tolerance and cooperation objectively, critically, practically and reflectively. This study, therefore, was carried out to determine the effects of Buzz group and Future's wheel strategies on students' practices of peace education concepts in Social Studies.

Hypothesis

Ho₁: There is no significant main effect of treatment on students' practices of peace education concepts in Social Studies.

Methods

This study adopted the pre-test, post-test, control group, quasi experimental design to determine the main effect of buzz group and futures wheel strategies on Junior secondary school II students' practices of Peace Education concepts in Social Studies with Buzz group strategy as experimental group 1 and Future's wheel strategy as experimental group 2 using the same peace education related content for teaching.

The South-West zone of Nigeria and Oyo State in particular was selected for this study based on judgmental sampling technique in order to reflect a representative sample of Nigerian states plagued with a display of non-peaceful attitudinal flaws by young ones who are deemed leaders of tomorrow. Multi Stage sampling technique was used to split Oyo State into several clusters based on her senatorial districts from which Oyo town was randomly selected via ballot and based on her local governments of Atiba, Oyo East and Oyo West.

Two schools were purposively selected from each local government involving one from the urban area and another from rural area. The schools were purposively selected from these towns based on certain criteria listed below and randomly assigned to the experimental and control groups for the purpose of this study.

- i. The schools were public secondary schools.
- ii. The JS 2 students in the schools had completed the JS 1 social studies curriculum at the time of data collection.

- iii. The schools had qualified Nigeria Certificate in Education or graduate teachers in social studies education.
- iv. Schools where members of staff were willing to participate in the study.

In each school, an intact class was selected out of JS 2 classes in order to obtain rich and in-depth data about the students' perception of peace education concepts in social studies in their respective locations. The choice of JS 2 social studies students was made because they have been exposed to the introductory aspects of social studies and other peace education related topics such as socialization processes, social issues and problems and national unity and integration in JSS 1 which acts as pre-requisites for the study of the chosen topics. The students were likely to be more receptive to the teaching strategy as they were not under the pressure of preparing for external examination. Also, the teaching of the topics was appropriate to the scheme of work at this stage of their spiral curriculum.

The main instrument used for data collection was Students' Practice of Peace Education Concept Scale (SPPECS) and the treatment packages of *Teacher's Instructional Guide on Buzz-Group Strategy (TIGBGS)*, *Teacher's Instructional Guide on Futures Wheel Strategy (TIGFWS)* and *Teacher's Instructional Guide on Conventional Strategy (TIGCS)*. The SPPECS was made up of 20 items constructed to measure students' attainment of essential peaceful practice skills and their activities for peaceful environment and rated on a 4-point scale of Very Often (VO), Often (O), Seldom (S), and Never (N). The items were subjected to expert and peer review for face and content validity by giving it to junior secondary school social studies teachers and lecturers in Department of Arts and Social Sciences, University of Ibadan. Appropriate corrections were effected. The inter-rater reliability was then estimated using scott π and a reliability index of 0.76 was obtained.

The TIGBGS was designed to guide teachers in the Buzz-group experimental group. This was done to enforce uniformity in the research process. It was validated by social studies educators in the Department of Arts and Social Sciences, University of Ibadan who ascertained its suitability of content, coverage, ambiguities and standard of language used. The recommendations given were used to reconstruct the guide and Scott π was used to determine the inter-rater reliability of which a reliability index of 0.74 was obtained.

The TIGFWS was designed to guide teachers in the Futures Wheel experimental group. This was done to enforce uniformity in the research process. It was validated by social studies educators in the Department of Arts and Social Sciences, University of Ibadan who ascertained its suitability of content, coverage, ambiguities and standard of language used. The recommendation given were used to reconstruct the guide and the reliability index of 0.76 was obtained using Scott π inter-rater reliability.

The TIGCS was designed to guide teachers in the control group in order to ensure uniformity in the research process. The instrument was subjected to expert review to determine its validity and consistency with curriculum objectives and the reliability index of 0.78 was obtained using Scott π inter-rater reliability.

Research Procedures

Training of Teachers as Facilitators

Teachers who participated in the study were adequately trained on the purpose, principles and procedures governing each group and the use of each treatment. The training materials (instructional guides) were given to them. The teaching instrument for all groups, had for its content the following areas of peace education concept in social studies – social group, group behaviour, living together in the family and culture.

Pre-test

After the teacher had prepared the students, the pretest was administered which included students' practice of peace education concept scale (SPPECS). Each treatment used all the social studies periods of 80 minutes per week for the eight weeks that the study lasted.

Administration of Posttest

At the end of the teaching session, Peace Education Concepts Practices Scale (PECPS) were administered to the students to form the posttest.

Data Analysis

Data collected were analysed using Analysis of Covariance (ANCOVA). The Estimated Marginal Means (EMM) was computed to show differences in the mean score of different groups while Bonferroni post-hoc analysis was used to detect the sources of significant differences among the three groups. All hypothesis was tested at 0.05 level of significance.

Results and Discussion

Ho,: There is no significant main effect of treatment on students' practices of peace education concepts.

Table 1: Analysis of Covariance (ANCOVA) of Post-Practices by Treatment, Emotional Intelligence and School location

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4705.253 ^a	15	313.684	8.072	0.000	0.409
Intercept	7764.310	1	7764.310	199.800	0.000	0.533
Pre-Practice	263.981	1	263.981	6.793	0.010	0.037
Treatment	254.324	2	127.162	3.272	0.040	0.036
					*	
Emotional intelligence	221.878	2	110.939	2.855	0.060	0.032
School location	553.108	1	553.108	14.233	0.000	0.075
					*	
Treatment x Emotional intelligence	107.926	4	35.975	0.926	0.430	0.016
Treatment x School location	257.108	2	128.554	3.308	0.039	0.036
					*	
Emotional intelligence x School location	53.246	2	26.623	0.685	0.505	0.008
Treatment x Emotional intelligence x School location	215.933	4	107.966	2.778	0.065	0.031
Error	6800.558	175	38.860			
Total	528594.000	191				
Corrected Total	11505.812	190				

R Squared = .409 (Adjusted R Squared = .358)

Table 1 reveals that there was a significant main effect of treatment on students' practices ($F_{(2,175)} = 3.27$; $p < 0.05$, partial $\eta^2 = 0.04$). The effect is 0.4%. This implies that 0.4% variation in students' practices is accounted for by the treatment. Thus, the

null hypothesis was rejected. In order to determine the magnitude of the significant main effect across treatment groups, the estimated marginal means of the treatment groups were carried out and the result is presented in Table 2.

Table 2: Estimated Marginal Means for Post-Practices by Treatment and Control group

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Buzz Strategy (BS)	50.79	1.692	47.447	54.126
Futures Wheel Strategy (FWS)	49.29	1.669	45.996	52.582
Conventional Strategy (CS)	56.44	0.919	54.630	58.257

Table 2 reveals that students in Conventional Strategy (CS) Control Group had the highest adjusted post-practices mean score (56.44) followed by Buzz Strategy (BS) treatment Group 1 (50.79),

while the Futures Wheel Strategy (FWS) Treatment Group 2 had the least adjusted post-practices mean score (49.29). This order can be represented as CS > BS > FWS.

Table 3: Bonferroni Post-hoc Analysis of Post-Practices by Treatment and Control Group

Treatment	Mean	BS	FWS	CS
Buzz Strategy (BS)	50.79			
Futures Wheel Strategy (FWS)	49.29			
Conventional Strategy (CS)	56.44	*	*	

Table 3 reveals further that students exposed to Conventional Strategy (CS) were significantly different in their post-practices score from their counterparts exposed to the Buzz (BS) and the

Futures Wheel (FWS) Strategies. Furthermore, there was no significant difference in the post-practices between Buzz (BS) and the Futures Wheel (FWS) Strategies. This implies that conventional strategy

was the main source of significant differences in treatment.

Discussions

The finding of this study revealed a significant main effect of treatment on students' practices in peace education concepts. The result showed that conventional strategy impacted mostly, followed by buzz group strategy while futures wheel strategy had the least effect on students' practices in peace education concepts. This could be traced to the fact that practices in peace education concepts, by students does not rest only on teaching strategies employed by the teacher but on other factors such as students home background, school location and the issue of pauses during the use of conventional strategy for direct oral questioning. This finding corroborated the report of Brenda and Robert (2003) and of Muntaha (2016) who in their separate studies discovered that students who were taught by using conventional strategy had higher means score than those who were taught by using buzz group. The finding is in line with the submission of Ayo-Vaughan and Amosun (2016) who in their study reported that conventional strategy enhanced students' civic competence better than the case study experimental strategy examined. However, other findings Aziz and Hossain (2010) revealed that students who were exposed to cooperative learning in mathematics performed better than students with conventional teaching. The contradiction might be due to difference in the content of the use of the strategy. While this study was carried out among the secondary school social studies students, the study of Aziz and Hossain (2010) was carried out among secondary school mathematics students.

Conclusion

The study revealed that Students taught with buzz group and futures wheel strategies had the opportunities to make contributions gained from cooperating and collaborating with their colleagues in the process of learning. The buzz group strategy increases students' capacity to interact among themselves in group to find relevant answers to contemporary issues that can promote peaceful living together in the community. The futures wheel strategy enhanced thinking out of related concepts to the primary peace concepts by students as they work together with the teacher. The strategy is participatory in nature than the conventional strategy. However, the study revealed that conventional strategy still remains a powerful means to communicate information to achieve instructional goals.

Recommendations

The study recommended that teachers should make concerted efforts to facilitate the use of Buzz

group and Futures wheel strategies in schools to enhance positive attitude of students and improve their skills in interpersonal relationships which peace education concepts in social studies is all about. Also, training and retraining programmes such as seminars, workshops and symposia should be organized for teachers of social studies on the use of Buzz group and Futures wheel instructional strategies, to teach concepts in social studies. This should be done by government, other relevant agencies and professional bodies. It is also recommended that these strategies should be included in the curriculum of teacher training institutions to facilitate their effective use in the teaching of social studies especially peace education concepts in social studies.

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