

AFRICAN JOURNAL

OF SOCIAL & BEHAVIOURAL SCIENCES



VOLUME 9, NUMBER 1
MAY, 2019

CONTENTS

LEARNED HELPLESSNESS: A THEORETICAL REVIEW Alex Igundunasse & Johnson Sanmi Ibidapo	1-12
EVALUATION OF ADHERENCE OF JOURNALISTS TO THE CODES OF JOURNALISM PRACTICE IN ENUGU STATE Chima Alexander Onyebuchi, Paul Martins Obayi, Chidera M Udorah & Benjamine Onwukwaluonye	13-37
REFORMING THE NIGERIAN CIVIL SERVICE PERCEPTION SURVEY ON: ISSUES IN SUCCESSFUL IMPLEMENTATION Umar Elems Mahmud & Yusuf Abdullahi Ogwuzebe	38-53
OCCUPATIONAL STRESS, TRANSFER AND AGE AS PREDICTORS OF JOB SATISFACTION AMONG IMO ANGLICAN CLERGYMEN Ann Ukachi Madukwe, Ethelbert C Njoku & Charles Chidubem Dinneya	54-69
PEACE BUILDING: A PSYCHOLOGICAL PERSPECTIVE TOWARDS NATIONAL DEVELOPMENT Samuel Laraba Baba, Shafa A Yunus & Sani A Oshishepo	70-76
THE IMPACT OF WORKFORCE DIVERSITY ON ORGANIZATIONAL DEVELOPMENT: A CASE OF ABIA STATE POLYTECHNIC (2012 - 2017) Michael Chinazam Ihemadu & Chinyere Odiche Atasie	77-95
EXAMINING PSYCHOLOGICAL THEORIES OF KIDNAPPING IN NIGERIA Ruwan Felix Ignatius Ibrahim & Andrew E Zamani	96-111
HUMAN RESOURCE MANAGEMENT FOR EFFICIENCY AND PRODUCTIVITY: AN EXPOSITORY APPROACH Paschal I O Igboeche	113-121
INFLUENCE OF LOCUS OF CONTROL AND FAMILY BACKGROUND ON CRIMINAL BEHAVIOUR Hadiza Ibrahim Dahiru & Sani A Oshishepo	122-132
ASSESSING THE PREVALENCE OF CRIMINAL CONSPIRACY AND CULPABLE HOMICIDE IN KADUNA STATE OF NIGERIA FROM 2014-2017 Ruwan Felix Ignatius Ibrahim, Faith Monday Ajodo & Andrew E Zamani	133-149
BORDER SECURITY AND THE OPERATIONS OF BOKO HARAM TERRORISM IN NIGERIA - Emmanuel N Iheanacho & Eudora U Ohazurike	150-160
POVERTY: THE BANE OF WOMEN DEVELOPMENT IN NIGERIA George I Okoroafor & Chiaka Umoh	161-175
CHALLENGES OF REGIONAL PEACEKEEPING: A CRITICAL ASSESSMENT OF AFRICAN UNION'S ROLES IN BURUNDI AND DARFUR Chidi P Anene, Chinonyerem U Njoku & Dennis U Ashara	176-188
TREASURY SINGLE ACCOUNT POLICY: AN INSTRUMENT OF PUBLIC ACCOUNTABILITY AND TRANSPARENCY OF THE BUHARI'S ADMINISTRATION (2015-PRESENT) George I Okoroafor & Ihuoma C Bernard	189-206

**PEACE BUILDING: A PSYCHOLOGICAL PERSPECTIVE
TOWARDS NATIONAL DEVELOPMENT**

Samuel Laraba Baba^{1*}, Shafa A. Yunus² & Sani A. Oshishepo³

^{1,2,3}Department of Psychology, Nasarawa State University, Keffi, Nigeria.

*larabasamuel@yahoo.com

ABSTRACT: War, conflict and violence are gaining deeper ground in the world of today. These vices has cost many harm in the world especially in the way people think and behave. People no longer trust nor help each other. Every individual is on to wage war against his or her perceived enemy not minding the harm (traumatisation, cognitive and emotional damage, destruction of trustful social relationships etc) it will cost on self and the public. This paper x-rayed psychological theories that explained how children's behaviour are determined and how we can utilize to develop children with better perspective that can ensure peaceful society.

Keywords: Peace Building, Psychological Theories, Interventions and National Development

INTRODUCTION

War, violence, conflict and its aftermath impose an enormous burden of psychological and social suffering on affected populations. During the 1990s and early in the 21st century, this suffering was conceptualized in terms of a trauma paradigm, which held that life threatening experiences cause individual traumatic reactions such as Post-Traumatic Stress Disorder (PTSD) and also collective maladies such as collective trauma. In many regions, practitioners who adhere to a trauma paradigm assume that unhealed traumas may contribute to ongoing cycles of violence and thwart peace building efforts. They seek to alleviate trauma through individualized approaches such as trauma counselling. What then is peace building?

Peace building according to Galtung (1990) refers to the processes associated with reducing direct and indirect violence. Direct violence in this sense refers to physical or psychological harm caused by individuals. Indirect violence on the other hand, refers to a systematic social injustices, oppression and discrimination through existing legal, political, cultural, social and economic structures. However, peace is not just the absence of violence. It is also the active promotion of harmony with an emphasis on the development of an effective infrastructure to sustain social justice, healthcare, psychological wellbeing and economic development (Jethro 2015).

A rich framework for conceptualizing peace building follows Lederach's (1997) view of peace building as a set of processes that occur before, during, and following armed conflict. Galtung (1996), peace building has to do with the reduction of structural violence and social

inequities, the promotion of social justice, and the transformation of institutional arrangements that embody power and wealth asymmetries. In societies that are just emerging from war or conflict, peace building deals with the political, economic and psychological aftermath of large-scale violence and aims to address the root causes of the violence such as social exclusion, denial of political power, political oppression, and economic marginalization. Truth-telling, restorative justice, reparations and dialogue processes may be important aspects of peace building in post-conflict transitions toward peace (Wilmerdin, 2009).

In post-conflict environments, development and psychosocial recovery are richly interwoven (Christie, 2006). As explained above, some of the greatest distress owes to people's inability to meet their basic needs, establish a livelihood, and carve out a meaningful place and role in society. Furthermore, development is inherently a collective process that offers an opportunity to mobilize disparate groups for the achievement of common goals such as access to basic necessities, clean air and water, and opportunities for the future. As people mobilize for development, they simultaneously improve their psychosocial well-being, which is enhanced by regaining control (ego) and reweaving the fabric of civil society (Blumberg, 2007). Conversely, well designed psychosocial support enables the development process. Psychosocial support helps to reduce some of the most severe forms of vulnerability and dysfunctionality that impede effective work on development. Also, human resilience and thriving are vital resources for the development process. In a similar vein, the peace building lens is fundamental for both psychosocial well-being and development. Psychosocial well-being cannot exist in an atmosphere of fear, hatred, insecurity, and inclination toward violence. Without peace building, it is likely that development efforts will unravel as the society slides into cycles of violence or benefits accrue only to the wealthy or a particular group.

According to the Global Peace Index (2018), the world has experienced an overall decline in peacefulness over the past ten years much of which can be attributed to increases in strife, instability and internal conflict within individual countries. In any conflict, young children are particularly vulnerable. A multitude of factors common in these settings have a negative impact on young children, including loss of caregivers; increased risk of malnutrition, physical maiming, psychosocial threats and lack of opportunities for early learning and stimulation. Conflict, thus, has a debilitating impact on young children's psychological wellbeing.

The question that arises is: what preventive factors can serve as safeguards in meeting the needs and upholding the rights of young children in times of conflict and peace building? This question is x-rayed using psychological theories.

Statement of Problem

The piercing effect of war, violence etc has gone as far as disrupting the peaceful coexistence between man and his environment. The lasting effect of these vices has made people not to trust each other, always ready to retaliate, not law abiding etc. Now it has been

identified that self-formation is very important for peace development. If self is not well nurtured, the id can drastically seek for gratification (with disruption of peace inclusive) not minding the consequence. In view of these, the researchers want to x-ray the following:

1. Psychological theories that look at self-formation holistically in relation to peace building
2. How childhood development and training could determine peace building.

Application of Psychological Theories toward Peace Building

Personality theorists believe that peace as an element of national building is not a one day thing, it is a process. It starts from childhood. No wonder, Watson (1928) once said “the mind of a child is like a blank slate” he further said, “give me a dozen of children and I will make some thieves, doctors, teachers etc.” This shows that, the environment of today in itself is not peaceful. It stains the blank minds of these children and they grow to become violent. Childhood is very important to the development of a peaceful nation (Hirt & Mohammad, 2013). No wonder most of the psychological theories places more emphasis on it. Erikson (1968) in his 8 stage theory of development was of the view that a child development has two phases: the positive and negative phase. The theory stressed more on the interaction between psychological and social forces. It ranged from trust verses mistrust, identity verses role confusion down to generosity verse regret. If a child is groomed to trust his environment he/she will grow to be a promoter of peace in the society but if mistrust take charge, the resultant effect will be violence, war etc.

Another theory that addresses this issue is the classical conditioning theory by Pavlov (1927). It is a type of learning theory in which an animal natural response to one object or sensory stimulus transfers to another stimulus. This illustration shows how a dog can learn to salivate to the sound of a turning fork. For conditioning to occur, the pairing of the food with the tuning fork must be repeated many times so that the dog eventually learns to associate the two items. This is also applicable to human behaviour. When the unhealthy action of a child is associated with pain several times, the child will avoid such an action and deceit completely from it (Jethro, 2015). However, if ignored or appraised positively, he/she will grow to exhibit an unhealthy behaviour in the society and that will result to violence that may lead to a non-peaceful nation.

Skinner (1938) also affirmed classical conditioning theory by introducing reinforcement into learning. This means that peaceful and non-peaceful behaviour is learnt. Operant conditioning is a type of learning that involves reinforcement and punishment. Skinner believes that, operant conditioning could explain even the most complex of human behaviour. This means that when a good behaviour is reinforced positively, the tendency is that such action will be repeated. But if punished, the tendency for repetition will be minimal. Invariably if peaceful attitude/behaviour is encouraged there will be a repeated causal behaviour. But if the non-peaceful is more emphasized, the nation will continue to experience war, violence, insurgences etc.

Children care givers, parents, guidance, teachers, religious, political, cultural and economy leaders have a great role to play in the development of peace in the nation. Bandura (1977) in his theory of social learning emphasizes how learning through observation and imitation affects behaviour and thought. In one of his classic experiment, a preschool child worked on a drawing while a television set showed an adult behaving aggressively toward a large inflated bobo doll (a clown doll that bounces back up when knocked down). The adult pummelled the doll with a mallet, kicked it, flung it in the air, sat on it and beat it in the face, while yelling such remarks as “sock him in the nose, kick him pow!!” The child was then left in another room filled with interesting toys, including a bobo doll. The experimenter observed the child through one way glass. Compared with children who witnessed a nonviolent adult model and those not exposed to any model, children who witness the aggressive display were much more likely to show aggressive behaviour toward a bobo doll, and they often imitated the models exact behaviour and hostile words. Peace building is also in line with this experiment. When the older ones portray or exhibit good character, live and preach peace in their day to day activities, these young stars will emulate and make it part and parcel of their lives.

Peace building has a close association with mentee/mentor affairs. Most times mentee end up like his/her mentor. So if models/mentors will advocate for peace and live by it, the subsequent generations will adhere to it and the nation will become peaceful at all levels.

Culture also has a very crucial role it play on peace building of the nation. Vygotsky (1986) asserts that, culture affects our development, conceptualization, and thinking and how we approach problems. Culture encompasses ethnic traditions, language, religion, art, attitude, behaviour and many other aspect of life. Language is one area of culture that very likely influences peace building. Whorf (1956) proposed the linguistic “relativity hypothesis” which state that perception of the world is dependent on the structure and vocabulary of an individual’s language. It implies that, if a language does not have a word for a particular idea, it is very difficult for that idea to be understood. Every language or culture have their words of ideas. For peace building to be achieved, every language vocabulary need to be checked and reviewed if possible.

Another theory that addresses the subject of interest is the emotional change theory by (Lange 1885). This theory asserts that in attending to the emotional needs of children and their caregivers, the psychosocial causes of conflict and violence such as stress, insecurity, and victimization can also be addressed. Young children develop in an environment of relationships (Christie 2006). Findings indicates that young children’s exposure to severe, frequent or prolonged adversity, in the absence of nurturing and responsive care giving, can result in the extended activation of the body’s stress response system. This not only disrupts brain development, but also triggers high anxiety levels. Consequently, the ability to learn and interact socially with others is impaired, resulting in the perception that the world is a threatening place. Research (National Scientific Council on the Developing Child 2010) has also established that for caregivers who are depressed, stressed, or feeling isolated, early stimulation and parenting programmes that encourage caregivers to engage in “serve and

return” interactions through play, baby-talk, caressing touches, etc. can directly improve the caregiver’s mood and enhance wellbeing.

UNICEF (2002) simply put, when caregivers feel more connected to, responsible for, and invested in the development of their young children, they are less likely to channel their energy into socially destabilizing activities and, in turn, are more able to do what is best for their children and the nation at large.

Conclusion

Transformative societal changes in attitudes, behaviour and skills can occur if the seeds of sustainable peace are sown from the very early stages of the life cycle. Thus, any attempt to transform divisive mindsets and violent, impulsive actions must start with young children. Quoted from the holy book (the bible) “teach a child when he is young and he will not depart from it even when he is old”. This does not mean that the adults’ folks are not included. But for the sake of lasting peace, adequate attention needs to be given to young children.

When wars, civil wars and dictatorial oppressions end, survivors are frequently traumatized, depressed, displaced, impoverished, cut off from their former competencies and supports and often mourning grievous losses. Without focused work to promote individual and social healing and to reconstruct psychological, social, economic, and justice foundations of shattered communities cycles of revenge, despair, and rage can undermine a fragile peace, leaving the way open for profiteers of chaos, fear, and violence to gain control. Building peace and pathways for reconciliation after violence are thus crucial factors in preventing future violence. it also play key roles in the happier tasks of creating human well-being and communities that transform their divisions into groups that can in some ways live and work together. A key part of transforming a society for peace following such conflict is the rebuilding of civil society, enabling access to education and jobs and creating norms and systems for handling political and ethnic conflict without resort to violence. In this respect, it is essential to connect psychosocial support with wider macro-systems of civil society educational, political, and economic that support peace, social justice, and development.

A complementary approach is to build psychosocial dimensions into multiple sectors of humanitarian assistance, insuring that aid in sectors such as food relief enable well-being by virtue of the way in which the aid is organized and delivered (Williamson, 2006). If aid in other sectors promotes dignity and empowerment, supports the most vulnerable people, and enables human rights, then the system of supports will promote psychosocial well-being at the moment in which it is most needed. In the end, this approach makes psychosocial support everyone’s business, not just something to be done by psychologists and psychiatrists. The extension of this integrated approach political and economic reconstruction for peace, social justice, and sustainable development, holds considerable promise for strengthening the wellbeing of war affected people and developing our still young developing nation.

Reference

- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Blumberg, H. H. (2007). *Peace psychology: A Comprehensive Introduction*. New York, NY: Cambridge University Press.
- Christie, D. J. (2006). Post -Cold War Peace Psychology: More Differentiated, Contextualized, and Systemic. *Journal of Social Issues, 62*, 1.
- Erikson, E.H. (1968). *Identity: Youth and Crisis (2nd Ed.)*. New York: Norton.
- Galtung, J. (1969). Violence, peace and peace research. *Journal of Peace Research 3*, 176-191.
- Galtung, J. (1990). Cultural Violence. *Journal of Peace Research. 27* (3). p. 171.
- Galtung, J. (1996). *Peace by Peaceful Means: Peace Conflict, Development, and Civilization*. London: Sage.
- Global peace index (2018). *Measuring Peace in a Complex World*. Retrieved: February 6, 2019.
- Hirt, N., & Mohammad, A.S. (2013). Handbook of research on transitional justice and peace. *Journal of Modern African Studies, 5(1)*, 139-168. Doi: 10.1017/s0022278x12000572.
- Human Security Report Project (2012). *Human security report*. Retrieved from <http://www.hsrgroup.org/human-security-reports/2012/overview.aspx>.
- Jethro, M. (25 June 2015). "Study: Iceland is the most peaceful nation in the world". *CNN.com*. Archived from the original on 7 August 2015. Retrieved 6 August 2015
- Lange, J. 1885). The James-Lange theory of emotions: a critical examination and an alternative theory. *The American Journal of Psychology, 39*.106-124.
- Lederach, J. (1997). *Building Peace*. Washington, DC: U. S. Institute of Peace.
- National Scientific Council on the Developing Child. (2007). *The Science of Early Childhood Development*. <http://www.developingchild.net>.
- National Scientific Council on the Developing Child. (2010). *Persistent Fear and Anxiety Can Affect Young Children's Learning and Development*.
- Pavlov, I.P. (1927). *Conditioned Reflexes*. New York: Dover.

- Skinner, B.F. (1938). *The Behaviour of Organism: An Experimental Analysis*. New York: Appleton-century-croft.
- UNICEF, (2002). *Guidance Note for Integrating ECD Activities into Nutrition Programs in Emergencies*. Retrieved from www.developingchild.harvard.edu
- Vygotsky, L.S. (1986). *Thought and Language*. Cambridge, MA: Mth Press.
- Watson, J.B. (1928). *Psychological Care of Infant and Child*. New York: Norton.
- Whorf, B.L. (1956). Language, thought, and reality. *Selected Writings of Benjamin Lee Whorf*. New York: Wiley.
- Williamson, J. (2006). The Disarmament, Demobilization and Reintegration of Child Soldiers: Social and Psychological Transformation in Sierra Leone. *Intervention*, 4, 185-205.
- Wilmerding, J. (2009). "*The Theory of Active Peace*". Archived from <http://internationalpeaceandconflict.ning.com/forum/topics/the-theory-of-active-peace>