

**PEACE EDUCATION CURRICULUM AND ATTITUDINAL CHANGE AMONG
SECONDARY SCHOOL STUDENTS IN FCT: A STUDY ON G.S.S TUDUN-WADA
ZONE 4, WUSE. ABUJA.**

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ABSTRACT

This paper examined the relevance of peace education curriculum towards attitudinal change among secondary school students with the study of Government Secondary School, Tudun-Wada, Zone 4, Wuse – Abuja. Therefore, the aims of this research are to find out the relevance of peace education curriculum in attitudinal changes, inculcating moral values as well as changes in curbing violent conflict among students. However, For the purpose of this research study, descriptive survey research design was adopted and a questionnaire was also designed based on Attitudinal Change among Secondary School Students (ACSSS). The data collected were scrutinized and analysed to determine the relationship between the variables. The study recommends that Government should encourage the establishment of peace clubs in all various schools around the city of Abuja for more sensitization as a medium of peace education.

KEYWORDS: Peace Education, Curriculum, Attitudinal Change, Secondary School Students.

INTRODUCTION

Most people want peace of mind in their homes, neighbourhood, schools, workplace and the society. The UNESCO in its effort at promoting the culture of peace developed what it tagged “the Manifesto 2000”, which declares “Aware of my portion of responsibility’ I make the commitment in my daily life, my family, my work, my community, my country, my region to; respect all lives, reject violence, liberate my generosity, listen to understand, preserve the planet, reinvent solidarity (UNESCO, 2000). The main message of the manifesto 2000 is the call to personal responsibility. This millennium should usher human race into a new beginning, an opportunity to turn, all together the culture of war and violence into a culture of peace and non-violence. According to the preamble to the constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) 1945, ‘since wars begin in the minds of men, it is in the mind of men that the defence of peace must be constructed’. This shows the importance of Peace Education in the development of peace culture and prevention of war. This study seeks to examine the relevance of peace education curriculum in attitudinal changes, inculcating Moral values among students, assess the relevance of peace education curriculum and attitudinal changes in curbing Violent conflict and evaluate the relevance of peace education curriculum and attitudinal changes for peace culture.

This study employed descriptive survey research design was adopted which is concerned with the collection of data for the purpose of describing and interpreting the existing condition. However, with this method of research design, questionnaires were used to collect data and inferential statistics would serve as method of data analysis to determine the relationship between the variables.

The Concept of Peace Education

Peace Education is the type of education designed to impact values, skills and knowledge that prepares the learner for the future. According to Loreta and Jasmin (2019), Peace Education is multidimensional and holistic in its content and process. It is sometimes referred to as peace learning and considered to be both a social process and a philosophy involving empowering

people with the skills, attitude, values and knowledge for solving conflicts non-violently and building a sustainable environment. Peace Education refers to the people's development of positive attitudes, whereas peace building integrates the aspects of economic and social justice. However the two concepts are related because they both attempt to improve the situation of human rights. Peace Education is very significant owing that it enables people to adopt a positive attitude regarding the different issues facing humanity and to develop the necessary skills to peacefully resolve conflicts, this in turn will impact positively on the society. The purpose of Peace Education is for practical manifestation of peace and peaceful co-existence. The United Nations (UN) and its agencies have recognized peace as an essential human construct and the international Schools Association Global Issues Network (ISAGIN) view education as a principal vehicle which will develop and inculcate in children the habit of peace.

Nigeria being a developing nation is faced with diverse challenges ranging from political tension to religious and tribal violent conflicts. These events constitute the factors that have contributed to a large extent the slow development of the country. As these ills are left unattended to due to some personal interests, high level of corruption and bad governance, the situation is gradually becoming part of the nation's culture. Nigeria is a multicultural and multi-ethnic nation where children are raised according to their parents' belief system, customs of ethnic groups while some have been stereotyped. Kendra, (2021) opined that observational learning describes the process of learning by watching others, retaining the information and the later replicating the behaviour that were observed.

Consequently, there is an urgent need to address and nip in the board the issues on ground. To this end, peace education programmes are appropriate at all levels of educational institutions in Nigeria as it will re-orient the children and empower them with necessary knowledge of peace and the skills to address the issues without resorting to violence. Sayed et al (2021) insisted that Peace Education is one of the most important concepts of attainment of values of knowledge and the development of capacities, limits and furthermore, practices to live peacefully with each other and within the environment.

The Operation of Peace Education

Peace education is a global issue but it can be approached through different perspectives. Nevertheless, all approaches used in interpreting peace education, lead to three main points, the first approach is knowledge-based peace education. In this approach, peace education is interpreted as an eye for the knowledge that can be taught in the school curriculum. The second approach defines peace education as a set of skills and attitudes that are explicitly and not directly taught as teaching materials for each lesson. Therefore, Peace education is a set of skills and attitudes that can be explored, taught or more subtly infused in a variety of educational contexts. The third approach sees peace education as the combination of the two approaches. To the third approach, peace education is a knowledge that should be taught in school. Peace Education activities promote the knowledge, skills and attitudes that will help people either to prevent the occurrence of conflict, resolve conflict peacefully or create social conditions conducive to peace (peace insight.org) Peace education programme is a tool to encourage and support students to discover their own personal resources. Through this curriculum, students will develop their resources regarding choice, hope and inner strength, which will lead them to the prospect of individual peace. Although the concept of peace education is new in many parts of the world, there is a need to spread this innovative educational programme with a curriculum designed for children, youths and adults. National culture, as it influences people's apprehension of peace, will be part of the curriculum. Peace Education programme help the students to develop their listening skills and to have a tolerant attitude towards others.

Because individuals disagree about how to achieve security, there are many different paths to peace. Peace Education programs take different forms because of the wide variety of conflicts that plague human existence. Each different form of violence requires a unique peace education strategy to resolve its conflicts. Peace education in intense conflict situation attempts to demystify enemy images and urges combatants to withdraw from warlike behaviour. Peace education in regions of interethnic tension relies upon an awareness about

the sufferings of the various groups involved in the conflict to reduce hostilities and promote empathy for the pain of others. Peace educators in areas free from collective physical violence teach about oppression within that society, explain the causes of domestic and civil violence, and seek to proffer solutions to the aforementioned while developing a respect for global issues, environmental sustainability, and the power of nonviolence.

In addition to providing knowledge about how to achieve peace, peace educators promote a pedagogy based upon modelling peaceful democratic classroom practices. They share a hope that through education people can develop certain thoughts and dispositions that will lead to peaceful behaviour. Key aspects of this disposition include kindness, critical thinking, and cooperation. Developing such virtues is an important part of peace education. However, it is not the complete picture. The struggle to achieve peace takes place at both individual and social levels. Peace educators work with individuals to point how the root problems of violence lie in broader social forces and institutions that must be addressed in order to achieve peace. Peace activists use community education to alert people about the horrors of violence. Working through non-governmental organizations they use public relations techniques –guest speakers, press releases, media interviews, and newsletters – to provide awareness about nonviolent solutions to conflict. Educators from many different academic disciplines also practice peace education. Sociologists in college classrooms talk about violence in civil society. Political scientists describe world order models meant to manage global conflicts. Psychologists explain the structures in the human psyche that lead to violent behaviour.

Anthropologists debate about violent and peaceful tendencies of collective human behaviour. Historians write about the history of peace movements. Literature professors review works of art devoted to peace. Professional teachers in primary and secondary schools teach about peace in many settings, from early childhood to high school. Most infuse peace themes into their curriculum while some organize peace studies programs that provide a more comprehensive overview of peace strategies. Peace education has taken different shapes as it

has developed around the world. At the beginning of the twentieth century in the United States and Europe people concerned about the advent of mechanized warfare began to educate the population in those countries about ways that war could be outlawed through the League of Nations and other international agreements. Educators in countries in the South, being concerned about the structural violence and poverty, have promoted a variety of peace education known as development education to improve the quality of living in poor countries.

Towards the end of the twentieth century people throughout the world concerned about the suffering of minority groups began to see that human rights education could engender respect for principles embodied in the Universal Declaration of Human Rights. Educators concerned about ecological catastrophe have developed a type of peace education known as environmental education that explains the principles of living sustainably on this planet. By the beginning of the twenty-first century, peace educators concerned about civil and domestic forms of violence have developed a new form of peace education known as conflict resolution education. Social violence and warfare can be described as a form of pathology, a disease. 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 conflicts. Societies spend money and resources training doctors to heal the ill. Why should not they also educate their citizens to conduct affairs non-violently? Peace educators use teaching skills to stop violence by developing a peace consciousness that can provide the basis for a just and sustainable future.

Peace educators use teaching skills to stop violence by developing a peace consciousness that can provide the basis for a just and sustainable future. Peace education can be defined as the process of delivering people threats of violence strategies for peace which can be done in both formal and informal setting (Peaceinsight.org.2021). With this broad definition, the history of peace education is arguably as old as human history, as cultures throughout the world have learned - and then taught the next generation - how to live peacefully with others. Diverse religious and philosophical traditions have been a rich and

influential source of peace learning, even though people have also promoted violence in the names of these religions and traditions. In the early years of peace studies, it was assumed that peace is the opposite of war; Peace was defined as the absence of war, partially because the early peace studies was strongly motivated by the reflection on the tragedies of the Second World War and by a sense of crisis of human survival caused by the danger of a total nuclear war between the two superpowers (International Journal of Humanities 2017).

The concept of peace terms, According to United Nations Declaration on Peace culture or Culture of Peace and Non-Violence, it has been defined by the Programme of Action on a Culture of Peace adopted in 1999; and the 1998 UN resolution on the culture of peace as “an integral approach to preventing violence and violent conflicts, and an alternative to the culture of war and violence based on education for peace, the promotion of sustainable economic and social development, respect for human rights, equality between women and men, democratic participation, tolerance, the free flow of information and disarmament.”

In abstract terms, a culture of peace is a set of values, attitudes, traditions and modes of behaviour and ways of life based on the following:

- i. Respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and cooperation;
- ii. Full respect for the principles of sovereignty, territorial integrity and political independence of States and non-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law;
- iii. Full respect for and promotion of all human rights and fundamental freedoms;
- iv. Commitment to peaceful settlement of conflicts;
- v. Efforts to meet the developmental and environmental needs of present and future generations;
- vi. Respect for and promotion of the right to development.

Goals of Peace-Education in Nigeria

Generally, the Goals of Peace Education are highlighted to include; educating the students, in both primary and secondary schools, on the issues of peace, non-violence and tolerance in order to enable them to develop skills of active listening and critical thinking; usage of Peace Education curriculum to motivate students to change from violent conflict resolution to nonviolent settlement; development of students skills in resolving issues; using programmes to build students' confidence and development of constructive attitude towards peace, and etc. Generally speaking, peace is both a means to an end and an end in itself as Cortrigh (2016) describes it is a process involving activities that are directly or indirectly linked to increasing development and reducing conflict, both within specific societies and in the wider international community.

Goals of Peace-Education in Nigeria

From arrays of literatures, it has been discovered that the promotion of Peace Education is well focused and entrenched and just like observed generally above, the goals of Peace Education in Nigeria are stated to include; Educating the students, in both primary and secondary schools, on the issues of peace, non-violence and tolerance; enable them to develop skills of active listening and critical thinking; using the curriculum as a guide to teach students the issues related to peace and conflicts; developing the students' skills in resolving issues; building constructive attitude towards peace; encouraging the students to see themselves as citizens of one single nation rather than to divide themselves along ethnic lines; motivating the students to have respect for and project the promotion of equal rights and opportunities for women and men; have respect for and promote the right of everyone to freedom of expression, opinion and information; entrench the adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations; and fostered by an enabling national and international environment conducive to peace (United Nations, 1998). Generally speaking, peace is both a means to an end and an end in itself as (McLaughlin, 2017) described

that it is a process involving activities that are directly or indirectly linked to increasing development and reducing conflict, both within specific societies and in the wider international community.

The Impact of Peace Education in Nigeria

The impacts of peace education are stated as including but not limited to the following;

- i. Through Peace education programme, students will learn how to peacefully handle critical issues that can lead to conflict.
- ii. Through the activities of the curriculum, students will be empowered with the necessary skills to become agents of peace and change.
- iii. Through peace education, students will learn how they can create a peaceful environment by respecting the equality of human rights. The equality between individuals is crucial as inequality can generate structural violence. When structural violence is avoided, it will be possible to prevent direct violence from occurring. Students will be taught that equality is very important, not only in school but also in their daily lives.
- iv. The peace education classes will act as platforms for the expression of opinions regarding peace and will give occasions to practice non-violent approaches. They will also provide support for the students to bring about social change.
- v. During their classes, teachers will try to create a safe and unbiased environment where students can freely ask questions and discuss controversial public issues that often lead to violence. Through these discussions, the students will develop constructive elements that can contribute to positively impact on the development of the nation, as suggested by (Langer, 2015)).
- vi. Through peace education programme, students are expected to improve their knowledge, skills and attitudes by participating in activities and cooperate with others for the realization of projects. By creating an environment filled with care, tolerance and respect, teachers will encourage the students to explore and exchange ideas and

- to respect others' opinions. As students are often asked to actively participate in the classes, they will be encouraged to take responsibility for their own learning process and personal achievement of peace.
- vii. The activities organized during the classes will allow the students to put in practice the acquired skills. Through mediation exercises, they will discover the benefits they can get when adopting a peaceful approach to resolve conflicts. Thus, students will enhance their skills, knowledge and attitudes.
 - viii. During the peace education classes, the constructive elements required to achieve peace will be presented to the students, which will then be expected to put them in practice in their daily activities.
 - ix. As the concepts will be gradually built on one another, this curriculum will be able to meet the specific needs of the students.
 - x. The peace education programme will act as a tool to develop the capacities of the future leaders to have a positive impact on the development of the society. Peace Education is not meant to teach students what they should think but will rather encourage them to think critically in order to avoid repetition of past mistakes.

The Obstacles to Expect: the impact and benefits of Peace Education notwithstanding, it has been observed that it is being plagued with certain obstacles which includes;

- i. **Approval Issues:** The procedure required to obtain the necessary approval from the Ministry of Education might be quite long and time-consuming for the advocators of peace education.
- ii. **New Curriculum:** as peace education is a new tool, it might be difficult to integrate it into the national educational curriculum. Teachers used to the traditional curriculum might experience some problems in adapting to the peace education curriculum.
- iii. **Teacher behaviours:** unlike the teaching of other subjects, teaching of peace education requires the teacher to be unbiased and to possess all the skills, knowledge and attitude of a peacemaker. According to Vanbaren (2018), teachers can set the tone

of their classroom, build a positive learning environment, mentor and nurture students, become strong role models and listen and look for signs of trouble. Peace educators go through special training which enables them implement an open and flexible learning environment.

- iv. **Environment:** in situation where neither the school administration, nor the teachers are interested in peace education, it is highly probable that the curriculum will not have a very positive impact on the students. Environmental Education as a type of peace education is the key lever of sustainability and it is considered more and more frequently as necessary which requires that the entire environment must be involved in the learning process.
- v. **Cultural perspectives:** as Nigerian population is made of different ethnic groups; the peace education programme must take all their cultural perspectives into account. In case the curriculum focuses only on the needs and issues faced by one group, it will not be able to handle many of the challenges that lead to national conflicts and as a result the goals of peace education programme will not be achieved.
- vi. **Political interference:** some politicians might try to use peace education programme to advance their own political interests. As an association with any politician or political party might be seen as in favour to a specific ethnic group, it is important that peace education programme does not have any ties with the politic.
- vii. **Language:** since English is not the mother tongue of many Nigerians, the peace education programme might be more effective if the classes and activities are conducted in Nigerian language than English.

Data Presentation and Analysis

This research lasted for a maximum period of two months so as to have adequate data. The population of the study was comprised of the entire six categories of classes (6) including school community in Government Secondary School Tudun-Wada Zone 4 Wuse. The sample technique adopted for the purpose of this research work was stratified random sampling. The

research produces results that would be used as a measure to address the existing problem of The Relevance of Peace Education Curriculum Toward Attitudinal Change among students in the school. The study area is Government Secondary School, Tudun-Wada Zone 4 Wuse with the population of 500 students which comprises all class categories in the school and communities around the school.

Purposive sampling technique was used to select seven (7) classes within the school which comprises thirty (30) students each from JSS 1 & 2, SS 1 & 2 and SS 3 including school community. Daramola (2019) explained that purposive sampling technique is a procedure in which a researcher decisively selects certain groups as samples due to their relevance to the investigation under consideration. Finally, simple random sampling was employed by the researcher to select 210 respondents from the various areas. According to (Ofo, 2019), simple random sampling is a method of selecting a sample in such a way that members of the population have equal chances of being selected. The selection of one subject has no influence on the selection or non-selection of the other. However, only 205 questionnaires were retrieved.

Table 1: Gender Distribution of Respondents.

| Gender | Frequency | Percentage (%) |
|--------------|------------|----------------|
| Male | 141 | 44.1 |
| Female | 64 | 25.9 |
| Total | 205 | 100.0 |

Source: Field Survey, 2021

Table 1 represents gender distribution of respondents; it was observed that, 141 respondents (44.1%) were male and 64 respondents (25.9%) were female. Majority of the respondents were male.

Table 2.1: Distribution of Questionnaire

| Classes | Distribution of Questionnaire | Returned Questionnaire | Percentage of Questionnaire Returned |
|---------|-------------------------------|------------------------|--------------------------------------|
| | | | |

| | | | |
|---------|-----|-----|-----|
| JSS 1 A | 30 | 30 | 100 |
| JSS 2 A | 30 | 28 | 93 |
| JSS 3 A | 30 | 29 | 97 |
| SS 1 A | 30 | 29 | 97 |
| SS 2 A | 30 | 30 | 100 |
| SS 3 A | 30 | 29 | 97 |
| STAFF | 30 | 30 | 100 |
| Total | 210 | 205 | 98 |

Source: Field Survey, 2021

The table 2.1 shows the distribution of questionnaire to various classes in Government Secondary School Tudun-Wada Zone 4 Wuse. In all, 210 questionnaires were administered among the six (6) classes including staff while only 205 were completed.

Table 2.2: The linkage between relevance of peace education curriculum and attitudinal changes inculcating Moral values among students in Government Secondary School Tudun-Wada Zone 4 Wuse

| S/N | Options | Responses | % |
|-----|---|-----------|-------|
| 1. | Peace Education curriculum contribute greatly in changing behaviour | 156 | 76.10 |
| 2. | Students believes that peace education add more value into their life. | 202 | 98.54 |
| 3. | Peace Education inculcate peaceful coexistence among the students | 200 | 97.56 |
| 4 | Peace Education widen the knowledge of students | 190 | 92.68 |
| 5 | Peace Education curriculum improves good relationship between students and school community | 199 | 97.07 |

Source: Field Survey, 2021

Table 2.2 shows the linkages between relevance of peace education curriculum and attitudinal changes inculcating Moral values among students in Government Secondary School Tudun-Wada Zone 4 Wuse. As the responses show, it will be seen that majority of the respondents 156 (representing 76.10%) attributed Peace education curriculum to contribute greatly in

changing behaviour of the students. Also confirmed that 202 respondents (98.54%) agree that some students believe that peace education add more value into their life; similarly, 200 of respondents (97.56%) declared that Peace Education inculcate peaceful coexistence among the students, and 199 respondents (97.07%) support that Peace Education curriculum add good relationship between students and school community. Conclusively, the table revealed that there is serious linkage between relevance of peace education curriculum and attitudinal changes inculcating Moral values among students in Government Secondary School Tudun-Wada Zone 4 Wuse.

Table 2.3: Assess the relevance of peace education curriculum and attitudinal changes in curbing violence conflict among students in Government Secondary School Tudun-Wada Zone 4 Wuse

| S/N | Options | Responses | % |
|-----|--|-----------|--------|
| 1. | Peace Education is a value change in learning process | 190 | 92.68 |
| 2. | Peace Education increase attitude of understanding of reality | 200 | 97.56 |
| 3. | Create good reasoning among students and Teachers | 200 | 97.56 |
| 4 | Developed Tolerance among students and staff in the school | 190 | 92.68 |
| 5 | Influence students' behaviours of violence to peace one | 205 | 100.00 |
| 6 | Influence student's resilience toward peace building within and outside school environment | 198 | 96.59 |

Source: Field Survey, 2021

Table 2.3 shows the linkages between the relevance of peace education curriculum and attitudinal changes in curbing violent conflict among students in Government Secondary School Tudun-Wada Zone 4 Wuse. The table result shows that while 190 respondents representing 92.68% said Peace Education is a value change in learning process; 200 respondents representing 97.56% concurred that Peace Education increases attitude of understanding of reality; in the same vain, 200 respondents, representing 97.56% believe that it creates good reasoning among students and teachers; 190 respondents representing 92.68% attached peace education to developing tolerance among students and staff in the school;

similarly, 205 respondents representing 100% strictly believed that peace education Influence students behaviours towards peace and against violence; and 198 respondents representing 96.59% says peace education influence students resilience toward peace building within and outside the school environment.

Findings

From the analysis, the research came out with the finding which confirmed that 202 respondents (98.54%) agreed that peace education add more value into their life; similarly, 200 of respondents, representing 97.56% declared that Peace Education inculcate peaceful coexistence among the students, and 199 respondents representing 97.07% support that Peace Education curriculum improve good relationship between students and school community. However, 200 respondents representing 97.56% concurred that Peace Education increase attitude of understanding of reality; similarly, 200 respondents, representing 97.56% believe that peace education curriculum creates good reasoning among students and teachers. It will be seen that majority of the respondents 156 representing 76.10% percent attributed Peace Education curriculum to contribute greatly in changing behaviour of the students.

Conclusion

Generally, the relevance of peace education curriculum has a great effect on students' attitude toward value change. It also inculcates peaceful coexistence and good relationship between students and school community. Peace education curriculum not only adds knowledge but also widens the scope of the learning process. It fine-tunes the educational objectives of creating an enabling environment for peaceful learning society in general. There is no doubt that sensitization, orientation and campaigns are all meant for creating and building peaceful society. Young ones are the future generation; therefore, they need to understand the desirability of building an egalitarian society free from violence but belief in culture of peace.

Recommendations

Be that as it may this study recommends the following;

- Government should provide more avenues for which all and sundry will participate in the learning process in relation to peace education curriculum.
- Government should encourage creation of peace clubs in all various schools around the city of Abuja for more sensitization.
- Communities should also be part of the stakeholders, hence the presence of Parent-Teacher Association in every school within the city.

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