Strategies towards Effective Management of Higher Education for Building a Culture of Peace in Nigeria

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Abstract

This study was aimed at investigating strategies for effective management of higher education for building a culture of peace in Nigeria. Four research questions and four hypotheses guided the investigation. The study is a survey research which adopted the ex-post-facto design. The respondents comprised of one thousand four hundred and eighty (1480) made up of academic staff, senior staff and students. The sample was selected using simple random sampling technique form twelve public universities in southern Nigeria. Data collected from questionnaire, the only instrument used for the study, were analyzed using descriptive statistics for the research questions and analysis of variance to test the formulated hypotheses at 0.05 level of significance. The finding revealed that curricula related, life skills related, institutional climate related and funding related were strategies for effective management of education for building a culture of peace in Nigeria. The study recommends that administrators of Nigerian universities should adopt a peace education curriculum in all course offerings in universities for building a culture of peace in Nigeria and improving academic productivity within the system.

Keywords: Academic productivity, Culture of peace, Effective management, Higher education, Peace education

1. Introduction

Education is a critical tool through which citizens of any country acquire the right knowledge, skills, values, attributes and attitudes for peaceful living within the society. With well managed education, people's attitudes and behaviours to violence can be redirected to the development of skills that support economic regeneration and sustainable livelihood. Within the developed countries, nations like Japan haven recognized the important role played by education for peace building included in the objectives of education for the peace of Japan. Nigeria can only attain sustainable social, economic and political development when there is peaceful co-existence, cooperation and mutual tolerance among the citizens.

Peace education is one of the major factors that catalyses the sustainability of any institution of higher learning. Lack of peace in universities and other institutions of higher learning would trigger acrimony, hatred, tension, mistrust, mutual suspicion, instability of the system and dissatisfaction among staff. All these would hinder academic productivity within the system. Existence of a peaceful institutional climate indicated by love for one another, where faculty members are closely knitted together as one family, caring for each other, openness, trust, compassion, justice and fairness would facilitate cross fertilization of ideas and enhance knowledge creation and academic productivity, efficiency and effective management of the institution for the attainment of academic excellence in universities. Well managed education can be used as a significant tool for promoting knowledge, values, skills and attitudes that will help in bringing about needed behavioural changes which will enable citizens of Nigeria including youths and adults majority of whom are university students and who are highly vulnerable to violence, to resist violence and any form of conflict. A university environment where there is peace will facilitate cross fertilization of ideas, skills, knowledge creation and dissemination. This is so because academic activities would go on undisrupted. This study explores the strategies for effective management of university education for building a culture of peace in Nigeria.

1.1 Statement of the Problem

The 21st century Nigeria has witnessed several forms of crises of different dimensions and magnitude which disrupted the peace of the country. There have been conflicts of various forms such as Boko Haram terrorist attacks indicated by several bomb blasts which have taken the lives of thousands of Nigerians, kidnapping and armed robbery. Various newspaper reports analyzed by Ikediugwu (2014) concerning Boko Haram bomb blasts in Nigeria indicate that in years 2010, 2011, 2012 and 2014, 117, 197, 404 and 384 deaths were recorded respectively. The activities of Boko Haram terrorists have resulted to breakdowns in economic activities in affected cities like Abuja the federal capital territory. So many buildings have been destroyed by bombing. There is hardly a week that runs through without any reported case of Boko Haram activity in any part of northern Nigeria. Even graduates of Nigerian universities posted to observe their national service are scared of carrying out such services in the north why so many have been killed

Within the universities and other institutions of higher learning in Nigeria, there have been secret cult activities which resulted to killing of people, rapping of female students, injuries and maiming of people. For example in River State University of Science and Technology Port Harcourt, a lecturer in charge of verification of student's results had his office burnt by cult groups because he did not heed to the warning by members of the group to ensure that their members pass his exams (Okafor & Okafor, 2011). Insecurity of live and insurgence has become the order of the day in Nigeria. The federal government has made several efforts aimed at combating the activities of Boko Haram and other issues bothering on insecurity of lives of citizens of the country. Additionally, institutions of higher learning administrators have built in measures to check mate the activities of cult groups. Despites all efforts of government and institutional administrators, there is insecurity of life everywhere in the country. Literature is replete on peace education but majority of the literature are studies conducted in foreign countries. There are limited studies which covered peace education in Nigerian universities. This study attempts to fill the gap by providing empirical investigation on strategies towards effective management of education for building a culture of peace in Nigeria.

1.1.2 Research Questions

The following four questions guided the investigation:

1. What curricula related strategies could be adopted for effective management of higher education for building a culture of peace in Nigeria?

2. What life skills related strategies could be adopted for effective management of higher education for peace building a culture of peace in Nigeria?

3. What institutional climate related strategies could be adopted for effective management of higher education for peace building a culture of peace in Nigeria?

4. What funding related strategies could be adopted for effective management of higher education for peace building a culture of peace in Nigeria?

1.1.3 Hypothesis

Four hypotheses were formulated and tested as follows:

1. There is no significant difference among academic staff, senior staff and students on curricula related strategies that could be adopted for effective management of higher education for building a culture of peace in Nigeria.

2. There is no significant difference among academic staff, senior staff and students on life skills related strategies that could be adopted for effective management of higher education for building a culture of peace in Nigeria.

3. There is no significant difference among academic staff, senior staff and students on institutional climate related strategies that could be adopted for effective management of higher education for building a culture of peace in Nigeria

There is no significant difference among academic staff, senior staff and students on funding related strategies that could be adopted for effective management of higher education for building a culture of peace in Nigeria.

2. Conceptual Framework and Literature Review

Several writers have attempted to give a clear meaning of the word peace. Miller and Peneak (2002) asserted that peace describes a society or relationship that is operating harmoniously and without violence or conflict. Johnson and Johnson (2005) see peace as the absence of war or violence in a mutually beneficial, harmonious relationship among

relevant parties. The term peace education was coined by Johan Galtung in 1975. He identified three approaches to peace as peace keeping, peacemaking and peace building. Peace education as a practice in schools is attributed to the works of several scholars. Montessori (1949) identified three inter-related levels of peace education as the individual, community and global. According to her, the individual level is person-centered awareness of self, which involves body, mind, emotions and spirit. The community level is the inter-personal relationships indicated by trust, openness and interdependence. The global level involves cultural and environmental consciousness. Dewey (1944) sees peace education as the education that helps to foster active citizenship through participation in the processes of democracy. He believes that the critical use of intelligence thrives best in an atmosphere permeated with democratic ideas and principles in schools and society. Hence peace education should be learner-centered and autonomous. This model of peace education by Dewey (1944) requires democratic classroom in which the learner is actively involved in activities in his/her own learning. Autonomous learning in which the individual dictates his/her own learning while the teacher should stimulate curiosity and provide rich experiences that will motivate the learners. Burns and Aspesiagh (1996) maintained that peace education include the teaching of gender equity, non-violence, cooperation, human rights, sustainable development, issues of conflict resolution and environmental protection. Studies conducted on peace education Toh and Floresca-Cawagas (1987); Burns and Aspesiagh (1996); Hicks (1998) and Selby (2000) suggests the inclusion of militarization, cultural conflicts, human rights abuses, environmental destruction and inner-peace in peace education studies. They also suggested the teaching of peace education to youths in an environment that is conducive for effective learning for improved outcomes. Baldo and Furniss (1998) maintained that peace education is most effective when the skills of peace and conflict resolution are actively learned and modeled in school environment. Therefore teachers and other school staff have to be receptacles of peace because they are role models to students. Students watch their behaviour and replicate it by modeling after them. Harris (2004) identified five types of peace education as conflict resolution education, human rights education, international education, environmental education and development education. Johnson and Johnson (2005) maintained that peace education should focus on establishing a cooperative and non-competitive relationship among all parties as well as inculcating into all parties the values underlying natural peace. Yusuf (2011) asserted that peace education should help students acquire skills for non-violent conflict resolution and to reinforce these skills for active and responsible action in the society for the promotion of values of peace. Alimba (2013) added that peace education include spiritual education. This assertion of peace education as spiritual education connotes that peace education goes beyond the physical to the spiritual form of education. Hence peace education must be pursued from the spiritual perspective to address the education of the heart of its recipients. Great philosopher like Plato emphasized the importance of the mind of the learner. Accordingly, the mind must be guided because ideas of peace and war are conceived at the heart. Noah and Dosumu (2011) posited that peace education is about empowering people with skills, attitudes and knowledge:

- To build and restore relationships at all levels of human interaction.
- To create safe world based on justice and human rights
- To create safe environment both physically and emotionally
- To build a sustainable environment and protect it from exploitation.

  Nurturing a culture of peace requires citizens to contain their aggression, exhibit cooperative behaviour and resolve conflict without violence (Sommerfelt & Vambhein, 2008). Thus education for peace building should inculcate in learners the values, attributes and behaviours that would enhance their living amicably with others, solving problems together in a non- violence manner. A culture of peace refers to as values, attitudes, traditions, modes of behaviour and ways of life base on respect for life, ending of violence, promotion and practice of non-violence through education, dialogue, cooperation, promotion of all human rights and fundamental freedom, respect for and promotion of equal rights and opportunities for women and men (United Nations General Assembly, 1999). A culture of peace is a set of values, attitudes and modes of behavior and ways of life that rejects violence and prevents conflict by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations (UNESCO, 2008; Conley; Melissa; Bretherton; Halafoff & Nietschke, 2008; El-Hussein, 2003). One of the ways of nurturing a culture of peace in a society is to teach students about peace building, peace-affirming and peace-loving world inside the classroom as well as outside in the world (Wells, 2003). According to Igbal; Hamdan and Faisal (2014), schools could be used to disseminate message of peace education so as to inculcate into the minds of young generation the concept of peace and its importance for the development of human society. Peace is very important because it is productive and enhances development, frees individuals, ensures group security, advancement, meaningful living, promotes unity, understanding and harmony and progress (Anikpo, Mohammed, Ezegbe, Salau

and Okunamiri cited in Ibegbu, 2011). It is clear that peace brings progress, advancement, stability, growth and development. Educational managers and administrators should therefore focus on teaching peace, managing peace, administering peace, through peace education, peace building and peace culture.

3. Methodology

3.1 Design of the Study

This research investigates strategies that could be adopted for effective management of higher education for building a culture of peace in Nigeria, using ex-post facto design.

3.1.1 Population, Sample and Sampling Technique

The population of the study comprised all the 74 public universities in Nigeria during the 2013/2014 academic year. The sample of the study consisted of 1480 (academic staff = 600, senior staff = 400 and students = 480) drawn using simple random sampling technique from twelve universities in southern Nigeria. Academic staff from the rank of senior lecturer participated in the study. The sample is breakdown as follows: academic staff, Professor = 160. Reader = 100), Senior lecturer = 340). For senior staff the break down is assistant registrar = 150, principal assistant registrar = 120, deputy registrar = 140. For students, the breakdown is 400level = 120, 300level = 120, post graduate = 140.

3.1.2 The Instrument

Data was collected from the respondents via structured questionnaire, titled "Curricula, Life Skills, Institutional Climate and Funding Related Strategies Questionnaire" (CULSICFRSQ), for building a culture of peace in Nigeria, made up of two main parts A and B. Part A elicited demographic information of respondents including institution and status. Part B contained 30 items. The first 10 items focused on curricula related strategies, the next 7 items focused on life skills related strategies, the following 9 items were based on institutional climate related strategies. While the last 4 items were on funding related strategies that could be adopted for effective management of higher education for building a culture of peace in Nigeria. The items were all structured on a four point scoring scale of Strongly Agree = 4-point, Agree = 3-point, Disagree = 2-point and Strongly Disagree = 1-point.

3.1.3 Research Instrument Validity

The instrument was validated by two experts in the Department of Educational Administration and Policy Studies of Delta State University, Abraka. They critically examined all the items of the instrument to evaluate its appropriateness and adequacy. The modifications made and suggestions given were used to improve the items before the final copy of the instrument was processed.

3.1.4 Reliability Procedure

The instrument was administered twice on 20 academic staff, 20 senior staff and 20 students who were outside the area of the study within an interval of two weeks to ascertain its stability. Reliability coefficients of 0.72, 0.66, 0.62 and 0.68 for section 2, 3, 4 and 5 respectively were computed via Pearson product moment formula.

3.1.5 Method of Data Collection

Data for the study was collected by twelve persons such as the researcher and eleven research assistants trained by her. The research assistants were the researcher's fellow association members who are staff of the universities used for data collection for the study. To ensure the ease of administration and retrieval of the instrument, each research assistant collected data from the university where he/she works. While the researcher collected data from her university. Each person collected data from 120 respondents in each university. Total number of 1480 questionnaires was administered but 1440 were returned and used for data analysis. To answer the research questions, mean and standard deviation were used. The mid-point of the scores which is 2.50 was taken as the cut-off point and is used as criterion mean value in making decision. Hence, items with mean score from 2.50 and above were accepted while items with mean score below 2.50 were not accepted. The hypotheses were tested using one way analysis of variance. at 0.05 level of significance.

4. Results

Table 1. Curricula related strategies for effective management of education for building a culture of peace

ITEMS	Acad Staff		Senior Staff		Students		Remark
	Mean	SD	Mean	SD	Mean	SD	
Adopting a peace education curriculum in universities can help enhance peace building in Nigeria	2.84	0.56	3.02	0.37	3.33	0,53	Agreed
Peace education curriculum focusing on human rights	2.98	0.82	2.90	0.51	2.86	0.65	Agreed
Peace education curriculum which emphasize drama and dance on peace could enhance building a culture of peace in Nigeria	2.80	0.73	2.67	0.64	3.22	0.90	Agreed
Peace education curriculum should focus on values of acceptance of responsibilities for peace building	3.28	0.90	3.47	0.79	2.96	0.60	Agreed
Peace education curriculum should emphasize values of compassion and empathy for peace building	2.96	0.66	3.20	0.85	2.88	0.56	Agreed
Peace education curriculum should focus of values of tolerance for one another to enhance building a culture of peace	2.89	0.66	2.88	0.72	3.00	0.90	Agreed
Peace education curriculum should emphasize values of respect for justice and equity for peace building	2.85	0.42	2.77	0.60	3.16	0.81	Agreed
Peace education curriculum should emphasize acceptance of other cultures for peace building	3.10	0.44	3.12	0.88	3.20	0.58	Agreed
Peace education in higher education should epitomize peace themes to enhance building a culture of peace	3.46	0.42	3.11	0.50	3.23	0.57	Agreed
Institutional anthems and songs should epitomize peace to enhance building a culture of peace	2.87	0.40	2.98	0.49	2.79	0,33	Agreed
WM	3.00	0.60	3.01	0.64	3.06	0.64	Agreed

For research question one, the data in table 1 indicates that the weighted mean score for academic staff (3.00), senior staff (3.01) and students (3.06) exceeded the cut-off score of 2.50. This clearly shows that adopting a peace education curriculum could facilitate the building of a culture of peace in Nigeria.

Table 2. life skills related strategies for effective management of education for building a culture of peace

Items	Acad Staff		Senior Staff		Students		Remark
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**	
Aligning university education to skills needed for job creation	2.84	0.56	3.02	0.37	3.33	0,53	Agreed
Teaching and developing skills needed for economic regeneration in universities could help to facilitate culture of peace	2.98	0.82	2.90	0.51	2.86	0.65	Agreed
Emphasizing problem-solving skills across all courses offered in universities could help in building a culture of peace	2.80	0.73	2.67	0.64	3.22	0.90	Agreed
Teaching conflict resolution skills across all courses could help build a culture of peace	3.28	0.90	3.47	0.79	2.96	0.60	Agreed
Teaching decision-making skills across all subject areas	2.85	0.42	2.77	0.60	3.16	0.81	Agreed
Teaching negotiation skills across all subject areas	3.10	0.44	3.12	0.88	3.20	0.58	Agreed
Teaching communication skills across all subject areas could be effective strategy for building a culture of peace	2.73.	0.61	2.87	0.79	2.98	0.55	Agreed
WM	2.94	0.64	2.96	0.65	3.10	0.66	Agreed

For research question two, the weighted mean score for academic staff (2.94), senior staff (2.96) and students (3.10) exceeded the cut-off score of 2.50. Implying that all the items are life skills related strategies for effective management of higher education for building a culture of peace in Nigeria and improving academic productivity.

Table 3. Institutional climate related strategies for effective management of education for building a culture of peace and improving academic productivity

Items	Acad Staff		Senior Staff		Students		Remark
	Mean	SD	Mean	SD	Mean	SD	
Developing an institutional climate that respects the rights of others can help build a culture of peace	2.84	0.56	3.02	0.37	3.33	0.53	Agreed
Building a school climate that ensures orderliness and harmonious living with one another can help build a culture of peace for enhanced academic productivity	2.98	0.82	2.90	0.51	2.86	0.65	Agreed
School administrators and academics modeling peaceful living with colleagues can help build a culture of peace	2.80	0.73	2.67	0.64	3.22	0.90	Agreed
Institutional administrator maintaining cordial relationship and team work with staff can help building a culture of peace	3.30	0.80	3.25	0.42	2.90	0.74	Agreed
Developing a institutional climate that respects the dignity of staff and students can facilitate building a culture of peace for improved academic productivity	3.28	0.90	3.47	0.79	2.96	0.60	Agreed
Developing an institutional climate of love and care for one another can enhance building a culture of peace	3.35	0.58	3.44	0.62	3.47	0.78	Agreed
Developing an institutional climate of friendliness can lead to sustainable peace in universities for better academic productivity	3.22	0.81	3.36	0.47	3.00	0.44	Agreed
Developing an institutional climate where conflict between staff or students are resolved in a non violent manner that respects the dignity of persons involved can help build a culture of peace	3.40	0.88	3.50	0.42	3.30	0.75	Agreed
Building a non oppressive institutional climate can help in building a culture of peace for improving academic productivity	2.90	0.80	3.20	0.62	3.15	0.90	Agreed
WM	3.05	0.73	3.15	0.57	3.10	0.69	Agreed

For research question three, the weighted mean score for academic staff (3.05), senior staff (3.15) and students (3.14) exceeded the cut-off score of 2.50. Indicating that all the items are institutional climate related strategies for effective management of higher education for building a culture of peace in Nigeria and improving academic productivity.

Table 4. funding related strategies for effective management of education for building a culture of peace and improving academic productivity

Items	Acad Staff		Senior Staff		Students		Remark
	Mean	SD	Mean	SD	Mean	SD	
Ensuring equitable disbursement of fund to state and federal institutions can enhance the building of peace and facilitate academic productivity	3.33	0.56	3.02	0.37	2.84	0,53	Agreed
Ensuring transparency in distribution of fund can enhance peace building and academic productivity in institutions	2.86	0.82	2.90	0.51	2.96	0.65	Agreed
Disbursing fund to institutions as at when due can enhance peace building and academic productivity in higher education	2.94	0.90	2.87	0.93	3.00	0.57	Agreed
Ensuring that UNESCO recommended 26% budgetary allocation is distributed to education	3.22	0.73	2.67	0.64	2.80	0.90	Agreed
WM	3.09	0.75	2.86	0.56	2.91	0.66	Agreed

For research question four, the weighted mean score for academic staff (3.09), senior staff (2.86) and students (2.91) exceeded the cut-off score of 2.50. Therefore, all the items are funding related strategies for effective management of higher education for building a culture of peace in Nigeria and improving academic productivity.

Hypothesis one: There is no significant difference among academic staff, senior staff and students on curricula related strategies that could be adopted for effective management of higher education for building a culture of peace in Nigeria.

Table 5. one way ANOVA summary table on curricula related strategies for building a culture of peace

Sum of Squares	Sum of Squares	Mean Square	DF	F-Cal	F-Crit	Decision
Between	2118.04	1381.72	2	1.128	3.00	NS
Within	168783.26	43221.4	1277			
Total	18991.30	44603.12	1279			

The calculated F value of 1.128 is less than the critical F value of 3.00 at 0.05 level of significance. Therefore, the null hypothesis one stated above is upheld. Implying that academic staff, senior staff and students have similar views on curricula related strategies that could be adopted for effective management of higher education for building a culture of peace in Nigeria.

Hypothesis Two: There is no significant difference among academic staff, senior staff and students on life skills related strategies that could be adopted for effective management of higher education for peace building a culture of peace in Nigeria.

Table 6. one way ANOVA summary table on life skills related strategies for building a culture of peace

Sum of Squares	Sum of Squares	Mean Square	DF	F-Cal	F-Crit	Decision
Between	2783.3	2372.41	2	2.164	3.00	NS
Within	321302.6	50103.6	1277			
Total	324085.9	52476.01	1279			

The calculated F value of 2.164 is less than the critical F value of 3.00 at 0.05 level of significance. Therefore, the null hypothesis two stated above is retained. This implies that academic staff, senior staff and students did not differ

significantly on life skills related strategies that could be adopted for effective management of higher education for building a culture of peace in Nigeria for improving academic productivity in universities.

Hypothesis Three: There is no significant difference among academic staff, senior staff and students on school climate related strategies that could be adopted for effective management of higher education building a culture of peace in Nigeria.

Table 7. one way ANOVA summary table on institutional climate related strategies for building a culture of peace

Sum of Squares	Sum of Squares	Mean Square	DF	F-Cal	F-Crit	Decision
Between	1883.21	1621.33	2	1.226	3.00	NS
Within	358213.06	18974.14	1277			
Total	360996.36	20595.47	1279			

The calculated F value of 1.226 is less than the critical F value of 3.00 at 0.05 level of significance. Therefore, the null hypothesis three stated above is upheld. Hence academic staff, senior staff and students did not differ significantly on institutional climate related strategies that could be adopted for effective management of higher education for building a culture of peace in Nigeria for improving academic productivity in universities.

Hypothesis Four: There is no significant difference among academic staff, senior staff and students on funding related strategies that could be adopted for effective management of higher education for building a culture of peace in Nigeria.

Table 8. one way ANOVA summary table on funding related strategies for building a culture of peace

Sum of Squares	Sum of Squares	Mean Square	DF	F-Cal	F-Crit	Decision
Between	2036.4	1857.10	2	0.633	3.00	NS
Within	253682.02	211134.4	1277			
Total	255618.42	212991.50	1279			

The calculated F value of 0.633 is less than the critical F value of 3.00 at 0.05 level of significance. Therefore, the null hypothesis four stated above is retained. Therefore academic staff, senior staff and students did not differ significantly on funding related strategies that could be adopted for effective management of higher education for a culture of peace for improving academic productivity in Nigerian universities.

5. Discussion of Findings

For research question one, respondents overwhelmingly agreed that adopting a peace education curriculum will enhance peace building in Nigerian universities. They also agreed that peace education curriculum should emphasize on human rights, acceptance of other cultures, values of responsibility, compassion and empathy, tolerance of one another as well as respect, justice, and equity to facilitate the building of a culture of peace in Nigeria. This finding corroborates the finding of Wells (2003) who noted that one of the ways to sustain a culture of peace in a society is to teach students about peace building, peace affirming and peace loving world in the classroom. The university classroom is the best place to teach values of peace for enhance building of a culture of peace in a country like Nigeria and enhanced academic productivity. This is because majority of university undergraduates are youths who can be easily influenced through positive teaching of peace education to ensure that they inculcate in them peace values. The findings for hypothesis one shows no significant difference among academic staff, senior staff and students on curricula related strategies that could be adopted for effective management of higher education for building a culture of peace in Nigerian.

Findings for research question two shows that respondents agreed that life skills related strategies for effective management of higher education for building a culture of peace in Nigeria and improving academic productivity are aligning university education to skills needed for job creation, teaching problem-solving, conflict resolution, decision making, negotiation and communication skills. Teaching of problem-solving and conflict resolution skills could make learners to identify and solve problems immediately as they arise to avoid pent up tension that could emanate when the problems are not solved at the right time and thus can help to promote peace. As rightly noted by Goodman, Gravitt and Kaslow, (1995), possessing skills for solving problems and resolving conflicts reduces the risk of adjustment difficulties in youths and children even youths in troubled families. In addition, Noah and Dosumu (2011)

noted that peace education is most effective when the skills of peace and conflict resolution are learned actively and are modeled by the school environment in which they are taught. Additionally, Brock-Utne (2000) affirmed that learning skills for non-violent, conflict resolution and respect for human rights would help to stabilize and secure human lives and societies. The finding of the study also revealed that a culture of peace could be built in Nigeria by universities aligning education to skills needed for job creation Unemployment triggers youth restlessness and conflict which are inimical to development. But aligning university education to skills needed for job creation could increase the creativity of learners as they would be able to diversify their acquired skills and live a self-sufficient life. Hence university education should be aligned to skills needed for job creation. Additionally, training university students in skills needed for job creation could help open the door to a better, brighter and more dignified future and hence positively influence building a culture of peace. The findings for hypothesis two shows no significant difference among academic staff, senior staff and students on life skills related strategies that could be adopted for effective management of higher education for building a culture of peace in Nigeria.

The result for research question three indicates that respondents overwhelmingly agreed that developing an institutional climate related strategies could enhance building a culture of peace in Nigeria for improving academic productivity in universities. Such institutional climate related strategies are: respecting the rights of others, ensuring harmonious living with one another, modeling peaceful living, in addition to respecting the dignity of staff and students and love and care including friendliness, orderliness, team work and cordial relationship with staff. This finding lends credence with Rivera (2009) who suggests that building a culture of peace in any organization revolves around participative management, tolerance, respect for human rights, and creating an orderly climate. Furthermore, this finding is in agreement with those of Howard, Howell and Brainard (1987) who identified caring, trust and respect among the eight indicators of school climate that could help in fostering a culture of peace. Additionally, Osman (2012) in his study showed that leadership as a component of school climate significantly correlated with a culture of peace in school. Moreover the findings for hypothesis three shows no significant difference among academic staff, senior staff and students on institutional climate related strategies that could be adopted for effective management of higher education for building a culture of in Nigeria.

The findings for research question four shows an overwhelming agreement the participants regarding funding related strategies for building a culture of peace in Nigeria and improving academic productivity in universities. Such strategies are ensuring equitable disbursement of fund to state and federal universities, ensuring transparency in distribution of fund, disbursing fund as at when due and adhering to UNESCO (1995) recommended 26% budgetary allocation to education. Several research studies (Ojo, 1995; Agbola; Olatubara & Alabi, 2001; Ofordile, 2001; Adisa, Okosi and Aderinto, 2004, Aluede; Jimoh; Agwinede; & Omoregie, 2005; Asiyai, 2005 and Adeyemi, 2009) have identified poor funding of higher education in Nigeria as a major factor that triggers up staff union disputes, students unrest which disrupts academic activities. The implication of this is that with adequate funding of higher education in Nigeria, a culture of peace that could promote sustainability of the system and the country could be attained. The findings for hypothesis four shows no significant difference among academic staff, senior staff and students on institutional climate related strategies that could be adopted for effective management of higher education for building a culture of in Nigeria and improving academic productivities in universities.

6. Conclusion

This study investigated the strategies for effective management of higher education for building a culture of peace in Nigeria and improving academic productivity in universities. The finding revealed that through curricula, life skills, institutional climate and funding related strategies, higher education in Nigeria could be effectively managed for building a culture of peace in Nigeria and improving academic productivity in universities. The hypothesis testing for the four formulated hypotheses indicates that the respondents did not differ significantly in each case on the identified curricula related, life skills related, institutional climate related and funding related strategies for effective management of higher education for building a culture of peace in Nigeria and improving academic productivity in universities.

7. Recommendations

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

1. Universities in Nigeria and other higher education institutions should integrate peace education into all the programmes offering to enhance building of a culture of peace and improve academic productivity.

2. Universities in Nigeria should emphasize life skills education on problem solving, conflict resolution, decision making and communication skills for enhanced building of a culture of peace in Nigeria.

3. Universities in Nigeria should organize workshops and training programmes on peace themes and on education for development to facilitate building of a culture of peace and improve academic productivity.

4. University administrators should develop an institutional climate within the school that models peaceful and harmonious co-existence among all members of the university community.

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