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Psychological Perception of Teachers on Jama'atul Ahlu Sunna Lidda'awati Wal Jihad (Boko Haram) Insurgency in the Affected Areas in Maiduguri, Nigeria

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Abstract:

The study investigated the teachers' perception of the impact of psychosocial support on the (Boko Haram) insurgency affected children in Maiduguri camps, in Borno State. The sample size for the study was 214 teachers selected from eight (8) Internal Displace Persons (IDP) camps across Maiduguri town through random sampling technique. The data collected was analysed using simple percentage scores, t-test and other regression analyses. The findings of the research revealed that support, intellectual stimulation, opportunities for self-expression, use of participatory teaching and learning methods, child-friendly learning environment and participatory activities are some of the nature of psychosocial support provided for the children in the IDP camps. Integration, Unity restoration of normalcy, cooperation, and feeling of physical and emotional safety are some of the impacts of psychosocial support on the children. Apparently, the result also revealed that there are no significant differences between Male and Female on the impact of psychosocial support.

Keywords: Perception of Teachers, Psychological, Boko Haram, Internal Displace Persons, Borno State Maiduguri

1. Introduction

Experiencing difficult or disturbing events can significantly impact the social and emotional wellbeing of a child. Exposure to violence or disaster, loss of: or separation from family members and friends, deterioration in living conditions and lack of access to services as a result of insurgency can all have immediate, as well as long term consequences for children families and communities' balance, development and fulfilment. Recent years have seen a dramatic growth in programmes designed to provide psychological and community-based support to children and families recovering from distressing events (ARC Resource pack, 2009). Exposure to the disruption, loss, and violence associated with emergencies places significant psychological and social strain on children, adolescents, their families and communities. The way in which children and families experience and respond to conflicts and disasters varies greatly, yet with right psychological support, the majority will be able to overcome these difficult experiences. It is now widely accepted that early psychosocial interventions must be an integral part of humanitarian assistance that will be rendered to the victim of disasters such as the insurgency attack and violence (UNICEF, 2009). Psychosocial support is the intervention given to children and adults that are affected by insecurity and are under emergency situations. This support is rendered to the victims (children) in order to bring about psychological wellbeing, emotional stability and also to restore normalcy in the affected persons. This support includes providing healing school and classroom environment where the teacher/caregiver provides Psychosocial Activities for Improved Learning and Recovery. It is therefore against this background that the researcher carried out a study 10 recreational and creative activities, both traditional and new, through games, sports, music, dance etc. The study aimed to identify the nature of psychosocial support received by the children from their teachers and that determine whether there are gender differences on the impact of psychosocial wellbeing between male, female and age of the children that received psychosocial support in the IDP camps in Maiduguri, Borno State.

2. Literature Review

According to UNICEF (2009) revealed that, after every emergency, 70% of the children resilient and will recover if their basic needs are met. Another 20% to 25% of the children are vulnerable following their exposure to the crisis. Another 3% to 5% of children may require specialized intervention due to losses, trauma, or unresolved grief. For instance, loss of family members/friends as a result of the disease etc. However, UNICEF's psychosocial response is been pushed to promote

psychosocial wellbeing by promoting an environment that provides, appropriate care, opportunities for development and protects children from, exposure to situations are harmful to their psychosocial wellbeing, and to respond to psychosocial problems by strengthening social and psychosocial supports for children who have been exposed to situations harmful to their psychosocial development (Ibid).

Furthermore, children can then re-enter their development cycle, which has been so violently interrupted. The psychosocial wellbeing of adults, particularly parents and caregivers has a direct impact on that of children, and should thus be addressed through concurrent parent focused interventions. Psychosocial interventions should be directed at enabling connectedness to an adult in the child's life and social inclusion into the larger community network, psychosocial interventions need to maintain a focus on strengthening communities, families and other social institutions as responsive and protective space for children (Giwa-Amu, 20015). In addition, the rights based approach demands that psychosocial workers develop an understanding and consistently reflect upon, universal human rights, power relations between outsiders and emergency affected people, and the value of participatory approaches (ARC Resource Pack, 2009). Booth, Agel and Ager (2007) observed that resuming structured activities through daily routine will help the child's self-confidence, increase social integration and may raise an outlook of hope for the future of traumatised children. Education programs can assist in meeting these needs. However, enhance that would child development by providing a variety of educational experiences. To feel valued: create opportunities for expression through individual/group discussion, drawing, writing, drama, Music etc. which promote pride and self-confidence, recognise, encourage and praise children. According to Duncan & Arntson, (2004) Teachers should be mindful of the individual differences that exist in the way children react/respond to different traumatic experiences.

2.1. Hypotheses

The following hypotheses were formulated to guide study:

- **H₀₁** there are no significant gender differences between male and female children on the impact of psychosocial support on the children of IDPs in Maiduguri Camps in Borno State.
- **H₀₂** there are no significant age differences on the impact of psychosocial support among the children of IDPs in Maiduguri Camps in Borno State.

3. Methodology

The Method of the study was survey research design. The population of the study comprised the 467 Internally Displaced Persons (IDP) teachers who are handling ID children in the 8 camps across Maiduguri Metropolitan, Borno State. A sample of 214 male and female IDP teachers was randomly selected from the 8 IDP camps to represent the population. The instrument used for data collection was questionnaire which designed by the researchers and was validated using both criterion and face validity to ensure content relevance and appropriateness by three experts in the field of educational psychology. The questionnaire was tagged Teachers Perception of the Impact of Psychosocial Support (TPIPSS). This instrument was prepared to assess the nature of psychosocial support and the impact of psychosocial support on the insurgency affected children in the IDP camps in Maiduguri. The questionnaire was personally administered to the respondents in their various camps by the researcher with the help of the research assistants. 100% of the questionnaires were retrieved after completion by the respondents on the spot; therefore, no loss of questionnaire was recorded. The data obtained were analysed using descriptive statistics of frequency counts and percentage scores, t-test and one-way analysis of variance (ANOVA). The null hypotheses were tested at 0.05 level of significance.

4. Results

The table 1 below indicated the percentage scores of respondents on the nature of psychosocial social support given to the children in the IDP camps in Maiduguri, Borno State. Strongly agreed has highest percentage scores that range from 64 and 46.7 agreed has the percentage scores between 43 to 29.9, while disagreed has the percentage scores 12.1 to 4.2% and strongly disagreed has the percentage scores of 5.1 to 1.9%. this showed that majority of the teachers agreed that the above is the nature of psychosocial support provided by the teachers to the insecurity affected children in the IDP camp in order to promote and protect the psychological well-being, build resilience and restore normalcy in them.

Variable	Variable description	Measurement of R ² percentage	Decision
X ¹	Teachers are supportive in dealing with children	0.520	accepted
X ²	Teachers plan activities that encourage intellectual stimulation	0.467	rejected
X ³	Opportunity for self-expression were given to children	0.500	accepted
X ⁴	Teachers use diversity of participatory teaching and learning Methods	0.640	accepted
X ⁵	Teachers accept difference and value	0.528	accepted
X ⁶	I plan participatory activity where children can learn by art, music, and drama	0.509	accepted
X ⁷	Teachers support the provision of child-friendly environment in the classroom	0.519	accepted
X ⁸	Teachers listen to children's problems religiously help them and develop their communication skills	0.805	accepted
X ⁹	Teachers promotes child-centered teaching through which can know their students and address their individual needs	0.528	accepted
X ¹⁰	Teachers show respect and empathy for each child and encourage all the children to do the same	0.570	accepted
X ¹¹	Teachers help children develop communication skill	0.481	accepted
X ¹²	Teachers encourage children to be empathic towards each other	0.629	accepted

*Any number shows below the level of <0.5 is less significant and is not encouraging

Source: Authors computation

Table 1

Below table 2 showed percentage scores of the Impacts of Psychosocial support on insecurity affected children in the IDP camps in Maiduguri, Borno State. Strongly agreed has the highest percentage scores which range from 79.6% to 40.3% followed by the responses of those that agreed with the percentage scores of 48.1 to 16.7%, while disagreed has the percentage scores that range between 14 and 0% and strongly agreed has the percentage scores of 4 to 0%. This results revealed that psychosocial support has a positive impact on children affected by insecurity that are in the IDP camps in Maiduguri, Borno State.

Variables	Statement	R ²	Decision
XX ₁	Social integration and unity among the children	0.766	accepted
XX ₂	Restore the sense of normalcy and religious understanding	0.750	accepted
XX ₃	Cooperation among children	0.787	accepted
XX ₄	Dependable interactive routine through school or other organized activity especially Islamic studies	0.694	accepted
XX ₅	Enhanced the spirit of group and team activities	0.755	accepted
XX ₆	Enhanced cognitive development and learning outcome	0.403	rejected
XX ₇	Promotion of creativity	0.431	rejected
XX ₈	They learn through participatory activities	0.630	accepted
XX ₉	They discover children identity	0.630	accepted
XX ₁₀	They develop self-esteem	0.645	accepted
XX ₁₁	They discovered values of life	0.532	accepted
XX ₁₂	They learnt to trust	0.748	accepted
XX ₁₃	Encourage Learning through play	0.790	accepted
XX ₁₄	They feel physically safe	0.673	accepted
XX ₁₅	They feel emotionally safe	0.682	accepted

*Any number shows below the level of <0.5 is less significant and is not encouraging

Source: Designed by the Authors

Table 2: Teacher's Perception on the Impacts of Psychosocial Support

Table 3 revealed that the calculated p-value of 0.04 is less than the t-critical value of 1.96, at .05 level of significance and 212 degree of freedom, Hence, since the calculated value of 1 is less than the critical value this the null hypothesis is accepted, this implies that there are no significant differences between male and female IDP children in terms of their response to Psychosocial support in the camps in Maiduguri, Borno State.

Gender	N	Mean	Std. Dev.	df	p- value	Decision
Male	138	54.38	2.16	212	0.02	Accepted H ₀
Female	76	54.17	2.21			

Source: Designed by the Authors

Table 3: T-test Score of Gender differences in the of Psychosocial Support

Table revealed that the value of the calculated F (1.384) is less than the value of F-critical is (5.63) at 0.05 level of significance. This implies that the null hypothesis is accepted, meaning that there are no significant differences between the ages of IDP children in response to psychosocial support in the camps in Maiduguri, Borno State.

Impact of PSS	Sum of Squares	df	Mean square	p-value	Decision
Between groups	26.048	4	6.512	0.04	Accepted H ₀
Within groups	983.597	209	4.706		
Total	1009.645	213			

Source: Designed by the Authors

Table 4: Summary of ANOVA of ages of children and Psychosocial Support

5. Discussion

This study investigated teacher's perception on the on the impact of psychosocial support on the insurgency affected children in the Maiduguri IDP camps in Borno State. However, the study revealed that support by the teachers, planning activities that encourage intellectual stimulation, giving the children opportunity to express themselves, using diversity of participatory teaching and learning methods, accepting differences, engaging children in participatory activity like the drama, music and art, provision of child friendly learning environment are some of the nature of Psychosocial support given to the children in the IDP camps, others are listening to children, developing communication skill, using child centered teaching methods and showing empathy. The finding is confirmed by Amu-Giwa (2015) who reports that psychosocial support is about helping children and families improve their psychosocial wellbeing through promoting everyday consistent and continuum of expressed through caring and respectful, recognition of individual uniqueness, play, intellectual stimulation, empathy, cooperation, role play, support, healing classroom and child friendly learning spaces and participatory activities.

The study also found that unity and integration, restoration of normalcy, cooperation, interaction among children, team work, creativity, cognitive development, discovery of identity, self-esteem, and values of life are some of the impacts of psychosocial support on the children of IDP camps, other impacts are learning through participatory and play activities, trust physical and emotional safety. These findings are in agreement with UNICEF (2009) which asserts that restoration of normalcy through regular attendance of schools, participation, cooperation and play activities, interaction among peers, cognitive development, having sense of belonging, feeling physically and emotionally safe, learning to trust and to be trusted and self-esteem are some of the indicators of the impacts of psychosocial support on traumatized children.

Furthermore, the study also revealed that there are no significant differences between male and female children in the IDP camps on the impact of psychosocial support. These findings are in line with Shumetie's (2015) assertion that it is critical to ensure that all girls and boys are able to benefit equally with psychosocial support and education in emergencies and that there is no difference in gender on any planned actions and experience as an integral part of psychosocial interventions development and implementation of policies and programmes.

The findings of the study flir her revealed that there are no significant differences among the ages of children in the IDP camps on the impact of psychosocial support. These findings are in consonance with the views of Shumetie's (2015) and Melville (2007) who observed that psychosocial support promotes psychosocial wellbeing among children irrespective of their age groups by promoting an environment that provides appropriate care, opportunities for development and protects them from exposure to a situation that is harmful to their psychosocial well-being. UNICEF (2009) also noted that psychosocial support promotes children's holistic development and age-appropriate physical, cognitive, and emotional competencies.

6. Conclusion

Based on the findings of the research and observation of the children in the Maiduguri Internally Displaced Persons Camps, psychosocial support and intervention has positive impacts on them as children who are initially traumatized as a result of the activities of the insurgency in their various localities shows resilience and adjustment which is brought about by programmes and activities that encourage restoration of normalcy and psychological and social well-being in the camps.

It can be concluded that psychosocial support activities strengthen social and psychological well-being and bring about the restoration of normal life for children who have been exposed to a situation that is harmful to their psychosocial development in their later life. The activity also has an impact on the children because it helps in promoting and enhancing cooperation, integration, unity, empathy, trust and responsibility and interaction with other children through play, participation and team work. Psychosocial support is important in order to maintain a continuum of family and community-based care and support during and after humanitarian crises and to prevent immediate or long term mental health disorders. The aim of psychosocial interventions is to address children's issues and needs in a holistic manner and to place psychosocial interventions inside wider development contexts such as education or health care. This will create an integrated development approach to promoting psychosocial well-being. Finally, it is very vital to understand that the teacher has a critical role to play in providing psychosocial support.

7. Recommendations

Children affected by the Boko Haram insurgency should be identified and provided with normal social and developmental activities like schooling, skills training, sports, recreation activities etc. with appropriate psychosocial support, most children will recover and thrive if given the opportunity to learn, play, participate and interact with peers.

Extra attention and additional supportive conversation, group discussions, expressive art activities, or other support should be provided by the teachers and the caregivers in the various camps to enhance restoration of normalcy in the children.

Close observation may help identify the children that require extra attention that is those who are withdrawn, isolated, and overly aggressive or those who no longer function in the classroom as they did previously and promptly attend to those affected.

Teachers and other adults need to know how to recognise these most vulnerable (least resilient) children, and refer them for special help (i.e.) medical doctors, mental health professionals, or other appropriate service providers).

These children should be included in all structured, normalizing activities and education opportunities organised for the other children as much as possible.

Teachers should build the capacity of learners to adapt to new changes and challenges that will present as a result of emergencies.

Provide access to community-based educational and recreational projects and facilities for IDP (internally displaced persons) and host community children, and foster self-reliance.

Promoting informal interactions between teachers and students outside the class room through structured after-school recreational activities.

Providing safe and productive environments for social interaction among IDP children and their teachers and host community youth

Teachers and care givers should be caring, supportive, empathy and trustworthy in addition teachers should be aware of the individual differences that exist among the children and use inclusive, learned centred and participatory methods of teaching in imparting knowledge to the IDP children.

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