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Impact of Boko Haram Violence and Indoctrination on Parent's and Student's Attitudes towards Western Education in North-eastern Nigeria

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Abstract

The sect identified as Boko Haram in Nigeria has been committing profound class of terrorism involving killings, raping, kidnapping for money, displacement of communities as well as bombing of innocent lives. The study is descriptive survey seeking to find out the impact of Boko violence and indoctrination on parents and students attitude towards Western education in Northeastern Nigeria. A questionnaire for the study of parent's attitude at one hand and that of students on the other towards western education were used for the information collected. A critical reliability test of Cronbach's alpha has been employed to ascertain and achieve considerable level of reliabilities for the instruments. Data collected through the validated instrument was analyzed using PASW (SPSS 16); Quartiles was used as statistical technique to find out the level of attitude towards western education across grouping variable gender for parents and students as well as location of residences for parents alone. With respect to the findings of the investigation, recommendations have been provided in order to call the attention of stake holders and authorities concerned to design out measures of converting or rehabilitating attitudinal changes towards education concomitant to extreme violence and indoctrination of Boko Haram sect.

Keywords: Boko Haram, violence, indoctrination, attitude and Nigeria

Introduction

Nigeria is the most populous country in Africa. Based on the 2006 census which put the nation at 140 million, the current population of Nigeria is between 160 to 180 million. According toAdesina (1988), one out of every five Africans is a Nigerian, and also the nation is one of the most ethnically fragmented with over 200 ethnic groups and 400 languages and dialects. Before the advent of colonial rule, Nigeria was non-existent, and the area mapped out as Nigeria held several distinct kingdoms each with its unique cultural heritage. Before the British took over in the 19th century, these kingdoms clashed regularly in attempts to assert individual dominance

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December 2019

and superiority over one another. After the takeover of most parts of Africa by the Europeans, the region was divided arbitrarily mainly between the French and British. For administrative convenience, the British divided the country firstly into two regions (Northern and Southern protectorates), and later amalgamated the two regions to form what is known today as Nigeria. However, the existence of several unique kingdoms within these regions necessitated further divisions as minor groups sought to carve out their own territories amidst clashes and claims of marginalization. Today, there are thirty-six states in Nigeria excluding Abuja- the federal capital; nonetheless the demands for further divisions are still before the National Assembly for consideration. Consequently, the thirty-six states in Nigeria, for ease of resource sharing, have been politically classified into six geopolitical zones, namely, the North Eastern Zone (NE), the North-Central Zone (NC), the North-West zone (NW), the South-East Zone (SE), the South-West Zone (SW), and South-South Zone (SS). It is interesting to note that these zones have not been entirely carved out based on geopolitical location, but rather states with similar cultures, ethnic groups, and common history were classified in the same zone. This explains the reason why regions in Nigeria are geopolitical in nature, and it is as a result of this that, the country happened to be unevenly divided as far as human and other aspects of development are concerned(Archibong, 2018).

In addition to multidimensional problems bedeviling the nation, recently, there was rising cases of insurgencies in the North-eastern part of the country by a dreadful sect referred to as "Boko Haram". The *Boko Haram*, once referred to as *Yusuffiya* after its founding leader, Mohammed Yusuf had established their stronghold popularly known as 'Markas' in Maiduguri the Borno State capital since 1992. Shuaibu & Salleh, (2015), while outlining the dynamics of the phenomenon, substantiated that, the movement started in Borno-Yobe axis in 1990s but gained popularity in 2001. *Boko Haram* is a home-grown insurgence. Mohammed Yusuf the founding leader of *Boko Haram* came up with interpretations of Islam to stage Jihad that was rejected by the majority of Muslims in Northern Nigeria.

Hence, the movement started as a group made up of perceived socially excluded, deprived and unemployed set of Islamic seminary students of the then Mohammed Yusuf. *Boko Haram* in 1992 withdrew from the larger society, and established a camp in Kannamma Village of Yobe State and tagged themselves Ahalul sunnah Lildaawati wal jihad (The adherents to Prophet's life in preaching and holy war). The *Boko Haram* insurgency poses a serious threat to national security and socio-economic life in present day Nigeria. The consequences of its violent activities are massive destruction of lives and properties, suicide bombings, assassinations, and palpable fear and suspicion it generates among the citizens. *Yusufiyya*' later transformed and embraced the most extreme and advanced teachings from hijirah to *Jama'atul Ahalul Sunna Waljama'a Lidda a' wati Wal Jihadi* (*JASWAL JIHAD*) with significant number of members resigning themselves to fate and willing to die in planned attacks. According to Blum, (2006) in his book'Rogue State; A guide to the World only Super Powers' described the nature of suicide bombings by the *Boko Haram* as 'involuntarily administered suicide' Furthermore, in recent times, *Boko Haram* has been variously described as a hydra-headed monster that inflicts pain,

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with every attack, on the structure of the Nigerian society in what Blum (2006) in his assessment of the 'periodic bombing', referred to as 'colossal collateral damage'

In regard to the indoctrinating ideologies of Boko Haram,Shehu, (2011)in his article "Boko Haram: History Ideas and Revolt" posits that some of the fundamental argument of beliefs held by the group is that banking, taxation and jurisprudence in the country are completely infidel, submitting to these as void. They also argue that western education is un-Islamic as it embodies all that Islam rejected, while it propagates the negative of what Allah and his Prophet had ordained. For instance, the mixing of boys and girls under the same shade, the propagation of the theory of that men evolved from the family of monkey as well as the sun in the sky is static. According to them, there is conflict with the direct words of Allah which said Muslims must not mix sexes under the same umbrella and that He created men from clay as well as the sun, earth and the moon each moving on its own axis.They further argued that today's banking system is shylock and Islam forbids interest in financial transactions. The laws of the land are man-made, in replacement of the ones ordained by Allah.It was on their bid to run away from all of these vices that members of the sect decided to cluster themselves in strategic locations in the outskirt of most major towns of Bauchi and Yobe. In this vain, the Boko Haram has tremendously succeeded in the process of recruiting a large number of youths through indoctrination while other significant numbers of these youths were forced to either accept to fight for the sect or be killed mercilessly

Statement of problem

The menace and terrible dilemma of terrorism through insurgency is a major threat to the prevailing peace of the world. Many countries of the world are at the verge of disintegration due to the persistence of longtime terrorists destabilizing the sovereignty of states institution that can bring development and respect for mankind. Education as a backbone of human development is another prime target for the terrorists.

Boko Haram in Nigeria declared war on the Nigerian state institutions in which education is not an exception. Specifically, in North-eastern Nigeria, Schools were set ablaze, students were kidnapped in mass and teachers were mercilessly killed. Only a few months ago, many schools in the North-east were back to operation, however, despite the governmental campaigns to the students and teachers, school attendance is still poor for fear of the unknown.

According to Patrick & Felix (2013), education is worst hit by the Boko Haram activities. Apart from the fact that the fight is directly against western education which is widely practiced in Nigeria with schools established in every nook and cranny of the country, western education has remained the bedrock of human and capital developments in Nigeria.

The imbalance in education in the northern and southern Nigeria; was consequent to North that embraced Islamic education while the south practiced western education. After the amalgamation of the Northern and southern protectorates in 1914, western education became a unifying force for the two regions. So, northern Nigeria was to some extent disadvantaged as they embraced western education late. The Almajiri education system which started in Northern Nigeria around

the eleventh century A.Dinvolved sending male children to faraway places to acquire Islamic education at a tender age of four to nine years. Its success in the past was because the host communities took responsibility for the children's welfare. Today the Almajiri's are left at the mercy of their teachers or instructors who convert them into street beggars. Isiaka, (2015) disclosed that in April 2012, there were over 9.5 million Almajiri children that are denied the right to basic primary education in Nigeria.Northern Nigeria has suffered low enrolment rate especially at the primary education sector. Bakar & Abdullah, (2015) blamed this on the effect of long standing effect of Islamic education as most parents are yet to embrace western education. To such parents, western education is tied to the Bible and it is an indirect way of changing their religion.

Objectives of the Study

The research is aimed at exploring the impact of Boko Haram violence and indoctrination on parents and students' attitudes towards western education in Borno state. Based on the nature of the topic under investigation the following objectives were formulated to guide the successful conduct of this research:

I. To find out the effect of Boko Haram violence and indoctrination on student's attitudes towards western education.

II. To find out the effect of Boko Haram violence and indoctrination on parent's attitudes towards western education.

III. To find out the differences in attitudes towards western education among rural and urban dwellers.

Research questions

The research seeks to explore answers to the following research questions:

I. What is the effectof Boko Haram violence and indoctrination on student's attitudes towards western education in Northeastern Nigeria?

II. What is the effect of Boko Haram violence and indoctrination on parent's attitudes towards western education in Northeastern Nigeria?

III. What is the difference in parent's attitude towards western education in rural and urban area of Borno State?

Research hypothesis

In this study, only the last Objective and last research is deemed to have a hypothesis which stands out to be answered.

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Volume 05 Issue 12

December 2019

I. There is no significant difference between rural and urban parents in attitude towards western Education.

Methodology

This study is by design a descriptive survey. It is intended to investigate the effect of Boko Haram Violence and Indoctrination on Parent's and Student's attitudes towards western education specifically in Borno State of North-Eastern Nigeria. The research covered the population of entire Parents with children in senior Secondary Schools as well as the Students in senior secondary Schools of the most affected areas by Boko Haram in Borno state of Nigeria being the area most critically affected by Boko Haram insurgency.

Two instruments are to be used for data collection, though they are to measure the same variable in two different subjects or respondents; Student's attitude scale (SAS) and Parent's attitude scale (PAS). Meanwhile, the questionnaires are all closed ended with a Likert type of scale of five as follows: Strongly agree=5, Agree=4, No response=3, Disagree=2, Strongly disagree= 1. The first questionnaire has two sections, the first section deals with student's bio data as well as the level of class he was at the time of conducting this study, and the second section concentrate on measuring the student attitude toward western education. The second questionnaire has also two sections. The first section paid attention on parent's biodata, level of education and geographical location. The second section measures the parent's attitude towards western education.

The validity of the data collection instrument that was ascertained by the researcher. The two instruments measuring same variables in two different subjects (Parents and Students) were presented to experts for validation. The experts that scrutinized the instrument are senior academic staff, those of higher and recognized experienced in Psychology and Tests and measurements.

The reliability of the two Instruments was obtained through pilot testing using 20 samples from parents and 40 from students not forming part of the samples for this study. The pilot study sample of the students involved 40 students from Senior Secondary School Gwange I in Borno state, while that of parents was derived from Urban, and rural area constituting ten from each area to make 20. The instrument was administered once to the groups after which obtained scores in attitudes towards western education of parents and students was analyzed using Cronbach's reliability test of internal consistency. In the 20 observations for the parent's scores the Cronbach's Alpha is 0.773, while for the 40 student's score the value is 0 .691. This indicated elements of reliability of the instruments used.

The need of any research work is known to be dependent upon gaining access to data. Therefore, information about the Impact of Boko Haram Violence and Indoctrination on parent's and student's attitude towards western education in North-Eastern Nigeria is vital. The researcher employed the assistance of some students in Borno State that were more familiar with the

environment in order to assist in the collection of data in addition to the support of the co-researcher.

The data was collected through questionnaire on the impact Boko Haram violence and indoctrination on parent's and student's attitudes towards western education in north-eastern Nigeria. It contained a five-point scale Likert type for measurement of attitudes. The data was subjected under quantitative labeling and finally analyzed using PASW (SPSS 16v). The descriptive statistic of quartiles and inferential statistical tool of t-test was employed for the analysis in this study.

Results

Table 4.1: Students score in Attitudes towards western Education in Borno state of North-eastern Nigeria.

Category	Frequency	Percentage
Lower Attitude	85	24.50%
Moderate Attitude	193	55.62%
Higher Attitude	69	19.88%
Total	**347**	**100%**

As indicated in table 4.1 above, 85 student constituting 24.50% have lower Attitude score, 193 student constituting 55.62% have moderate score in Attitude while 69 student forming 19.88% of the total sample have higher score in Attitude towards westem Education. This implies a trend of student's positive attitude towards western Education.

Table 4.2: Parent's score in Attitudes towards western Education in Borno state of North-eastern Nigeria.

Category	Frequency	Percentage
Lower Attitude	22	22%
Moderate Attitude	62	62%
Higher Attitude	16	16%
Total	**100**	**100%**

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As indicated in table 4.2 above, 22 parent constituting 22% have lower Attitude score, 62 parent constituting 62% have moderate score in Attitude while 16 parent forming 16% of the total sample have higher score in Attitude towards western Education. This implies a trend of parent's positive attitude towards western Education.

Table 4.3 Difference between rural and urban parents in Attitude towards western Education in Borno state of North-eastern Nigeria.

Location	N	Mean	Std. Dev.	Df	t-cal	Sig (2tailed)	Decision
Rural	50	43.20	3.405	98	-2.806	0.006	Reject
Urban	50	44.96	2.843				

As shown in table 4.3 above. It indicates that rural parents have a mean score of43.20 and a standard deviation of 3.405 while urban dwellers among the parents have a mean score of 44.96 and a standard deviation of of2.843 respectively. The result also revealed that; t = -2.806, df= 98, and the p-value =0.006 < α =0.05. Therefore, the null hypothesis is rejected, meaning, there is significant difference between rural and urban dwellers among parents in attitude towards western education.

4.3 Discussion of findings

Result from table 4.1 reveled that; 85 student representing 24.50% of the total sample shows low attitude towards western Education; this might be posing an element of disappointment in the time when Education is highly needed for the development of mankind. However, the result might be attributed to the elements of fear of the unknown, in the sense that, the major targets of Boko Haram sect were Schools and other areas of public importance. The scenario for students to show this lower attitude is that, they are in the system in order to fulfill obligations in quenching for knowledge, but some elements of uncertainties is affecting their general motivation and interest in western education. And this development might be due to the persistent threat to life and properties to any individual dedicating himself towards acquisition of western Education especially in areas experiencing violence from Boko Haram insurgencies. However, in another development, the result indicated a significant percentage of student s showing a strong positive attitude towards western education. Students in this scenario have shown a greater level of commitment towards acquisition of Education no matter the threat of life and violence by the Boko Haram sect. Similarly, another considerable number of students were found to possess a very high score in attitude towards western Education Nduka (1964). This considerable score in attitude towards western Education could be attributed in one way or the other due to the enthusiasm of this portion of students for the fact that; it is only with Education a development could be achieved in all-encompassing level of socioeconomic life.

In table 4.2, it was observed that, 22 percent of the total sample for this study among the parents' shows lower score in attitude towards western Education irrespective of their location either

from rural or urban background. This is a very good and welcome development; the parents with low attitude towards western Education only constitute less than one quarter of the total sample in which that might be attributed to other socio-economic factors as opined by Dahiru (1991). Parents in Borno state urban and rural area despite the violence and indoctrination by Boko Haram sect still have a positive attitude towards western Education. The idea behind the outcome of this study is that, even if low participation is being observed in Schools, it will only be as a result of fear of attack by Boko Haram, but not showing the absolute absence of motivation to acquire western Education. The outcome of seventy percent of the total sample with moderate and higher scores in positive attitude towards westem Education in a message worthy to write home about.

Table 4.3. The outcome shows that parents with rural background are having a low attitude mean score towards western Education, however; parents with urban background possesses a high score in mean in regard to attitude toward western Education. The low score in attitude toward western Education shown by parents with rural background is likely to be attributed to their limited access to the availability of schools, in addition to the limited number of schools in rural areas, also Boko Haram sect are found to be more strategically concentrated in rural areas. From the time when the sect leader in person of Muhammad Yusuf was killed by Nigerian security operatives, and the sect members started confronting the security agents, they were forced to disperse into rural and semi-urban areas of Borno state. The positive high and moderate score of urban dwellers in attitude toward western Education is related to commitment and enlightened manner of people in the urban area of Borno state towards acquisition of westem knowledge specifically western Education for sociopolitical and economic development. Similarly, Borno state is in the front line competitive states in Education among the North-eastern states of Nigeria.

Conclusion

The study observed a significant trend of parent's positive attitude towards western Education in Borno state of north-eastern Nigeria. Similarly, students were also observed with a positive attitude towards western Education despite the violence and indoctrination by Boko Haram terrorist sect in urban and rural areas of Borno state. However, a difference was found in the attitude of parents towards western Education across urban and rural areas which according to the researcher assumed that some extraneous factors may have contributed to such a difference but never the violence and indoctrination by Boko Haram sect for the fact that; initial result revealed a positive score of Parents attitude towards western Education.

International Journal for Social Studies

Available at https://edupediapublications.org/journals

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Volume 05 Issue 12

December 2019

Recommendations

In the light of the above findings, the following recommendations are necessary for taking into considerations by the stake-holders.

1. The government should make Education of youths a precedence through incentives and motivations as this is the major tool to break the cycle of abject poverty in the northern region of Nigeria. Education prepares the youths with prerequisite skill to sustain their lives for better.
2. The government security agents should be properly equipped to provide security in Scommunities especially to vulnerable women and girls.
3. There should be round- the -clock security in schools to protect students from abduction, rape and provide conducive atmosphere for learning in schools.
4. Community policing tactic should be strengthened to provide public safety and the needed
   intelligence to government security apparatus involved in the fight against Boko Haram violence and indoctrination.
5. There shall be collaboration between the Nigerian government and the international communities' especially Nigerian neighbouring countries (Cameroon, Niger and Chad) in the fight against Boko Haram violence. There should be strong political will by the government to fight corruption which has impeded the fight against Boko Haram violence.
6. The Imams (Islamic clerics) should propagate the message of peace and respect for women's right in their communities. Also, there should be a government linked body that will constitute preachers and government officials to monitor the preaching of approved Islamic ideologies.
7. The government (state and national) should collaborate with international donor agency to provide cash transfer grants to assist mothers and their kids (girls) stay in school. This will go a long way in building confidence and encouragement on indigent mothers to send back their children to schools.
8. Rehabilitation programs shall be given by professional counselors with expertise in rational emotive behavioral therapy in order to bring back the acceptable behavior in conformity with society among victims of Boko Haram violence and indoctrination.
9. A means of systematic dialogue program could be employed with the willing members that agreed to compromise their stands to accept the Nigerian statehood and sovereignty.

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