

**A SURVEY OF STUDENTS' OPINION ON THE IMPACT OF TERRORISM ON
PERFORMANCE IN SOCIAL STUDIES, IN PLATEAU STATE COLLEGES OF
EDUCATION, NIGERIA**

BY

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NCE, B Ed Social studies A.B.U (2009)
P13EDAS8120**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES
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DEGREE OF MASTER IN SOCIAL STUDIES EDUCATION**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA**

FEBUARY, 2018

DECLARATION

I IBRAHIM YUSUF, (P13EDAS8120) declare that the work in the dissertation entitles: ASURVEYOF STUDENTS OPINION ON THE IMPACT OF TERRORISM ON PERFORMANCE IN SOCIAL STUDIES, IN PLATEAU STATE COLLEGES OF EDUCATION, NIGERIA, has been written by me in the department of Arts and Social Science Education, under the supervision of Dr, I.D. Abubakar and Dr, H.I. Bayero. The information derived from the literature has been duly acknowledged. No part of this dissertation has been previously presented for another degree at any university. I am liable for any mistake(s) in this work.

.....
Ibrahim Yusuf

.....
Date

CERTIFICATION

This is to certify that this Dissertation entitled ANALYSIS OF THE A SURVEY OF STUDENTS OPINION ON THE IMPACT OF TERRORISM ON PERFORMANCE IN SOCIAL STUDIES IN PLATEAU STATE COLLEGES OF EDUCATION, NIGERIA by Ibrahim Yusuf meets the conditions for the Award of Degree in Masters of Social Studies Education Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my Uncle Late Mal. Hassimu Tyem and to those who lost their lives during the violence in Plateau State.

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My gratitude goes to God Almighty for his love, protection and inspiration towards the successful completion of this programme. I wish to express my sincere gratitude and profound appreciation to my able supervisors Dr, I.D. Abubakar Manyanci and Dr, H.I. Bayero for their inspiration and close supervision of this work. They devoted their time in making corrections and suggestions. May the Almighty God reward them? Thank you. My appreciation also goes to the head of department Prof. Abdullahi Dalhatu and my lecturers late Prof. M.C. Ubah, Dr (Mrs) R.P Khan, Mal. Yahaya shinkafi, Dr S. Fada Mohammed, Dr Z.S.Gaya, Mal. Nasai, Dr. Umar Ginga, Dr A.A. Shika in Social Studies Education Section for their input and contributions towards the success of this study.

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ABSTRACT

This study surveyed student opinion on the impact of Terrorism on performance in social studies in Colleges of Education, Plateau state, Nigeria. Three objectives, research questions and hypotheses each were developed for this study. The population covered all the NCE social studies students constituting 2117 students in Plateau state. Samples of 324 respondents were randomly selected based on Krejcie and Morgan's (1970) sample selection. The instrument used for data collection in this research was self developed questionnaire titled "Terrorism on Performance of students" (TPS), which was a 40 item modified 4 Likert scale instrument designed to identify the student's opinion on the impact of terrorism on performance in social studies. The Statistical package for Social Sciences was used to *analyze* the data. Frequencies and percentages were used for the demographic variables. Descriptive statistics of frequencies mean and standard deviations to answer the three research questions while the inferential statistics of Independent sample t- test was used to test the research hypotheses at 0.05 alpha level of significance. The findings revealed that there was no significant difference in the opinion of students in State College and Federal College on the impact of terrorism on performance of Social Studies students in plateau state colleges of education. Also no significant difference in the opinion of N.C.E II and III, as well as in the opinion of male and female Social Studies students. Based on the findings, the study recommended that NCE curriculum content should be uniform irrespective of college ownership as depicted in the findings. Furthermore, the study also recommended that there is the need for sensitization and awareness campaign on the negative impact of terrorism on performance of NCE students in Social Studies in Plateau State colleges of education. This will help in finding enabling environment conducive for students performance in the study area;

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LIST OF ABBREVIATIONS

O. P. C:-	Oodua People's Congress
N. C. E:-	Nigeria Certificate in Education
N.P.E:-	National Policy on Education
F.G.N:-	Federal Government of Nigeria
U.S.A:-	United States of America
USAID:-	United States Agency for International Development
SOSAN:-	Social Studies Association of Nigeria
N.E.R D.C:-	Nigerian Educational Research and Development Council
CESAC:-	Comparative Educational Study and Adaption Centre
U.P.E.:-	Universal Primary Education
U.N.:-	United Nations
W.A.I:-	War Against Indiscipline
MAMSER:-	Mass Mobilization for Social Justice, Self Reliance, and Economic Recovery
DNA:-	De-oxy Nucleic Acid
SPSS:-	Statistical Package for the Social sciences

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

There is no single, universally accepted definition of terrorism. Terrorism has a long history and several forms. Terrorism does not simply equal trauma. In general, the systematic use of violence and coercion to achieve some goal is taken as terrorism. Internationally, terrorism is defined as "the unlawful use of force and violence against persons or property to threaten or coerce a government, the civilian population, or any segment of political or social objectives". In addition to the loss of life, terrorism has affected the behaviour and psychological responses in humans. These psychobiological effects include physical and mental trauma. Currently some parts have been more affected by terrorism in the world, such as Nigeria. All walks of life have been affected; including the general population in various provinces of the country. Major cities in the country have been targeted. Men, women, children have lost their lives or have suffered mental, physical and social trauma which have affected their daily life and personality permanently. Any activity is now wrought with underlying tension of an unknown terrorist attack. The students have suffered in terms of their education, as schools, colleges and universities have been frequently closed due to the threat of terrorist attacks. Following these attacks the educational syllabus then has to be covered in a shorter duration of time and sometimes the educational institutions are opened on holidays, such as weekends to complete the curriculum in time. This has upset the routine of all students, their family life and social network. The tradition and culture of families is important for the development of the younger generations' social and mental well-being, which may be adversely affected due to the long-term effects of terrorism. The parents are worried on a daily

basis if and when to send their children to educational institutions. Socially also, these students are not able to enjoy or relax, due to the potential threat of terrorism. Their education may seriously be jeopardized. The effect on these youngsters which comprise 55 million of our population cannot be imagined.

The nation Nigeria has witnessed brutal confrontation and massive assault from terrorist group which is undoubtedly the most blood-thirsty and destructive, both in term of demonic brutality,

Mindless savagery and flagrant disobedience to the principles of peace and stability.

Nigeria has witnessed insurgency from this terrorist group called Boko Haram from 2009. They unleash terror and fear in the minds of every Nigeria. There is wanton destruction of government properties, bombing of churches, Mosques and other public places, assassination of prominent individuals, burning of schools occasioned by sporadic shooting of innocent citizens.

However, before 2009, Nigeria also witnessed several forms of terrorism which is a deliberate and systematic use of violence to destroy, kill, maim, and intimidate the innocent in order to achieve a goal or draw national or international attention to demands which ordinarily may be impossible or difficult to achieve under normal political negotiation or on the battlefield against a government army. British Journal of Education Vol.1, No 2. December 2013 Published by European Centre for Research Training and Development UK (www.ea-journals.org).

Obioma (2012) noted that some of these terrorists attacks are politically motivated even though some may have other ancillary motives such as religions, economic or social. Before the declaration of amnesty for Niger Delta youths by Presidents Yaradua in 2005, the Niger Delta region had terrorist groups such as Movement for

the Survival of Ogoni People (MOSOP), Movement for the Emancipation of the Niger Delta (MEND), Niger Delta People Volunteer Force, the Egbesu Boys and Niger Delta Vigilante with a long history dating to the Adaka Boro Movement in the 1960's (Ayangase, 2010) and through to Ken Saro Wiwa's struggles. These militant groups launched agitation against environmental degradation, unemployment, poverty, deprivation and marginalization in the Niger Delta areas of Nigeria. In the east, the Bakasi Boys and the Bakasi Movement for the Actualizations of the Sovereign State of Biafra (MASSOB) are also terrorist groups fighting for equal rights and security of N'digbo true federalism, autonomy and political relevance of the Igbo people in Nigeria having been ravaged by the civil war and abandoned thereafter. The Odua people's Congress (OPC) is the militating wing and mouth-piece of the Egbe-Omo-Oduduwa for the Yorubas in the Western Region of Nigeria. It was used by dominant political parties in the West to advance their courses and achieve sanity. The Arewa people's congress in the Northern Region was also a formidable group. Several pockets of minor militant groups also arose in places like the Jos Plateau area, Igala, Idoma, Zaki, Ihiam etc there interest was mainly on land acquisition, boundary adjustment and grazing rights.

Abiye (2011) noted that domestic terrorism arose in Nigeria because emergent militant groups took advantage of government's inefficient action and inactions in dealing with the fundamental elements of nationhood. Such as internal security, resource control, injustice, corruption, ethnicism, sycophancy, favouritism, over lordship, and marginalization. These factors have made terrorism be ethniced in Nigerian,

Currently the nation is witnessing high spate of insecurity especially in the northern Nigeria by a group of terrorists known as Boko Haram. The Jama'atu Ahlus-Sunnah lid-da wal Jihad popularly knowns as Boko Haram is a strong terrorist group which has its base in Northern-eastern Nigeria. Musa, (2011) stated that the Boko haram has been in existence since 2001 but did not become popular until 2009 when they participated actively in the sectarian violence which occurred in the Northern Nigeria. The name Boko Haram is a Hausa statement, which upon translated into English mean "Western education is sinful". This group is opposed to everything that is of Western origin, more especially Western education; its ideologies and systems. Etymologically "Boko in Hausa language means Animist, western or otherwise non Islamic education, and the Arabic meaning of Haram figuratively means 'sin'. Boko Haram opposes not only western education but western culture and modern science as well. Yusuf (2009) stated that the belief that the world is a sphere is contrary to Islam and should be rejected along with Darwism and the theory that rain comes from water evaporated the sun.

This group was founded in 2002 in Maiduguri by Ustaz Mohammed Yusuf. In 2004, it moved to Kanamma, Yobe State where it set up a base called "Afganistan". This base was used to attack nearby police outposts, killing police officers, burning Churches and schools with a vow that the war will continue as long as the political and educational system was not changed. The Boko haramists prefer the Sharia Law applied all over the country and this will be difficult for the government to comply. They vowed that they would rather have a separate Islamic state carved out of Nigeria where they can practice their religion unhindered. The Federal Government of Nigeria saw these demands as treasonable, unreasonable and unaccepted and in an

attempt to purge the group of its excesses, Mohammed Yusuf the leader was killed in 2009. Adamu (2009) stated that from that year and following the assumption of a new leadership headed by Abubakar British Journal of Education Vol.1, No 2. pp. 1-9, December 2013 Published by European Centre for Research Training and Development UK (www.ea-journals.org)

Shekau, Boko Haram reinvented violence and began what can best be described as the bombardment of northern Nigeria, with such frequency and intensity that are quite unprecedented in the in the history of violence in Nigeria Ajayi (2011) enumerated the following activities of the Boko Harams in Nigeria.

- In January, 2010 the group struck in Borno State killing four people in Dala Alemden waid in Maiduguri metropolis.
- On September 7 2010, Boko haram freed over 700 inmates from a prison in Bauchi state.
- In December, 2010 Boko haram were blamed for a market bombing, following 92 of its members arrested by police.
- On Friday January, 28 2011, a gubernatorial candidate was assassinated along with his brother and four police officers.
- On March 29, police thwarted a plot to bomb an ANPP election Rally in Maiduguri, Barno State.
- On April I 2011 suspected Boko Haram attacked a police station in Bauchi.
- On April 15, 2011, the Independent National electoral commission was bombed in Maiduguri
- April 22, 2011, Boko Haram freed 14 prisoners in Yola

- May 29, 2011, multiple bombing in Northern Nigeria.
- June 26, 2011, bombing of a beer parlour in Maiduguri, 25 people died.
- June 16, 2011 Bombing of the Police Force Headquarter in Abuja.
- August 12, 2011, killing of prominent Muslim cleric Liman Borno.
- August, 26 2011 – Bombing of the United Nations (UN) House in Abuja 23 died
- November, 2011 – Attack on the convoy of Borno Governor, Kashim Shettima on his return trip abroad.
- November, 2011 – coordinated bombing and shooting attacks on police facilities in Potiskum and Damaturu in Yobe state, 150 died.
- December 25, 2011 – Multiple bomb attacks. Killed dozens including 35 worshippers at St. Theresa Catholic Church Madala.
- January 5 & 6, 2012 Multiple bombings in Kano.
- January 20, 2012 – The Kano bombing
- February 8, 2012 – Suicide bombing at the army headquarters in Kaduna
- February 16, 2012 – Prison break in central Nigeria, 130 prisoners released.
- April 26, 2012 – 15 Church goers killed in Bauchi
- June 17 2012 – Suicide bombing attacks on three Churches in Kaduna 100 worshipers died.
- The list of the various attacks by this sect – Boko Haram in 2013 is endless. They have unleashed fear and terror in the minds of the people staying in these parts of the country thereby affecting every aspects of their social and economic life. Such insecurity has led to massive migration from such troubled areas to other parts of the country which is believed to be less vulnerable to Boko Haram attack.

Unlike other parts of Nigeria, which have experienced periodic outbreaks of indiscriminate terrorist activities with tragic regularity, Jos was always viewed as a place of peace and beauty until the early 90s. It was thus an easy haven for people fleeing violence in other neighbouring areas. This regular influx of populations bearing testimonies of the atrocities that they left behind from clashes in Kaduna, Bauchi, and Taraba states may have inadvertently contributed to an atmosphere of fear in inhabitants of Plateau State. The resulting increase in population in Jos escalated economic and demographic pressures, leading in turn to the scarcity of goods and increase in tension. Plateau State has a majority of Christian inhabitants with Muslims constituting a minority. The Jos metropolis consists of several ethnic groups, which fall into two broad categories: the “indigenes” or original inhabitants of the area, among them are the Berom, the Afizere and the Anaguta and the “non-indigenes” or “settlers” composed of the Urhobo, Igbo, Yoruba, Hausa-Fulani, and members of other ethnic groups predominantly found in other parts of Nigeria. However, other ethnic groups except the Hausa-Fulani are not laying claim to Jos as their place of origin even though they too have settled in Jos for many years. The major causes of the Jos crises as reported by scholars like Danfulani, & Fwatshak (2002), Best (2007) and Umejesi (2010) centred around the politics of participation in government by both “indigenes” and “settlers” (mostly Hausa-Fulani). Issues here include elections to the Jos North Local Government Council and Chairmanship that were held in 1991, soon after the council was created; the appointment of the chairmanship of the Jos North Caretaker Committee in early April 1994; the attempted appointment in 1996 of Ado Ibrahim, to the post of Secretary of the Jos North Education Authority; the appointment of the NAPEP Coordinator for Jos North

Local Government by a Federal Government Agency in 2001; the 2008 Local Government elections. Other issues such as lopsided biased reportage of the crisis by both local and foreign media, cow rustling and religious affiliation only served as impetus to inflame the already tensed situation

On Christmas Eve 2010 as many as half a dozen bombs were detonated near churches and a market in two districts of Jos, Plateau state, killing scores of people. At the time it was not assumed to be a Boko Haram attack; it was thought to be a nasty twist to the long-standing ethno-political conflict there. Then, on New Year's Eve 2010 a bomb was detonated in a popular open-air fish restaurant and market inside the grounds of the Mogadishu barracks, just outside Abuja, killing ten people. While it sits very close to a military barracks,

The market is frequented mostly by civilians and was loosely protected.

Since the end of 2010 also, security has further deteriorated in Jos and other affected crises local Government areas because of terror attacks and suicide bombings which claims thousands of lives and properties worth millions of Naira, these crises kept occurring, concurrently in different parts of the state, the latest reoccurrence is the number of people fled their homes and were turned to refuges in neighboring states. Terrorism has had enormous negative consequences on the plateau. Thus, it is from this perspective that this essay intends to investigate on the assessment of student's opinion on impact of terrorism on performance in social studies in plateau state colleges of education.

1.2 Statement of the problem

The success of a nation is dependent upon how successful curriculum delivery in school is done properly. To realize the Nigerian agenda of tracking the high rate of crime, poverty, youth and graduate unemployment, over economic growth, security challenges among others must be addressed. A terrorist event can seriously interrupt the school routine and the processes of teaching and learning. There are usually high levels of emotional upset, potential for disruptive behavior or loss of student attendance unless efforts are made to reach out to students and staff with additional information and services. Students traumatized by exposure to violence have been shown to have lower grade point averages, more negative remarks in their cumulative records, and more reported absences from school than other students. They may have increased difficulties concentrating and learning at school and may engage in unusually reckless or aggressive behavior.

Plateau state has in the last decade experience religious and communal conflict which has virtually engulfed some of the local Government area. Contest between different ethnic, religious, economical, political groups have in sporadic violence in which many lives and properties have been lost. The recent continuous terrorist activities in the state particularly in Wase, Langtang north and south, Barikin Ladi, Riyom, Jos south Local Government Area are alarming to the state. The rate of terrorist activity in the state from 2010 to 2015 has relatively increased to the extent that students may likely be suffered psychologically. Some of these students in the conflict areas have lost their relations and are exposed to tension, fear, and stress, anxiety as a result of bombings, gun shots, wounds and killings. Their schools have become refugee camps and most of them are separated from their love ones left to defend for themselves.

Now, these have created disagreement, mistrust and hostilities in the environment. The nature of problem has religious, political and ethnic undertones which are detrimental to student's psychological stability and adjustment in school. The different experiences on terrorist activities are likely to affect student's performance and this may equally affect their school learning conditions. The problem of this study hinges on the determination of the extent to which terrorism impacted on student's performance in plateau state colleges of education as express by their opinions.

1.3 Objectives of the Study

The main objective of this study is to investigate the student's opinion on the impact of terrorism on performance in Social Studies in Plateau State colleges of education. Specifically, the study intends to:

- i. investigate the opinion of N.C.E Social Studies students on the impact of terrorism on performance in Social Studies in Plateau State colleges of education based on gender;
- ii. find out the opinion of N.C.E Social Studies students on impact of terrorism on performance in Social Studies in Plateau State colleges of education based on level;
- iii. find out the opinion of NCE Social Studies students on impact of terrorism on performance in Social Studies in Plateau State colleges of education based on college ownership.

1.4 Research questions

Based on the above related objectives, the following research questions were answered;

- i. to what extent does the opinion of male and female N.C.E Social Studies students differ on the impact of terrorism on performance in Social Studies in Plateau State colleges of education?

- ii. Is there any difference in the opinion of N.C.E. II and III Social Studies students on the impact of terrorism on performance in Social Studies in Plateau State colleges of education?
- iii. To what extent does the opinion of Federal and State College of Education Social Studies students differ on the impact of terrorism on performance in Social Studies in Plateau State colleges of education?

1.5 Null Hypotheses

This study stated and tested the following null hypotheses at $p \leq 0.05$.

H₀₁: There is no significant difference in the opinion of male and female Social Studies students on impact of terrorism on performance in Social Studies in Plateau State colleges of Education;

H₀₂: There is no significant difference in the opinion of N.C.E II and III Social Studies student's on impact of terrorism on performance in Social Studies in Plateau State colleges of education;

H₀₃. There is no significant difference in the opinion of Federal and State College of Education Social Studies students on impact of terrorism on performance in Social Studies in Plateau State colleges of education.

1.6 Significance of the study

The significance of this research work is to learn effective strategies for protecting and promoting students living in terrorism affected areas of plateau state to recover from their developmental threats of terrorism to cope with their school activities.

Other beneficiaries include:

Government; the findings of the study will be of immense benefit to government on how best to put mechanism in place aimed at curtailing terrorism in order to facilitate

effective teaching and learning Social Studies at the two colleges of education in Plateau State.

The study will provide the relevant information to the curriculum planners which could be vital to curriculum content development. The educational planners will glum tremendously on the needed measures to be taken so as to ensure safety at their learners.

The study will provide to the colleges of education management on the impact of terrorism on students thereby given them a meaningful foresight to strategize plans that will reduce the chance at terrorist attack.

The study will provide the security agencies with facts on the affected population which will enable them to map out modalities to tract the culprits.

The findings from the study will provide the lecturers and teachers those set of population affected; this will pave way to base their student's assessment on the facts of damages done to students by terrorist attack.

The study will be beneficial to parents by making them knowing the ravage done by terrorism on their children thereby encouraging them to practice good parenting.

The study will provide to researchers information needed by them for review during literature.

Researcher and Ministry of Education will organize a seminar to sensitize teachers, counselors and parents on how to adjust with the occurrence as to find meaning in life. Publishing the findings in a Nigerian Journal of social studies and Civic Education will serve as a reference point for social studies experts and non-governmental organisation for peace building.

The counselors, school psychologist and NGOs will benefit from the material as a model for reviewing content about conflict and conflict resolution with a view of bringing peaceful co- existence among all citizens particularly plateau state.

1.7 Scope of the study

The scope of this study covers a survey of student's opinion on the impact of terrorism on performance in social studies in plateau state colleges of education, Nigeria. The study shall involve all the social studies N.C.E 11, and 111 students. Thus, the entire NCE social studies student of College of Education Gindiri and Federal College of Education Pankshin are involved in the research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of relevant literature involved the following sub-headings:-

- Theoretical frame work
Sociological and psychological theories of terrorism
- Concepts of social studies
- Objectives of social studies
- Scope and nature of social studies
- History and justification for the introduction of social studies in Nigeria
- Challenges of social studies in Nigeria
- Concept of attitude
- Concept of terrorism
- An Overview of terrorism in plateau state
- Stages of becoming a terrorist
- Causes of Terrorism
- Review of empirical related studies
- Summary

2.2 Theoretical frame work

The theoretical framework for this study covers sociological and psychological theories of terrorism.

2.2.1 Sociological Theories of Terrorism

The theory forming the foundation of this study is propounded by Rabbi (1999) with the view that Modern sociological perspectives are primarily concerned with the social construction of fear or panic, and how institutions and processes, especially the media, primary and secondary groups, maintain that expression of fear. It is important for students to be able to critically assess the social construction of terrorism and grasp sociological viewpoints,

O'Connor (2014) makes use of a neo-functionalist framework to chart the way terrorism impacts the whole of society by affecting core values of achievement, competition, and individualism. Some societies become "softer" targets after terrorism (especially after short-term target hardening), and other societies become stronger in the long term. It depends upon interaction patterns, and stabilities and interpenetrations among the structural subsystems (economy, polity, religion, law). However, there are probably only three people in the world who understand the kind of Parsonian functionalism, so it will most likely be the case that labeling and learning theories will dominate sociological thought on terrorism, followed by conflict or radical theories which all-too-often overdo the implication of state crime, fiscal crisis, capitalism, or imperialism with terrorism. For a promising approach that more carefully attempts to tread these sociological waters in Beiner (2014).

2.2.2 Psychological Theories of Terrorism

Psychological perspectives, with few exceptions (Ross 1996; 1999), are decidedly clinical in what is often a futile attempt to find something pathological in the terrorist personality. Merari in Beiner (2014) provides a good overview of psychological approaches, but one of the major names in this area is David Long, former assistant director of the State Department's Office of Counter Terrorism, who has gone on record saying there's no such thing as a terrorist personality, but then has said they typically suffer from low self-esteem, are attracted to groups with charismatic leaders, and enjoy risk-taking (Long 1990). A sampling of psychological factors that have been investigated include: ineffective parenting or rebellion against one's parents, a pathological need for absolutism, and a variety of other "syndromes" and hypotheses, but study after study for the past thirty years has yielded very little valid and reliable information about the psychology of terrorists other than the following generalizations:

Although what we don't know about the psychology of terrorism is more than what we do know, there have been several promising attempts to merge or combine psychology with sociology (and criminal justice) into what might be called terrorist profiling (Russell and Miller; Bell; Galvin ; Strentz ; Hudson, 2011). This line of inquiry actually has a long history, and includes what rare studies exist of female terrorists. The earliest study (Russell and Miller 1977) found that the following people tend to join terrorist organizations: 22-25 years of age 80% male, with women in support roles; 75-80% single; 66% middle or upper class background; 66% some

college or graduate work; 42% previous participation in working class advocacy groups; 17% unemployed; 18% strong religious beliefs.

These data, as well as other known characteristics and attributes about terrorists, have found their way into databases, some public, some private. One of the most well-known databases used by researchers is sent Andrews University chronology of international Terrorism. When suicide bombing became popular, Merari (1990) conducted rare interviews with terrorists, and found that most suicide terrorists are between the ages of 16 and 28. Most are male, but 15% are female and that proportion is rising. Many come from poor backgrounds and have limited education, but some have university degrees and come from wealthy families.

Both sociological and psychological approaches basically tell us now is that individuals join terrorist organizations in order to commit acts of terrorism, and that this process is the same as when individuals join criminal subcultures in order to commit acts of crime. There appears to be no unique terrorist personality. Instead, there appear to be unique sub cultural phenomena which develop, support, and enhance a penchant for cold-blooded, calculated violence which, if not satisfied within a terrorist organization might be fulfilled elsewhere. Terrorism is a social activity. Individuals join a terrorist group usually after they have tried other forms of political involvement. The emotional links between individuals and the strength of commitment to their ideology appear to become stronger by the group living in the underground and facing adversity in the form of counterterrorism. Socialization in the underground is quite intense, and Ferracuti (1982), a criminologist, has documented the "fantasy wars" that go on in the terrorist underground. An individual's identity may become tied to the group's identity, but it is just as likely

that emotional relationships become as important (if not more) than the group's purpose. This means that the distribution of beliefs among members in a terrorist group may be uneven. There may be major differences between individual and group ideology. Ideology may not necessarily be the main component of motivation. From profiling terrorists for many years, we know that most of them are action-hungry practitioners, not theoreticians. This knowledge may provide new counterterrorism strategies which attempt to change individual beliefs and weaken group cohesion.

The focus of this study is on the survey of student's opinion on the impact of terrorism on performance in social studies. The sociological theory by Rabbi (1999) is a useful guide to this study in the sense that students can be able to critically assess the social construction of terrorism and make use of a neo- functionalist to chart the way terrorism impact the whole of society by affecting core values of achievement, competition and individualism. Adolescents spend much of their time in school, making it a crucial setting to study as the social relationships established there may protect against some of the negative outcomes associated with trauma. Children exposed to disaster and community violence used to have lower school attendance, absenteeism Overstrest, and dissatisfaction with school. However, a positive school atmosphere is associated with school connectedness, higher academic achievement, and decreased high school dropout rates. It is especially important to study the school setting when investigating the environment of individuals exposed to trauma as it may serve as a protective factor against some of its negative consequences, potentially affecting adolescent development in a positive way

2.3 Concept of Social Studies

It is not easy to have a general acceptable definition of social studies. This is because of its relative nature in terms of location, time circumstance and the individual scholar defining it. However, the following commonest definitions are found in recent textbooks and journals by social studies scholars and educationist.

Kadiri (2011), conceptualization of social studies also deserves noting. To him, social studies is “an organized, integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry”.

Ololobou (2008) defined social studies as the study of man and his physical and social environment, and how man interacts with others. Dubey in Kadiri (2008), defined social studies as the investigation of human activity, it studies human at home, man at work, man at politics, man at play, man in the village, in the nation and man everywhere engage in his busy programmed of living. Social studies is particularly interested in man’s problem and how to resolve them.

Okonkwo (2013) defined social studies as “those subject matter that are related to the organization and man as member of social group”. Dike in Nwanna-Nzewunwa, Girigiri and Okoh (2007:2) describe social studies as:

A new field of study that is concerned with how man interacts with his fellow man in his society and with the physical and social factors in his environment. Social studies is also the study of the impacts of science and technology and on man and his environment.

Mary (2013), defines social studies as a programmed of study, which a society used to instill in students or learners knowledge skills, attitudes and actions’ it considered

important concerning a relationship human beings have with one another, their world and themselves. Okonkwo (2013) defines social studies as the field of study that deals with man's social, economic and political behaviors of any place where people live now or had lived in the past.

From the foregoing, social studies is a vehicle for inculcating education. It passes on the knowledge developed by the society including the scholarly disciplines with the purpose of helping young people understand and made used of it. It is a course of study that studies man and his relationship with his environment.

Ndampon (2007) identified the need for an education that would provide a kind of moral code and to prepare young children to fit and cope with the growing industrial society. This brought the introduction of a programmed in Britain schools called "School and Life" which taught the children their interrelationships with the environment such as the home, school and the entire society.

Wesley in Ndampon (2007) was the first man to use the term "social studies" for pedagogical purposes in the United States of America after the depression years and the appearance of the Soviet Sputnik. To him the new social studies was a programmed meant to lead the boys and girls to find excitement and motivation in the process social education via exploration, inquiry and discovery but with emphasis on developing competencies, values and attitude essential for citizenship in a free society. With time, American social studies has evolved to prepare young Americans for future wars and to promote the spirit of nationalism, patriotism, and loyalty to sensitize the youth on the concepts of self-reliance in food, resources conservation and increased productivity.

In America, social studies is defined as citizenship education which prepares individuals to live cooperatively with one another, appreciate one's culture, and have a thorough knowledge of existing norms, structure, and privileges. In another development, Ogunsany (1984) opine that social studies is a synthesis of relevant components of subjects in the social science, such as economics, political science, sociology, geography, anthropology, history, archaeology, religion, pure and applied science, health education, which are integrated to form its concepts as well as promote easy adaptation to societal changes.

Udoh in Ndampon (2007) express social studies education as an integrative field of study which probes man's symbiotic relationships with his environment, endow man with the reflective or contemplative capacities, intellectual, effective social and work skills to enable him understand his world and its problems, and to rationally solve or cope with them living in the society. Hence Osakwe and Itedjere (1993) in their opinion noted that social studies is the interpretation of interrelationship of different subject aimed at inculcating national consciousness and national unity, imbibing the right types of values and attitude for self and inculcating the necessary skills, abilities and competencies for the individual and the larger society. Education is an integrated and interdisciplinary field of study whose ultimate aim is to produce people who are civically component.

2.3.1 Objectives of social studies

Even though there may be no consensus as regard the definition of social studies, the goals and objectives of social studies are similar. Orubu, Mansaray, and Dike in Alhassan (2013) classified into three broad groups the objectives of social studies these include:

- i. Knowledge and understanding: Of basic facts of the physical, social and political environment. This also deals with information and rule of law, democratization process, and unity in diversity and sustainable development.
- ii. Acquisition of basic skills and aptitudes: necessary for critical thinking; analyzing information, expressing opinions and ultimately reaching sound judgment.
- iii. Development of healthy positive attitudes and values: such as cooperation, hard work, open-mindedness, honesty, participation, justice, fairness, tolerance, transparency, courage, etc.

Definitely, these laudable goals and objectives of teaching social studies in institutions are hinged on the national philosophy of Nigeria and national Goals of Education as state in (FRN, 2004)

- A free and democratic society’
- A just and egalitarian society
- A great and dynamic economy
- A united, strong and self-reliant, nation
- A land of full opportunities for all its citizenry.

Parker and jorolimek in Enomona (2013) support the NCSS (USA) definition of social studies as, “the integrated study ... the primary purpose of which is to help young people develop, to make informed and reasoned decisions ... ‘’ the remark the children are assisted to know about and experience a deep sense of the application of the social trends that shape their future. Parker and jorolimek thus identify three dimensions of skills. They say that knowledge is a thematic statement aimed among other things to make students know about basic “human institution” such as the

family, education, religion, government, economy, human environmental interaction, and current event and enduring public issues.

Attitude and values are also directed. Less at rational knowledge and more at the effective domain – realm of emotions and feelings that will aid the development of reasoned commitment public values of the society. According to Klausmeier and Ripple (1971) attitudes and values are among the most vital outcomes of learning in social studies, because they are important in determining how the student reacts to situations, and also what they seek in life. They are also the mediator's responses and act as motivational forces. Klausmeier and Ripple explain that attitude has three interrelated components, cognitive (information), affective (feelings), and an action-tendency (behavior predisposition). Thus when the attitudes that children and youth should learn in school have been identified, and agreed on, a programmed of instruction can be organized that will result in the efficient learning of attitudes.

The role of social studies in combating terrorism considers its objective, content and methodology vis-a-vis the goals and objectives as derived from the national education as contained in the social studies curriculum framework.

The aims and objectives of social studies in Nigeria as derived from the national Education philosophy are:

- The inculcation of national consciousness and national unity
- Inculcation of the right type of values and attitude, for the survival of the individual and the Nigerian society
- The training of the mind in the understanding of the world around and

- The inquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in contribute to the development of his society (NPE, 1998).

From the above, it is clear that these aims and objective of social studies constitute for combating terrorism and for the development and building of any nation. Indeed, as state in the educational philosophy of Nigeria, all instruction in social studies is geared to words inculcating in the students the following values are:

- Faith in man's ability to make rational decisions
- Moral and spiritual values inter-personal and human relations
- Shared responsibility for the common good of society and
- Promotion of the emotional physical and psychological health of all children (FGN 1998).
- Acquisition of these values and codes of conduct are necessary for the reduction of social vices in the society. The formidable task for combating social problems in Nigeria certainly requires an informed and effective citizen. Conscious efforts are needed to produce such because citizens are made, not born. As a citizenship transmitter, social studies curriculum plays a significant role of educating the students in harmonious living can inculcate democratic making as an effective students.

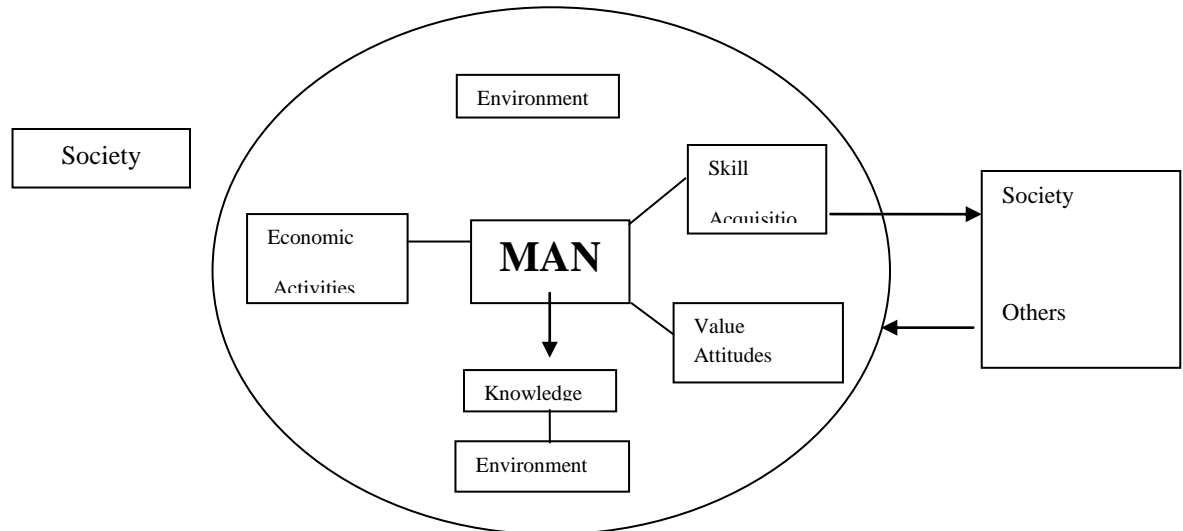
2.3.2 Scope and Nature of Social Studies

Social studies education is concerned with human relationship. The world in which we live is constantly undergoing changes and these changes sometimes amount to revolutions. Social studies these changes and revolutions, be they political, economically, educationally, social or religious. Social studies education integrate science subject to enable man incorporates all aspect of reforms and innovations that

are geared towards the sustenance of educational and cultural values, goals plus the knowledge and skills expected of a heterogeneous people of Nigeria who are concerned with socio – economic political and scientific and technological advancement (Aroster, 2013).

The nature of social studies can be further explained through the diagram below;

Fig: 2. Illustration on the Scope of social studies



Source: Aroster (2013)

In summary, the content of social studies Education derived principally from scholarly discipline of Economics, Geography, history, political science, sociology, Anthropology, social psychology and Religion to form its curriculum content and in cooperating entrepreneur education will not be out of place or new thing which could be re-organized under man economic activities in his society or environment.

2.3.3 History and Justification for the Introduction of Social Studies in Nigeria

Traditional Nigerian education, like traditional African education, had, and still has a strong social content (see objectives of traditional African education by Fafunwa (1974). The same explanations apply here. During pre-colonial times, through

colonialism to present, traditional education reflected and continues to reflect, respectively, a remarkable social content.

During colonialism, formal schools were established and subjects in a social area (History, Geography, Civic and Religious knowledge) were taught. Somehow, education in social area, during the colonial period, was not directed at the self-consciousness, awareness, discovery and overall development of the indigenous peoples of the Nigeria area. It served the interest of the metropolis (that is Europe). In 1958, towards the end of the colonial period and not long after the launching of SPUTNIK 1, the term social studies emerged in the curriculum of some school in the defunct western region. That region co-operated educationally with the University of Ohio, USA. During the period of co-operation, social studies were taught to student-teachers of the region (Makinde, 1979).

The post-colonial period has clearly been more eventful regarding the growth and development of social studies in Nigeria. In 1963, social studies re-surfaced at the comprehensive high school, Aiyetoro, Ibaden. This school which was the product of educational cooperation between the defunct western Region and the United State Agency for international development (USAID), produced a text book on social studies in 1965. Meanwhile, in 1969, the Northern Nigeria Teacher Education project was started. This project encourage social studies education was produced a methods text book for it Teachers.

The social studies association of Nigeria (SOSAN) was formed in January 1969 at a social studies seminar held at Eleyele, Ibadan. In September 1969, the Nigerian national curriculum conference was organized at the national Hall, Lagos. This conference made recommendations that were favorable to social studies education in

the country. Another outcome of the conference was the establishment of the Nigerian Educational Research Council (NERC) 1970.

Earlier, in 1968, the Comparative Education Study and Adaptation Centre (CESAC) had been set up, with grants from the Ford Foundation, at the University of Lagos. NERC and CESAC, while they existed, organized series of curriculum workshops which yielded, among others, new curricula in social Studies for primary, junior and senior secondary, Teacher Education programmed in the country. CESAC, NERC, the National Language Centre and the National Book Centre-all parastatals of the Federal Ministry of Education were in 1987-88 merged to form a new body known as the Nigeria Educational Research and Development Council (NERDC). The NERDC continues to show interest in the development of social studies education in the country.

Two other events which contributed to the growth of the social studies in Nigeria deserve brief mention at this point.

- i. Universal Primary Education (UPE) was launched in 1976 in preparing for UPE; the Federal Government took over the control of primary and teacher education, nationwide, and issued appropriate syllabuses. Social Studies were covered, and were the only subject so treated in the social area. Thus although UPE failed, Social Studies made substantial gains.
- ii. The Nigerian National Policy on Educational document (1977, revised 1981) reflected Social Studies as a core subject at primary and junior secondary school levels, taking the place of all other discrete social science subjects. When, September 1982, the 6-3-3-4 systems of education (New National Policy on Education) became operational, Social studies were given and enhanced status.

Although there is no official provision for the teaching of social studies at senior secondary level, CESAC in 1984 produced a senior secondary school social studies syllabus which has since been approved by Nigeria's joint consultative committee on Education. Meanwhile, **SOSSAN** keeps pressing for all elective status for the senior secondary level.

Despite that social studies is a new-comer to the Nigerian education scene, it has made appreciable in-roads into the various levels of education in the country: it is taught in all primary and junior secondary schools; it was also available in all teacher education programmed, up to the doctoral (Ph. D) level.

2.3.4 Challenges of Social Studies in Nigeria

Social studies Education occupies a pride of place in all levels of the Nigeria educational system. It is a core subject in the primary and junior secondary schools. Social studies is taught (or has been propose to be taught) as an elective under the garb of citizenship education in the senior secondary school. It is also taught as a discipline proper in the tertiary institutions. This fact notwithstanding, the classroom malfunction dispensation of social studies in all strata of Nigeria's educational institutions, considered inappropriate for social studies goal attainment in our polity, has occasioned the phobia or pessimism expressed by okam in Mezeiobi (2013) to the effect that "...social studies educational in Nigeria schools and colleges ... has failed ..." in its educational mission in Nigeria or rather "is failing in this enterprise". The malfunctioning of the social studies curriculum was alluded to by Ezegbe (1988p.132) when he opined that "... social studies ... have been facing several problems and colleges". Against this background, this chapter examines the factors that are militating against the effective teaching of social studies in Nigeria may be

considered in five dimensions, namely: the human factor, government factor, the teacher factor, the school factor and the community factor.

a. The Human Factor

The national bid to reap the fruits of social studies education of national development via the schools and the eventual introduction of social studies educational in Nigeria school curricula is quite a relatively new occurrence. Social studies was introduced in Nigerian schools without a clear cut understanding of what the concept social studies mean in Nigeria's socio-political context. This lack of concept specificity provided a fertile ground for Nigerians to conceptualize social studies in 'eight' (Mezieobi, 2013) divergent perspectives. These apart, Ikwumelu (1988) have pointed to the continuing search for a definition of social studies in Nigeria. No doubt, when the meaning associated with a concept in the giving milieu. The definitional disagreement among Nigeria scholars and writers on social studies and their continuing quest of and acceptable Nigeria's definition of social studies is an impediment to the effective teaching of social studies in the Nigerian School system. Until the meaning of social studies in our context is understood by grope in the dark as it relates to fostering effective interactive process in social studies Education.

Another human factor militating against the effective teaching and learning of social studies is the resistant behavior of people trained in the traditional disciplines of the social sciences and the humanities and the introduction of social studies in the school curricula. These subject traditionalists who fear that social studies might out rightly displace their traditional disciplines have continued to resist, directly or indirectly, the emergence of social studies in the educational scene in Nigeria. They perceive and teach social studies in the light of their disciplinary bias. It cannot be gainsaid that the

chalking out the citizenship education, an aspect of social studies, as a distinct school subject is the handmaid of the traditional subject specialists who are politically efficacious to the point of striving to frustrate the entrenchment of social studies education in Nigeria for selfish ends, to the utter debunkment of the utilitarian values of social studies. Ezege (1988) insightfully pointed to the negative role of the traditional subject experts of History, Geography, Government, Economics and Sociology in frustrating social studies in Nigeria when he quipped; while they are handing lesson on social studies, it is often easy to observe some bias exhibited by them in favors of their particular disciplines. Besides, some of them do not appear to welcome the introduction of social studies into the school curriculum, since they see the introduction as threatening or jeopardizing their cherished interests in their separate subject areas. Their opposition is very likely to make the introduction of integrity social studies difficult at the senior secondary school level.

Furthermore, the inattentive public, perhaps engrossed in their survival pursuits, to meet capitalist demand, is quite apathetic to whatever societal issue and concerns that they do not perceive directly as affecting their well-being. This atrophic behaviour does not provide for a fertile social ground for citizenship mobilization participation and co-operation which contribute to social studies goal accomplishment.

b. Government factor

The government is a significant factor in the pathetic state confronting the teaching of social studies education in Nigerian school which invariably negatively affects national development and integration. The role of government ineffective teaching and implementation of social studies curriculum can be schematized.

As is evident from the other educational and social plans in Nigeria such as the universal primary education (UPE) programme, in modern mathematics and the Green Revolution saga which had failed, government embarked on the implementation of the social studies curriculum without adequate preparation for its effective take off. This stance is substantiating by following, among others:

- i. Government ineptitude in setting into motion the necessary machinery for the teacher training programme in social studies education in all the conventional tertiary institutions particularly universities;
- ii. Government's insensitivity to the sorry state of social studies teaching in Nigerian school where social studies has continued to be taught by person who are not professionally familiarized with the epistemological and ontological dimensions of social studies even where trained social studies teachers are not gainfully employed.
- iii. No matter how well designed the social studies curriculum is, no matter how well intentioned the objective of the social studies curriculum are, no matter the wealth of available social studies curriculum resources for effective instructional delivery, the core of the success of the social studies curriculum rests with the professionally trained and qualified social studies teacher who must translate the programmed into action. We, therefore, share the admonition of Joof in Mezieobi (2013) to the affect that:

When you put man without the professional training in social studies (Education) on the (social studies teaching) job to produce social studies Teachers, it will be expecting too much of him to produce the right caliber Of social studies teachers (let alone such teachers who will exhibit Expertise on the job).

iv. There is no concerted or rather adequate commitment on the part of the government to ensure appropriate implementation of the social studies curriculum. The social studies programmed inadequately funded. The quality of social studies teachers in our schools today is too poor. A majority of those who teach social studies today are not trained for the job. There is no government instituted incentive plan to induce even professionally regeneration activities in other to constantly update their knowledge, skills and competences as a device to keep in constant touch with recent developments and trends in social studies education.

Furthermore, the remunerations and fringe benefits of social studies teachers in particular and other teachers in general, which 'cannot support their families 'are irregular and in some cases badly in arrears. Moreover ,the uncongenial classroom conditions under with social studies teachers work cannot elicit the high morale and productivity demanded of social studies teachers as''...there is a high correlation between good working conditions and a high level of performance''(Okeke in Mezeiobe 2013).

v. A good number of people involved in social studies curriculum planning and actualization at the government level do not even know what social studies is all about?

c. The Teacher Factor

Undeniably, there is the 'teacher factor' which is perhaps the principal factor in the inappropriate implementation of the social studies curriculum at all levels of educational system. The preponderance of generalist social studies classrooms commonsensical suggests that social studies implementation, appropriately conceived, is bound to be malfunctioned. The problems of effective teaching of social

studies in Nigeria as they relate to the ‘teacher ‘factor ’anchor more than anything else on teachers ’methodological emphases. Mezieobi (2013) succinctly made this point when he opined that the malfunctioned of social studies curriculum in Nigeria is attributable largely to the inappropriate utilization of teaching methods and techniques germane to the effective teaching and learning social studies. These methodological malfunctioning in social studies education is manifest in the following.

- i. Teachers’ approaches to social studies teaching are largely pedagogical with emphasis on cognitive achievement to the utter neglect of the affective and psychomotor domains;
- ii. In view of the fact that the teaching force in social studies is dominated today by personnel trained in history, geography, economics, political science, these caliber of social studies ‘teachers’ teach social studies in the light of a single subject approach (depending on a teacher’s discipline of training), to the utter debunkment of the integrated approach emphasis in social studies education in Nigeria. Furthermore, the curricula demands of these traditional subjects do not tally with social studies curriculum contents. The studies of Funtua (1980) and Corbin (1981) have confirmed this position.
- iii. The teaching methods in social studies interactive process which set the mental laboratory of the learners into motion in order to elicit their rational and critical reflective thinking, creativity, independent investigation and discovery, sound decision-making and values clarification and imbue the learners with the desirable attitudes, values and social competences essential for effective social living are glossed over by most of the present caliber of social studies teachers in our schools

who are ill equipped for this job. These neglected but desirable activity-oriented methods include the inquiry, discovery, problem-solving, individualized instructional methods. DuBey and Barth, Pwajok and Madubuike in Mezeiobe (2013) attest to the fact that a lean percentage of social studies teachers, not more than 5% as our observations and studies have revealed, utilized the critical-thinking generating methods which are desirable in effective social studies teaching-learning setting. This problem, to a large extent, is predicated on lack of training in social studies education and the obsession of teachers with perpetuating the status quo or traditionalism, the reluctance to path ways with the old teaching methods and practices which may not suit social studies teaching practices today.

- iv. Teachers of social studies in our schools predominantly focus the evaluation of social studies instruction on cognitive learning to the complete neglect of the affective and psychomotor achievement and particularly the affective domain which is the major concern of social studies education. Studies undertaken by Uche, Obemeata, Okobia and Madubuike in Mezeiobe (2013) have confirmed this instructional evaluative trend and practice in Nigerian educational institutions.
- v. A recently concluded extensive study carried out by these authors on social studies Teachers' utilization of teaching methods in social studies interactive process in selected secondary schools in fifteen of the thirty six states of the federation of Nigeria (Kano, Sokoto, Imo, Abia Ibom, Benue, Plateau, Ogun, Oyo, Lagos, Taraba, Yobe, Jigawa, Katsina, and Kaduna States) made the following very significant and interesting revelations: that most social studies teachers do not carry out their instructions in social studies in creative learning environments. The students or learners are confined to the formal classrooms with minimal, if any, exposure of the

learners to the surrounding communities and beyond. Those most social studies teachers do not use the multi-methods and multi-media resources in order to provide for variations and differences in learners' needs and interests. That there is a near total neglect of community resources in the teaching learning process. Those social studies teachers dominate the instructional process and make their clients passive recipients of copious body of knowledge or information expected to be committed to rote memory and recalled some day on demand for examination purposes. The imparted knowledge may not have any value orientation embedded in them. The foregoing amount to faulty teaching of social studies education.

- vi. Most teacher of social studies in Nigeria neglect, perhaps out of sheer ignorance, the relevant community resources that abound for effective social studies delivery, and focus attention on hardware materials which the education authorities hardly ever afford nor adequately distribute to schools for schools 'effectiveness in view of the country's dwindling economic fortune .even in the face of the short supply of instructional materials, the present crop of social studies teachers lack the resourcefulness and dogged determination to improvise instructional materials relevant to effective social studies instructions. Ingenious professionally trained social studies teachers can provide a wide variety of relevant instructional materials. In fact, good and effective social studies teacher sees himself and his students as the most significant instructional resource for his social studies learning activities.
- vii. Another teacher- centric factor impeding effective social studies instruction in Nigerian schools is the complacency of social studies teachers to professional improvement or growth. Meziobi (1983) rightly noted that; 'Most teachers in our

schools once they leave the four walls of an educational institution with their meal ‘ticket’ or credentials are not prepared to learn anything new”

Some ‘teachers’ are compelled by the desire to remedy their pre-service teaching qualification deficiencies into embarking on further education. Besides, only a few social studies teachers would, only out of sheer appreciation of the cruciality of continued learning to their professional longevity, voluntarily undertake self improvement orientated learning in social studies education. the teaching of social studies cannot be effective when a social studies teacher who is supposed to in constant tune with the changing social circumstances, developments, trends and practice in social studies education, has unfortunately stopped learning and invariably literarily stopped teaching. In view of knowledge and social skills dynamism, Fenton in Mezeiobe (2013) was apt to caution that social studies ‘cannot surmount a wall built from failure to communicate new ideas to (social studies) teachers’.

- viii. teachers have also contributed to the sorry state of social studies teaching and learning in schools through their complete reliance on government alone to provide adequately for social studies instructional effectiveness through adequate funding of social studies programmes hence the teachers ineptitude in generating in- house (or via positive teacher community relationship) some supplemental income or material which may contribute to enhancing social studies teaching effectiveness and efficiency in a number of ways, positive social studies goal accomplishment is a joint responsibility of all- the government, parents and students, and others who have a stake in productive educational output and development.

d. The school factor

Teachers, school administrators, students and the support staff constitute the school. But for purpose of emphasizing the distinct roles of teachers in faulty teaching of social studies, they have been purposefully isolated, in the preceding pages, from the school factor. Poor school leadership that is the systems' oriented is known to engender bad blood in the teachers and students resulting in teachers' non-commitment to work and in some cases students' disruptive behaviour which invariably lead to non- actualization of social studies programme in the event of industrial dispute and constant forced closure of schools.

Furthermore, the growing incidence of student and teacher truancy and absenteeism and the general unwillingness of students to learn have not augured well for the smooth teaching and learning of social studies. Available funds for social studies programme implementation, among other factors competing for fund utilization, in some situation in our schools have been mismanaged at the school building level. This point was well made by professor Aghenta (1984) when he noted that: "the money available is never carefully used ... the money the government votes for running the schools ... the little that gets there is normally wasted by those whose responsibility is to manage the schools".

In some situations, the support staff such as the drivers has in demonstration of uncooperative attitude, made impossible planned social studies educational trips to the community resource places and persons by their reluctance to service the college vehicles fuel them and produce them when needed for social studies class educational excursions. At times, these drivers feign sick. A number of school have not benefitted from the communities surrounding them with regard to the communities contributing

positively to social studies programmed implementation. The problem is that such schools lack the wherewithal to establish and maintain healthy school-community relationship which may be relied upon to contribute to effective social studies teaching and learning.

Beside, the over-loaded school-time table does not allow for the many subject offerings in today's schools, does not allow for the required number of lesson periods which effective teaching of social studies demands. Not more than three periods of thirty five minutes each per week is allotted to social studies teaching in Nigerian schools. Worse still, school teachers may not find it very convenient to undertake additional lesson periods on social studies after the normal school hours particularly when this arrangement does not attract extra pay or allowances.

In addition, the recent innovative intra-mural school supervisory practice in social studies in Nigerian schools do not properly belong to the social studies discipline by training to enable them supervise themselves in a collegial, co-operative manner without fear or accusations of snoopery as is the case with designated school supervisors.

e. The Community Factor

Most community members do not understand what social studies is all about? The result is that community members do not give social studies implementation their desired support materially and financially. Furthermore, community dynamism, which social studies teaching and learning must always reflect, has been such that social studies teachers cannot readily keep pace with in the interactive process. In fact, constant community or societal changes entail constant changes in the social studies curriculum content which not only de-stabilize the subject-social studies- but

also make ‘sleeping’ social studies teachers unaware of these changes. Under these circumstances, effective social studies teaching become a far cry from reality.

2.3.5 The concept of performance

The quality of students’ performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. High school performance may determine educational career. Thus, if interrupted or weakened it may have a negative impact on a person's life. As expected, it have been confirm that trauma-exposed students performed worse academically the year after experiencing the terrorist attack. They also had lower grades than the national grade point average. These results can be seen in light of what the students experienced. The majority of the students felt that their lives were in danger, many witnessed people dying, and as many as 75% of the respondents reported that they had lost someone close to them. It is natural to anticipate that this would impact their school functioning as they began school after the event. It can be assumed that their school performance may have been affected by posttraumatic stress reactions, grief, lack of sleep, and pain after experiencing the traumatic event (Dyb, Jensen, Nygaard, et al., [2014](#)).

2.3.6 Concept of Terrorism

Terrorism is the event in which frightened circumstances are shaped by a group of people who consider themselves as maltreated by society. Neither academic circles nor international community has legal consensus on the definition of the term "terrorism". Word Terror was taken from Latin language which means “to frighten” Terror is aggression against innocents by some people who could have the

sympathetic external or internal support. Thus terror is extreme fear. The groups that are supported by the masses and create fear are terrorists. These groups of people Fight for amelioration of real or perceived justice.

The difficulty in defining “terrorism” is in agreeing on a basis for determining when the use of violence (directed at whom, by whom, for what ends) is legitimate; therefore, the modern definition of terrorism is inherently controversial. The use of violence for the achievement of political ends is common to state and non-state groups. The majority of definitions in use has been written by agencies directly associated with government, and is systematically biased to exclude governments from the definition. The contemporary label of "terrorist" is highly pejorative-- it denotes a lack of legitimacy and morality. As a practical matter, so-called acts of “terrorism” or terrorism are often a tactic committed by the actors as part of a larger military or geo-political agenda.

The UN General Assembly Resolution 49/60 (adopted on December 9, 1994), titled "Measures to Eliminate International Terrorism," contains a provision describing terrorism: Criminal acts intended or calculated to provoke a state of terror in the general public, a group of persons or particular persons for political purposes are in any circumstance unjustifiable, whatever the considerations of a political, philosophical, ideological, racial, ethnic, religious or any other nature that may be invoked to justify them.

The UN Member States still have no agreed-upon definition of terrorism, and this fact has been a major obstacle to meaningful international countermeasures. Terminology consensus would be necessary for a single comprehensive convention on terrorism, which some countries favor in place of the present 12 piecemeal conventions and

protocols. Cynics have often commented that one state's "terrorist" is another state's "freedom fighter".

The Arab Convention for the Suppression of Terrorism was adopted by the Council of Arab Ministers of the Interior and the Council of Arab Ministers of Justice in Cairo, Egypt in 1998. Terrorism was defined in the convention as: Any act or threat of violence, whatever its motives or purposes, that occurs in the advancement of an individual or collective criminal agenda and seeking to sow panic among people, causing fear by harming them, or placing their lives, liberty or security in danger, or seeking to cause damage to the environment or to public or private installations or property or to occupying or seizing them, or seeking to jeopardize national resources.

UN Security Council Resolution (2004) gives a definition: criminal acts, including against civilians, committed with the intent to cause death or serious bodily injury, or taking of hostages, with the purpose to provoke a state of terror in the general public or in a group of persons or particular persons, intimidate a population or compel a government or an international organization to do or to abstain from doing any act. A UN panel, on March 17, 2005, described terrorism as any act "intended to cause death or serious bodily harm to civilians or non-combatants with the purpose of intimidating a population or compelling a government or an international organization to do or abstain from doing any act."

European Union: The European Union defines terrorism for legal/official purposes in Art.1 of the Framework Decision on Combating Terrorism (2002). This provides that terrorist offences are certain criminal offences set out in a list comprised largely of serious offences against persons and property which: given their nature or context, may seriously damage a country or an international organization where committed

with the aim of: seriously intimidating a population; or unduly compelling a Government or international organization to perform or abstain from performing any act; or seriously destabilizing or destroying the fundamental political, constitutional, economic or social structures of a country or an international organization.

United Kingdom: The United Kingdom's Terrorism Act 2000 defines terrorism to include an act "designed seriously to interfere with or seriously to disrupt an electronic system". An act of violence is not even necessary under this definition.

United States: The United States has defined terrorism under the Federal Criminal Code. Title 18 of the United States Code defines terrorism and lists the crimes associated with terrorism. In Section 2331 of Chapter 113 (B), defines terrorism as: "...activities that involve violent... or life-threatening acts... that are a violation of the criminal laws of the United States or of any State and... appear to be intended (i) to intimidate or coerce a civilian population; (ii) to influence the policy of a government by intimidation or coercion; or (iii) to affect the conduct of a government by mass destruction, assassination, or kidnapping; and (C) occur primarily within the territorial jurisdiction of the United States..."

US Patriot Act of 2001: terrorist activities include:

- threatening, conspiring or attempting to hijack airplanes, boats, buses or other vehicles.
- threatening, conspiring or attempting to commit acts of violence on any "protected" persons, such as government officials
- Any crime committed with "the use of any weapon or dangerous device," when the intent of the crime is determined to be the endangerment of public safety or substantial property damage rather than for "mere personal monetary gain

FBI definition of terrorism: The unlawful use of force or violence against persons or property to intimidate or coerce a Government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

U.S. Army Manual definition terrorism is the "calculated use of unlawful violence or threat of unlawful violence to inculcate fear. It is intended to coerce or intimidate governments or societies ... [to attain] political, religious, or ideological goals." U.S. Army Field Manual No. FM 3-0, Chapter 9, 37 (14 June 2001).

Department of Defense Dictionary of Military Terms defines terrorism as: The calculated use of unlawful violence or threat of unlawful violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological. In social studies perspectives, terrorism is the emergence of individuals or groups challenging the sovereign state's monopoly of economic resources through the use of violence and terror to address their grievances. According to Bozimo (2010), terrorism is a calculated use of violence and threat to intimidate, frighten, oppress and suppress people into submission for the purpose of achieving certain goals. According to Fwang'an and Pusmut (2012), terrorism is a violent action that is directed at the government and is intended to cause fear for political and religious purpose. Momah (1993) posits that terrorism is the deliberate and systematic murder, maintaining and menacing of the innocent in order to instill fear for political ends. Noam (2004) reflected that "terrorism is the international used of a threat to used violence against civilians or against civilian target in order to attains political aims".

2.3.7 An Overview of Terrorism in Plateau State

Plateau is a state in Nigeria which derives its name from the geographical landscape that predominates the area, which is referred to as the Jos plateau. Jos Plateau is the highest of all the plateaus found in Nigeria, the other being the Mambila plateau in Taraba state. The Jos Plateau stand at an average height of 1,243 meters (400 feet) above sea level, as well as artificial haddocks and mining paddocks or dumps found all over the state. Peaks like the Shere Hills rise over 1.829 meter above sea level.

The fact cannot be doubted that Nigeria is a multi-ethnic nation of well over hundred and fifty ethnic diversities which was amalgamated into a single political entity by the British colonial authorities in 1914, they amalgamated the southern and northern protectorates in order to merge the resources for the development of their homeland Britain. However, preceding this period was the era of the pre-colonial period of Nigeria history which presented a turbulent scenario of war pervasive of the land with consequent movement of people to safer location. Plateau state was an important centre for tin mining. The tin mining activities eventually brought in people from other parts of the world as settlers into the state. The Igbo's, Ghanaians and Sierra-Leoneans were very skillful and educated to work in the field. The indigenes of Plateau state refused to be part of the labour force but stuck to agriculture. For this reasons, labour force was short therefore, there was need to look for more laborers. People from neighboring state started migrating to Plateau state to trade and to supply labour on the tin mines. The expansion of Plateau state became inevitable as it gradually became a peaceful co-existing place where laborers on the minefield were established and Plateau state started developing as a result of the mining activities

until the exit of the colonialists. Two years after independence, Nigeria is still a nation deeply divided along ethnic and religious lines. More than 12,000 people have died in inter-communal clashes since the end of military rule in 1999. Plateau has been particularly hard-hit by this violence. In September 2001, violence in Plateau state claimed as many as 1,000 lives. Three years later, more than 700 people were killed, in May 2004, in another crisis in the town of Yelwa in Shendam local government area. Now the killings are countless and the crisis keeps resurfacing.

The two-day violence on November 28-29, 2008 followed a dispute local government election in Jos-North. In just two days of clash several homes, Mosques and Churches were destroyed. The Nigeria Red Cross Society reported that 10,000 people fled their homes due to the riots; this made the former governor of Plateau state Jonah Jang to impose a 24 hours curfew on four districts of Jos. Soldiers were permitted to 'shoot at sight' in order to prevent more violence. It is clear that the crisis erupted due to political, religious and ethnic issues which brought about by either of the group. Another issue on ground is that once this violence erupts, the first places to be attacked are religious places of worship. Also innocent lives are lost and properties destroyed.

2.3.8 Stages of becoming a terrorist

Among the key psychological factors in understanding whether, how and which individuals in a given environment will enter the process of becoming a terrorist are motive and vulnerability. By definition, *motive* is an emotion, desire, physiological need, or similar impulse that acts as an incitement to action, and *vulnerability* refers to susceptibility or liability to succumb, as to persuasion or temptation. Based on a review of the existing literature

three motivational themes - injustice, identity, and belonging - appear to be prominent and consistent. These themes also relate to one's potential openness or vulnerability. Randy (2004).

Injustice: Perceived injustice has long been recognized a central factor in understanding violence generally and terrorism specifically, dating back to some of the earliest writings. In the mid-1970s, Hacker (1976) concluded that “remediable injustice is the basic motivation for terrorism”. A desire for revenge or vengeance is a common response to redress or remediate a wrong of injustice inflicted on another. It is not difficult to imagine that “one of the strongest motivations behind terrorism is vengeance, particularly the desire to avenge not one but others. Vengeance can be specific or diffuse, but it is an obsessive drive that is a powerful motive for violence toward others, especially Psychology of Terrorism. People thought to be responsible for injustices” (Crenshaw, 1992). Perceptions of injustice may also be viewed as grievances, which Ross (1993) has posed as the most important precipitant cause of terrorism. He suggests such grievances may be economic, ethnic, racial, legal, political, religious, and/or social, and that they may be targeted to individuals, groups, institutions or categories of people.

Identity: One's psychological identity is a developed, stable sense of self and resolved security in one's basic values, attitudes, and beliefs. Developmentally, its formation typically occurs in a crisis of adolescence or young adulthood, and is tumultuous and emotionally challenging. However, “the successful development of personal identity is essential to the integrity and continuity of the personality” (Crenshaw, 1986). An individual's search for identity may draw him or her to

extremist or terrorist organizations in a variety of ways. One may fall into what psychologist Jim Marcia calls “identity foreclosure” where a role and set of ideas and values

(an identity) are adopted without personal, critical examination. The absolutist, “black and white” nature of most extremist ideologies is often attractive to those who feel overwhelmed by the complexity and stress of navigating a complicated world.

A variant on this process is one in which an individual defines his or her identity simply through group membership. Essentially, one’s personal identity is merged with a group identity, with no sense of (or need for) individuality or uniqueness. As Johnson and Feldman (1992) suggest, “membership in a terrorist group provides a sense of identity or belonging for those personalities whose underlying sense of identity is flawed.” For these individuals, “belonging to the terrorist group becomes the most important component of their psychosocial identity” Post (1987).

A similar mechanism is one in which a desperate quest for personal meaning pushes an individual to adopt a role to advance a cause, with little or no thoughtful analysis or consideration of its merit. In essence, the individual resolves the difficult question “Who am I?” by simply defining him or herself as a “terrorist,” a “freedom fighter,” “*shahid*” or similar role (Della Porta, 1992; Knutson, 1981). Taylor and Louis (2004) describe a classic set of circumstances for recruitment into a terrorist organization: “These young people find themselves at a time in their life when they are looking to the future with the hope of engaging in meaningful behavior that will be satisfying and get them ahead. Their objective circumstances including opportunities for advancement are virtually nonexistent; they find some direction for their religious

collective identity but the desperately disadvantaged state of their community leaves them feeling marginalized and lost without a clearly defined collective identity”.

Belonging: In radical extremist groups, many prospective terrorists find not only a sense of meaning, but also a sense of belonging, connectedness and affiliation. Luckabaugh and colleagues (1997) argue that among potential terrorists “the real cause or psychological motivation for joining is the great need for belonging.” For these alienated individuals from the margins of society, joining a terrorist group represented the first real sense of belonging after a lifetime of rejection, and the terrorist group was to become the family they never had” (Post, 1984). This strong sense of belonging has critical importance as a motivating factor for joining, a compelling reason for staying, and a forceful influence for acting.

“Volkan (1997) .Argued that terrorist groups may provide a security of family by subjugating individuality to the group identity. Observations on terrorist recruitment show that many people are influenced to join by seeking solidarity with family, friends or acquaintances (Della Porta,1995), and that “for the individuals who become active terrorists, the initial attraction is often to the group, or community of believers, rather than to an abstract ideology or to violence” (Crenshaw, 1988). Indeed, it is the image of such strong cohesiveness and solidarity among extremist groups that makes them more attractive than some prosaically collectives as a way to find belonging (Johnson & Feldman, 1982).

These three factors - injustice, identity, and belonging have been found often to co-occur in terrorists and to strongly influence decisions to enter terrorist organizations and to engage in terrorist activity.

2.3.9 Causes of Terrorism

The causes of terrorism have been under much debate. There is evidence for and against every reason on this list however, more often than not, it is a combination of several that lead to terrorism. Below are the most common causes cited by leaders in the counterterrorism field. Nick (2015).

Ethno-nationalism

The desire of a population to break away from a government or ruling power and create a state of their own can cause the formation of terrorist groups. In the 20th century this was seen often times with regions or states attempting to gain independence from their colonial era masters. However, as Hoffman points out in [*Inside Terrorism*](#), ethno-nationalist terrorism had been around decades before even the First World War. Perhaps the most notable of these groups, formed before and after WWII and inspired by the weakening of imperial powers, was the Jewish Irgun Avai Le'umi who fought British rule in Palestine so as to attain the creation of a Jewish state.

Today Hamas is one of the most active ethno-nationalist driven groups carrying out suicide bombings and attacks against the state of Israel with the goal of creating a Palestinian state. Chechen terrorist organizations are also ethno-nationalists for their attacks against the government and people of Russia in the attempt to form their own state.

Within many countries around the globe minority groups exist wishing to garner some form of independence, if not their own state altogether. Therefore ethno-nationalism will continue to be a significant source of terrorism. It is important to recognize this and counter it with more politically inclusive processes that can

mitigate the grievances of minority groups, though some will inevitably continue to employ terrorism until they achieve their desired independent nation.

Alienation /Discrimination

Several authors on terrorism have pointed to a sense of alienation felt by diasporas, particularly those living in Europe as a driver of terrorism. Many times these groups face discrimination in the countries they reside, leading to further feelings of isolation. They commonly move from poorer countries, particularly Muslim states in the case of Europe, to wealthier ones to go to school or find work. As Marc Sageman discusses in his book [*Understanding Terror Networks*](#), once in these countries they begin to feel alienated. The new host nation is substantially different than their own culture, and is usually much less community oriented. This causes alienated individuals to seek out communities with cultures like their home countries or others like themselves. These groups may become jaded towards society around them as they don't fit in and feel excluded. Growing sentiments of discrimination can lead groups to look to more conservative, and eventually, extremist ideologies.

The Hamburg Cell, consisting of two of the pilots in the 9/11 terrorist attacks, is a perfect example of this. The cell included a number of expatriate Muslims studying in Germany who sought out other conservative Muslims to band together when they felt homesick in a Western society that was alien to them. This started them down the trail of radicalization as they became more jaded with the world around them.

Robert Leiken also discusses this phenomenon in his paper [Europe's Angry Muslims](#). Leiken points to both “outsiders,” Muslims who immigrated in order to study or seek asylum, and “insiders,” second or third generation Muslims in Europe. These groups are subjected to discriminatory social policies, such as the headscarf law in France, that then cause them to become radicalized.

The problem here, particularly in the case of Europe, is that many of these expatriates who become radicalized due to alienation from being in a foreign society also hold European passports and thus can travel within Europe with increased ease, as well as enter the U.S. much easier than non-Europeans. Therefore they pose not only a threat to Europe, but also to the United States.

Religion

Perhaps the most commonly held belief today is that terrorism is caused by religion. Though it is not the main cause for terrorism, religion does play a significant role in driving some forms of it. As Hoffman points out in [Inside Terrorism](#), from the Thugs of ancient India that killed to terrorize in the name of the god Kali to the Jewish Zealots who cut the throats of Romans in public to combat their occupation of Israel, religion (in conjunction with political/ethno-nationalist drivers) has long been a factor of terrorism.

Today religion as a part of terrorism has been mainly attributed to Islamic fundamentalism (though other examples, such as the Aum Shinrikyo cult that carried out the 1995 sarin gas attacks in Tokyo, also exist). As Sageman describes: “The global Salafi jihad is a world wide religious revivalist movement with the goal of reestablishing past Muslim glory in a great Islamist state stretching from Morocco to the Philippines, eliminating present national boundaries.”

As a driver of terrorism, the true danger that religious doctrine poses is its encouragement of attacks that are more violent in nature than other types of terrorism.

By being promised rewards in the

afterlife, terrorists are more likely to carry out suicide bombings and other such “all in” tactics that are harder to defend against.

Socio-Economic Status

Terrorists may also be driven by a sense of relative deprivation and lack of upward mobility within society. Globalization and the modern media have given the ‘have nots’ an acute awareness of their situation compared to the ‘haves’. As Omer Taspinar states in [*Fighting Radicalism, Not “Terrorism,”*](#) “Globalization creates an acute awareness about opportunities available elsewhere. This leads to frustration, victimization, and humiliation among growing cohorts of urbanized, undereducated, and unemployed Muslim youth who are able to make comparisons across countries.” Seeing the economic differences between themselves and the Western world can infuriate some in underdeveloped countries, increasing tension and hostilities. This allows terrorist organizations to gain attention and entry to societies that have felt wronged by these perceived social injustices.

Unfortunately the only real way to mitigate this is through economic development of the community, country, and region, but that takes time. For the foreseeable future there will always be those that are disgruntled by the comparison of living standards of the wealthy around the world versus their own, opening the doors to frustration and anger. Thus, this driver is remarkably hard to combat as globalization allows for more mechanisms of comparison between varying global socio-economic levels.

Political Grievances

A lack of political inclusiveness in states or grievances against a certain political order may cause individuals to join or create terrorist groups. Left and right wing terrorists often seek to a political system. As well, many in nations with authoritarian regimes lack avenues for dissent. Frustrated expressions of political will can turn to violence as an alternative to exclusive political systems. While somewhat similar to ethno-nationalist/separatist causes, these political grievances are not born from the desire to create a new state but to change the order within the current one.

In his piece, Taspinar describes this as a political dimension to relative deprivation. In this light he sees political Islam as a reaction to such oppressive governments and its Western supporters. With the knowledge that other people around the world live in representative governments, the anger only grows among those who live without such political representation, leading disillusioned individuals into the arms of terrorism.

The implication here is that Western governments, in their support of repressive authoritarian regimes for their own national interest, have essentially made themselves targets of terrorism of an angered populace within these regimes, acting out violently as the only alternative to political expression.

The Accidental Guerrilla

Finally, there is the theory put forth about the “accidental guerrilla” by David Kilcullen. Kilcullen describes it as such: A terrorist organization moves into an area with poor government or that is conflict ridden (he uses Al Qaeda specifically), then uses this safe haven to spread their ideologies to other areas and as a base to carry out violent acts. When outside forces then intervene to deal with the threat posed to them by this group, this causes the local population

to reject the 'foreign invaders' and ally with the terrorist group, thus creating more terrorists and popular support for terrorist movements. The cases of U.S. intervention in Afghanistan and Iraq to counter Al Qaeda are the obvious examples here.

This theory poses strong questions about the viability of direct intervention in pursuit of terrorist groups by Western countries, and whether it causes more harm than good.

2.4 Review of Related Empirical Studies

Specialists in the field of terrorism and its impact on the attitude of N.C.E social studies students attest to the scarcity of studies in this area in the 21st century. The few studies found in this field are discussed below:

Alomosh (2009) conducted a study on the attitudes of university students toward terrorism in the United Arab Emirates 'society revealed diverse concepts of terrorism among members of the study sample. These concepts were arranged in descending order of importance: The killing of innocent people, the spread of disorder, terrifying civilians, intolerance of opinion, theft of property, and disruption of social and economic life. Over three-fourths of the study sample, (77.9%), believed that the absence of the concept of terrorism gives legitimacy to interventions in the affairs of the state. The study revealed the following causes of extremism and terrorism, again in descending order from the most to least important from the viewpoint of respondents: Incomplete socialization, unequal distribution of income, incidence of poverty in some countries, proliferation of slums in some countries, unclear objectives, and spread of illiteracy.

The study of Alomosh (2009) is similar to the present study because:

The two studies intend to find out;

- a. The impact of terrorism on the attitude of students towards terrorism
 - The causes of terrorism in the society
 - The study both has population and sampling size of respondents
 - Both studies are survey design
 - Both studies involve boys and girls.

However, the present study differs from the study of Alomosh (2009) because;

- Alomosh (2009) study took place in the united Arabs emirate while the present study is in Nigeria
- different population and sample size

Alomosh (2009) study focused on university students while the present study covers N.C.E students

The study of Bilal, Farooq & Tabbssum (2012) aimed at finding impact of terrorism on the behaviour of secondary school students in Khyber pakhtunkhwa. The study was significant because Khyber pakhtunkhwa is worst terrorism affected province. The major objective of the study was to see the impact of terrorism on the behaviour of secondary school students. To achieve this objective, null hypothesis was tested. Almost 560 boy's secondary school students, their parents, and 112 class teachers were selected from 56 schools (28 public and 28 private) of 7 districts were selected. In order to collect the data, a questionnaire with 5- likert scale was used as tool. T-test was used as a statistical instrument. Students, parents and teachers were found agreed that terrorism affects the behaviour of students. It was concluded that fear among students due to terrorism cause of bahaviour related problems in the students. The

study suggested that positive role of teachers, parents, media, school; and inclusion of tolerance created material in curriculum can eradicate or reduce the terrorism.

The study of Bilal, Farooq & Rabia (2012) is similar to the present study because:

- Both the study aimed at finding the impact of terrorism on students.
- The two studies involve students and teachers or lecturers.
- Null hypothesis was used in both studies
- Both studies used questionnaire with likert scale as a statistical instrument.
- However the present study differs from Bilal, Farooq & Tabbssum (2012) because:
 - their study focus on secondary school students while the present study focus on N.C.E students
 - Their study took place in Pakistan while the present study is in Nigeria
 - Bilal, Farooq & Tabbssum (2012) study involve parents, teachers and students while the present study lecturers and students
 - 5 likert scales was used in the previous study while the present study used 4 likert scale questionnaire.

The study of Ahmed and Al-khatar (2011) focused on the impact of terrorism on the freedom of movement and protection of human private life in the arabs world. The population consisted of all students in the University of Sharjah who were registered in the summer semester, 2009-2010. All 136 courses available in this semester were identified. Random samples were drawn from these courses; the study covered 14 courses from the total available courses, (9.7%). For purposes of this study, a two-part** questionnaire was designed. The first part included the socio-demographic characteristics of the respondents. The second included questions designed to achieve the objectives of the study. To confirm the effectiveness of the tool, it was given to

four reviewers in the field of criminology and terrorism, and all their comments were taken under advisement. The percentage of agreement among the reviewers about items on the tool reached 97%, meaning that the tool has satisfied the conditions of validity required for the study. To verify the reliability of the study tool, it was tested on a sample composed of 50 respondents. Then, the same test was given to the same persons 2 weeks after the first test. Reliability was tested through Pearson's correlation between the first and the second tests. The value of the correlation was 0.88, indicating high reliability of the study tool. The data are analyzed by using the Statistical Package for the Social Sciences (SPSS), descriptive statistics, and the chi-square test.

The study of Ahmed and Al-khatar (2011) is similar to the present study because:

- The two study has concern with impact of terrorism
- Both are survey research
- Data's are analyzed using statistical package for the social science (spps)

The present study differs with the study of Ahmed and Al-khatar (2011) because:

- The previous study examine the impact of terrorism on the freedom of movement and protection of human private life and the present study is on the impact of terrorism on students attitudes
- the previous study took place in the Arabs world while the present study took place in Nigeria
- The previous study also makes use of an experimental research while the present study uses only survey.
- The previous study was carried on summer semester course students while the present study is carried on regular students.

The study of Patrick & Felix (2013) aimed at assessing the effect of Boko Haram on school attendance in Northern Nigeria. Three hypotheses were formulated to guide the study. A questionnaire containing 20 items was designed by the researcher. This was validated by experts and tested for reliability using the test – re – test method and data analyzed using the Pearson Product Moment Correlation Coefficient statistics. The instrument was administered to 126 schools randomly selected from schools in states with high rate of Boko Haram insurgency – Yobe, Bauchi and Borno states. The data collected was analyzed using the t-test and Analysis of variance (ANOVA) statistics. It was revealed from the results that there is no significant difference in school attendance among male and female pupils / students. There is also a significant difference in school attendance among primary, secondary and tertiary institutions in areas prone to Boko Haram attacks. Based on the findings, recommendations were made which include improved federal government commitment to beef-up security in schools in Northern Nigeria and a special orientation to sensitize the people on security matters in schools.

The study of Patrick & Felix (2013) has similarities with the present study because:

- The two studies took place in Nigeria
- Both studies have three hypothesis each
- Both studies involve male and female students
- The studies is both carried on security challenge issue
- The studies both make use of tertiary institutions
- Both studies are survey research

However, the present study differs with the study of Patrick and Felix (2013) because:

- Patrick and Felix (2013) study was carried on the effect of Boko-harram on school attendance while the present study is on the impact of terrorism on the attitudes of students.
- The previous study took place in the whole northern Nigeria while the present study is only in plateau state.
- The previous study was quasi- experimental while the present study is survey research
- The previous study makes used of primary, secondary and tertiary institutions while the present study only make used of colleges of education

The study of Nafiu, Okpanachi & Nurudeen (2014) aimed at examining the impact of terrorism on small and medium scale enterprises mortality rates and standard of living in northern Nigeria. This study used primary and secondary sources for gathering reliable and adequate data and information. The primary sources of data include the personal interview, observation and structured questionnaire administered to the study area. The secondary sources include Newspaper, Journal and Internet. This research was conducted in the study randomly selected 255 respondents, and administered the questionnaires evenly among tribal groups that may be significant for the research. The purpose of this is to divorce this research from been bias. The researchers took time to carry out the research objectively and successfully. This study analyzed the data collected with Chi-Square statistical method of testing hypothesis, percentages and tables.

The study of Nafiu, okpanachi & nurudeen (2014) is similar to the present study because:

- the two studies focus on the impact of terrorism

- the two studies make use of simple random sampling
- both studies are survey research design

However, the present study differs with the study of Nafiu et-al (2014) because:

- Nafiu et-al (2014) study aimed at examining the impact of terrorism on small and medium scale enterprises mortality rates and standard of living while the present study examines the impact of terrorism on the attitudes of students.
- The previous study took place in the whole of northern Nigeria while the present study is limited to Plateau state.
- The previous research makes use of both primary and secondary sources while the present study uses the primary source only.
- The previous study makes use of tribal groups while the present study makes use of students.

Summary

In the light of the foregoing literature review from theoretical perspective, sociological, psychological, and domestic theories were considered appropriate for impact of terrorism on the attitude of students' variables. The authors consider under the concepts of terrorism views on impact of terrorism believed that terrorism can cause fear to students, teachers are afraid to teach and parents are afraid to send their children to school. Similarly, concepts of social studies, scope and nature of social studies, objectives of social studies, challenges of social studies in Nigeria, concept of attitudes have also been discussed. An overview on the causes of terrorism in Plateau state has shown that when students experience terrorists activities either as targets or victims, its impact has it on their view of the world and themselves meaning, purpose

of life and their moral develop on cognitive, emotional, bahavioural and social aspect has implications on their academic performance.

The empirical study on the attitude of university students towards terrorism came out with the following findings: The killing of innocent people, the spread of disorder, terrifying civilians, intolerance of opinion, theft of property, and disruption of social and economic life and believed that the absence of the concept of terrorism gives legitimacy to interventions in the affairs of the state.

Another empirical study considered the impact of terrorism on the bahaviour of secondary school students discovered that Students, parents and teachers were found agreed that terrorism affects the bahaviour of students. It was concluded that fear among students due to terrorism cause of bahaviour related problems in the students. The study suggested that positive role of teachers, parents, media, school; and inclusion of tolerance created material in curriculum can eradicate or reduce the terrorism.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter attempt to discuss the following sub-headings:

- Research design
- Population of the study
- Sample and sampling procedure
- Instrumentation
- Validity of the instrument
- Reliability of the instrument
- Data collection procedure
- Statistical analysis procedure

3.2 Research design

The research design for the study was descriptive survey design. This is found suitable for studies in social studies and education where respondents' opinion are sought and evaluated for possible inferences; this sought to determine the survey of student's opinion on impact of terrorism on student's performance in social studies in plateau state colleges of education. The basic idea behind survey research is to measure variables by using questionnaire to ask students question and then examine

the relationship among the variables. The design involved the students from intact NCE 11 and NCE 111 social studies classes.

3.3 Population of the study

The population of this study consists of two thousand one hundred and seventeen (2117) Social Studies students in Social Studies Department from the two Colleges of Education in plateau state namely Federal College of Education Pankshin and State College of Education Gindiri.

Table 1: Population Distribution of N.C.E II and III Social Studies students in two Colleges of Education in Plateau State

Colleges of Education		Level	Male	Female	Total
Federal College of Education, Pankshin	NCE II	452	401	853	
	NCE III	306	774	468	
College of Education, Gindiri	NCE II	150	141	291	
	NCE III	139	60	199	
Total			1,209	908	2,117

SOURCE: Adopted from Heads of Department Social Studies, Colleges of education Pankshin and Gindiri (2015)

3.3 Sample and Sampling Techniques

Three hundred and twenty four (324) respondents, made up of one hundred and eighty five (185) male and one hundred and thirty nine (139) female students from N.C.E II and III classes were proportionally sampled from the population of study which comprises 2117 students and from two Colleges of Education in Plateau State, Federal College of Education Pankshin and State College of Education Gindiri

respectively. The population of students using proportional sampling is backed up by Krejcie & Morgan (1970).

Table 2: The Distribution of Sample Size Selected

Colleges of education in Plateau State	Level	Male	Female	Total
Federal College of Education, Pankshin	NCE II	69	61	130
	NCE III	72	47	119
College of Education, Gindiri	NCE II	23	22	45
	NCE III	21	9	30
TOTAL		185	139	324

3.4 Instrumentation

The researcher adopted self constructed questionnaire to measure the survey of student's opinion on impact of terrorism on performance in social studies in plateau state colleges of education, the questionnaire was design using information captured from literature reviewed. The statement on the survey of student's opinion on impact of terrorism on performance were designed on a 4-point Likert scale, such as strongly agree (SA) =4, Agree (A) =3, Disagree (D) =2, and strongly disagreed (SD) =1.

The questionnaire is divided into sections, section A, and B, Section A which is biographical section consist of the personal data of the respondents with three items. Section B consists of statement on the survey of student's opinion on the impact of terrorism on performance with 37 items. Therefore, the total items for the instrument consist 40 items in all.

3.5.1 Validity of the instrument

To ascertain the Content and face validity of the instrument, the test item was submitted to social studies experts in the Social Studies education section, including statisticians and curriculum experts in Ahmadu Bello University, Zaria. After vetting, the instrument was submitted to the supervisors for further scrutiny. With respect to its fitness for the purpose of this research and all their suggestions was incorporated into the final draft of the instrument.

3.5.2 Reliability of the instrument

Pilot study was carried out among thirty (30) students, from Social Studies Department of Federal College of Education, Zaria Kaduna State which are not part of the population. The reliability index after analysis using Cronbach's coefficient alpha was used to test the internal consistency of the instrument at .960. This shows that, the research instrument is valid because the closer it is to 1 the valid it is.

3.6 Data Collection Procedure

The researcher collected letter of introduction from the department of Art and Social Science A.B.U Zaria. The researcher presented the letter to the Head of Departments Social Studies of each school. The Head of Departments introduced the researcher to the students and lecturers were the researcher administered the questionnaire to the respondents with the help of the courses lecturers. The researcher administered the questionnaires personally to the respondents in their classrooms with the help of the lecturer's within three days in each school. The researcher used the period of three weeks for this exercise. The data collected were coded and send to statisticians for analysis.

3.7 Statistical Analysis Procedure

The data collected was analyzed using descriptive and inferential statistics. The study made considerable use of tables for the presentation and analysis of the data. The descriptive statistics. Basically used simple percentage to analyse bio-data and frequency counts generate for research questions raised while the inferential statistics was employed to test the null hypotheses. Independent t-test was used to test the hypotheses to find out the differences between the variables. All the hypotheses were tested at 0.05 alpha level of significance.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This research investigated the students' opinion on impact of terrorism on students' performance in Social Studies in Plateau State colleges of education, Plateau State, Nigeria. 324 respondents, made up of 185 male and 139 female NCE II and III students were used for the study. The first section presents descriptive statistics of frequencies and percentages to determine distribution of sampled respondents by their gender, level of studies and school. The second section answers the three research questions with item frequencies of responses as well as means and standard deviation. A total of three null hypotheses were tested using the Independent sample t-test statistics. All hypotheses are tested at 0.05 significance level. Summary of major findings and discussion of findings were also included in this chapter.

4.2 Demographic Variables of the Respondents

Table 3: Distribution of students by their gender

Students' Gender	Frequency	Percentage
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Male	185	57.1
Female	139	42.9
Total	324	100.0

Source: Statistical Package for the Social Sciences as can be seen in Appendix

Table 3 shows that male students were 185 representing 57.1%, and female students were 139 representing 42.9. %. This shows that male respondents were slightly more represented than the female.

Table 4: Distribution of students by School

Schools	Frequency	Percentage
FCE Pankshin	249	76.9
COE Gindiri	75	23.1
Total	324	100.0

Source: Statistical Package for the Social Sciences as can be seen in Appendix

From the distribution in Table 4, it was observed that a total of 249 or 76.9% of the students are from Federal College of Education, Pankshin while the rest 75 representing 23.1% are from College of Education Gindiri. This indicates that majority of the respondents come from Federal College of Education, Pankshin.

Table 5: Distribution of students by Class Level

Level	Frequency	Percentage
NCE II	175	54.0
NCE III	149	49.0
Total	324	100.0

Source: Statistical Package for the Social Sciences as can be seen in Appendix

Table 5 shows the class level of the responding students. 175 or 54.0% of those who responded indicated that they are in NCE II, while the other 149 or 46.0% are in NCE III. This shows that the number of the respondents is more in NCE II than NCE III

4.3 Results Analysis

4.3.1 Answering Research Questions

Research questions 1: What is the difference in the mean opinion scores of Federal College of Education Pankshin and State College of Education Gindiri students on the survey of student's opinion on the impact of terrorism on performance in social studies in Plateau State colleges of education?

Table 6: Means and Standard deviations for State and Federal N.C.E Social Studies students' opinion on the impact of terrorism on performance in social studies in plateau state colleges of Education.

Institution Status	N	Mean	Std. Deviation	Mean Diff
COE Gindiri	74	86.6486	11.71164	0.87665
FCE Pankshin	250	85.7720	14.90155	

Results in Table 6 indicated that the mean opinion scores for state colleges of education 86.6486 are greater than that of federal colleges 85.7720 with standard deviations 11.71164 and 14.90155 respectively. The mean difference between the types of colleges is 0.87665. The result showed that there is a difference in the mean

opinion scores of Federal and State Colleges of Education students on performance in Social Studies in plateau state colleges of education.

Research questions 2: What is the difference in the mean opinion scores of N.C.E. II and III Social Studies students on the survey of student’s opinion on impact of terrorism on performance in social studies in Plateau State colleges of education? To answer this question, means and standard deviations were used as can be depicted in Table 7.

Table 7: Means and Standard deviations for NCE II and N.C.E III Social Studies students’ opinion on the impact of terrorism on performance in social studies in plateau state colleges.

Level	N	Mean	Std. Deviation	Mean difference
NCE II	169	84.7456	14.89368	-2.56412
NCE III	155	87.3097	13.37548	

Results in table 7 indicated that the mean opinion scores for NCE III 87.3097 is greater than that of NCE II 84.7456 with standard deviations 13.37548 and 14.89368 respectively. The mean difference between NCE III and NCE II is -2.56412. The result indicated that there is a difference in the mean opinion scores of NCE II and NCE III students on performance in social studies in plateau state colleges of education.

Research questions 3: What is the difference in the mean opinion scores of male and female N.C.E Social Studies students on the impact of terrorism on performance in Social Studies in Plateau State colleges of Education?

To answer this question, means and standard deviations were used as can be depicted in Table 8

Table 8: Means and Standard deviations for male and female N.C.E Social Studies students' opinion on the impact of terrorism on performance in social studies in plateau state colleges of Education.

Gender	N	Mean	Std. Deviation	Mean difference
Male	184	84.6196	14.78283	-3.13043
Female	140	87.7500	13.29744	

Table 8 indicated that the mean opinion scores for female 87.7500 is greater than that of male 84.6196 with standard deviations 13.29744 and 14.78283 respectively. The mean difference between male and female is -3.13043. The result showed that there is a difference in the mean opinion scores of male and female students on performance in Social Studies in plateau state colleges of education.

4.3.2 Hypotheses Testing

Ho₁. There is no significant difference in the mean opinion scores of Federal and State College of Education Social Studies students on impact of terrorism on performance in Social Studies in Plateau State colleges of education.

To test this null hypothesis at $p \leq 0.05$, independent samples t-test was used as can be depicted in table 9.

Table 9: Independent Samples t-test for State and Federal N.C.E Social Studies students' opinion on the impact of terrorism on performance in social studies in Plateau State colleges of education.

institution status	N	T	Df	p-value	Remark
COE Gindiri	74	0.465	322	0.642	Not significant
FCE Pankshin	250				

Table 9 showed that there is no significant difference in opinion between NCE Social Studies students from State and Federal Colleges of education. This could be deduced from the fact that $t_{cal}=0.465$ at $df=322$, and $p=0.642$. Therefore, since the calculated p-value (0.642) is greater than the assumed p-value (0.05), the null hypothesis that stated no significant difference is retained.

Ho₂: There is no significant difference in the mean opinion scores of N.C.E II and III Social Studies student's on impact of terrorism on performance in social studies in Plateau State colleges of education.

To test this null hypothesis at $p \leq 0.05$, independent samples t-test was used as can be depicted in Table 10.

Table 10: Independent Samples t-test for NCE II and N.C.E III Social Studies students' opinion on the impact of terrorism on performance in social studies in Plateau State colleges of education.

Level	N	T	Df	p-value	Remark
NCE II	169	-1.625	322	0.105	Not significant
NCE III	155				

Results in table 10 indicated that there is no significant difference in opinion between NCE II and NCE III Social Studies students from State and Federal Colleges of education. This could be deduced from the fact that $t_{cal}=-1.625$ at $df=322$, and $p=0.105$. Therefore, since the calculated p-value (0.105) is greater than the assumed p-value (0.05), the null hypothesis that states there is no significant difference is retained.

Ho₃: There is no significant difference in the mean opinion scores of male and female Social Studies students on impact of terrorism on performance in social studies in

Plateau State colleges of education. To test this null hypothesis at $p \leq 0.05$, independent samples t-test was used as can be depicted in table 11.

Table 11: Independent Samples t-test for male and female N.C.E Social Studies students' opinion on the impact of terrorism on performance in social studies in Plateau State colleges of education.

Gender	N	T	df	p-value	Remark
Male	184	-1.971	322	0.050	Not Significant
Female	140				

Results in Table 11 indicated that there is no significant difference in opinion between male and female Social Studies students from State and Federal Colleges of education. This could be deduced from the fact that $t_{cal} = -1.971$ at $df = 322$, and $p = 0.05$. Therefore, since the calculated p-value (0.050) is not greater than the assumed p-value (0.05), the null hypothesis that stated no significant difference is retained.

4.4 Summary of major Findings

The findings of the result analysis in this study showed the following:

- i. There is no significant difference existing in the opinion between NCE Social Studies students from State and Federal Colleges of education. This is as a result of the fact that $t_{cal} = 0.465$ and $df = 322$ is at $p = 0.642$. Therefore, this shows that there is no significant difference in the opinion means scores between COE Gindiri and FCE Pankshin students on the impact of terrorism on performance in Social Studies in Plateau State colleges of education. The null hypothesis which states that there is no significant difference is thereby retained.
- ii. No significant difference exists in the opinion between NCE II and NCE III Social Studies students from State and Federal Colleges of education. This is because of the

fact that $t_{cal}=-1.625$ and $df=322$ is at $p=0.105$. This shows that there is no any significant difference in the mean opinion scores of N.C.E II and III Social Studies students on the impact of terrorism on performance in social studies in Plateau State colleges of education. This null hypothesis is also retained.

iii. No significant difference exists in the opinion between male and female Social Studies students from State and Federal Colleges of education. This could be deduced as a result of the fact that $t_{cal}=-1.971$ and $df=322$ is at $p=0.05$. Therefore, no significant difference exists in the mean opinion scores of male and female Social Studies students on the impact of terrorism on performance in social studies in Plateau State college of Education. This null hypothesis is also retained.

4.5 Discussion of Findings

The study revealed that there is no significant difference existing in the impact of terrorism on performance in social studies between the respondents. This is as a result of the following findings:

Null hypothesis one revealed that there is no significant difference in the opinion between NCE Social Studies students from State and Federal Colleges of education. The hypothesis was accepted because of the level of difference between the two variables which is at a difference index level of $t_{cal}=0.465$ and $df=322$. This shows that there is no significant difference in the opinion means scores between COE Gindiri and FCE Pankshin students on the impact of terrorism on performance in social studies in Plateau State colleges of education.. This result agrees with the findings of Bilal, Farooq & Tabbssum (2012) which showed no difference in the

impact of terrorism on the behaviour of public and private secondary school students in Khyber Pakhtunkhwa. It also concurs with the findings of Ahmed & Al-khatar (2011) who carried out an experimental research on the impact of terrorism in the freedom of movement and protection of human private life among public and private university students in Sharjah. The result also disagrees with the findings of Patrick & Feklix (2013) which showed a significant difference in school attendance both private and public schools in the North-East, Nigeria.

Null hypothesis two also showed no significant difference existing in the opinion between NCE II and NCE III Social Studies students from State and Federal Colleges of education. This null hypothesis was also accepted because of the level of difference between NCE II and NCE III is at a difference index level of $t_{cal}=-1.625$ and $df=322$. This shows that there is no significant difference in the mean opinion scores of N.C.E II and III Social Studies students on the impact of terrorism on performance in social studies in Plateau State colleges of education. This finding concurs with the research of Patrick & Felix (2013) that assessed the effect of Boko Haram on school attendance among SS I and SS II students in North-East, Nigeria.

Null hypothesis three indicated no significant difference exists in the opinion between male and female Social Studies students from State and Federal Colleges of education. This null hypothesis was also accepted because of the level of difference between male and female is at a difference index level of $t_{cal}=-1.971$ and $df=322$. This result of the analysis shows that there is no significant difference existing in the mean opinion scores of male and female Social Studies students on the impact of terrorism on performance in social studies in Plateau State colleges of Education. This also agrees with Patrick & Felix (2013) whose research revealed no significant difference

between male and female students in the North-East, Nigeria. It also goes with the findings of Nafiu, Okpanachi & Nurudeen (2014) who examined the impact of terrorism on standard of living. The result of the findings of their research showed no statistically significant difference between mortality rate of male and female respondents.

CHAPETER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter explained the summary, conclusion and recommendations on survey of students' opinion on impact of terrorism on performance in social studies in plateau state colleges of education, Nigeria. This presents a summary of the conducted research, conclusion, recommendation, and suggestion for further studies and contribution to knowledge

5.2 Summary

The study conducted was structured into five chapters. Chapter one presented the background and purpose of the study, the statement of problem and in line with the research objectives, three research questions were stated as well as three corresponding null hypotheses to guide the research. Chapter two presented the literature reviews that are related to this study under theoretical framework which focus on Rabbi's (1999) Sociological and Psychological Theories of Terrorism, conceptual frameworks of social studies, attitude and terrorism, as well as other related aspects that deal with attitude and terrorism as it affects Plateau state were also highlighted. The chapter also reviewed related studies that are on the impact of terrorism, and many more. In chapter three the research methodologies used and adopted were discussed. The descriptive survey method design was used. The population of the study consisted of 2117 social studies students in the department from the two colleges of education in Plateau State. The sample size used for this study comprised three hundred and twenty-four (324) respondents made up of 185 male and 139 female students drawn from NCE II and NCE III classes proportionally

sampled using kredjcie & Morgan's (1970) sampling technique. The reliability test was also carried out in this chapter to determine the reliability of the instrument used for gathering the data. In chapter four the analysis, presentation and discussion of the results of the data analysis were carried out here. The Statistical Package for the Social Sciences was used to carry out the entire data analysis. Chapter five presents the study's summary of the five chapters and offer conclusion, contribution to knowledge and recommendations as well as a suggestion for further studies.

5.3 Conclusions

The study investigated the students' opinion on the impact of terrorism on performance in social studies in Plateau State colleges of education, Nigeria. Based on the findings of this research, the following conclusion was drawn:

There is no difference in the opinion means scores between COE Gindiri and FCE Pankshin students on the survey of students' opinion on the impact of terrorism on performance in social studies in Plateau State colleges of education. No any difference existing in the mean opinion scores of N.C.E II and III Social Studies students. There is also no significant difference in the mean opinion scores of male and female Social Studies students on the impact of terrorism on the performance in social studies in Plateau State college of Education. This study concludes that all the stated null hypotheses were retained.

5.4 Contributions to Knowledge

The study has the following contribution to knowledge and literary presentations:

1. The study has added to the body of knowledge and served as a confirmation that terrorism impacted negatively on performance of NCE students in Social Studies in Plateau State colleges of education, Nigeria;
2. The study has concurred to other similar findings that terrorism impacted negatively on performance of NCE students in Social Studies in Plateau State colleges of education, Nigeria;
3. The study avail future researchers with questions that will motivate their curiosity to partake in other studies with a view to fill the gaps left.
4. The study brought to the fore the indispensability of Social Studies as a veritable school subject that can be used to inculcate in the learners the need to curb terrorism and sustained peace in our society.

5.7 Recommendations

Based on the outcome of the study, the following recommendations are proffered:

1. Since it is established that terrorism impacted negatively on performance of NCE students in Social Studies in Plateau State colleges of education, Nigeria, then there is the need for a conducive and violence-free atmosphere for an improved students performance in colleges of education in Plateau State;
2. There is the need for sensitization and awareness campaign on the negative impact of terrorism on performance of NCE students in Social Studies in Plateau State colleges of education. This will help in finding enabling environment conducive for students performance in the study area;

3. Male and female students should be involved in the need for security awareness in and out of school.

Suggestions for Further Studies

The following provides a suggestion for further studies:

1. The Impact of terrorism on the freedom of movement and protection of human private life among secondary schools in Nigeria.
2. Impact of major counter terrorism security actions on educational development and higher education.
3. The Effect of public fear of terrorism on students' attitudes concerning civil Liberties and privacy.

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APPENDIX A

INTRODUCTORY LETTER

Education

Department of Art and Social Science

Faculty of Education

Ahmadu Bello University, Zaria

Date-----

Dear respondents,

QUESTIONNAIRE

I am a postgraduate student undertaking an investigation in to the analysis of the impact of terrorism on social studies student's performance and attitudes in colleges of education, in plateau state.

I want you to help me tick () the information that applied to your opinion. The questionnaire is design to find out the extent of the analysis of the impact of terrorism on Social Studies Students Performance and Attitudes. You are requested to respond to all questions with honesty and sincerity.

No name is required on the questionnaire.

Thanks for your cooperation.

Yours sincerely,

Yusuf Ibrahim

(Research student)

APPENDIX B

ANALYSIS OF THE IMPACT OF TERRORISM ON SOCIAL STUDIES STUDENTS' PERFORMANCE AND ATTITUDES IN COLLEGES OF EDUCATION QUESTIONNAIRE

Kindly fill this Questionnaire by ticking [] for the information that supports your opinion in the statement. We assure you to keep your response in confidence and it will only be used for this study.

Thank you in anticipating of your cooperation.

SECTION A (BIO-DATA)

1. Ownership of institution: State { } Federal { }
2. Level: NCE 11 { } NCE 111 { }
3. Gender: Male { } Female { }

SECTION B:

Instruction: Read the following statements and choose from the following options

- SA Strongly Agree
- A Agree
- SD Strongly Disagree
- D Disagree

ITEMS				
Act of terrorism in Plateau state prevents students from performance and positive attitudes				
Act of terrorism in plateau state does not prevent students from good performance and positive attitudes				
The act of terrorism use to interfere with my class group discussion				
The act of terrorism don't use to interfere with my class group Discussion				

	The act of terrorism use to stop me from going to field trip				
	The act of terrorism don't use to stop me from going to field trip				
	The target terrorist on students has no any effect on my academic performance and attitude				
	The target terrorist on students has a great effect on my academic performance and attitude				
	Terrorism affect the movement of students from one academic location and the others				
	Terrorism does not affect the movement of students from one academic location and the others				
	Terrorism activities make me not to feel safe any where I am				
	Terrorism activities does not make me not to feel safe any where I am				
	I feel aggressive when responding to others views				
	I don't feel aggressive when responding to others view				
	I always feel afraid when resuming to school				
	I don't always feel afraid when resuming to school				
	Terrorists activities make me to be confuse so easily				
	Terrorism activities don't make me to be confuse so easily				
	The act of terrorism prevent my parent from paying me a school visit				
	The act of terrorism does not prevent my parent from paying me a school visit				
	Socio-economic impact of terrorism prevent my parent from paying my school fees				

	Socio-economic impact of terrorism don't prevent my parent from paying my school fees				
	My parents feel afraid of attending parent teachers association meetings				
	My parents don't feel afraid of attending parent teachers association meetings				
	Terrorism hinders parent from taking their children to schools				
	Terrorism don't hinders parent from taking their children to schools				
	Teachers are afraid of going to class to teach				
	Teachers are not afraid of going to class to teach				
	Socio-economic impact of terrorism make teachers not to teach				
	Socio-economic impact of terrorism does not make teachers not to teach				
	I always feel insecure within the school environment				
	I don't always feel in secured within the school environment				
	Fear of been displaced by terrorist create problem towards learning environment				
	Fear of been displaced by terrorist does note create problem towards learning environment				
	Terrorist activities in plateau state affect students admission into NCE programmes				
	Terrorist activities in plateau state does not affect students admission into NCE programmes				
	I am scared of sleeping because of the nightmares that come with it				