

Social Studies Teacher Perception on Impact of Terrorist Attacks on Sustainable Development in North Central, Nigeria

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Abstract

Terrorist attacks have become a major threat to national security and sustainable development of Nigeria because the increase operation has caused pain, havoc, and agony in the lives of Nigerians and the economy. The purpose of this study was to investigate Social Studies teachers' perception on Impact of Terrorist attack on Sustainable Development in North Central, Nigeria. Two research questions were raised, a null hypothesis was formulated and tested The research design used was descriptive survey research design. This was found to be more suitable because of the size of the sample. The samples for this research were made up of two hundred teachers selected from 60 secondary schools spread across the north central, Nigeria, using stratifies and simple random sampling techniques. The instruments used were the researchers developed questionnaire which was tailored towards answering the research questions and the hypothesis. The data collected were analyzed using descriptive statistics and ANOVA. The findings revealed that Social Studies teachers were of the opinion that insecurity have impacted negatively on sustainable development of Nigeria. The findings also revealed that irrespective of gender, location, qualification and years of working experience, the Social Studies teachers were of the view that activities of terrorists, armed bandits and kidnappers led to an increase in poverty, reduces literacy rate and ethnic divisions Based on the findings, the researcher, recommended that there should be synergy and collaboration between Federal and State Governments to fight terrorism, banditry and kidnapping. **Key words:** Terrorist, ANOVA, Sustainable Development, and Social Studies.

Introduction

In the past, Nigeria was peaceful and had done everything possible to ensure peaceful coexistence in the whole of Africa sub-region. This is owing to her foreign policy objectives which said that Africa is the centerpiece of Nigeria foreign policy. This established platform had tremendously impacted Nigeria in a way that had made them peace loving people. This explains the value Nigeria government attached to peaceful coexistences

In recent years, Nigeria, as a nation, has been witnessing series of terrorist attacks, conflict, tension, cattle rustling, kidnapping for ransom, sexual violence and killing which are threatening the peaceful coexistence of the country. These experiences have been disturbing, disguising and devastating to the nation, going by the weight of attacks and the rate of casualties being recorded which have ravaged various parts of the country under different guise, namely: political, religious, ethnic and economic reasons which are threatening the peaceful coexistence of the country.

Sustainable development is how we must live today if we want a better tomorrow, by meeting present needs without compromising the chances of future generations to meet their needs. The survival of our societies and our shared planet depends on a more sustainable world. Where development is sustainable, everyone has access to decent work, quality health care and education. United Nations Member States in 2015 provides a shared blueprint for peace and prosperity for people planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health, education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

United State Department of Defense (2010) in Amdi, Akinola and Essien (2013) defines

terrorism as the use of unlawful violence or threat to inculcate fear which is intended to coerce or intimidate governments or societies in pursuit of goals that are generally political, religious or ideological. It could also be seen as a deliberate wickedness born out of the mind set of man, meant to cause threat, destruction, injuries and death in a way to frustrate peaceful co-existence and meaningful development. Terrorism has led to an increase in poverty, reduces literacy rate and ethnic divisions. Terrorism affects schools, power stations and infrastructures, which reduces productivity. Fall in Foreign Direct Investment (FDI), domestic investment, exports, etc. are also among the negative influence of terrorism and the core goals one and second of the SDGs were to 'End Poverty in all forms everywhere' and 'Zero Hunger'. These two goals are threatened by +insecurity in Nigeria. For instance, poverty was mentioned as one of the likely causes of insecurity, particularly in north central Nigeria. In view of the above, that this research work is being carried out to investigate Social Studies teachers' perception on Impact of Terrorist attack on Sustainable Development in North Central Nigeria by using these variables; location, gender, school type and educational zone..

Statement of the Problem

The failure of the government in carrying out her fundamental function of protecting lives and properties of the people has made the nation materials a recipe for disaster which is threatening the human existence of the people, it is obvious that terrorist activities are already far reaching negative on the country and are responsible for retrogression experience in the nation economy Gele (2012). This is owing to the fact that, it has led to high rate of destruction of human and materials resources which is making the situation unsafe for private and multinational companies who have since sought for other Africa countries where their business could flourish.

Several measures have been implemented to tackle this menace but there are still frequent attacks being experienced. If these incessant attacks are not proactively dealt with, it will portend a longer term danger to Sustainable development. To safeguard the nation from collapsed, the issue of insecurity in North

Central, Nigeria must be dealt with efficiently particularly in Benue, Niger, Plateau, Kogi, Nasarawa, Kwara state and FCT.

The consequences of these attack is worsening of effective sustainable national development such that, if pro-active measures are not put in place, long term danger awaits the quality of labour force and human capital needed for a sustainable economy.

The main interest, motivation and problem of this study is to investigate Social Studies teachers' perception on Impact of Terrorist attack on Sustainable Development in North Central, Nigeria.

Objective of the study

The purpose of this study is to investigate Social Studies teachers' perception on impact of terrorist attack on sustainable development in North Central, Nigeria. Specifically, the study sets out to:

1. Investigate Social Studies teachers' perception on impact of terrorist attack on sustainable development in North Central, Nigeria.
2. The influence of gender on the perception of Social Studies teachers on impact of terrorist attack on sustainable development in North Central, Nigeria.

Research Questions

In order to carry out this study, the following research questions were drawn.

1. What is the perception of male and female Social Studies teachers' on impact of terrorist attack on sustainable development in North Central, Nigeria?
2. Is there any significant *difference in the perception of male and female Social Studies teachers on impact of terrorist attack on sustainable development in North Central, Nigeria?*

Hypothesis

This hypothesis was formulated and tested at 0.05 level of significance.

HO. There is no significant difference between the mean responses of male and female respondents on impact of terrorist attack on sustainable development in North Central, Nigeria.

Literature Review

The Theoretical Framework of this study is based on Structural Functionalism theory championed by Emile Durkheim (1917), Robert K. Merton (1968) and Alcott Parson (1979).

(a) Structural Functionalism Theory.

The first proponent of functionalism theory of a society was Emile Durkheim (1917). Other early promoters of functionalism theory were Robert K. Merton (1968) and Alcott Parson (1979). Functionalists in their perspective, see society as a living organism that has different structures or human body that has various parts; each part performing a particular function for the maintenance and survival of the body. The functionalists are of the view that responsibilities are shared according to social structures or values. This is a bid to maintain the survival of various parts that make up of the entire society. In this case, what happens to any part affects other parts of the entire body.

The theory, also see society as social institution like family, education, economy, religion, politics, health, law etc. Each as task or role to play to make the society lively and functional. This active participation results in vibrant contribution to sustainable growth and development in the entire system. The functionalist theory, otherwise known as the equilibrium theory, emphasizes the maintenance of peace and stability in the society at all times. It also encourages the division of labour which will make every social institution to contribute meaningfully towards the progress and maintenance of the entire society. This will go a long way to reduce societal issues such as poverty, unemployment, insecurity and inequality.

This theory is appropriate and relevant for this research, since whatever happens to security will certainly affects the entire society and to sustain the society entails that government should strategize in order to maintain high level of security. If no attention is given to address the issue of insecurity in the nation, it means no meaningful development will take place. In this

case, all depend on government to fight insecurity in order to achieve Sustainable development.

Conceptual Clarification:

Concept of Social Studies Education

The concept of Social Studies Education has been in used since 1905 when a committee under Thomas jesse first used it to include Economics, Sociology and Civics into the school curriculum and in 1950 History was also included (Wesley, 1950) in Basewa (2013). Danladi, (2005) viewed that Social Studies categorized as social science (to provide Knowledge) citizenship education (to provide attitude and value), reflective inquiry (to make value judgment through research). Social Studies education would provide learners with adequate knowledge develop skills and also develop positive attitudes and values to handle the challenges faced by the people clamour for restructuring of Nigeria. In a nutshell, Social Studies education is a field of study that empowers students to be effective citizens that can contribute to national development and progress.

Social Studies is viewed by Uko and Okebe (2012) as a discipline that if well repositioned, can enhance growth and development of democracy in Nigeria. Social Studies education, also, works towards building the spirit of peace in the citizens and peaceful approaches towards solving the challenges of democracy in Nigeria. Generally, Social Studies education teaches social values necessary for social co-existence in the society. These include the values of friendship, tolerance, obedience to the law, honesty, togetherness, patriotism, loyalty, faithfulness, social justice, consideration for others, hard work, cooperation and appreciation.

Social Studies is, also, a part of a school or college curriculum concerned with the study of social relationships and the functioning of society and usually made up of courses in history, government, economics, civics, sociology, geography, and anthropology. Social Studies education, most commonly, refers to the training of professional educators to teach Social Studies. It includes the training

of Social Studies educators who emphasize the need for social education through the teaching of various social science disciplines (e.g., history, psychology, political science). The field of social studies education is unique and is occasionally referred to as social science education and/or history education. However, it should be noted that social science education and social studies education are often used interchangeably, but history education is a subfield of social studies education. Some may argue the opposite, because of history education's perceived dominance in the field of social studies education, but this is neither a common nor a majority perspective, (Parker, Walter, 2009)

Terrorism

Terrorism, according to Pasquino in Oyebola (2013) is a series of acts intended to spread intimidation, panic and destruction in a population. In the analysis of Ali in Sheriff (2014) terrorism sprouts from the existence of aggrieved groups. These aggrieved groups have two essential characteristics: they have specific political objectives, and they believe that violence is an inevitable means to achieve their political ends. The political dimension of terrorism, violence is the key factor that distinguishes it from other crimes.

According to Schmitt in Sheriff (2014), terrorism is an anxiety - inspiring method of repeated violent action, employed by (semi) clandestine individual, group, or state actors, for criminal or political reasons, whereby in contrast to assassination, the direct targets of violence are not the main targets. The immediate human victims of violence are generally chosen randomly (target of opportunities) or selectively (representative or

symbolic target) from a target population, and serve as message generators.

In the words of Gibbs in Sheriff (2014) "terrorism is an illegal violence or threatened violence directed against human or non-human objects" provided that it:

- i. Was undertaken or ordered with a view to altering or maintaining at least one putative norm in at least one particular territorial unit or population.
- ii. Had secretive furtive and/or clandestine features that were expected by the participants to conceal their personal identity and/or their future location.
- iii. Was not undertaken or ordered to further the permanent defence of some area.
- iv. Was not conventional warfare and because of their concealed personal identity, concealment of their future location, their threats, and/or their partial mobility, the participants perceived themselves as less vulnerable to conventional military action.
- v. Was perceived by the participants as contributing to the normative goal previously described by inculcating fear of violence in person other than immediate target of the actual or threatened violence and/or publicizing some cause.
- vi. The interpretation of terrorism as given by the United Nations is described as criminal acts intended or calculated to provoke a state of terror in the general public a group of persons or particular persons for political, philosophical, ideological, racial, ethnic, religious or any other nature that may be involved to justify them" (UNI994).

In the argument of Hoffman (1998):

Terrorism is a pejorative term. It is a word with intrinsically negative connotations that is generally applied to one's enemies and opponents, or to those with whom one disagrees and would otherwise prefer to ignore. Hence the decision to call someone or label some organization "terrorist" become almost unavoidably subjective, depending largely on whether one sympathizes with or opposes the person/group/cause concerned. If one identifies with the victim of the violence, for example, then the act is terrorism. If,

however, one identifies with the perpetrator, the violent act is regarded in a more sympathetic, if not positive (or at the worst, an ambivalent) light and it is not terrorism, (P. 6).

United Nations Security Council in Sheriff, (2014) defines terrorism as: Criminal acts targeted against civilians, committed with the intent to cause death or serious bodily injury, or taking hostages with the purpose to provoke a state of terror in the general public or in a group of persons or particular person, to intimidate a population or compel a government or an international organization to do or to abstain from doing any act, which constitute offences within the scope of and as defined in the international conventions and protocols relating to terrorism, are under no circumstances justifiable by considerations of political, philosophical ideological, racial, ethnic, religious, (P. 6).

In the argument of Steven and Anthony (2004) "terrorism constitutes the illegitimate use of force to achieve a political objective when innocent people are targeted. Frank (2005) sees terrorism as political violence in a asymmetrical conflict that is designed to induce terror and psychic fear (sometimes indiscriminately) through the violent victimization and destruction of non-combatant target (sometime iconic symbols). Such act is meant to send message from an illicit clandestine organization. Judging from the above definitions and descriptions of terrorism, the activities of Boko haram in the Northeast of Nigeria, the attack of Abuja-Kaduna train which resulted in killing of some perssengers and adoption of some, kidnapping and banditry at Kaduna State and Zamfara State as well as the activities of Indigenous People of Biafra (IPOB) in the Southeast can all be classified as terrorism and should be total condemned in the society. .

The Merriam Webster dictionary (2009) defined terrorism as "the systematic use of terror especially as a means of coercion" terrorism is the use of violence or threat to get a point across in order to attain the goals that are political or religious. Muhammadu (2015) describes terrorism "as the activities of a mindless group whose tenets are not in line

with the teaching of any religion". In essence, terrorism is a deliberate or planned wickedness by a person, group, institutions or country against another person, group institutions or country in order to cause injuries, pain fear, threat and destruction of lives and properties.

From all the conceptualizations, some things are common, violence, wickedness, target (combatant, non-combatant and government) goals to achieve (threat, injury destruction and death) and their cause which are often unjustifiable. It is safe then to say that terrorism is a criminal activity that employs force to advance a negative ideology for selfish reasons.

Review of Empirical Related Literature

Utibe (2016), in his study titled "Domestic Terrorism and its impacts on Nigerian State: An analysis of Boko Haram Insurgency" discovered that Boko Haram insurgency impacted negatively on Nigeria State through destruction of lives and properties, disruption of business, reduction in government revenue, fear of foreign investors to live and do business in Nigeria, political instability, impact adversely on educational development among others. On education, the study revealed that the terrorists have caused a lot of havoc to schools especially those one located in the Northeast of Nigeria. The major targets are primary and secondary schools in the region. The study revealed that due to the activities of the Boko Haram many primary and secondary schools were closed. Thousands of children have been forced out of schools across communities in Yobe, Kaduan, Adamawa and Borno states. Many teachers have been forced to flee for their safely to other states. In Borno state the attacks had destroyed over 882 classrooms as of August 2013, in Yobe state all schools were shot from June to September 2013. On 6 March 2014 Federal Government closed 5 Federal Colleges in Adamawa, Borno and Yobe state ordering their estimated 10,000 students to relocate to other schools. More than 1000 teachers were forced to flee from areas in the North since 2012. Kidnapping of school

girls, killing of students and teachers, certainly this is affecting adversely the present and future development of the country. In this study employed documentary sources and qualitative method in generating data while Frustration aggression theory was adopted as framework of analysis.

This study is significantly relevant to the present study due to some of its findings which has to do with emphasis on the analysis of Boko Haram insurgency and how it has impacted negatively on Nigeria State through destruction of lives and properties, disruption of business, reduction in government revenue, fear of foreign investors to live and do business in Nigeria, political instability, impact adversely on sustainable development among others

Research Methodology

The research design used was descriptive analytical survey. The samples for this research

were made up of two hundred teachers selected from 60 schools spread across north central Nigeria, using stratified and simple random sampling techniques. The stratified sampling was to take care of gender. The instruments used were the researcher’s developed questionnaire which was tailored towards answering the three research questions and the hypothesis. The questionnaire was designed using a modified 4-point Likert rating scales. The rates are Strongly Agree 4 points, Agree 3 points, Disagree 2 points, and Strongly Disagree 1 point. Teachers were required to indicate option chosen by ticking on the appropriate places provided in the questionnaire.

The questionnaire went through validation and reliability test. The reliability Coefficient of 0.82 was obtained. The data collected were analyzed using descriptive statistics and ANOVA.

Results

The results of the study were presented on this table as follows:

ANOVA Result on the Perception of Social Studies Teachers on the Impact of

Terrorism on sustainable development in North Central, Nigeria Based on Years of Working Experience

	Sum of Squares	df	Mean Square	F-value Cal.	F-value Crit.	Sign. Level (p)	Decision
Between Groups	11.16	3	3.72	0.603 ^{ns}	2.62	0.614	Accepted
Within Groups	2435.63	395	6.17				
Total	2446.79	398					

Ns- Not Significant at 0.05 level of significance

This table presented the descriptive statistics and the ANOVA results of the perception of Social Studies teachers on the impact of terrorist attacks and killing on Sustainable Development in North Central, Nigeria based on working experience. From the table, the F-value calculated (0.603) is less than the F-value

critical (2.62) and the p-value (0.614) is greater than 0.05 level of significance. This indicated that there was no significant difference in the mean responses of the respondents (Social Studies Teachers) on the impact of terrorist attacks and killing on the Sustainable Development based on working experience.

Finding

The results of the research work revealed that majority of the teachers agreed that certainly is adversely affecting the present and future

development of the country, also led to an increase in poverty, reduces literacy rate and ethnic divisions.

Recommendation

There should be synergy and collaboration between Federal and State Governments to fight terrorism, banditry and kidnapping. Similarly there should be synergy and collaboration among the security agencies especially in the areas of inter-service collaboration and intelligence gathering and sharing. The Government should applied the combination of kinetic and non-kinetic approach to fight terrorism, armed banditry and kidnapping in the country and particular North Central, Nigeria.

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