

A Perusal Analyses on Boko Haram Crisis in Northern Nigeria and Its Implication on Educational Psychology of School Children and Teachers

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Abstract

Enabling environment is an added advantage to learning process. While the serene environment that would have engender peaceful learning process for sometime now had eluded the educational development in Northern part of Nigeria, most especially in the North-East geo-political zone. This paper attempt to examine the Boko Haram crisis in Northern Nigeria and its implication on educational psychology of school children and teachers. The paper started with analysis of the Boko Haram Terrorist group history, ideology and time line of attacks. An explanation of educational psychology was also explored with its relevant to both school children and teacher. Finally, the paper concluded by examined the implication of the terrorist activities on educational psychology of the school children and teachers, and ending with some recommendation.

Keywords: Terrorism, Education, Psychology, Development, school, Teacher, Internal security

Introduction

The political atmosphere in Nigeria has always had effect on the educational development of the citizenry, whether it is political violence, communal clashes or ethnic-religious crisis. Educational development in Nigeria always gets the feel of the tension, lawlessness and destruction that marked it.

In several instances, violence and riotous activities over the years in Nigeria right from the period of independence in the early 1960s up till present time, the educational sectors have not been spare of attacks that had serious consequence on the educational psychology of school children and teachers. The latest been the Boko Haram insurgent attacks on school premises.

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The devastating effects that had for several reasons can not be measured or quantified. Even though there had been numerous condemnations of such terrorist attacks on school premises, leading to the killing of both students and teachers. Many are yet to fully understand the motive and incentive behind this act. The Nigeria environment, most especially in the North-east geo-political terrain for three years on going had put up with escalating terrorist insurgence attacks. The terrorist operations, so much devastated the machinery of government at the local government levels with extensionally effects on the state governments, security institutions, business premises and private individuals. The attacks carried on school premises and its environs are a cause for worry for parents, guardian's teachers, researchers and educationist.

Evidently, Nigerians had witness several violent crisis over the years, both this Boko Haram attacks had far outreached other in the quantum of escalating bomb and explosive uses, guns of assaulted riffles, machine guns and other dangerous weapon applied. Another is the manifold style of operation that always beat the imagination of victims or survival.

It is on this Pedestal that the writer looked into the implication of terrorist group on educational psychology of school children and teachers. Many school children and teacher had felled to the bullets and explosives of the insurgent, is there any hope for survival to continual learning? Will there be justice for the dead? How can peace be achieved and school children and teachers have quality time together? Lastly, what is the government and others doing to curtail this menace?

History and Ideas of Boko Haram Crisis in Nigeria

An account of the history and ideas of Boko Haram insurgent attacks in Northern Nigeria and time line of bombing is juicy for proper understanding of the sect's revolt and operation. Boko Haram translation means "Western Education is a Sin", the ideological foundation of this sect is there total rejection of Western Education style.

There objection and refusal, express there dismissal and belief that Western Education form is corrupt and lack moral tendency that run against the faith of Islam and belief of Muslim.

Sheik Mohammed Yusuf was the founder and Prominent leader of this sect and there operation started in Maiduguri, Borno State North East-zone, with batch members in neighboring Bauchi, Yobe, Kano, Gombe, Taraba, Kebbi, Adamawa, Sokoto and spreading to Kogi states. The Boko Haram men were largely known to have lived at Jadaman Mada near the Maiduguri Airport where they have Jumat mosque. They neither buy commercial food, nor eat from dishes prepared by non members, due to its sources (Haram). In fact, they do not eat much, some of them are said to live on fruits and dairies only. They normally dress in similar costumes as the Taliban of Afghanistan or Pakistan, with long sleeve robe, shortened trousers, a turban, long beard, a small coat cover the long sleeves robe, covering the abdomen (like a bullet proof jacket) and a chewing stick. (Shehu, 2011).

The sect operation and style of recruitment birth good numbers of followers and sympathizers that subject themselves to the doctrine and teaching of the sect with the use of Islamic radical teaching. The North east of Borno and Bauchi is both hot beds of Boko Haram. It is on account that members of this sect disowned there parents, burned members certificate including master Degree certificates. The group was founded in 2001 as a socio – political movement against corruption, injustice and abandonment of government. There main enemies were the state, the ruling classes and Nigeria's educated elites. Boko Haram original members were young and rebellious included there late founder Sheik Yusuf. They wanted Sharia introduced in Borno State as was the case in Zamfara State. When the operation of the Sharia in Borno State failed to become a continuous state policy, the group migrated out of the state to location in Yobe State. In their new location they set up a new headquarters and ran their activities like any government. The group was soon dislodge from there headquarters. They established another headquarters; they were again dislodge by security forces. This action-reaction continue until the group decided to start living among the population, rather than living in physical seclusion. Some of the communities in which they choose to live were in Maiduguri, Borno state northeast Nigeria.

The modest history of the Boko Haram sect in northern Nigeria could be traced to 2009, when the police operative reportedly killed sheik Yusuf Mohammed, the founder of the banned Islamic fundamentalist group boko haram in Maiduguri, Thursday July 30th 2009.

Boko Haram became prominent in the sub-consciousness of most Nigeria when the sect members took up arms and killed some innocent defenseless people in Maiduguri those injured were rushed to the university of Maiduguri teaching hospital. Boko haram became phenomenon on the Nigeria political and socio-economic terrain showcasing menace to the society and threat to the Nigeria security. Shortly after these attacks, battle between security forces and members of the boko haram sect came to end with the killing of the leader of the group, Mohammed Yusuf on Thursday 30th July 2009 few hour after he was captured in Maiduguri by the military (Adefolarin, 2012).

There were twist dimension to the circumstance of Mohammed Yusuf death, as the police operative claimed, he died after a shoot out with securities operatives in northeast states. But a BBC reporter in Maiduguri said "Yusuf was arrested by the military, paraded before journalist with apparent signs of injuries". "He has been killed you can come and see his dead body at the state police command headquarters ",spokesman for the Borno state police command headquarters,Isa Azare told Reuters news agency. While the police commissioner, Christopher Dega had earlier announce the capture of Yusuf and said "he (Yusuf) was being held at Giwa barrack". Announcing the death of the sects leader, assistant inspector general of police in charge of zone 12, Mr. Moses Anagbode said "Yusuf was killed in shootout with security men yesterday aftertoon".the circumstance of the killing of Mohammed Yusuf generated huge criticism an condemnation of high extra-judicial killing by the Nigerian police. The extra-judicial killing also received international condemnation that the federal government had to apologize to the united nation (Shehu, 2011).

Alhaji Buji Fai, a former Commissioner of Religious affairs and water resources of Borno State, along side a Maiduguri based businessman, Mohammed Fugu are prominent members of the sect that were killed in the extra-judicial act of Nigerian police. The government of Borno State went extra miles to by destroying Mohammed Yusuf properties at his railway quarters, items worth more than N60 million were said to have been destroyed. It is also on account that the family sect legal means, accusing the police of extra-judicial killing of their patriarch. The court in judgment asked the Nigeria police to pay the sum of N100 million naira to the family, in which the police appealed the verdict. (Shehu, 2011).

The remnant of what left of the Islamic religious insurgents launched series of targeted attacks on government institution, security formation banks and schools, even as police and military institutions are some of their best target that have received tumultuous organized violent attacks from this religious rebels who are using series of improvised explosive device to carry out bomb explosions. There are great concerned that the sect as been infiltrated by some political dimensions in regards of 2011 general election that produce Goodluck Jonathan, as there are remark that "Opposition of Jonathan in the North are using the name Boko Haram falsely to carry out terrorism" and that "the real Boko Haram is not anti-Christian, but it is for the common people and the poor in Nigeria against the rich. Analysis and expert had expressed suggestion that there are more than one Boko Haram, or that Boko Haram now exist in factions, or that the "original Boko Haram has been taken over, or hijacked, by other forces enemies of Jonathan from the North (Boko Haram is Northern Agenda, 2012).

Although the Boko Haram attacks had been on, even before the run-up to the last general election, it intensified after, becoming more incessant and deadlier than ever. To many, this did not come as a surprise, only the magnitude. They interpret the new twist as the actualization of the threat of some politician that contested against Jonathan. They had threatened that they would make the country ungovernable should (Goodluck Jonathan) stand for and win the Presidential election. The main grous against Goodluck Jonathan was that the refused to respect the Peoples Democratic Party's zoning arrangement (Damaging effect of Haram, 2011). President Goodluck Jonathan who took office in full-executive Capacity with over liming demerate mandate after the April election. On the guest ion of who is behind the Boko Haram, opinion and idea differs. As many demand that it in wrong to jump into conclusion that groups in order to make the country ungovernable for president Good luck Jonathan. This argument is strengthen to remind us that southern politician were never accused of sponsoring the Niger delta militant against late president Yar'adua or Obasanjo administration and that the Boko Haram insurgency actually stated during the late president' administration.

In light of the above there are others whose ideas and opinion are divergent. Balarabe (2011) opined that, Nigerian should first be convince about the identity of those called Boko Haram, but a reaction to recapture state of the nation. We are not talking about western education.

Western education is just executive and even Muslim recognized it. Muslim are not opposed to western education or any form of education. What they are opposed to is the exploitative Western Civilization culture. For many concerned citizens views injustice where more than 80percent of the populace are not sure of three meals a day. The gap between the rich and the poor is widening and unemployed youths and graduates have resorted to violence in expressing their grievance. Accusing the political class of not being sensitive to the might of the people, a situation were less than 20 percent of the country's population control the nation's wealth while the other 80 per cent are wallowing in abject poverty this might further enrage the poor against the few rich (boko haram is killing North-east economy, 21012).

Many other opinion and ideas suggest in trying to understand and then explained to the people what in going on in our country in all ramification and inter-connectedness. Abubakar (2012) has argued that those people may not be Muslim as most people believe. They also may not be Christian as some people are insinuating. There is problem and the security agencies here not tried to investigate these cases properly. From the information we received the whole thing started in Maiduguri when the former governor Modu Sheriff wanted powers by all means to actualize his ambition, he recruited his own people and tried to make sure that he got into power. And the man who started thing (Boko Haram) Yusuf Mohammed for instance, was not against any religion, he was against the government and law enforcement agents because he believes that these people were not looking after the society very well. There was poverty every where and there were no jobs. So when he was against them (government) a lot of people loved him. Some people started answering his name as they saw that the job he was doing was good. So when he (Mohammed Yusuf) died the same people were angry. These are areas that the security agencies would have tried to investigate to know the truth about it. Edwin (2012) has argued that what we are seeing is not an external attack it not engineered by foreign powers and neither in it some from of inter-tribe or religious clash or whatever. It in some reaction to certain issues which are not managed by our respective authorities. It was because it was mismanagement by the Nigerian press that you now call them No ordinary Nigerian is an expert on issues of Boko Haram.

No ordinary Nigeria is an expert on the issues of boko haram. What fuels the group much more than believes that western education is a sin. What is fueling the group maybe more fundamental than we can even indigene.

It may be a deeper conviction that they are not supposed to conform to the secular law of the society and therefore, they deem right. The Taliban government before the United States of America invasion of Afghanistan. They controlled things in Afghanistan, made there laws and lived a normal live under strict religious ordinances until the US and Allied forces dismantle the status quo.

For those who strongly believe that unemployed, illiteracy, poverty and lack of government attention together with social injustice are responsible for the terrorism, no body can begrudge them of their conviction, but rationally it is not logical. But majority of Nigerians may still live with the fear of the unknown following relentless bomb attacks by members of the Boko Haram sect. the Organization audacity has been demonstrate, whose main demands or aggregate demands are fairly unknown and whose main weapon terror is known . The sect is an armed Islamist insurgent group, probably factionalized with foreign collaborator as some have tagged them.

Conceptualizing Education Psychology

Education psychology is very crucial in the education of school children and teachers performance. Education psychology is one of the branches of applied psychology which focused on educational process. The concept entails two terms, education and psychology. There is the need to understand what psychology is and what education entails.

Psychology: The word psychology was originally derived from two Greek words psyche which means mind or soul and logos- which means study or science. Psyche-logos is this the science of the mind. This view was later refined to mean the scientific study of human behaviour and thought processes. It explores the ways in which we behave as individual and in group, the way we think and relate to others and the condition under which we do so. In defining psychology as the science of behavior and mental process three key terms are immediately evident science behavior and mental process (Lahey, 2001, Ibeh, 1990).Psychology is considered to be a science because it attempts to understand people through careful controlled observation. This rigorous scientific method of observation underlines all scientific activities. Behavior refers to all of a personal of overt actions that can be directly observed. This will include the way we walk talk, eat express ideas, react to issues, and act in a group.

Lahey (2001) posited that the term, mental processes refers to the private thoughts, emotions, feeling and motives that people around us cannot directly observe. Psychology entails the study of both human and animal behavior focusing on the development step from conception to adulthood (Ibeh, 1990)

Psychology is a science concerned with the study of various types of behavior. It studies how people think, respond, feel and learn, why they behave the way they do, what initiate and sustain their actions (Akinboye, et al, 1982, Oladele, 1984). The above definition put forward above are fundamental to our understanding of the way school children learn think and react, while the teachers understanding, prediction and control behavior in terms of modifying, guiding ,or changing it.

Education: Education maybe seen as the attempt to shape or modify behavior of an individual with a view of equipping him or her with desirable skills, habit and attitudes to adequately adjust to the communal life and contribute effectively to its growth and preservation (Oladele, 1987). The meaning of education means different things to different people depending on their perception of what it is .there are cases where education is simply taken to mean 'knowledge' 'enlightenment' or 'wisdom'. Education, in general term, is the process of transmitting societal lore's, values and desirable attitudes from one generation to another .Education seeks to socialize individual so as to equip them with the desired mode of behavior that is in conformity with the way of life of the society in which they live. Education is the process of teaching, training and learning in schools and colleges for the development of knowledge and skills so as to prepare individuals to live happily with themselves and others in the society where they live. However, scholars and educationist have offered series of definitions of education that we must examine for better comprehension.

According to John (1931) said education, include whatever we do for ourselves and whatever is done for us by others for the express purpose of bringing us nearer to the perfection of our nature. It comprehends even the indirect effects produced on character, and on the human faculties, by things of which the direct purposes are quite different; by law, by forms of government, by the industrial arts, by modes of social life, nay, even by physical facts not dependent on human will; by climate, soil and local position.

This explanation further sizes the totality of education in its roles as a refiner and regulator of human behavior in the society. It does not only embrace the deliberate processes of schooling but includes even indirect and incidental influences. The core of education here is the culture which gives purposely to those who are to be its successors in order to qualify them for at least keeping up, and if possible for raising, the level of improvement which has been attained.

To Chanhan (1976), "education is the process of shaping individual's behavior for adequate adjustment in the society".

Fafunwa (1974) sees education as "the aggregate of all processes through which a child develops abilities, attitudes and other forms of behavior which are of positive value to society". From these definitions, the focus of education is to imbue the individuals with the knowledge, abilities, skills or behavior to enable them function in their immediate environment and the society at large. However, the definitions still informed us what education means.

Adiele (1975) as argued that education can be define as "a desirable change in human behavior" "while Leonard (1967) says "To learn is to change. Education is a process that changes the learner". On the other hand Ukeje, (1973) opined that "the process of education occurs whenever any influence produces a change in the physical and mental behavior". These definitions are all one in their stand on a positive change in human behavior being education.

Nwagwu (1976) definition of education is very profound as he stated that "education is the process which by which every society attempt to preserve and upgrade the accumulated knowledge, skills and attitudes in its cultural setting and heritage in order to foster continuously the well being of mankind and guarantee its survival against the unpredictable, at times hostile and destructive element and forces of man and nature". This definition is elaborate and adequate enough for proper understanding of this paper point of argument on the Boko Haram crisis effect on educational emancipation Northern Nigeria

Education Psychology: The very intent and processes how education become effective is the leverage we enjoyed through the application of knowledge gained from the areas of psychology to solve educational problems. This is in line with Oladele (1987) definition that:

“Educational psychology is the application of psychological principles, techniques and other resources of psychology to the solution of educational problems confronting the teacher as he attempts to direct the process of learning and growth of the child towards the objectives set by the teacher, the school and the society”.

However, Ausubel (1962), posit that educational psychology is that special branch of psychology concerned with the nature, conditions outcomes and evaluation of learning outcomes. What we can deduce from these definitions is that the hallmark of education psychology is the solution to education problems as they affect the teacher, student, pupil and the teaching learning situation.

Education psychology is one of the branches of applied psychology which focused on educational processes. It is concerned with real problems encountered in the process of learning and it sets objective solution to these practical problems.

Educational Psychology is aim with the improvement of learning and instruction in the expected direction. It seeks to achieved this aim by understanding the learner, the learning process and the specific techniques that can be applied in different setting so that the teaching – learning can be more precisely controlled and equipping the school psychologist and teachers with adequate tools to make students benefit from education to the maximum (Oladele, 1984, Akinboye. et.al 1982).

Notable understanding and insights regarding student’s behavior and learning is a core foundation in any educational development. Educational psychology is an applied branch of psychology which deals with educational matter, because it is related to education, it is concerned with the learner, learning and instructional processes and different condition of learning. Ibeh (1990) says “educational psychology is the application of psychology principles, research finding and theories to solve educational problems”. This focuses instructional strategies accordingly. The objectives of educational psychology basically are to make teaching and learning more effective.

The contents of educational psychology are quite extensive. It can be explained under the below factors;

Human Growth and Development

In order to get people to learn, we have to understand their capabilities, what they already know, how they think, act etc. So, the various facets of human development such as: physical, intellectual, linguistic, moral, and social, attitudes family background etc. are of great interest. How environmental factors affects people and how different endowed characteristics features of individuals are undertaking here.

Learning and Instruction

Educational Psychology is interested in the general nature of learning process, what factors influence learning, how and when different types of materials are learnt. Do people learn skills? What factors motivate people learning skills? One great concern is how to ensure that knowledge acquired in school is transferred to life outside the classroom or school not just immediately it is learnt but years after graduation.

Personality and Adjustment

Another aspect of educational psychology is how people develop, maintain and sustain healthy personalities, moral and attitudes especially student and teachers. This as to do with social relationship and how students adjust to the school situation, make friends, interact with every one and cope with the environmental situation in the educational setting as well as character formation and acceptance.

Psychological Measurement

More interesting is the aspects of educational psychology measurement those psychological characteristics on which individual differ e.g. intelligence, learning ability, aptitude and in the application of the result of the measurement to enhance learning, teaching and development.

Research, Techniques and Methods

The scientific study of educational problem and practice are of interest to educational psychologists. The implementation of research finding and techniques in classroom setting is also of primary importance. Therefore research interest is also focused on how to find, teach and improve administration skills.

Educational Psychology occupies a central role in the preparation of a teacher because it helps the teacher to understand better whom he/she is teaching and how he should teach.

Relevant of Educational Psychology to School Children and Teachers

The essence of all educational process to ensure that students acquire certain skills and behave in a way that they hither to not behaved. Educational psychology is one vital platform that would ensure teaching and learning achieved the possibility of students posses the require skills that would make fit as member of the society. Educational psychology is also a basic and central component of the distinctive activities that constitute teaching and learning, so it relevance cannot be overemphasize.

Firstly, it is very sensitive that teacher should have great understand of the child whom he/she teachers. Understand how children develop. Educational Psychology provides adequate knowledge for the teacher on this aspect. Eke (2000), say that "the pre-school child behaves differently from the child in lower upper primary and the teacher realizes that the handling of the children must depend on there developmental levels". So educational psychology furnishes the teacher with knowledge of the development of the child as he progresses from infancy through childhood to adolescence. In order word, the teacher is furnished and equip with skills applicable to handling students so also to prepare there minds and physique for learning.

Secondly, children are different from one another, understanding individual differences. Some children come to school rather young others are more matured, some develop fast, and others are not.

According to Eke (2000:34) “ Educational psychology helps to explain the ways in which individual differ, and suggests ways of coping with these differences genetic and environmental factors which give rise to and affect these differences”. It is notable to know that educational psychology enable the proper handling of school children even with there divers developmental and personal attributes.

Thirdly, school children composes individual with different unique and exceptional ability, understanding and educating exceptional or unique children entails a good knowledge of educational psychology. There are physically handicapped and mentally retard children in our schools. There are also gifted children. These children are special in some ways that make them, different from the majority of children in the class. The deaf or hard of hearing, the blind or partial blind, those who have suffered loss of limbs or any form of structural damage are physically handicapped children. There are others who are very slow in learning although they may look normal physically but their intelligence is low. There are those children who are superior in intelligence (Akinboye et al 1982, Oladele, 1984). From the above we can deduce learning experience for these children first by contributing toward identification and secondly by specifying how, when, and where they can be rehabilitated.

Fourthly, one critical aspect of psychology which educational psychology is a branch is a science concerned with the study of various types of behavior. Educational psychology helps the teachers to gain and acquire knowledge of children's behavioral problem. While it is expected that some of these problem are normal and will disappear with age and greater maturity. Research shows that some are genetic, while others have environmental origins. According to Eke (2000:35) for he argued that “some children tell lots of lies others are aggressive, some are hyperactive, some children are truants: Not only must the teacher be familiar with these he must also know how to help school children grow out of them, and how to manipulate the environment to prevent children from becoming maladjusted in school”.

Fifthly, Educational psychology proposed tested principles and techniques, which promote learning. For instance, strategies to get the learner to be very active as well as the use of rewards and incentives have been proposed.

These techniques and principles are specified for different learning and teaching of different types of materials skills, concepts and problem solving. Educational psychology helps in the improvement of instruction and learning. Also it engenders a stance where relating materials and methods to the developmental level of learner are achieved. Eke (2000:37) "By discovering the needs, characteristic interest and abilities of different groups, of children, the curriculum and its interpretation can be made relevant. Educational psychology provide help in deciding whether certain categories of learners would benefits most from individualized instruction, small group or whole class instruction. Also, educational psychology assist in assessment of school children abilities, progress made in learning and result of learning outcomes, all these entails the facts improvement of instruction and learning with the application of correct procedures to make school children learn and ensure effective teaching in conducive environment and methods.

Six, we must at this point entertain the personality of the teachers which is at the heart of school children perception who there role models. Teachers understanding of him/herself, self acceptance and appreciation of limits the teacher's contribution are analyzing ingredient for grasping teacher's leadership assessment. Eke (2000:41) found out that "Educational psychology makes the teacher understand what he/she can influence and what he/she cannot change". Although educational psychology encourages you to promote learning, not all children can learn at the same level even with the best of teaching techniques. Similarly, a teacher uses the instructional techniques that fit in with his or her personality. In other word, even when educational psychology present many theories, techniques methods etc. The teacher still has to choose those with which he or she can profitably make use of educational psychology helps us to understand and accept our strength and the weakness (Oladele, 1984). It is from this stand that teachers gain confidence in leadership qualities and improve in their own skills which eventually served teachers as model for teachers.

Lastly, Eke (2000:43) has argued, among other things that "Educational psychology analyses for us the influence of our environment on development, on learning and other aspect of behavior. Sometimes, the environment has retarding effect on development and schooling with good stimulating learning environment the teacher can overcome such retarding effect". Advancement of the causes of education and appreciation of the importance of educational intervention is the core emblem of the connection between the teacher, school children and society.

Oladele (1984) and Akinboye et.al (1982) have argued about “Educational psychology enables teachers not only to improve but to try to convince others of the need for educational intervention for the good of our school children”. From the above it impresses on the need for deliberate effort to conduct research to understand our children better and improve learning with background knowledge that teachers can have tremendous influence on the course of development.

Boko Haram Attacks Implication on Educational Psychology of School Children and Teachers

The Terrorist attacks in Nigeria as put pressure on the government and the damage emanating from them largely as a result of failure to get to grip with the issue. One pertinent question is whether Nigeria is doing enough to counter this undesirable international perception of its entity. Several years after the advent of Boko Haram attacks in the major city of North East Goe-political zone. Up till date the Nigerian authorities are yet to identify who and what are behind the organization. While many analysis have argued that. The terrorist group is an off shot of Al-quada and Al-shabba Islamic group (Guardian newspaper 2012). It is in this breath therefore, other experts have argued that the course of the Islamic militant does not portray the message of Islam as a religion of peace.

Admitted worldwide as threat to the development of human civilization, because of its destruction, terrorism or militant insurgency is no recent monument, as it predate even the 20th century. Human history is littered with serial acts or terrorism, but the geometric upsurge in recent years the world over is unpardonably alarming. While the religion coloration it now take is much more devastating and put to test the belief system of religion institution that most of these terrorist claimed to propagate. After all, with the freedom of worship and Association citizens of countries on the face of the earth enjoy. History has it that the dominant consciousness to perpetrate terrorism is the consciousness of the powerfully ruling class who holds the biggest stick or power, determine and define reality of existence.

As argued earlier, since no nation states is immune from the destructive consequences or terrorists machinations, countries have bracing up to the dare challenge of managing effectually internal security of their homelands.

In this regards, Nigeria cannot be an exception, more so the fact that the Boko Haram militant insurgence as taking a dynamic dimension of attacking school children, Teachers and educational facilities. This as amount to a large extent in no small measure affected the education psychology of both school children and Teachers. A situation where classrooms are now death rooms, dormitory are now slaughter lab, hostels are not safe anymore, because of unexpected attacks of the Islamic militant group.

A condition where both teachers and students are filled and consumed by fear of death, because of the morbid ambition, zealously and urge of self claimed belief system to salvage, survive and proclaim their faith, only to be executed on vengeful, blind and evil act of dehumanizing the essence of humanity. This for one, did puncture the internal security form, the substructure, or is the strategic baselines of the Nigeria national defense.

While this as also generate a call for serious intellectual, Research oriented, education managers and stakeholders concern as a matter of imperative national issue. It is also been noted that the Boko Haram issues have never been well Managed properly, the assumption that it all started as political bad blood exhibited by some Northern politician after the 2011 presidential election. This argument for sure is point of no avoidance that the menace consequences of Boko Haram terrorist attacks on school children and teachers is failure of Nigerian government that is constituted to guarantee security for all citizens.

According to Williams (2006), the doctrine for internal security has been a very reservation one as the tendency of managers of nature security world wide tends to strengthen them the coercive apparatuses of power. This conservative and coercive power politics in the internal security management on Nigeria's defense, has helped to expose it to the threats of Boko Haram Islamic militant insurgence, as elements in the Nigeria society who holds the fate of dissatisfied with the moral standing of the country leadership, attracts sympathies and followers and are courted by terrorist groups of same ideological belief system, who also claimed to be fighting the same course. Being allied with other terrorist groups, their course are well funded by states or non state actors depending on the interest and the threat involved.

School children and teacher are now prey prime target and victim of Boko Haram bullets and explosives. On the conservative approach to homeland security failure, Nigeria has neglected the positive but non – coercive apparatus which has the tendency to redress social injustices and other threat to the internal cohesion and corporate existence of the nation, where individual person pursue their socio – political, economic, and educational ambition which are legitimate , without fear from any quarter. Students and teachers are also vulnerable to the machination of Boko Haram attacks. That is why the educational psychology of both school children and teachers are now subject to the mismanagement of resource, both human and materials of homeland security failure of internal security as it impinges on the vital objectives of national security and survival of school children and teachers. For instance , when total resources of men and materials are not organized, harnessed and directed to help realized national objective towards satisfying the important aspiration and needs of the people there is bounds to be threat discontentment and aggression because the norms rather them the exception is work. This is not healthy for internal or home land security in Nigerian.

The experience of school children and teacher in the North east geopolitical zone has been intolerable. The social condition of the generality of the people is synonymous with misery and fear. They now live in disillusionment, social alienation, social injustices and no sense of commitment to the nation most especially the youth who constitute the bulk of the productive energy of the nation. The motivation and sense of consciousness needed by the people are lacking. Hence, many citizens, student and teachers are not dissatisfied with regime in power.

From the above, it is in this breath, that Boko Haram attacks implication on educational psychology of school children and teachers became very material for intellectual examination and suggestion by the paper as ascertain that there serious consequences result from the terrorist activities in the north-east geopolitical zone. The foregoing of this paper depicts that Nigeria Educational sector is comforted with serious security problems, that government continues in its failure to address religious and political extremism, subversion, sabotage, and the unpro-active mismanagement and insensitive to the nation internal or home land security.

In the face of this miscalculation, Nyiam (2007), observed the obvious and negation of a comprehensive doctrine internal security management that can at least ensure a credible defense and check against international collaborated terrorism, as Boko Haram as being establish to belong. In the 1999 constitution for instance, it was stated "the security and welfare of the people shall be the primary purpose of government". If this section has been the guiding principle and philosophy of the government, national consciousness would have enhanced rather than social disillusionment, fear threat and alienation, which has made the school children and teacher victims of Boko Haram attacks.

Recommendations

In order to address or , at least mitigate the already danger posed by Boko Haram Islamic insurgency not spreading to other part of the country, the paper recommended as follows:

1. Nigerian should develop a national action program to mitigate against the terrorist attack on school children and teachers.
2. There should be an integrated effort on public awareness and enlightenment on causes and danger that hampers educational psychology .The relevant stakeeholders such as civil society, media, educationist list, government education agencies and community leaders should be at the vanguard of such an effort.
3. There is need for every citizens of Nigerian to come together in unity of purpose and mind to be involved in fashioning, implementing and managing the issue of insecurity. People need to be carried along especially in the matter of intelligent gathering, information sharing and vigilante exercise with the security personnel. Though this demand trust and firmness between the security operative and the citizenry.
4. Efforts should be made to provide adequate security for school premises, especially the boarding school hostels secondary school, higher institution, staff quarters and lectures halls. This provision could jointly be provided by host communities and security operatives.
5. Measure should be introduced to strengthen federal government dialogue initiative such that the sect members would find leverage opportunities to lay down there arms. The amnesty is one of such could be propose with serious government commitment.

6. There should be strong government civil and religious initiative to promote healthy sermon on moral values and sanctity of human life as against already decomposing belief system of one superior religion or faith over another. These promotions of moral values are basic to the sustenance of our society.
7. It is obvious that one of the reasons for insecurity in Nigeria is poverty. An upgrading in the standard of living for majority of Nigeria will certainly be a plus solution. This may not totally eradicate boko haram menace but it will go a long way in rendering fruitlessly the adventure of talking up arms against innocent school children and teachers.
8. It is also established that unemployment situation in the country served as source for insecurity and as while boost the recruitment of Boko Haram. The absent of Zero job opportunities that exist in Nigeria is a call for urgent attention. There is need for the creation of better, legitimate sources of living for every one even though government can not provide jobs for all; there is greater responsibility for them to provide the enabling environment and platform for private sectors employment generation.
9. Over the years, the high rate of illiteracy, low school enrolment and the malfunction provision of quality education in Nigeria especially in the Northern part of the country is worrisome. This has led to in balance in education attainment between children from the southern part and those from Northern part. Situations were the basic education achievement of reading and writing can not be ascertained of these children. An assurance of adequate provision of quality education will raise the balanced life, which to a very large extent will reduced illiteracy , low school enrolment and guarantee a sound intellectual society.
10. The Boko Haram menace can be cured in Nigeria if the issues of hunger, poverty, illiteracy, faith superiority, unemployment, which is a dormant reason why insecurity prevail. How will one reconcile the fact that a government official owns properties worth million of naira and his counter parts the politicians lives expensively on the tax payers money with no excuse of fulfilling is electoral promised. Corruption is one danger that must be address if truly the war in Boko Haram is to be won by the Nigerian Government and people the creation for better learning environment that is devour of fear, threat and sudden death is a product that will suggest sound educational psychology.

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