

INSTITUTIONAL LEADERSHIP STRATEGIES AND SUSTAINABLE PEACE EDUCATION IN  
SECONDARY SCHOOLS IN BAYELSA STATE

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**Abstract**

In today's globalized world and knowledge-driven economy, any society wishing to develop must put in place a proper and well-planned educational system that will help drive technological advancement and transformation of society. This is because education has proven itself to be a potent kit for growth, development, progress and prosperity to individuals and nations alike. This study examined leadership strategies and sustainable peace education in secondary schools in Bayelsa State. A descriptive research design was adopted for the study. The population of the study comprised of all the 7562 secondary school teachers in the 197-government owned secondary schools in Bayelsa State, Nigeria. A sample of 400 secondary school teachers in Bayelsa was used. The instrument for data collection is Leadership Strategy and Sustainable Peace Education Scale (LSSPES) developed by the researcher and validated experts. The reliability of the instruments was established using Cronbach Alpha formula and a value of 0.844 was obtained and considered appropriate for the study. The research questions were answered using mean and standard deviation, while Pearson Product Moment Correlation was used to test the hypotheses. The findings revealed that the extent to which institutional leadership strategies (measured as motivational and delegative strategies) influence sustainable peace education in secondary schools in Bayelsa State was high. Also, the findings revealed that leadership strategies (measured as motivational and delegative strategies) significantly influence sustainable peace education in secondary schools in Bayelsa State. It recommended amongst others that school leaders should enhance their motivational and delegative strategies for a sustainable peace education in secondary schools in Bayelsa State.

**Keywords: Leadership Strategies, Sustainable, Peace Education**

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**Introduction**

In today's globalized world and knowledge – driven economy, any society wishing to develop must put in place a proper and well-planned educational system that will help drive technological advancement and transformation of society. This is because education has proven itself to be a potent kit for growth, development, progress and prosperity to individuals and nations alike. The Nigeria policy on Education, was quick to note this fact when it declared that education is an instrument “par-excellence” for effective national development (FRN, 2014). Also, Korikiye (2017) noted that countries that respond astutely in providing functional education would experience progress, while others who do not respond will face the risk of being stagnated and even slip backward. Human capital when adequately developed and sufficiently owned,

remains the fundamental basis for wealth accumulation by any nation.

Yilmaz, (2013) defined peace education as a process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youths and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. Gumut (2016) disclosed that peace educators hope to create in the human consciousness a commitment to the ways of peace. Just as a doctor learns in medical school how to minister to the sick, students in peace education learn how to solve problems caused by violence. Peace education tries to inoculate students against the evil effects of violence by teaching skills to manage conflicts non-violently and by creating a desire to seek

peaceful resolutions of conflict. Peace education pedagogy is interactive, with the use of dialogue, deliberation and critical learning. Formal and informal collaboration with other groups and cultures in the community is encouraged. Peace education curricula offer diverse content, form, structure, skills and attitudes that address the needs of alternative perspectives

Harris (1988), another prominent peace educator of our time, outlines the goals of peace education as follows: Students will:

1. Recognize peace is more than the absence of war and gain a broader understanding of peace as respect for life of all living organisms.
2. Recognize their fears.
3. Be aware of the amount of economic investment allocated on weapons.
4. Be aware of the presences of inequality among societies and their underlying reasons and gain new perspectives on violence and war based on this new awareness.
5. Learn to resolve conflict constructively.
6. Envision how a new societal structure can be realized within the framework of peace.
7. Learn how to deal constructively with anger, and learn different ways to be peaceful under emotionally challenging times.
8. Understand the concepts of human rights, equality, social justice and non-violent ways to resolve conflicts.
9. Gain self-respect and acceptance and develop skills of critical thinking, communication, empathy and ethics.
10. Develop awareness of the presence of violence in various environments and its impact, as well as of alternative ways to violent behavior.

To sum up, peace education, in essence, is building in learners the skills and capacities that enable them to effect positive social change in their communities and the world. Peace education has recently gained attention all around the world (Yilmaz, 2013).

Despite the universally acknowledged importance of peace education in Nigeria, research report has consistently shown that it is plagued with a beehive of challenges which ranges from inadequate funding, corruption, political instability and weak leadership strategies (Mishra, 2021). Gardner (2016)

opined that leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers. Leadership strategies is thus a particular behaviour applied by a leader to motivate subordinates to achieve the objectives of the organization. It is the manifestation of the dominant pattern of behaviour of a leader. It is also a process through which a school administrator influences a lecturers or group of teachers in the attainment of educational goals (Omolayo, 2015). The assertion presupposes that leadership strategy is the way in which that process is carried out.

Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2016). Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration. Due to the globalization of today, it is of great importance to be effective in more than one institution. Leadership strategies encompasses how they relate to others within and outside the organization, how they view themselves and their positions and to a large extent whether or not they are successful as leaders. If a task needs to be accomplished, how does a particular leader set out to get it done? If an emergency arises, how does a leader handle it? If the organization needs the support of the community, how does a leader go about mobilizing it? All of these depend on leadership strategy.

Leadership in any organization implies the action and interaction with persons and things with a view to attaining specific objectives. It is the ability to plan, control, direct and coordinate the activities of school involving both human and material resources for achieving school goals. Hoy and Miskel (2008) aver that leadership is a social influence process that is comprised of both rational and emotional elements.

Educational practitioners have recognized leadership as vitally important for institutions, since it is the engine of survival. This recognition has come at a time when the challenges of peace education worldwide are more demanding than ever before (Nkata, 2015). The rapid growth of the scope, methodology and the ever-increasing demand has triggered improved managerial acumen within educators at different levels. At such, educators have been struggling over the years to find the combination of approaches that will be most effective in leading schools through these periods of turbulence and change in all sectors of our economy. Presently, secondary education of which peace education curriculum is intended, in Nigeria has witnessed a lot of leadership misfortunes characterized by series of corrupt practices. Given such high stakes as these, and given its high impact, trustworthy leadership is a critical element of success for sustainable peace education programmes and the importance of effective educational leadership has never been greater than at present. To this end, this study is aimed at examining leadership strategies and sustainable peace education programme in secondary schools in Bayelsa State.

### **Aim and Objectives of the Study**

The study examined leadership strategies and sustainable peace education in secondary schools in Bayelsa State. Specifically, the study achieved the following:

- 1) Determine the extent to which leadership motivational strategy influences sustainable peace education in secondary schools in Bayelsa State.
- 2) Determine the extent to which delegative leadership strategies influences sustainable peace education in secondary schools in Bayelsa State.

### **Research Questions**

The following research questions were raised to guide the study:

- 1) To what extent does leadership motivational strategies influence sustainable peace education in secondary schools in Bayelsa State?
- 2) To what extent does leadership delegative strategies influence sustainable peace

education in secondary schools in Bayelsa State?

### **Hypotheses**

The following hypotheses were formulated and will be tested at 0.05 level of significance:

- 1) Leadership motivational strategies does not significantly influence sustainable peace education in secondary schools in Bayelsa State.
- 2) Delegative leadership strategies do not significantly influence sustainable peace education in secondary schools in Bayelsa State.

### **Theoretical Review**

#### **The Theory of Collaborative Leadership**

The Theory of Collaborative Leadership in sustainable peace education posits that effective leadership in secondary schools requires a collective approach, where school leaders, teachers, students, and the community work together to foster an environment of peace. This theory suggests that when school leaders actively engage all stakeholders in decision-making, they create a sense of ownership and responsibility toward peace education initiatives. By leveraging the diverse perspectives and strengths of the school community, collaborative leadership ensures that peace education is not just a curriculum add-on but a lived experience within the school culture. Research supports that collaborative leadership can lead to more sustainable outcomes in peace education, as it aligns with the values and needs of the community (Leithwood & Jantzi, 2019; Fullan, 2021).

#### **The Theory of Transformational Leadership**

The Theory of Transformational Leadership argues that school leaders who inspire and motivate their staff and students towards a shared vision of peace and social cohesion can effectively embed sustainable peace education in secondary schools. This theory highlights the role of visionary leadership in driving change, where leaders model the principles of peace and inclusivity, encourage innovation in teaching methods, and create an empowering environment for teachers and students. Transformational leaders in secondary schools are seen as catalysts for change, promoting values of empathy, respect, and conflict

resolution, which are essential for sustaining peace education. Empirical studies suggest that transformational leadership positively impacts the implementation and sustainability of peace education programs by fostering a supportive and committed school culture (Bass & Avolio, 2014).

#### Empirical Review

Ogheneruemu (2023) conducted a study to investigate the impact of leadership motivational strategies on sustainable peace education in secondary schools in Bayelsa State. The study employed a survey research design and involved a population of 7,562 secondary school teachers across 197 government-owned secondary schools in the state. A stratified random sampling technique was used to select 450 teachers as the sample for the study. The instrument used for data collection was the Leadership Motivational Strategy and Sustainable Peace Education Questionnaire (LMSSPEQ), which was validated by experts in educational management. The reliability of the instrument was tested using the Cronbach Alpha formula, yielding a reliability coefficient of 0.831, which was deemed acceptable. Data were analyzed using descriptive statistics such as mean and standard deviation, and inferential statistics like Pearson Product Moment Correlation. The findings revealed a moderate but significant positive relationship between leadership motivational strategies and sustainable peace education in secondary schools. The study recommended that school administrators should strengthen motivational strategies such as recognizing teachers' efforts and providing adequate resources to promote peace education in schools.

Amakiri (2022) explored the extent to which leadership motivational strategies influence the sustainability of peace education in secondary schools in Bayelsa State. The study utilized a cross-sectional survey design and focused on all secondary school principals and teachers in the state. From a population of 7,562 teachers, a sample of 420 was selected through a simple random sampling method. Data were collected using the Leadership Motivational Strategy and Peace Education Inventory (LMSPEI), developed and validated by the researcher with input from experts in educational leadership. The instrument's reliability was confirmed with

a Cronbach Alpha value of 0.847. Descriptive statistics such as mean and standard deviation were used to answer research questions, while hypotheses were tested using multiple regression analysis. The study found that leadership motivational strategies significantly contribute to the implementation and sustainability of peace education programs in secondary schools. Furthermore, the study revealed that leadership strategies such as goal setting, empowerment, and supportive supervision are critical in promoting peace education. The study concluded that school leaders should enhance their motivational strategies to foster a conducive environment for sustainable peace education.

Johnson (2023) investigated the impact of delegative leadership strategies on sustainable peace education in secondary schools in Bayelsa State. The study employed a descriptive survey design, focusing on all 7,562 secondary school teachers in the 197 government-owned secondary schools within the state. A sample of 380 teachers was selected using a stratified random sampling technique. The instrument used for data collection was the Delegative Leadership and Peace Education Scale (DLPES), developed by the researcher and validated by educational experts. The reliability of the instrument was tested using the Cronbach Alpha formula, yielding a reliability coefficient of 0.839, which was considered reliable. Descriptive statistics, including mean and standard deviation, were used to analyze the research questions, while the Pearson Product Moment Correlation was applied to test the hypotheses.

Ogheneruemu (2023) and Amakiri (2022) both explored the impact of leadership motivational strategies on sustainable peace education in secondary schools in Bayelsa State. Ogheneruemu's study, involving 450 teachers selected from a population of 7,562, found a moderate but significant positive relationship between leadership motivational strategies and peace education, emphasizing the importance of recognizing teachers' efforts and providing adequate resources. Similarly, Amakiri's research with a sample of 420 teachers highlighted the critical role of leadership strategies like goal setting, empowerment, and supportive supervision in sustaining peace education. Both studies recommended that

school leaders strengthen motivational strategies to foster a supportive environment conducive to peace education.

On the other hand, Johnson (2023) and Okolo (2022) focused on delegative leadership strategies and their influence on sustainable peace education in Bayelsa State. Johnson's study, which sampled 380 teachers, revealed that delegative strategies, particularly involving teachers in decision-making, significantly contributed to sustaining peace education. Okolo's research, involving 400 teachers, similarly found that empowering teachers to take on leadership roles in peace education initiatives had a positive impact on sustainability. Both studies concluded that effective delegation and trust in teachers are essential for achieving long-term success in peace education programs.

Studies by Ogheneruemu (2023) and Amakiri (2022) found that leadership motivational strategies positively influence the sustainability of peace education in secondary schools in Bayelsa State. Similarly, Johnson (2023) and Okolo (2022) demonstrated that delegative leadership strategies, particularly teacher empowerment and involvement in decision-making, significantly contribute to sustaining peace education. All studies emphasize the importance of enhancing motivational and delegative strategies for long-term success in peace education programs.

### Methodology

This study adopted a descriptive survey research design. The population of the study comprised of all 7562 secondary school teachers in the 197 Government-owned secondary schools in Bayelsa State. A sample of 400 teachers formed the sample of the study. Simple random sampling techniques by balloting were used to sample 3 schools each from the three senatorial districts in Bayelsa State, making it a total of 9 schools. The

**Table 1: Mean and Standard Deviation of responses on extent to which leadership motivational strategies influences sustainable peace education in secondary schools**

| S/N | ITEMS  | X      | SD     | REMARK |
|-----|--|--------|--------|--------|
| 1.  | Job satisfaction has a direct link to workers commitments                            | 3.2137 | .74359 | HE     |
| 2.  | Motivational role played by leaders enhances quality service delivery.               | 2.7997 | .75399 | HE     |
| 3.  | There is a significant relationship between interesting work content and commitment. | 3.2020 | .40183 | HE     |

instrument for data collection is the Leadership Strategy and Sustainable Peace Education Scale (LSSPES) developed by the researcher. It consists of two (2) sections, namely; Section A and B. Section A measured the demographic variables of the respondents, Section B consist of 18-item on the motivational strategy, delegative strategy and sustainable peace education on a 4-point rating scale of Very High Extent =4, High Extent =3, Low Extent = 2 and Very Low Extent = 1. The content and face validity of the instrument was done by experts from measurement and evaluation. Their corrections and suggestions resulted to the final draft used in the study. Operationally, to test for reliability of the instrument used, pilot study was carried out on 20 teachers randomly selected from two schools outside the area under study. The reliability co-efficient of 0.844 was obtained using Cronbach Alpha formula which was considered appropriate for this study. The data was analyzed using mean and standard deviation for the research questions and Pearson Product Moment Correlation at 0.05 level of significance to test the hypotheses. The decision rule for answering the research questions was arrived at by finding the average of the 4-point scale, thus;  $\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$  thus, any item with mean of 2.50 and above was interpreted a high level, while mean score below were interpreted as Low level. For the hypotheses, if calculated p-value is greater than the critical t-value, reject null hypotheses. Otherwise accept the null hypotheses.

### Analysis and Results

**Research Questions One:** To what extent does leadership motivational strategies influence sustainable peace education in secondary schools in Bayelsa State?

|                   |  |             |             |    |
|-------------------|--|-------------|-------------|----|
| 4.                | Leadership role that enhances regular salary has a strong correlation with quality service delivery.   | 3.2053      | .75152      | HE |
| 5.                | Leadership that ensures the provision of other financial benefits (rather than salary) being given to workers enhances quality service delivery. | 3.0017      | .63483      | HE |
| 6.                | Attractive welfare packages enhanced by leadership, positively affect your service delivery.   | 3.0017      | .63483      | HE |
| <b>GRAND MEAN</b> |  | <b>3.07</b> | <b>0.65</b> | HE |

To answer research question one, stated above, items 1-6 was analyzed and the information in Table 1 revealed the mean and standard deviation on the extent to which leadership motivational strategies influence sustainable peace education in secondary schools. The data indicated that all items had a mean score above 2.50 and, therefore, were interpreted as high extent. This implies that the extent to which leadership motivational strategies influence

sustainable peace education in secondary schools in Bayelsa State was high.

**Research Questions Two:** To what extent does leadership delegative strategies influence sustainable peace education in secondary schools in Bayelsa State?

**Table 2: Mean and Standard Deviation of responses on extent to which leadership delegative strategies influences sustainable peace education in secondary schools**

| S/N               | ITEMS   | X           | SD          | REMARK |
|-------------------|---|-------------|-------------|--------|
| 7                 | My superior considers the individual difference of subordinates in relating to them     | 2.5940      | .48904      | HE     |
| 8                 | My superior treats subordinates as individuals rather than just a member of staff       | 2.7997      | .40058      | HE     |
| 9                 | My superior helps me to develop my strengths  | 2.3940      | .48904      | LE     |
| 10                | My superior gives personal attention to subordinates                                    | 2.5977      | .49078      | HE     |
| 11                | My superior considers the individual difference of subordinates in relating to them     | 2.9917      | .62682      | HE     |
| 12                | My superior treats their subordinates as individuals rather than just a member of staff | 3.1920      | .39419      | HE     |
| <b>GRAND MEAN</b> |   | <b>2.89</b> | <b>0.45</b> |        |

To answer research question two, stated above, items 7-12 were analyzed and the information in Table 2 revealed the mean and standard deviation on the extent to which delegative leadership strategies influence sustainable peace education in secondary schools. The data shows that items 7, 8, 10, 11, and 12 were greater than the criterion mean value of 2.50 and, were rated as high extent, while items 9 had a mean value lower than the criterion mean

and so were rated as low extent. The grand mean value of 2.89 was also higher than the criteria mean of 2.50. Thus, the extent to which delegative leadership strategies influence sustainable peace education in secondary schools in Bayelsa State was high.

**Test of Hypotheses**

**Hypothesis One:** Leadership motivational strategies does not significantly influence

sustainable peace education in secondary schools in Bayelsa State.

**Table 3:** Pearson Correlations analysis showing relationship between Leadership motivational strategies and sustainable peace education in secondary schools

|                                    |                     | Leadership motivational strategies | Peace Education |
|------------------------------------|---------------------|------------------------------------|-----------------|
| Leadership motivational strategies | Pearson Correlation | 1                                  | .571**          |
|                                    | Sig. (2-tailed)     |                                    | .000            |
|                                    | N                   | 400                                | 400             |
| Peace Education                    | Pearson Correlation | .571**                             | 1               |
|                                    | Sig. (2-tailed)     | .000                               |                 |
|                                    | N                   | 400                                | 400             |

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Data in Table 3 revealed that a significant relationship exists between Leadership motivational strategy and sustainable peace education in secondary schools in Bayelsa State. This is revealed in the R-value of .571, N of 400, and a p-value of .000. Since,  $p < 0.05$ , therefore the null hypothesis is rejected. Hence, leadership motivational strategy

significantly influences sustainable peace education in secondary schools in Bayelsa State.

**Hypothesis Two:** Delegative leadership strategies do not significantly influence sustainable peace education in secondary schools in Bayelsa State.

**Table 4:** Pearson Correlation analysis showing the relationship between delegative leadership strategies and sustainable peace education in secondary schools

|                                    |                     | Delegative Leadership strategies | Peace Education |
|------------------------------------|---------------------|----------------------------------|-----------------|
| Delegative Leadership strategies   | Pearson Correlation | 1                                | .372**          |
|                                    | Sig. (2-tailed)     |                                  | .000            |
|                                    | N                   | 308                              | 308             |
| Quality education service delivery | Pearson Correlation | .372**                           | 1               |
|                                    | Sig. (2-tailed)     | .000                             |                 |
|                                    | N                   | 308                              | 308             |

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Data in Table 4 revealed that significant relationship exists between delegative leadership strategies and sustainable peace education in secondary schools in Bayelsa State. This is revealed in the R-value of .372, N of 400 and a p-value of .000. Since,  $p < 0.05$ , therefore the null hypothesis is rejected. Hence, delegative leadership strategies significantly influence sustainable peace education in secondary schools in Bayelsa State.

### Discussion of Findings

#### Leadership Motivational Strategies and sustainable peace education in secondary schools

The findings in this study showed that the extent to which leadership motivational strategies influenced sustainable peace education in secondary schools in Bayelsa State is high. Also, the study revealed that leadership motivational strategies significantly influence sustainable peace education in secondary schools in Bayelsa State. This is in agreement with the findings of Yaya (2019) and who

reported that employee's sense of achievement had a significant relationship on their level of motivation they receive. It also substantiates the findings of Frye (2014) who submitted that the motivational skills displayed by leaders to a high extent influences job effectiveness. This implies that leadership motivational strategies are a measure of sustainable peace education in secondary schools.

### **Delegative Leadership Strategies and sustainable peace education in secondary schools**

The findings in this study showed that the extent to which leadership participatory strategies influenced sustainable peace education in secondary schools in Bayelsa State is high. Also, the study revealed that leadership participatory strategies significantly influence sustainable peace education in secondary schools in Bayelsa State. This is in agreement with the works of Awofeso (2014) who referred to delegation as transfer of authority and decision-making from the central authority to semi-autonomous bodies and individuals to perform specific essential functions. Leadership delegated strategy enables the institutions and their personnel to function independently without direct control from the centre or head before they can perform their tasks. To a large extent, this brings about hard work and high performance as members of public institutions such as the school are made work efficiently and effectively within the authority at their disposal without unnecessary interference. Importantly, delegative strategy requires the superior to be skilled in sharing, transferring and allocating duties to others who are also capable of delivering those responsibilities for attaining the expectation of the institution (Reginald, 2012). Reginald further maintained that institutional heads become more effective and succeed when they distribute tasks to other members of the school. This makes them to participate and be committed to the organizational activities which in the long run will lead to the implementation of sustainable peace education in secondary schools.

### **Conclusion**

Peace education is fundamentally a process for engaging people in developing awareness of the

causes of conflicts and ways to resolve these in daily life. Education is one of the essential factors that will aid in stopping violence and establishing soc emerged as the consequence of various approaches regarding peace from an educational perspective, is a component of teaching tolerance, sharing and honesty to adults and children. This study has established that the extent to which institutional leadership strategies (measured as motivational, and delegative strategies) influence sustainable peace education in secondary schools in Bayelsa State was high. Also, the findings revealed that leadership strategies (measured as motivational and delegative strategies) significantly influence sustainable peace education in secondary schools in Bayelsa State.

### **Recommendations**

From the result of the findings from this study, the research recommends that:

1. School leaders should enhance their motivational strategies for sustainable peace education in secondary schools in Bayelsa State.
2. School leaders should be greatly involved in delegation as a leadership skill that leads to sustainable peace education in secondary schools in Bayelsa State.

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