Peace Counselling Education and National Security: Case Study of Niger Delta Region of Nigeria

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Abstract

The absence of a formidable structure for peacebuilding counselling and security development hampers the development of the Niger Delta region of Nigeria resulting to both economic, political as well as social challenges to the inhabitants of the nation as a whole and the Niger Delta region in particular. This study examined how education counselling can influence the promotion of peacebuilding specifically in Ughelli North Local Government of the Niger Delta region of Nigeria and its ability to reduce structural violence already being experienced in the region. The study adopted the quantitative descriptive survey method using primary sources of data collection such as the questionnaire and literature reviewed from secondary sources like journals, books, and online articles. For the primary data, a sample size of 1000 was adopted for the questionnaire from a population of 441,600 after using Cronbach Alpha to test the level of reliability of the instrument. The results from the test of correlation between peace education counselling and national peace building showed a significant relationship between the two variables with a mean score of above 164 in support of a significant relationship as against less than 25 against. This showed the level of appreciation and relevance of peace education counselling. It is recommended that peace education counselling be used by teachers and owners of schools and National Education Policy Makers incorporate this into the school curriculum to lay a proper foundation of peace for the younger generation in tandem with the idea of catching them young.

Keywords*: National Security, Peace Building, Peace Education.*

Introduction

The Niger Delta region of Nigeria hosts the highest reserve of oil from which the Federal Government has throughout the years sustained its ever-unstable economy as oil has remained the mainstay of the economy. In spite of this great support from this region of the country, the region has remained one of the poorest in terms of infrastructure and even human capital development as many of the inhabitants are considered unemployable by the oil companies exploiting the oil in their region. This semblance of being in the water and at the same time thirsty is one of the major factors that has prompted the youths in the region to take to violence through which government gives a listening ear to their plight albeit only giving temporal solutions. The persistent neglect of the region especially when juxtaposed with the rapid rate of development of other parts of the country feeding from the oil in the Niger Delta creates more room for bitterness and triggers violent reactions whenever the opportunity presents itself. (Niger Delta Human Development Report, 2006).

It is even unfortunate to note that majority of those agitating for the equitable reallocation of resources in order to address the injustice are usually being silenced. Prominent amongst some of these past victims is the late Nobel Peace Prize Nominee Ken Saro-Wiwa who led a peaceful protest against the environmental degradation of the Ogoni Land in particular and Niger Delta region as a whole. (Oshionebo, 2009)

The oil exploration and exploitation which started in the late 50s increased revenue generation for Nigeria at the expense of Niger Deltans who became further impoverished due to environmental degradation and no commitment by the oil companies to give back to the environment (Olubayo 2012 reporting Ukiwo, 2010).

Statement of the problem

The absence of peace building and security development is a major virus mitigating the economic and well-being of many regions in Nigeria, particularly in the Niger Delta. Security is seen as the situations that exist as a result of the establishment of measures for the protection of persons or individuals, information and properties against hostile persons, influence and actions.

However, the reverse is the case in some parts of the country with its attendant increase in crime, structural violence, the absence of peace initiations and reconciliations, lack of education for women and children, lack of food and clean water and gross violation of human rights, absence of security from physical harm, corruption, vandalization of oil installations, armed robbery and kidnapping as a result of neglect of the region's development by oil exploration. All these vices are manifestations of regional and national insecurity that threatened peaceful co-existence and promoting poverty and development. In the past, programmes like, the National Youth Service Corps, Federal Character Principle, National Policy on Education etc. all played a role to strengthen national and regional integration and peaceful co-existence within and between regions. The term "peace" is globally considered as a fundamental basis for stability, progress and development in human societies

It is believed that education is utilized in society's struggles to overcome poverty and enhance peace building and security. An alternative to violence is the introduction of peace education inculcating the morals and values needed for peace building. In the same vein, school counsellors reverse the potentialities of teaching of different sectors operators in the region, specific skills such as goal getting processes, stress reduction (relaxation) techniques using programmes like the intentionally structured groups in order to drive the interest that will promote peace building. Education in its functionality is an all-round development of individuals which includes intellectuals, physical moral emotional and social aspect as well as acquisition of vocational skills and aesthetic sense. This is exemplified in the volume of the potentialities that should reflect in the different aspects of regional development in the myriad of challenges confronting the region under investigation that gave birth to the military introduction of Operation Python Dance I and II, the question exists: is the Nigerian educational system relevant in addressing the nation's problem of insecurity and deprivations? What indices in the educational system can promote peace, education counselling to bring about peace building in the areas of study? How will government utilize the potentialities of peace education counselling on challenges of insecurity as a result of insecurity and community clashes? These questions remain the course of this study. It is in view of the importance of peace education counselling in promoting peace building that the researcher deemed it necessary to embark on this study.

Research question

The study was guided by the following questions

1) To what extent has peace education counselling influenced the promotion of national peace building in Ughelli North local government area?
2) What is the level of peace education counselling in reducing structural violence in Ughelli North local government area?
3) How has peace education counselling reduced the rate of conflict in Ughelli North local government area?
4) How has peace education counseling promoted peace initiatives and reconciliation among conflicting communities in Ughelli North Local Government Area.

Hypothesis

1) There is no significant relationship between peace education counseling and reduced rate of conflict in Ughelli North Local Government Area of Delta State.
2) There is no significant relationship between peace education counselling and promotion of peace initiations among conflicting communities in Ughelli North local government area of Delta State, Nigeria.

Objectives of the study

The objective of the study is to ascertain the role of peace education counselling among communities in Ughelli North local government, Delta State in Nigeria in promoting national peace building the specific objective are as follows:

1) To ascertain the role of peace education counseling among communities in Ughelli North Local Government Area of Delta State in Niger Delta of Nigeria in promoting National peace building.
2) To examine whether peace education counselling has reduced the level of structural violence in Ughelli North Local Government Area communities in Delta State of Niger Delta.
3) To investigate how peace education counselling reduces that rate of conflict in Ughelli North Local Government Area communities of Delta State in Niger Delta of Nigeria.
4) To find out how peace education counselling has promoted peace initiatives and reconciliation among conflicting communities in Ughelli North Local Government Area communities in Delta State of Niger Delta.
5) To ascertain the extent to which peace education counselling enhanced the provision of security from physical harm in Ughelli North Local Government Area communities in Delta State of Niger Delta.

Significance of the study

The importance of peace education counselling in promoting national peace building among communities with attendant conflicting issues cannot be over-emphasized. The study seeks to highlight the beneficial effect of peace education counselling in promoting national peace building. The importance of peace education is holistic because its benefits cut across individual' communities, institutions, societies and various groups of humanity. Such benefits include;

Counsellors: It is believed that the finding of this study would be of immense benefits to Counselling Departments of Schools. The study will enable the counsellors to better understand the importance of the subject matter and have more direction to areas that need proper development in the course of executing their various tasks of counselling people in conflicting communities.

Community leaders: It is anticipated that the story would go long way in generating the much-needed information that would be used by community leaders to improve on peace education counselling situation in their domains.

The study will enable community leaders understand the importance of the subject matter and have more direction in areas that need proper development in course of carrying out their role as peace builders.

School owners: It is believed that the findings of this study would be of immense benefits to school owners, both public and private in seeing the need for incorporating peace education counselling in their school curriculum. This is imperative because proper understanding of how pace education counselling can influence peace building would greatly peaceful co-existence in our communities.

Teachers and Students: The study will enable teachers to have deeper insights on the importance of the subject matter to enable them understand the situation and device means of educating students in having a positive Orientation and attitude in handling communal issues that borders on promoting peace. Through the study, the assessment results could be a guidepost that would help students identify their areas of strength and weakness and make necessary adjustments to fill the gaps in their efforts where necessary to appropriate directions of needs as stakeholders in preserving peace.

Definition of terms

Peace: According to the United Nation (2014), peace means dignity, well-being not just the absence of war. Emphasizing this, the United Nations Secretary General stated "we know that peace cannot be nurtured through the dignity, right, and capacities of every man and woman" (Ban Ki-Moon, UN news 2014).

Education: According to UNESCO (2017) education is a means to empower children and adults alike to become active learners and should also focus on the values, attitude and behaviors which enable individual to learn to live together in a world characterized by diversity and pluralism

Peace Education: This refer to the process of acquiring the values, the knowledge and developing the attitudes, skill and behaviors it's like in harmony with oneself, with other and with the natural environment

Peace Building: in contemporary times peace and security are measured not only in term of the absence of conflict. According to the UN (1999), lasting peace requires economic development, social justice, environmental protection,

democratization, disarmament and respect for human rights. Peace can be durable if only economic and social development are guaranteed (Basic facts about the united nation (2018) in other words peace building refers to an intervention technique or method that is designed to prevent the start or the resumption of violent conflict by creating a sustainable peace.

Counselling: this is a face to face profession guidance of the individual by utilizing psychological method and skills especially in collection case history data using various techniques of the personal interview and testing interest and aptitudes.

Literature review

The literatures related to the study were reviewed under the following sub-headings:
- Theoretical framework
- Concept of peace education counselling
- Concept of peace building

Theoretical framework

The theoretical framework review of this study is based on two theories. According to Anugwon (2009) a theory is a valid statement presented to offer a comprehensive explanation of some observable uniformity and consistency in the social and natural world. This implies that theories are empirical statements with a connection between phenomena and variable and are premised on cause and effect. Naturally theories share a relationship with research for the help in specific relationship between the variables being studied.

Social conflict theory

The social conflict theory was propounded by Karl Marx (1818-1883) who is regarded as the father of modern social conflict theory Marx was a revolutionary thinker who believed in the irrepressible unanimous power of the masses in redressing their social conditions of existence. According to Ollman (1976), Marx maintained that social classes identify a particular way of relating among themselves, Marx argued that social conflicts arise from relations of production, in such case "people come to reify classes and as a result these classes come to have a life of their own that constraint the actor" (Ritzer, 1996). Marx tended not to have explicitly seen classes from a reified perspective but as a dynamic entity, oriented ambiguous pattern of writing to

understand his usage of classes in the analysis, whether they were used as a framework or as a theory.in this respect, Anugwom (2009) averred that Marx concept of social conflict centers on the manifestation of social classes in his capitalist regime.

Frustration and aggression theory

The frustration and aggression theory, as propounded by Dollard and his colleagues in a published monograph, explains the causes of conflict and why people exhibit aggressive behavior (Zillimann 1979). The issue of aggression has attracted the attention of scholars in recent times, especially on the role it plays in generating and escalating conflicts. The theory posits aggression is generally traceable to frustration usually caused by people's actions tend to hinged of accumulated anger targeted at an individual's group with the aim of inflicting pains on them (Dill & Anderson 1979). The model outlined by Berkowitz (1989) highlights the danger associated with justifying aggressive behavior. This is comparable to the situation on Ughelli North Local Government Area under investigation in the Niger Delta where most people have justified youth restiveness and violence with economic and environment injustice to the extent that more social movements were formed with increased agitation. The revised frustration aggression hypothesis maintained that:
a) Frustration investigates behavior that may or may not be hostile or aggressive.
b) Any hostile or aggressive behavior that occurs is caused by frustration. (Miller et al 1941; Dill & Anderson 1997)

In other words, aggressive behavior is occasioned by frustration (Zillman 1979). The relevance of frustration and aggression theory to this study id hinged on the ground that denial of access to provision of quality education to women and children, food insecurity and access to clean water, human right abuse, lack of adequate protection from harm, structural violence may have formed the embers of violence in Ughelli North Local Government Area. People are frustrated when they are denied basic necessity of life or aggressive behavior. This development in turn no doubt degenerates to violence. However, through peace education counselling by way of promoting peace initiations and reconciliation inculcations of

democratic values through special programmes and the entrenchment of peace education counselling in our school curriculum, many of the community members especially children who have been properly thought may imbibe the culture of peace in pre-conflict, conflict and post conflict situations.

Concept of peace education counselling

Peace education counselling as defined by Smith & Carson (1998) is a multidisciplinary field of study dedicated to discover the roots of violence in the promotion of peaceful alternatives which incorporates the essential ideas the peace means to understand the structural violence which preserve inequality and injustice. However, a broad definition of peace education is provided by UNICEF.

The process of promoting the knowledge, skills and attitudes and values needed to bring about behavior changes that will enable children youth[s] and adults to preserve conflicts and violence. Both overt and structural: to resolve conflict peacefully and to create conditions conducive to peace whether at intrapersonal, interpersonal, intergroup, national and international level (Fountain 1999:1)

Our modern world may be considered a dangerous place to live in. "there is widespread consensus that we are still living with a deep-rooted culture of violence" (Toh, 2017). The UN human development report (2010) mentioned that in 1998 there were 36 major conflicts, and that during the 1990s about five million people died in conflicts and there were more than ten million refugees and five million internally displaced persons (IDPs). Humanity has been able to master the complex technologies and to produce and immense variety of products and services to satisfy human needs, but also weapons that can destroy the planet. In addition, while the gross production of the world could be a decent standard of living to every person, the sad reality is that there is a big gap between poor and rich people and poor and rich countries. Structural violence and essential concept in peace education counselling, is the unequal and unjust distribution of power and resources responsible for the tragic situation that about half of humanity, or about three billion people live on less than $2 a day (Toh, 2017).

Peace education counselling is only about a decade old (Hicks, 1998). After the end of the world war II, UNESCO provided one focus for peace education (Burns & Aspeslagh, 2016).

The goals of peace education counselling that were cited mist frequently were intercultural awareness, global perspective, insights into present injustice, lack of equality in the world ability to generate alternative visions and readiness to work for justice and more equal distribution of resources. UNESCO started promoting the shift from a culture of violence to a culture of peace, and this culture consisted of values, attitude, behavior and ways of life which were grounded on non-violence and respect for the right and freedoms of others (Adam 2015). Conflict was going to continue being part of life but by cultivating a culture of peace those conflict could be resolved in an amicable manner. Conflict exists in all societies but also societies have some elements of peace (Boulding, 2010).

The present approach to peace education counselling is that it applies across the curriculum. Pike (2010) proposed two methods for implementing peace education counselling across the curriculum with relevant peace education knowledge, skill and attitudes to real world situations. Peace education counseling is a multidisciplinary field of the study dedicated to discover the roots of violence and to the promotion of peaceful alternatives (Smith & Carson, 1998). It also incorporates the essential idea that peace means to understand the structural violence which preserve inequality and injustice.

The indices of peace education counselling

There are several indices that make up specific dimensions of peace education counseling. Some of the are disarmament education for understanding, human rights education development education, multicultural education, environment or sustainable development education, global education and future education. Each of these specific types of education refers to an aspect of peace, although all the indices are interconnected to one another. It is not possible to talk about index without implicitly or explicitly talking about all the others. Peace encompasses them all more.

Each of these indices has specific goals which pertain to the specific focus of the index. Disarmament education, for example, has the main goal of ensuring has the main goal of ensuring the elimination of weapons, mostly weapons of mass destruction but preferably all

kinds of weapons constitutes a great risk to humans because leaders that I vest in weapons are likely to use them eventually, if they are sufficiently threated. However, this index, according to Reardon (2012), needs to become more user friendly because without "intelligent, responsible use of sound knowledge of the issues and problems, citizens can never be a constructive constituency for disarmament". Education for international understanding attempts to understand the feelings and interest of the other, to eliminate miscommunication among the parties and to reconciliation and healing.

Human rights education's attempt to ensure the promotion of all types of human rights around the world. Although all nations have subscribed to this principle and are signatories of the Universal Declaration of Human Rights, in practice most countries violate some human rights; and some countries violate most of them. Human right education attempts to make people aware of the differences between principles of human rights and their practices in the different parts of the world. Development education attempts to produce peace helping people develop their human and natural resources with the purpose the purpose of eliminating poverty, reduce the gap between the rich and the poor and encourage the participation of the poor people in the development process development education provide the tools for underdeveloped countries to become develop or to advance further along their development model. Development is a fundamental human right and peace is a necessary condition for development (Burns & Aspeslagh, 2016) this index of peace education has probably changed the most throughout the last few decades. During the 1940s and 1950s the organization concerned with the aspect's development where religious and humanitarian organization using charitable and assistance-based approach (Mesa 2003). However, this later leads to vast programs of foreign aids such as the "Alliance for progress" in Latin America and the enactment in 1960 of the UN first decade development have included ideas such as a new world order, the inclusion of a gender dimension and the need to consider the effect of development on the environment. Development education follow the traditional industrialization model (Smith & Carson 2008).

Multicultural education has been around in educational circles for quite some time. It attempts to understand the different cultures that inhabit a territory, or a region or even the world. It allows participants to have a better understanding of people who are different or come from different culture: what they think, what they believe in, what has been in their history. By understanding people from different cultures, this type of education provides a way to integrate the social, ethnic and religious difference and eventually, help in global, help in global understanding tolerance and peace.

Obviously, all these types of education, and development education, is complemented by the goals of environment education or sustainable development education. The index of peace illuminates the connections between people and their environment, and provides a framework to analyze and understand the manner in which human actions affect our surroundings, many times in a negative manner.

Global education promotes the importance of the interconnectedness of the world, nations and people. Humans and countries are not isolated entities but suffer from what happens in other parts of the world. This index of the education promotes the idea of global citizenship by reducing or eliminating narrow nationalistic ideas and promoting every person's obligations towards the rest of humanity. Future education applies to all the strands in one way or another. A better and peaceful future cannot be created unless it is first imagined. Students need to explore the range of solutions that are proposed to address the different issues (Hicks, 2014). This strand of education allows for participation to create this vision and arms them with the necessary tools students to work towards the peaceful future that they have envisioned.

A pathway to peace

Educating for a culture of peace includes many approaches. There are many ways in which a culture of peace can be created and maintained. A holistic framework for peace education presented by Prof. Toh includes the following components: educating for dismantling the culture of war; educating for living with justice and compassion; educating for promoting human right and responsibilities; educating for building cultural respect, reconciliation and solidarity; educating for living in harmony with earth and educating for cultivating inner peace (Toh, 2017). Each of these parts is broad and linked to each other. they are

presented by a flower, and the "vital pathway" is the peaceful and non-violent resolution of armed conflicts and disputes.

Teachers can help facilitate the creation of this culture of peace, not only by what they say but also how they interact with students. Teachers should respect the students as well as respect themselves because nothing can justify the degradation of human beings (Freire, 2008). Teachers are social agents and not neutrals. Freire (Ibid), for example, mentioned that he rejected the present system of capitalism which was responsible for the aberration of misery in the midst of plenty.

In many cases, the same values subscribe many or all of the indices, such as the concept of justice, cooperation, equality, fraternity, trust, responsibility, reconciliation, mutual respect, solidarity, compassion, understanding, interconnectedness, harmony, dignity, non-violence, sustainability and of course, hope and love. Hicks (1998) mentions that value underlying peace are non-violence, economic welfare, social justice ecological balance and participation and that procedural values includes values such as tolerance, fairness and respect for reason and truth. According to Burns & Aspeslagh (2016) in order to promote peace through education, certain peace education programmes have been practiced in different historical, socio-political, economic, cultural and educational context, with various ideas, values, objectives, approaches contents and methods.

At the same time, some common objectives and characteristics can be found across many programmes. Some common areas of learning include knowledge, skill, attitude, behavior, and values which are necessary for non-violent conflict resolution and peace building (Johnson & Johnson 2015). This means that peace education is not only education about peace (gaining knowledge), but also 'education for peace' which nurturing skills, attitudes, behavior and values, since it requires a close relationship ends and means, content and forms. As Reardon (1996) states, the important task for peace education is teaching the skill and capacities necessary to create and pursue alternative to the present other, considering the present situation in which the current wars and militarism have been legitimized by formal education.

In view of the above mentioned, the broader aims of peace education counseling, as stated by Hicks (1998a) are: to explore the concept of peace both as a state of being and as an active process; to enquire into the obstacles to peace and causes of conflict, both in individuals, institutions and society; to resolve conflicts in ways that will lead towards a less violent and a more just world; to explore a range of different alternative futures, in particular ways of building a more just and sustainable society. According to Johnson & Johnson (2015), peace education counselling aims to give student opportunities: to express their feelings, to gain knowledge and insights into today's reality and necessary skills and values to prepare them to build peaceful relationships with other people to work for peaceful solutions without resorting to violence at all levels as future citizens. They further stated that the ultimate goal of peace education counselling is for individuals to be able to maintain peace among aspects of themselves (intrapersonal peace), individuals (interpersonal peace), groups (intergroup peace), and countries, society and cultures (international peace).

With the emphasis on the connection between these different levels of peace, Hicks (1988b) states that:

Education for peace is initially about individual actors on the world stage. That is to say it is about people, individuals and groups, and the way in which they interact ...it is, of course about individuals, pupils, teachers and schools about how they too interact and how they to each other. It is about conflict, and violence in our daily lives and immediate experience. (Hick, 1988b: 248).

Therefore, considering that peace is about people and their relationship at different levels, Hicks (1998b) argues that, one focus in school thus needs to be very specifically on personal growth and development but, unlike many programmes in personal and social education, set in the broader context of both political and planetary awareness. Similarly, Bjerstedt (1990) considers the peace education is not only preparation for actions in the personal arena. But also, preparations for actions in a wider, political arena, stressing the importance of peace education counselling in the long run, in terms of preparedness for non-violence, world citizen responsibility, egalitarian attitudes, and readiness to search critically for alternatives.

With these definitions and aims, the principles and practices of peace education utilize a range of

approaches according to preferred view in different contexts. Just as peace education reflects socials reality and social goals, current issues and discoveries in the present.

Social violence and warfare can be described as a form of pathology, a disease. Peace education through counselling tries to inoculate students against the evil effects of violence by teaching skills to manage conflict non-violently and by creating a desire to seek peaceful resolution of conflicts. Societies spend money and resources training doctors to heal the ill. Why should not they also educate their citizens to conduct affairs non-violently? Peace educators use teaching skills through counselling to stop violence by developing a peace consciousness that can provide the basis for a just and sustainable future.

Concept of peace building

Since her independent in 1960, Nigeria has been experiencing one form of violence or the other. The pattern and complexity of such violence is indeed worrisome to the extent that it no appears as if the country is teetering at the verge of a precipice the 2011 Amnesty International Report. Further pointed out that there is unabated human rights violations and unlawful killings as well as torture, enforced disappearance and ill treatment in the country. The context of violence in Nigeria is such that intertwined direct, cultural and topologies of violence, with factors responsible for the violence are closely tied together in a way that defines complex conflict dynamics. While frustration occasioned by factors relating to human security and obnoxious policies, among others, largely defined structural violence the physical expression of such development in form of verbal and physical attacks resulting in physical harms and killings largely describe violence. At times, the perpetrators of such violence attempt to justify their action on deconstructed religious sentiments, customs traditions and cultural beliefs, while others anchor their justification on conditions of human insecurity such as joblessness, hunger, and environmental problems among others thereby resulting in cultural violence.

Indigenes-settler conflict is and age-old problem in Nigeria. Historically the indigenes settlers' question is responsible for the indigenes-settler's nature of violent conflict in the country. The Indigenes-settler question permeates the various geo-political zones of Nigeria and has indeed led to blood shedding. For instance, between 1999 and 2000 all settlers in the state of Enugu, with the exception of those whose husbands are employed in the federal institutions in the state, were retrenched from their appointments in the state, and this result in serious acrimonies and generated conflicts between the indigenes and the settlers or non-indigenes, (Institute for peace and Conflict Resolution, IPCR, 2008);

The different crises in Nigeria ranging from ethnic-religious crisis to agitation for resource control break-up of the country, but the religious especially the recent Boko Haram insurgency has attracted international attention and concern. The fallout of these crises is threatening the country's unity and development. A popular saying – "united we stand, divide we fall"- a pointer to the fact that unity is strength and division is punishment. This statement depicts the life of the people living in a divide society like Nigeria, because different scholars have described Nigeria as a divided society. It is believed that one of the most challenging aspect of divided society is that they face a particular obstacle in maintaining peace. This exist where political divisions follow very closely, and especially concern lines of objective social differentiation, especially those particular salient in a society." Segmental cleavages may have religious, linguistic, regional, cultural, racial, or ethnic dimensions. In essence, a divide (that is, plural) society is defined by the coexistence of incompatible institutional systems and. Therefore, force must be used to maintain order. Osaghae & Suberu (2015) described Nigeria as one of the most deeply divide states in Africa because of its complex web of politically salient identities and history of chronic and seemingly intractable conflicts and instability.

In Nigeria, ethnic cultures have been wrongly exploited to brand the country with tribalism and manipulation of religious sentiments as well as regionalism, largely explain the unequal development of the country in addition to the perennial social tension and political instability. I quote. "as a result, ethnic sectarianism has left a trail of destructive violence and even threatened the territorial integrity of Nigeria" (IDEA, 2011). Over 40% of ethno-religious occurred in Nigeria with the earlier years of its fourth republic.

Besides there appears to be a continuous rise of such violence in the country (Salawu 2010).

Gender-based violence is another common type of violence in Nigeria. Gender describe behavior, attributes or character and roles expected in the society of individuals on the basis of been born of male or female (Uwameiye & Iserameiya, 2013) and gender-based violence is most often against the women and the girl child and also mainly within the family. Gender based violence is and age-old psycho-social issue deeply rooted in the dwindling concept of gender inequality which is a kind of structural violence within any social system. Gender based violence is broadly used as "violence against women and it also highlight gender inequality in which most violence is rooted" (USAID, 2006). The Beijing Declaration and the Platform for Action defined it as "any act of gender based violence that results in, or is likely to result in physical, sexual, or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty whether occurring in public or private life. Among the various forms of violence against women are battering by spouse, rape, verbal assaults, female genital mutilation, incest, child marriage, forced marriage, denial of women work opportunity, denial of women right to own property, denial of girl child right to her husband, denial of girl child access to her education, child labour, girl child trafficking and using girl child for commercial sex purposes, among others.

Gender based violence manifest in different forms such as physical, sexual, economical, emotional metal and psychological. However, the physical aspect is the most prevalent of the various forms of intimate partner violence Intimate Partner Violence is often cloaked with denial shame and silence of the victims and it occurs between two persons in a relationship whether current spouse or erstwhile spouse or dating partners. It is the "actual or threatened physical or sexual violence or psychological abuse directed towards a spouse, ex-spouse, current or former boyfriend or girlfriend or current or former dating partner" and it is increasingly replacing the term domestic violence (WHO, 2005a).

A culturally based form of violence against women in some part of Nigeria is female genital mutilation or female circumcision which is said to affect at least 40% of women according to the 2008 national baseline survey this is also an age-old practice in the Igbo tribe which involve shaving of hair and making a woman drink from the water used in washing the corpse of her deceased husband as a way of testing her involvement in the death of the man. These are also serious cases involving battery, beating and all manner of assault during domestic violence against women. For instance, in a survey conducted by an NGO known as Project Alert in 2000, 25 cases of women murdered by their husbands were recorded. There are cases of old women who are confronted with ceaseless abuse due to their childlessness and some branded as witches and thus subjected to abuse, furthermore, incidents of trafficking of women and children as well as other cases of sexual harassment also abound. Going by statistics about 60-70% of Nigerian young women are subjected to sex trade in Italy by the traffickers while over 80% of the 12 million children in labour in Nigeria are trafficked victims (Ajamagbo-Johnson, 2012). There also appears to be cases of policemen, who acting under unprofessional conduct sexually assault some incarcerated women as well as committing human right abuse by some police men who through their action inflict violence on some innocent citizens, probably through illegal 20-naira exploitation especially by some police in the road blocks.

Politically related violence in Nigeria predates to 1966 when the first military interregnum occurred in the country, since then, a number of coup d'état giving way to military head of state to stir the affairs of the country in manner that many believed mainly contributed to the entrenchment of systemic violence in the country. The Olusegun Obasanjo begot the second republic in Nigeria, and the process leading to Shehu Shagari-led second republic was however not devoid of violence as the first republic. Political cum electoral instability largely dotted the various military regimes including the democratic second and third republic that were also truncated by the military, who also gave birth to the fourth republic in 1999. The pattern has not played out without consequences as deaths and loss of properties by its victims including threats to national unity at the various stages of the political development. The 2003 experience however came "after a relatively peaceful, if not perfect election in 1999 (Hazen & Honer 2007) in Nigeria, allegations of fraud, disenfranchisement

and violence overwhelmed the election, and according to Hazen & Horner (2007) the use of violence in electoral processes, rigging of elections, involvement of armed groups and dismal performance by the electoral commission led to the discontent of the electorate in 2003. Also, the 2007 election was characterized by intentional delay, bias and ineffective preparation for the election which contributed to the political violence (Bekoe, 2007).

The conflict in the Niger Delta is a resource-based conflict, and it has undergone various phases since its inception. The struggle which is centered around oil exploration in the region including gas flaring is mainly rallied round the negative externalities of the oil exploring activities of the multinational oil companies in the Niger Delta cauldron. Its impacts on the people of the region, and a decade of development neglect of the area not withstanding its role in the Nigerian economy, including the benefits accruing to the oil companies operating in the area. The objection of members of oil communities in the region is against the Federal Government and the Oil Companies working in constant with the government to exploit Oil in the region without adequate beneficial attention to the people of the Niger Delta who have been at the receiving end following the environmental degradation occasioned by the oil exploration activities in the region.

Over the last years when the Boko Haram was formed in Maiduguri, the challenges of violence in Nigeria has snowballed into a pattern that post danger to the corporate existence of the country as the country now seems to be left teetering at the edge of a precipice. According to Punch newspaper dated 12th of June 2012, death tolls following Boko Haram's attacks were officially put at 1200 as at march 2012. Dozens of others have also been killed in six states of the North-East, Kano and Kaduna since then. The Nation 19th of June, 2012, estimated that within the first half of 2012 more than 580 persons lost their lives on violence based on the sect. thousands of others since fled their places of abode to the neighboring countries of Chad, Niger and Cameroun or to South-Ward, North-Central and southern states of the country. According to statement contained in punch dated 12th of June 2012 and credited to Oluseyi Petirin, Nigeria's former Chief of Defense Staff, "Boko Haram is a religious sect that initially started by condemning Western

knowledge in Nigeria and blossom into a terrorist group that unleashed mayhem on unsuspecting victims Boko Haram has killed over 1200 persons in Nigeria, including Christians, Muslims, and most internationally remembered was the bombing of the UN house in Abuja that killed 23 people". He described them a s people with no clear-cut ideology.

In addition to direct violence the people of Nigeria are also largely confronted with structural violence, such as unemployment, quality quota system, poverty, poor health facilities and schools including inadequate social amenities and infrastructural facilities – good roads, electricity, and pipe born water. Violence in high school has also increased astronomically in the country. From high schools to higher institutions, violence largely threatens smooth learning experiences as gangsterism and secret cultism seem to have taken roots in some citadel learning, casting doubt into the largely envisaged beautiful future educational horizon for our dear country.

Methodology

The study adopted quantitative research, descriptive survey method using primary sources of data such as questionnaire to gather data and also secondary sources such as related literature review from previous articles on the topic, published in books, journals, from both state and national sources as well as online sources. The study adopted a descriptive correlation design so as to determine the relationship between peace education counselling and national peace building in Ughelli North Local Government Area of Delta State in Promoting National peace buiding in Nigeria.

The population of the study is Ughelli North Local Government Area of Delta State which is having according to population commission of Nigeria (2016) a population 441 600.

The research instrument used for this study is structured questionnaire titled: Peace Education Counselling and National Peace Building Questionnaire (PECNPBQ)". It is designed to elicit information from residence in communities in Ughelli North Local Government Area. The instrument was validated by two experts who are senior lecturers from the department of educational management. The reliability of the instrument was tested through a pilot study using test-retest method. Thirty (30) copies of the instrument were administered to residents of

Ughelli North Local Government Area twice within an interval of two weeks. Thereafter Cronbach Alpha was used to determine the level of reliability of the instrument. Finally, data collected was subjected to analysis using percentage, Pearson Product Moment Correlation Co-efficient.

Result

1) **Research Question one:** To what extent has peace education counselling influenced the promotion of national peace building in Ughelli North Local Government Area?

Table 1. Peace education counseling and national peace building cross tabulation

National peace building	Peace Education Counselling			
	Strongly agreed	**Agreed**	**Disagreed**	**Strongly Disagreed**
RQ1	112	55	11	22
RQ2	121	45	11	13
RQ3	110	56	23	11
RQ4	77	100	11	12
RQ5	101	44	34	11
TOTAL	**521**	300	90	34
MEAN SCORE	**104.2**	60	18	6.8

Table 1: shows the mean score rating as regards peace education counselling and national peace building. From the results, it shows that a total of 501 (104.2) strongly agreed 300 (60) agreed, 90(60) disagreed while a total of 34(6.8) strongly disagreed. This indicated that majority of the respondents perceived the role of peace education counselling in the building of national peace within and outside the Ughelli. This result is in line with UNDP (2010) report and corroborates its emphasis on peace building initiatives as highlighted in the reviewed literature of this study. From this analysis, the study reveals that the peace education counselling plays its role in national peace building in Nigeria.

Research Question two: What is the level of peace education counselling in reducing structural violence in Ughelli North Local Government Area?

Table 2. Peace education counseling and structural violence cross tabulation

Structural Violence	Peace education counselling			
	Strongly Agreed	**Agreed**	**Disagreed**	**Strongly Disagreed**
RQ6	111	44	34	11
RQ7	88	67	23	22
RQ8	78	88	12	13
RQ9	89	67	22	11
RQ10	166	11	23	11
TOTAL	**523**	277	114	68
MEAN SCORE	**106.4**	55.7	22.8	13.6

Table 2: shows the mean score rating as regards peace education counselling and structural violence. From the results, it shows that a total of 503 (106.4) strongly agreed 3277 (55.7) agreed, 114(22.8) disagreed while a total of 68(13.6) strongly disagreed. This indicated that majority of the respondents perceived the role of peace education counselling in curbing structural violence within and outside the Ughelli. And this corroborated the assertion Avruch (2013) who stated that structural dynamics of conflicts have been a contemporary concern and Toh (2017) highlighting the indices of peace which highlighted among other structural violence and also education as a means of mitigating violence and its effects. From this analysis the study revealed that peace education counselling plays its roles in order to stop hooliganism and

aggression among youth, peace education would imbibe in the in the youth co-operation loyalty and respect for the leaders, help them in handling issues that concerns the Nation without prejudice and make the youth to be law abiding citizens within and outside Ughelli.

Research Question three: How has peace education counselling reduced the rate of conflict in Ughelli North Local Government Area?

Table 3. Peace education counseling and reduction of conflict cross tabulation

REDUCTION OF CONFLICT	PEACE EDUCATION COUNSELLING			
	STRONLY AGREED	AGREED	DISAGREED	STRONGLY DISAGREED
RQ11	111	55	23	11
RQ12	88	78	34	-
RQ13	33	99	57	11
RQ14	22	66	78	34
RQ15	44	67	78	11
TOTAL	**298**	365	270	67
MEAN SCORE	**59.8**	73	54	13.4

Table 3: shows the mean score rating as regards peace education counselling and national peace building. From the results, it shows that 365(73) agreed, 270(54) disagreed while a total of 67(13.4) strongly disagreed. However, an appreciable number of respondents 270(54) disagreed while a total of 298(59.6) strongly agreed. This attested to the fact that peace education counselling actually changes the mindset of individuals, and is a sustainable value changing value measure. The literature review supported the responses given by majority of the respondents that peace education helps in conflict reductions especially when looking at the indices of peace education counselling by Toh (2017)

such as disarmament education, development education among others as a vital pathway to a peaceful co-existence. Rummel (2016) underlining the currency of conflict throughout history emphasized the management of these conflicts will ensure stability in the society and this can best be achieved through the education for all program as enshrined in the Millennium Development Goals (MDGs).

Research Question four: How has peace education counseling promoted peace initiatives and reconciliation among conflicting communities in Ughelli North Local Government Area?

Table 4. Peace education counseling and peace initiatives and reconciliation

Peace Initiatives and reconciliation	PEACE EDUCATION COUNSELLING			
	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
RQ16	114	48	12	11
RQ17	114	48	12	16
RQ18	88	89	23	11
RQ19	68	99	30	-
RQ20	89	77	21	11
TOTAL	**473**	317	98	49
MEAN SCORE	**59.8**	63.4	19.6	98

Table 4: shows the mean score rating as regards peace education counselling and peace initiatives and reconciliation. From the results, it shows that a total of 473(94.6) strongly agreed, 317(63.4) agreed, 98(19.6) disagreed while a

total of 49(9.8) strongly disagreed. This indicated that some of the respondents perceived the role of peace education counselling in initiating peace and reconciliation within and outside Ughelli as significant. From this analysis, the study revealed

that the peace education counselling could serve as a means of initiating peace and reconciliation. This view is equally reflected in the literature review by Toh (2017) who emphasized peace

education as a vital pathway to peaceful co-existence which incorporates the spirit of reconciliation and forgiveness.

Discussion

Having examined the data analyzed from the responses to questions from the instrument, the role of peace education counseling in promoting national security was established as majority of respondents with a mean score of 164.2 were affirmative that peace education has influenced the promotion of national peace building which includes security in Ughelli North Local Government Area. This is however against a mean score of 66.8 that rejected the assertion. The affirmation of this assertion that peace education counseling promotes national peace building is supported by UNESCO (2017) which states that education is a means of empowerment that has capacity to change values, attitudes and behaviors. When looked from the perspective of Toh (2017), there is widespread consensus that we are still living with a deep-rooted culture of violence. As such, peace education counseling can go a long way. To support this statistic, Burns and Aspeslagh (2016) posited that development is a fundamental human right and peace is a necessary condition for development.

From the results gotten from the question of peace education counseling having an impact on structural violence and insecurity it shows that a total of 503 (106.4) strongly agreed 3277 (55.7) agreed (162.1 in the affirmative), 114(22.8) disagreed while a total of 68(13.6) strongly disagreed (36.4 disagreeing). This indicated that majority of the respondents perceived the role of peace education counselling in curbing structural violence and insecurity within and outside the Ughelli. And this corroborated the assertion by Avruch (2013) who stated that structural dynamics of conflicts have been a contemporary concern corroborating Toh (2017) who highlighted the indices of peace to include education as a means of mitigating violence and its effects. From this analysis the study revealed that peace education counselling plays its roles in order to stop hooliganism and aggression among youth, peace education would imbibe in the youth co-operation loyalty and respect for the leaders,

help them in handling issues that concerns the Nation without prejudice and make the youth to be law abiding citizens within and outside Ughelli.

As such peace education counseling can help address issues centered on national development and security by reducing violence and rate of conflict as well as promote peace initiatives and reconciliation especially in communities in Ughelli North Local Government Area of Delta State.

Conclusion

From the above data collected and analyzed, it can be concluded that peace education counselling has the potentials of causing a change of attitude especially among the young ones in the Niger Delta region through education as they are the most used in cases of violence within the region. Such change of attitude through peace education counselling will help to restore the needed peace that will engender development within Ughelli North Local Government in particular and the Niger Delta region and Nigeria as a whole.

Recommendations

It is therefore recommended from the study conducted that the following should be implemented if a change for the better is to seen or appreciated in Ughelli North Local Government Area of the Niger Delta in Nigeria;

- Community leaders, chiefs, Local Government heads, school heads in the region as well as religious leaders should be trained on the use of peace education within their different areas of jurisdiction. As such the concept of peace will easily permeate within the society and bring about the much-needed stability for development to take place.
- Education policy makers are hereby also advised to ensure that courses or subjects on peace education be added into the school curriculum so that children at a very tender age should learn and practice peace as this will enable them to always choose the part of peace to resolving their differences.
- Government should make an effort to encourage education in general so as to give the individuals in the region a sense of importance. This is because psychologically when someone is empowered through

education, they will not easily be tools in the hands of merchants of conflict who will use them for their selfish ends.

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