



Peace building strategies for effective combating of terrorism in Nigeria: Implications for educational management and policies

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Abstract

The study investigated on peace building strategies for effective combating of terrorism in Nigeria with special emphasis on its implications for educational management and policies. Survey research design was used for the study and four research questions guided the study. Population of the study consists of all the lecturers in federal universities in Nigeria while purposive sampling technique was used to select sample size three thousand (3000) lecturers. Structured questionnaire was used to collect primary data and reliability test was carried using the test-retest method. The correlation coefficient (r) of the test was 0.84 and was considered satisfactory. The data was analysed using Mean (X) and mean percentage. Result showed among others that peace building strategies for effective combating of terrorism in Nigeria include support for relevant need assessment and priority setting, support to political process, inclusive dialogue, reconciliation; developing conflict management capacity, and support to economic revitalization. In conclusion, terrorism is a phenomenon which every society prays to avoid but adoption of recommendations of this study will be veritable tool for providing lasting peace for resolving terrorism in Nigeria.

Keywords: peace building, terrorism and educational management

Introduction

Background to the Study

Terrorism has become more pronounced in the global community. It is no more a new terminology. It is taking different dimensions and magnitude, especially since Osama Bin Laden's dreadful attack at the World Trade Centre, USA on September 11, 2001. Different continents of the world are experiencing a fair share of the societal scourge called terrorism. In Africa, terror attacks have become more rampant. Terrorism has become the most challenging conflict and security issue in Nigeria (Orji, Ajaegbo & Idu, 2016) ^[9]. Terrorism in Nigeria came to lime light in the eighties during which a letter bomb was used to kill the prominent Dele Giwa. According to Obene (2012) ^[7], 'the killing of Mr Dele Giwa by a letter bomb in October 1986 was the beginning of violent killing and portrayed the use of Improvised Explosive Devices (IEDs) in Nigeria'. In the words of Omale (2013) ^[8], 'the bomb attack on the car of the then Chief Security Officer of Federal Aviation Authority of Nigeria - Dr Omoshola in 1996 further demonstrated the menace of terrorism in the country. Therefore, terrorism is not new in Nigeria, although it is becoming dreadful and rampant.

In the presence of such unwanted scenario, it has become a pressing desire in the hearts of Nigerians to seek for lasting solution to terrorism. This is where peace building strategies come to mind. United Nations (2010) ^[11] posited that the term peace building entered the international vocabulary in 1992 through UN Secretary-General Boutros Boutros Ghali's report to the Security Council, Agenda for Peace. Since then, peace building has been envisaged as a viable tool for bringing lasting solution to terrorism, wars and other anti-social issues. Peace building attempts to

encourage the development of conditions, attitudes and behaviour that foster and sustain social and economic development that is peaceful, stable and prosperous. Adequate implementation of peace building strategies will be sure ways to curbing terror attacks and its consequences in Nigeria.

However, the education sector has important role to play through the development and implementation of policies and programmes that lay more emphasis on peaceful, harmonious and tolerant coexistence. Such policies and programmes on citizenship education, civic education, social studies, moral instructions, peace and conflict studies etc., are expected to be effectively implemented for adequate reorientation of the youths who are often targeted for recruitment by the terrorist or anti-social groups. Educational management is key factor for achieving national objectives and philosophy of the Nigerian education system. Therefore, this paper is set to investigate on the peace building strategies for effective combating of terrorism in Nigeria with special emphasis on its implications for educational management and policies.

Statement of the Problem

Terrorism and violence are alarmingly rising in Nigeria to the extent that has become a national plague. In the North, Boko Haram, Fulani herdsmen and Arewa Boys are making life and properties worthless. In the South, Militants, IPOB and MASSOB are threatening peaceful coexistence. In the West, Oduduwa agitators have threatened and instilled fears into the lives in the area. According to Adams (2012) ^[1], the severe or chronic violence such as Boko Haram insurgencies, MASSOB abductions and the Niger Delta militancy is provoked by the perceived gap between

aspirations and livelihood options (relative deprivation) among Nigerian youths. Government's lack of will and commitment towards salvaging the miserable life of people in Nigeria has further heightened terrorism as most people have lost hope in governance. Life, economic activities and human rights have been negatively affected by the rampage of terrorism, herdsman killings, militancy, MASSOB activities and Oduduwa agitators. All efforts to build peaceful coexistence in Nigeria have not yielded the required result due to inherent challenges. It becomes expedient to seek for workable peace building strategies that could bring about lasting solution to terrorism and insurgencies in Nigeria. Therefore, this study adopted an empirical research approach unlike the widespread opinion approaches which have not yielded the intended results.

Purpose of the study

The study is set to examine the possible peace building strategies for effective combating of terrorism in Nigeria with emphasis on its implications for educational management and policies. Specifically, the study will determine:

1. The causes of terrorism in Nigeria
2. The consequences of terrorism in Nigeria
3. The challenges of peace building in Nigeria
4. The peace building strategies for effective combating of terrorism in Nigeria

Research Questions

This study was guided by the following research questions:

1. What are the causes of terrorism in Nigeria?
2. What are the consequences of terrorism in Nigeria?
3. What are the challenges of peacebuilding in Nigeria?
4. What are the peacebuilding strategies for effective combating of terrorism in Nigeria?

Conceptual Clarifications

Peace Building

The general ambition of peace building is to identify and support structures that will tend to strengthen and solidify peace in order to avoid a relapse into conflict. Peace building is generically understood as external interventions that are intended to reduce the risk that a state will erupt into or return to war. Canada International Development Agency (CIDA) in Michael *et al.* (2007) [5] defined peace building as efforts to strengthen the prospects for internal peace and decrease the likelihood of violent conflict in order to enhance the indigenous capacity of a society to manage conflict without violence. On the other hands, Japanese International Cooperation Agency (JICA) consider peace building as the general approach extending from conflict prevention to reconciliation and post conflict reconstruction, in which peace is pursued through across-the-board endeavours that include development assistance in addition to traditional efforts within military and political frameworks. Peace building entails strives to stabilize post-conflict situations by creating or strengthening national institutions to ease off grievance and regrets.

Terrorism

This is the act of unleashing terror on human beings and properties for the attainment of unpopular goals. The United States Department of Defense considers terrorism as the calculated use of unlawful violence or threat of unlawful

violence to inculcate and superimpose fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious or ideological. Violence, fear and intimidations are key issues inherent in terrorism, irrespective of where it is being practiced or experienced. Terrorism is the dreadful and forceful way through which terrorist groups (false believers) make cases with the opposing groups in attempts to demonstrate grievances, denials, disagreements, intolerance and non-acceptance of ideologies and policies based on political and religious differences.

Educational Management

Management is the process of prudently sourcing, accessing, mobilizing and utilizing all the resources (human, material, time and constraint) in the quest to achieving predetermined objectives and goals of the organization concerned. In a more comprehensive definition, Draft (2003) explained that management is the attainment of organization goals in an effective and efficient manner through planning (defining/selecting goals and means to attain them), organizing (assigning responsibility for tasks accomplishment), leading (use of influence to motivate employees to achieve organizational goals), controlling (monitoring employees' activities, keeping organization on track toward achieving its goals, and making corrections as needed/necessary). However, the application of all the administrative processes or elements (planning, organizing, coordinating, supervising, directing, evaluating, assessing, motivating) etc., in the quest to attain educational goals can be referred to as educational management.

Method

Research Design

The survey research design was used for the study. Orji (2016) [9] explained descriptive research design as one which elicits responses from a relatively large number of respondents by means of administering pertinent instruments for the purpose of collecting primary data on a portion of the population known as sample. The descriptive design will focus on collecting information relating to causes of terrorism, effects of terrorism, possible peace building strategies for combating terrorism in Nigeria as well as the challenges being experienced in implementing peace building strategies by administering structured questionnaire on the selected portion of the lectures in federal universities.

Area of Study

The area covered by the study is the Federal Republic of Nigeria. Nigeria is located in West Africa between latitudes 5° and 15° north of the equator and longitudes 18° and 30° east of the Greenwich meridian. It is bounded in the West by Republic of Benin and Niger Republic; in the East by Cameroon; in the North by Republic of Niger and Chad Republic and in the South by Atlantic Ocean/Gulf of Guinea. Nigeria is categorized into six geopolitical zones, namely: North-Central, North-East, North-West, South-East, South-South and South-West. It has thirty six (6) states and a Federal Capital Territory (Abuja). It is further subdivided into seven hundred and forty four (744) local government areas. Nigeria is multi-ethnic country with over three hundred and fifty (350) ethnic groups, languages, tradition and cultural practices. Nigeria is equally associated

with varieties of religious practices with majority being Christianity, Islamism and Traditionalism, etc. Nigeria is commonly known to be the ‘Giant of Africa’ due influence on the continent as well as its vast population which UN estimated to be 192,456,261 people on 22nd August, 2017 (Worldometers, 2017) ^[12]. These diverse characteristics which Nigeria possesses make it an ideal area of interest for this study. This is because it is expected that such varieties could spell conflicts and disagreements often which may culminate in insurgencies and terrorism and other societal issues.

Population of the Study

Population of the study consists of all the lecturers in federal universities in Nigeria. According to Premium Times (2017) ^[10] ‘there are 40 federal universities’ as at the times this study was executed.

Sample and Sampling Techniques

Purposive sampling technique was used for the study. Orji in Orji, Mando and Ajaegbo (2017) ^[9] posited that purposive sampling technique is a non-randomized method of sampling in which the researcher chooses certain sample composition and size which he considers appropriate, relevant and adequate for his study. Based on this technique, the researchers divided Nigeria into six (6) geopolitical zones and selected a sample size of five hundred (500) lecturers from each geopolitical zone. The sample summed up to three thousand (3000) lecturers. Below shows the tabulated sample selection:

Table 1: Sample size and composition of academic staff members

Geopolitical Zones in Nigeria	University Lecturers Sampled
North-Central	500
North-East	500
North-West	500
South-East	500
South-South	500
South-West	500
Sample Size	3000

Instrumentation

The Researchers developed a questionnaire titled Peace Building Strategies for Effective Combating of Terrorism in Nigeria (PBSECTN), and it was used to collect relevant primary data. The instrument has two (2) sections, namely: section A which contains the basic data of each lecturer/respondent and section B which contains 28 questionnaire items relevant to the causes of terrorism, effects of terrorism, possible peace building strategies for combating terrorism in Nigeria as well as the challenges being experienced in implementing peace building strategies in Nigeria. The response patterns adopted was five-point likert rating scale, and these included the following: Strongly Agreed (SA) = 5 points, Agree (A) = 4, Undecided (U) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point.

Validation of Instrument

Copies of the structured questionnaire titled Peace Building Strategies for Effective Combating of Terrorism in Nigeria (PBSECTN) were certified for face and content validity by 3 research experts. These experts were from the Political Science, Ahmadu Bello University, Zaria; Department of History and Strategic Studies, Federal University, Ndufu-

Alike Ikwo and the Department of Peace and Conflict Resolution, National Open University, Lagos. They were given the questionnaire instrument together with the purpose of the study and research questions. They were requested to assess the instrument in terms of relevance and clarity to the topic. Their suggestions and corrections helped the researcher in the production of the final copies of the instruments.

Reliability of the Instrument

The reliability test of the questionnaire was ascertained through test-retest method. The questionnaires were administered to 100 lecturers, 50 of them were from the state university setting while the other 50 were from private university setting. After 2 weeks, the questionnaires were reproduced and re-administered to the same 100 lecturers and thereafter, their responses were collected and analysed using Pearson Product Moment Correlation(r) and the result of the correlation coefficient(r) is 0.84 which was considered satisfactory.

Administration and Collection of Instrument

The services of 30 research assistants were secured, and were trained on the ethics for approaching and addressing respondents for the purpose of administering the questionnaires. They were divided into 6 groups made up of 5 assistants who traveled to the different locations of the sampled universities in the Six-Geopolitical Zones, and administered the instruments. The strategy adopted was to administer the instrument to lecturers who are willing and ready to respond to the questionnaire at the point of administration while the research assistant(s) exercise patient for immediate retrieval. However, this assured a complete retrieval of all the questionnaires.

Method of Data Analysis

The study adopted Mean (X) and mean percentage as instruments for data analysis. Mean (X) is therefore used to analyse the research questions. However, the basis for decision making is explained below:

Likert scale rating and calculations

- Strongly Agreed (SA) = 5
- Agree (A) = 4
- Undecided (U) = 3
- Disagreed (D) = 2
- Strongly Disagreed (SD) = 1

Thus,

$$\frac{5 + 4 + 3 + 2 + 1}{5} = \frac{15}{5}$$

= 3

Therefore, theoretical Mean (X) or critical value = 3

Also, Mean percentage (% Mean) = $\frac{\text{mean value} \times 100\%}{5}$

Decision rule: Accept a research item, if its calculated Mean (X) is greater than or equal to the theoretical mean (3), otherwise do not accept the research item. Also, accept the item if its Mean percentage is greater than or equal to (50%) but do not accept, if it is less than (50%).

Results and Interpretations

Nigeria?

Research Question 1: What are the causes of terrorism in

Table 2: Mean rating of Responses of Lecturers regarding the Causes of Terrorism in Nigeria

S/N	Questionnaire Items	Mean	% Mean	Decision
1.	Retaliation for socio-economic and political marginalisation	3.55	71	accepted
2.	Unhealthy international policies, laws and decisions	3.01	60.2	accepted
3.	Youths and people’s loss of hope in internal government	4.12	82.4	accepted
4.	False belief system, prejudice and grudges	3.24	64.8	accepted
5.	Religious intolerance and mediocrity	3.23	64.6	accepted
6.	Greed and perceived gains in rebellion	3.26	65.2	accepted
7.	Unhealthy tribal, ethnic and racial discrimination	3.72	74.4	accepted

From table II above, it is understood that all the questionnaire items were accepted. This is because the calculated average of each item is greater than the critical value of mean (3). It is also observed that each item has

mean percentage that is higher than 50%.

Research Question 2: What are the consequences of terrorism in Nigeria?

Table 3: Mean rating of Responses of Lecturers regarding the Consequences of Terrorism in Nigeria

S/N	Questionnaire Items	Mean	% Mean	Decision
8.	Untimely loss of life and properties	3.21	64.2	accepted
9.	Forceful violation of humans rights and privileges	3.17	63.4	accepted
10.	Frustration/jeopardizing of economic and commercial activities	3.70	74	accepted
11.	Unhealthy indoctrination of the youths into anti-social beliefs	3.42	68.4	accepted
12.	Distraction and frustration of government efforts and policies	3.02	60.4	accepted
13.	Jeopardize international relation and foreign investment	3.06	61.2	accepted
14.	Bring about intimidation, fear and render people homeless	3.50	70	accepted

On table III above, it is found that all the research items are accepted. This is because the calculated mean of each item is greater than the theoretical mean (3). It is also observed that each item has mean percentage that

is higher than 50%.

Research Question 3: What are the challenges of peace building in Nigeria?

Table 4: Mean rating of Responses of Lecturers regarding the Challenges of Peace Building in Nigeria

S/N	Questionnaire Items	Mean	% Mean	Decision
15.	Inadequate fund for meeting relevant demands	3.10	62	accepted
16.	Poor communication and haphazard dialogue	3.99	79.8	accepted
17.	Inadequate and unskilled peace building professionals	3.19	63.8	accepted
18.	Inadequate and unreliable database for claims	3.00	60	accepted
19.	Sustained conflict of interest among conflict sponsors	3.34	66.8	accepted
20.	Ethnic prejudice and sentiment over national patriotism	3.20	64	accepted
21.	Government’s insincere commitment for peace	3.02	60.4	accepted

The above table IV revealed that all the questionnaire items were accepted. This is because the calculated arithmetic mean of each item is greater than the critical value of mean (3). It is also observed that each item has mean percentage

that is higher than 50%.

Research Question 4: What are the peace building strategies for effective combating of terrorism in Nigeria?

Table 5: Mean rating of Responses of Lecturers regarding Peace Building Strategies for Effective Combating of Terrorism in Nigeria

S/N	Questionnaire Items	Mean	% Mean	Decision
22.	Support for relevant need assessment and priority setting	3.68	73.6	accepted
23.	Support to political process, inclusive dialogue, reconciliation; developing conflict management capacity	3.33	66.6	accepted
24.	Emphasis on life-saving humanitarian assistance for economic recovery	3.11	62.2	accepted
25.	Support to economic revitalization, including employment generation and livelihoods in the affected areas	3.25	65	accepted
26.	Support for safety and sustainable return and reintegration of internally displaced persons and refugees	3.28	65.6	accepted
27.	Provision of transitional security through peacekeeping and other efforts to maintain public order	4.06	81.2	accepted
28.	Sustained, concrete and timely assessment of achieved priorities and needs	3.21	64.2	accepted

From table V above, it is observed that all the questionnaire items were accepted. This is because the calculated average of each item is greater than the critical value of mean (3). It is also understood that each item has mean percentage that is higher than 50%.

Discussion of Findings

Research question 1: Table II reported that the causes of terrorism in Nigeria include: retaliation for socio-economic and political marginalization, unhealthy international policies, laws and decisions, youths and people’s loss of

hope in internal government, false belief system, prejudice and grudges, religious intolerance and mediocrity, greed and perceived gains in rebellion and unhealthy tribal, ethnic and racial discrimination. The finding is in tandem with Eke (2013) ^[4] who enumerated the causes of terrorism as unemployment, absolute poverty, underemployment, rise of indigenous neo elites, executive lawlessness, marginalization, relative deprivation, oppression, neo-imperialist class, do or die politics and government insincerity and insensitivity.

Research question 2: Table III revealed the following as the consequences of terrorism in Nigeria: untimely loss of life and properties, forceful violation of humans rights and privileges, frustration/jeopardizing of economic and commercial activities, unhealthy indoctrination of the youths into anti-social beliefs, distraction and frustration of government efforts and policies, jeopardize international relation and foreign investment and bring about intimidation, fear and render people homeless. The finding is in consonant with Orji, Ajaegbo and Idu (2016) ^[9] who reported that terrorism in the school system has negatively affected democracy and development in Nigeria as it leads to death of many academic experts, destruction of school properties, deepen fear into the hearts of staff and parents in the affected areas, shortage of qualified manpower in the school areas affected, rendered many people homeless in the affected regions, crippled development in the area, discourages educational investment in the area due to insecurity, deprived people of the fundamental human rights.

Research question 3: Table IV revealed the following to constitute challenges to peace building in Nigeria: inadequate fund for meeting relevant demands, poor communication and haphazard dialogue, inadequate and unskilled peace building professionals, inadequate and unreliable database for claims, and sustained conflict of interest among conflict sponsors, ethnic prejudice and sentiment over national patriotism and government's insincere commitment for peace. In the same vein, Eke (2013) ^[4] reported dilemmas in government's attempts in combating terrorism in Nigeria include: government insincerity in tackling the root causes of terrorism, lack of skilled manpower and training, lack of database, proliferation of weapons and religious fundamentalism. These factors equally affect all efforts to build peace in the terrorism prone areas.

Research question 4: Table V shows that lecturers affirmed concurred the following as peace building strategies for effective combating of terrorism in Nigeria: support for relevant need assessment and priority setting, support to political process, inclusive dialogue, reconciliation; developing conflict management capacity, support to economic revitalization, including employment generation and livelihoods in the affected areas and provision of transitional security through peacekeeping and other efforts to maintain public order. The above are believed to be appropriate for peace building which is required for combating terrorism in Nigeria.

Implications for Educational Management and policies

Educational managers and policy maker could adopt the report of this study in the following ways:

- Education managers and policy makers are now availed with relevant information that could help them

formulate policies that will reorient students and youths against the causes of terrorism.

- Education managers by this report would become more committed to sensitizing students against taking part in terrorism by exposing them to the consequences inherent on individual and society at large.
- Education managers and policy makers would be aided by the evidence of this report to collaborate with government and non-governmental agencies to develop and effectively implement peace building programmes in schools.

Conclusion

Terrorism is a phenomenon which every society prays to avoid. Unfortunately, most countries are experiencing the dreadful attacks. The causes of terrorism are not new; the effects of terrorism in the Nigeria society are equally alarming, the challenges in building a sustainable peace for overcoming terrorism have been enumerated. Despite the clear knowledge, information and efforts towards combating terrorism in Nigeria, results have not met expectations. Hence, adoption of recommendations of this study will be veritable tool for providing lasting solution to terrorism in Nigeria.

Recommendations

The following are recommended from the report of this study:

1. Government and non-governmental agencies should collaborate sincerely to tackle arrest all the causes of terrorism as reported in this study.
2. Government and non-governmental agencies should collaborate sincerely employ measures that can minimize the negative effects of terrorism.
3. Government, individuals and communities should collaborate and demonstrate sincere commitment to implement modalities to overcome the challenges confronting peace building processes in Nigeria.
4. Government and non-governmental agencies should collaborate sincerely and adopt workable strategies practicable building of peace in Nigeria.

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