TERRORISM IN EDUCATION SYSTEM: A CANKERWORM TO EFFECTIVE DEMOCRACY AND SUSTAINABLE DEVELOPMENT IN THE THIRD WORLD NATIONS

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Abstract - The study was a survey of perception of educationists (lecturers) and students in Anambra state of Nigeria, which is a third world nation. It had a population of about four thousand educationists (lecturers) and one million students of public and private tertiary institutions. A purposive sample of 50 educationist and 500 students were used. Instrument of data collection was a structured questionnaire titled Terrorists Influence Index (TII) which was face-validated and pilot tested for reliability by test-re-test technique. Pearson Product Moment Coefficient of Reliability (r) gave 0.88. Arithmetic mean was used to answer the research question and Z-test was used to test the hypothesis. Results show that terrorism in the education system influences adversely to a large extent effective democracy and sustainable development in a third world nations, like Nigeria. Respondents did not significantly differ in their mean perception. Findings were discussed and recommendation offered. Conclusion is that terrorism in the education system adversely influences to a large extent effective democracy and sustainable development in third world nations such as Nigeria.

Key words: Terrorism, Education System, Effective Democracy, Sustainable Development.

I. INTRODUCTION

Terrorism is today being experienced in many nations of the globe. The monster is more embarrassing in the developing nations of the third world. The case in Nigeria has become exceptionally bad, particularly with insurgency in schools. Terrorism and insurgencies in the education system doubtlessly bedevil national growth as a cancer worm to effective democracy and sustainable development. Granted that terrorism is as old as man, hence Kane murdered Able over issues of sacrifice, terrorism of recent time in Nigeria is traceable to the eighties. Terrorism in Nigeria is traceable to late 80s. The killing of Mr Dele Giwa, through a 'Letter Bomb' in October 1986 marked the beginning of the use of Improvised Explosive Devices and violet killings in Nigeria. Subsequently, the Movement for the Advancement of Democracy hijacked a Nigerian Airways aircraft in October 1993 following the annulment of Chief M.K.O. Abiola's presidential election. After this, there was a bomb-blast at Ilorin Stadium, on the 1st day of August, 1994 and 6 persons were reported dead. Between 1996 and 1998 there was bomb attack on the car of the then Chief Security Officer of Federal Aviation Authority of Nigeria, Dr. Omoshola. This shows that terrorism did not just start today in Nigeria, although it is now on the increase. Experiences similar to these have occurred in many other countries, including the developed nations of Europe and America. Old and recent case in Uk, France and the US are quick reminders. Omale (2013) summarized incidences of terrorism in Nigeria as follows:

- General sectarian violence in Jos (2004, 2010, and 2011). Series of bombings and killings in Maiduguri (2004 to date). The 2010 New Year's Eve bombing of Mogadishu Military Cantonment Mammy Market Abuja. The May 29th 2010 Presidential Inauguration bombing in Abuja. The 1st October 2010 bombing in Abuja that disorganized the marking of Nigeria's 50th Independence Anniversary. The Mammy Market bombings in Bauchi, and Zuba near Abuja in 2011.
- Post-April 2011 Presidential Election violence in the Northern parts of Nigeria. April 8, 2011 Suleja INEC office bombing. May 29th, 2011 bombing of social drinking sports in Maiduguri and Zuba an outskirts of Abuja. June 16th, 2011 Nigerian Police Force Headquarters bombing in Abuja. August 26th, 2011 bombing of UN House in Abuja. November 4th, 2011 bombing of Army Task Force Operational, Police Headquarters and other government buildings in Damaturu, Yobe state and Maiduguri in Borno state. Christmas day bombing at St Theresa Catholic Church in Madalla near Abuja (25th December 2011). Mubi, Yola, Gombe and Maiduguri bombings (5th – 6th January 2012). Kano bombings (20th January and 1st February 2012). Headquarters 1 Division Nigerian Army and Kawo bridge bombings in Kaduna (7 February 2012). The list is endless. Most of these bombings have been attributed to the Boko Haram; a group that emerged out of the 'Taliban' founded by Mohammed Yusuf (a Kanuri) as Yusufiya Islamiya Group between 2001 and 2002.

It was with high hope that Nigeria celebrated the lowering of the 'Union Jack' at independence on October 1st 1960. However, little was it imagined the hugeness of challenges of democracy and national development. The current incidences of terrorism no

doubt threaten the progress of the Nigerian nation towards achieving peace, unity and sustainable development through the education system.

According to Fadekemi (2016), the nation Nigeria has witnessed brutal confrontation and massive assault from terrorist groups which is undoubtedly the most blood thirsty and destructive both in terms of demonic brutality, mindless savagery and flagrant disobedience to the principles of peace and stability.

Thus the main thrust of this study is to investigate the place of terrorism in the education system as it affects effective democracy and sustainable development of Nigeria as part of the third world nation. The escalating rate of terrorism and violence in Nigeria by the fundamentalist groups –Boko Haram, Niger Delta Militants, MASSOB, Fulani herdsmen, Oduduwa and IPOB agitators have heightened fear among the populace and has eaten deep into the socio-economic frame of the nation. In the words of Oladele (2014), fear has the potential to affect how children learn, solve problems and relate to others. The transformation of the insurgencies into the educational institutions has become another matter of great concern for the growth and emancipation of the country. As revealed by the United Nations in Adebajo (2017) by the 2016, as many as 952, 029 children of school age were displaced as a result of insurgency. There is no gain saying the fact that no genuine learning can take place in an environment where teachers are killed, schools are set on fire and students are kidnapped without check. Matters of the Chibok girls and religious misgivings in schools are cases in point.

II. RESEARCH QUESTIONS

1. To what extent does terrorism in the education system adversely influences effective democracy and sustainable development in the third world, such as the Nigerian nation?

Null Hypothesis

Educationists (lecturers) and students do not significantly differ in the mean perception of the extent to which terrorism in the education system adversely influences effective democracy and sustainable development in the third world, such as the Nigerian nation ($p > 0.5$).

III. METHODS

The study is carried out in Anambra state of Nigeria by survey design. A purposive sample of 50 lecturers and 500 students drawn from a population of about 4000 educationists (lecturers) and one million, students in all the public and private tertiary institutions in the state were used.

The instrument of data collection was a structured questionnaire constructed by the researcher from experience and literature. It was titled Terrorist influence index (TII). There was section A of respondent's bio-data with one question items of multiple answer choice. And section B is of terrorist influence with twenty-three question items built on four-pound rating scaled of likert type as follow Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) The TII was face-validated by three veteran educational researchers in Administration, Psychology and Sociology. Their contribution were well considered

Test of reliability was carried out with subjects other than those of the sample and test retest techniques was employed using two week interval with due disguise of the TII. Calculation of Pearson Product Moment Coefficient Reliability (r) gave 0.88 for which the TII was used as reliable.

Arithmetic mean was used to answer the research questions on decision point of 2.50. Z-test was used to test the hypothesis at 0.05 level of significance.

IV. RESULT

Research question 1

To what extent does terrorism in the education system adversely influence effective democracy and sustainable development in third world, such as the Nigerian nation?

S/N	Questionnaire items	X	Dec
1	Terrorism leads to death of many academic experts which militate against desired education for effective democracy and sustainable development	2.7	A
2	Terrorism leads to destruction of school properties which militate against desired education for effective democracy and sustainable development	3.0	A
3	Terrorism causes distraction and diversion of government attention away from education which militate against desired education for effective democracy and sustainable development	2.9	A
4	Terrorism causes low turnout of students in the schools affected which militate against desired education for effective democracy and sustainable development	3.2	A
5	Terrorism leads to disruption of academic calendar which militate against desired education for effective democracy and sustainable development	3.2	A
6	Terrorism deepen fear into the hearts of staff and parents in the affected areas which militate against desired education for effective democracy and sustainable development	2.7	A
7	Terrorism leads to shortage of qualified manpower in the school areas affected which militate against desired education for effective democracy and sustainable development	2.6	A

8	Terrorism renders many people homeless in the affected regions which militate against desired education for effective democracy and sustainable development	3.9	A
9	Terrorism cripples development in the area which militate against desired education for effective democracy and sustainable development	2.9	A
10	Terrorism discourages educational investment in the area due to insecurity which militate against desired education for effective democracy and sustainable development	3.5	A
11	Terrorism deprives people the right to freedom of private/family life which militate against desired education for effective democracy and sustainable development	2.7	A
12	Terrorism brings fear and insecurity in educational institutions in Nigeria which militate against desired education for effective democracy and sustainable development	3.1	A
13	Terrorism deprives people the right to personal liberty which militate against desired education for effective democracy and sustainable development	3.5	A
14	Terrorism deprives people the right to freedom of thought, religion and conscience which militate against desired education for effective democracy and sustainable development	2.8	A
15	Terrorism deprives people the right to freedom of movement which militate against desired education for effective democracy and sustainable development	2.5	A
16	Terrorism deprives people the right to acquire and own immovable property which militate against desired education for effective democracy and sustainable development	2.5	A
17	Terrorism leads to destruction of welfaric and social amenities in the regions which militate against desired education for effective democracy and sustainable development	2.5	A
18	Terrorism cripples economic, commercial and agricultural ventures which militate against desired education for effective democracy and sustainable development	3.0	A
19	Terrorism deprives people the right to freedom of discrimination which militate against desired education for effective democracy and sustainable development	3.7	A
20	Terrorism leads to disruption of academic calendars which militate against desired education for effective democracy and sustainable development	2.6	A
21	Terrorism jeopardizes the achievement of educational goals which militate against desired education for effective democracy and sustainable development	3.8	A
22	Terrorism leads to abandonment of educational institutions by both teachers and learners which militate against desired education for effective democracy and sustainable development	3.0	A
23	Terrorism deprives people the right to freedom of association/peaceful assembly which militate against desired education for effective democracy and sustainable development	2.7	A

Table 1- Influence of terrorism on democracy and sustainable development

A-Accepted, R-Rejected, X- Mean and Dec- Decision
Data on table 1 reveals that all the twenty three question items were accepted. This shows that terrorism in the educational system influences effective democracy and sustainable development in Nigeria to a large extent.

Testing the null hypothesis

$H0_1$ Educationists and students do not significantly differ in the mean perception of the extent to which terrorism in the education system adversely influence effective democracy and sustainable development in the third world, such as the Nigerian nation (p >0.5)

Category	N0	X	SD	Df	z-crit	z-cal	Decision
Lecturers Students	50 500	18.1 18.4	7.04 7.2	5.48	1.96	0.03	$H0_1$ Accepted

Table 2: Responses of educationists (lecturers) and students on the extent to which terrorism in the education system influences effective democracy and sustainable development.

Data on table 2 above reveals that z-cal = 0.3 while z-critical/theoretical = 1.96 at degree of freedom (548). This shows that z-cal is lesser than z-critical, hence null hypothesis 1 ($H0_{1)}$ is accepted. This implies that responses of lecturers and students on the extent to which terrorism in the education system influence effective democracy and sustainable development in Nigeria does not differ.

DISCUSSION OF RESULTS

The result of the study are here discussed as follows: Effective democracy and terrorism in education system

Table 1 shows that all the suggested questionnaire items were accepted. This shows that terrorism in the educational system has negatively affected democracy and sustainable `development in Nigeria in the following ways: terrorism leads to death of many academic experts, destruction of school properties, distraction and diversion of government attention away from education, low turnout of students in the school affected, disruption of academic calendar, 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, cripple development in the area, discourages educational

investment in the area due to insecurity, deprived people the right to freedom of association/peaceful assembly, deprived people the right to freedom of private/family life, deprived people the right to life, deprived people the right to personal liberty, deprived people the right to freedom of thought, religion and conscience, deprived people the right to freedom of movement, deprived people the right to acquire and own immovable property and destruction of welfaric and social amenities in the regions.The above findings are in tandom with Akintoye (2010), who notes that irrespective of age, sex and nationality, once there is an attacks by the Hoko Haram, the survivors often dread staying in such places and may hesitate sending their children to school, especially when they are not too sure of the security measures that have been put in place.

This is an unfortunate experience that is never compatible with the vision of the founding fathers of the Nigerian society.

SUMMARY AND CONCLUSION

The study found out that terrorism in the Education system influences adversely effective democracy and sustainable development in the third world, such as the Nigerian nation to a large extent. Also the mean ratings of the educationists and students shows that there is no significance difference in their mean perception as to the extent to which terrorism in the education system influences effective democracy and sustainable development in the third world, such as the Nigerian nation.

The conclusion therein is that terrorism in the education system adversely influences to a large extent effective democracy and sustainable development in third world nations like Nigeria.

RECOMMENDATIONS

1. They should be adequate campaign and advocacy by government and non governmental agencies against terrorism in both the larger society and the education system
2. There should be adequate guard of the larger society and the education system by law enforcement agencies
3. There should be adequate legislation against terrorism in both the larger society and the education system to provide stringent punishment for culprits as will serve as deterrent to prospective terrorists.
4. There should be provision of reasonable amnesty for terrorists who voluntarily and willingly denounce terrorism in both the larger society and the education system.
5. There should be provision of reasonable means of livelihood for the citizens to deter criminal minded persons from terrorism in both the larger society and the education system.
6. There should be provision of effective education for the citizens to make them reasonable persons who will shun terrorism in both the larger society and the education system.

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