

Effect of Insurgency on Socio Economic Activities in Borno State

Babagana Mohammed

Department of Public Administration, School of Management
Ramat Polytechnic Maiduguri | Email: mohammedbabagana7@gmail.com

Abstract: *The study examined the effects of insurgency on socio economic development in the selected local government areas of Borno state. It concentrates on indicator such as means of livelihood, education and transportation. Frustration aggression theory was adopted as a theoretical guide for the study. By the way of methodology, the researcher uses survey method of data collection through the instrument of questionnaire administered to the target respondents. The sample size of the study is (800) administered as questionnaire to the respondents. 697 were returned as valid which was used for the analysis. The sampling technique is simple random. From the analysis, the result showed that the activities of insurgents has affected the means of livelihood, education and transportation. Based on the findings of this study, Government should intensify tied security that will reduce the attacks and risks on the high ways by the insurgents to which it will enhance facilitation of socio economic activities.*

Keywords: *Education, Insurgency, livelihood, & Socio Economic*

INTRODUCTION

The menace of insurgency has been existing throughout history. It has earlier started in the nineteenth century which occur between Percia and Rome (Brice, 2003). In the Middle East, a breakthrough reaction against Israeli domination by Palestine and perceived injustice as well as the over bearing presence of the United States in the region. The consequent of the September 11, 2001 attacks on the US and others across the world have increased the tempo of insurgency across the world moving from the Middle East to North Africa called the Arc of Instability. These has pave the way for Insurgents groups such as; the Al-Qaeda; Al-Shabab; ISIS; Taliban that engaged in unsavory activities such as: kidnapping of innocent people as hostages; suicide bombing; incessant shooting of victims at close range; throat slitting and nocturnal attacks (Taiwo, 2016). The majority victims are predominantly the most vulnerable of the society-children and women many of whom have been orphaned and widowed. These pose great challenge to socio economic development as it relates to loss in the means of livelihood of populace as well as the; destructions of teaching and structures and facilities which rendered educational goal defeated and which affects the socio economic development which thrives in situations where socio-economic

exclusion, mal-administration, marginalization of the majority by a privileged few, oppression globally.

In the recent past, countries of Africa have witness numerous discontent and disenchantment among the various communities because of the inability or refusal of successive governments to resolve grievances arising from the state's unresponsiveness and insensitivity to the people's plight over long periods (Shehu, 2009). This generates despair and frustration in which leaders capitalize on to organize acts of defiance or incipient lawlessness. Activities of the insurgent groups like the Al-Qaeda, Al-Shabab, Islamic Salvation Front, the Central Africa Republic's Seleka coalition, the Tuareg rebels in Mali, Somali pirates, National Liberation Force in Burundi, Congolese Revolutionary Forces (DR Congo), Forces for the Liberation of Rwanda, West Sid Boys (Sierra Leone) the Lord's Resistance Army (Uganda) and Movement for the Emancipation of the Niger Delta (MEND) are the clear instances explaining how insurgency affect the socio economic development of most of this affected nations (Fafowora, 2012). These resulted in countless number of death and injuries, psychological stress and loss of means of livelihood. Africa had now become the theater of war and much more favorable for the insurgent activities to rein in countries like Sudan, Somalia, Burundi, Rwanda, Kenya, Algeria, Morocco, Tchad, Mali and Nigeria is no exception (Marc-Antoine 2014). The primary insurgents groups primary aims has in most cases to do with ethnicity; some religious; while others can be traced to political ideology resulting to The destruction of homes, community structures, wells, food production/crops, livestock, personal assets combined with restricted access to humanitarian aid and continuing violence, loss of thousands of lives and properties; as well as rendering refugees and internally displace persons. However in Nigeria, history reveals that insurgency is not entirely new, the genesis of insurgency can be traced to the movement to liberate the Niger Delta person headed by major Isaac Jasper Adako Boro, who is from Ijaw ethnic background from Niger Delta region of the nation. He was the first person to declare the Republic of Niger Delta (Muzan, 2014). The July 6, 1967 civil war was more of ethno-religious conflict and socio economic golf over the control of economic resources. Mr. Uwanzurike's Movement for the Actualization of the Sovereign State of Biafra (MASSOB) which led to the upgrade of Biafran national flag and also the introduction of their local currency note as legal tender (Muzan, 2014). In the late 1970s and 1980s, there were intra-religious campaign in the northern Nigeria between Maitatsine sects led by Sheikh Muhammadu Maruwa, the Jos indigene/settler crisis, the Southern Kaduna-Fulani cattle rustlers crisis, Offa-Erinle communal dispute in Kwara State, Benue-Fulani herdsmen crisis, Warri in Delta state including control of territory, ethnic hegemony and political, economic, socio-cultural as well as religious which has long gestation period.

Meanwhile, the desolation and destruction of human lives and properties by the insurgents group (Boko haram) through it indiscriminate activities such as kidnapping of innocent citizens; suicide bombing; destructions of building structures in schools, market places and places of worship, residents; attacks on highways; incessant shooting of victims at close range, bombing of private, public, religious and government properties and throat slitting has resulted in fear, anxiety, trauma,

emotion and psychological disturbances which lead to shutting down most of the activities that will contribute to socio economic development adversely affects the socio economic development of Maiduguri metropolitan council, Borno state. The dangerous nature of insurgents attacks has its impact on student education by instilling fear and anxiety; and thereby rendering the children not to develop interest in joining school; and some drop out of the school. It also affects the schools calendar through its unwanted activities thereby creating fear, anxiety, trauma, emotion and psychological disturbances which lead to shutting down school for some certain period in their studies and lack of certainty of life. It is against this background that the study will assess the effect of insurgency on socio economic activities in Borno state.

Statement of the Problem

The threat and carnage caused by Boko Haram insurgents through its unsavory and indiscriminate acts ranging from kidnapping of innocent citizens; suicide bombing; destructions of building structures in schools, market places and places of worship, residents; attacks on highways; incessant shooting of victims at close range and throat slitting has resulted in making people homeless, children and women to becoming orphans and widows. These have serious implications on socio economic activities of Maiduguri metropolitan council, Borno state. However, despite the efforts made by Government such as public enlightenment campaign against violence and conflict; deploying of troops to the affected areas; and Amnesty given by the government to insurgents, the problem still persists. This problem adversely impacts on socio economic activities as it relates to loss of means of livelihood, education and transportation in Maiduguri metropolitan council, Borno state. It is in the light of the identified problem that the study will assess the impact of insurgency on socio economic activities in the state, especially, in Maiduguri metropolitan council, Borno State.

Although, multitude studies by different authorities have been conducted as regards the issue of insurgency. Othman, Sule & Singh (2015) on effects of Boko Haram insurgency on business entrepreneurship environment in Nigeria. The researcher based his study by the utilization of secondary data and structural violence theory was adopted to guide the study. The study reveals that, business and entrepreneurship have been affected by the deadly activities of the Boko Haram insurgency. Emmanuel (2015) study insurgency and humanitarian crises in Nigeria. The study was guided by fragility theory, survey method involving the use of questionnaire and in-depth interview was utilized. The finding of the study reveals that, there is a significant relationship between Boko Haram insurgency and humanitarian crises, Shuaibu, Saleh & Shehu (2015) conducted a study titled "effects of Boko Haram insurgency on Nigerian national security. The study isolates poverty theory as a guide, The findings of the study reveals that, the Boko Haram insurgent has really made effective security a challenging task to provide for the nation. & Abdurashied (2015) conducted a study on effects of Boko Haram insurgency on universal basic education in Borno state. Lev Vygotsky's socio constructivist theory was adopted as a guide as well as survey and the use of secondary data was utilized as a methodology. In his study, The findings reveal that majority of schools have been closed indefinitely while most basic school teachers

working in the affected areas had escaped death during series of attacks on their communities. The studies previously conducted are limited to assess its Impact on loss of means of livelihood, education and transportation which serve as the gap that this study will want to fill in. Therefore, it is against this background that this study will assess the effect of insurgency on socio economic activities in Borno State.

Objectives of the Study

The main objective of this study will assess the effect of insurgency on socio economic activities in Borno state. While, the specific objectives are to:

- i. examine the effect of insurgency on means of livelihood;
- ii. identify the effect of insurgency on Education; and
- iii. assess the effect of insurgency on transportation.

Concept of Insurgency

There are divergent approaches to conceptualizing insurgency. According to Stillman (2013), insurgency is an instrument, design for the attainment of some political, religious, or ideological goal. Paust (2011), views insurgency as a purposive use of violence or the threat of violence by the precipitators against an instrumental target in order to communicate to a primary target a threat of future violence so as to coerce the primary target into behavior or attitudes through intense fear or anxiety in connection with a demanded power outcome. Metz (2014), sees Insurgency as a strategy used by groups which cannot realize their political aims through conventional means of seizure of power. These strategy used is characterized by continued, asymmetric violence, ambiguity, the use of complex terrain such as jungles, mountains, urban areas; psychological warfare, and political mobilization which are designed to protect the insurgents and eventually affect the balance of power in their favor. Gompert & Gordon (2012) sees insurgency as an instrument which seeks to overthrow an existing order with one that is commensurate with their political, economic, ideological or religious goals. This implies that insurgency is an activities of a faceless group intended to take over power from an existing government by replacing it with it political, economic, ideological and religious inclination.

In the same light, Şehirli, (2010), observes insurgency as any kind of act done by one or more persons belonging to an organization with the aim of changing the characteristics of the Republic as specified in the Constitution, its political, legal, social, secular and economic system, damaging the indivisible unity of the State with its territory and Nation, endangering the existence of the Turkish State and Republic, weakening or destroying or seizing the authority of the State, eliminating fundamental rights and freedoms, or damaging the internal and external security of the State, public order or general health by means of pressure, force and violence, terror, intimidation, oppression or threat. Mullins, (2017) sees insurgency as "the unlawful use or threatened use of force or violence by an individual or an organized group against property or even people with the intention of intimidating societies or governments, often for achieving certain ideological, economical, and political reasons".

Furthermore, Jones & Smith (2015), views insurgency as a political-military campaign by non state actors who seek to overthrow a government or secede from a country through the use of unconventional and sometimes conventional- military strategies and tactics. From the studies reviewed, conclusions has been drone from the findings of scholars. Paust (2011), Jones & Smith (2015) and Gompert and Gordon (2018) are conformity, who view insurgency as an attempt applied through violent means to undermine the state in various ways ranging from carving a local criminal niche in society to total overthrow of state. While Stillman (2013), and Şehirli, (2010) view goes contrary to the opinion of Paust (2011), Jones & Smith (2015) and Gompert and Gordon (2018) who observed insurgency not as a protracted violent conflict but an instrument, design for the attainment of some ideology with or without violence. The study goes in conformity with the view of Paust (2011), Jones & Smith (2015) and Gompert and Gordon (2018) who define insurgency as an attempt applied through violent means to acquire socio political and economic power. Therefore, within the context of this study, insurgency can be seen as the activities of Boko haram such as killings, suicide bombing, destruction of educational infrastructure, kidnapping of innocent people which has an effect on education especially in the areas of students enrolment and students' academic performance.

Concept of Boko Haram

Studies previously conducted have established their findings regarding the concept of Boko haram. According to Alexander (2015), Boko haram is a terrorist group that earlier applies violent attack against security forces, politicians. However, at later time the groups attack changes to public places such as mosque, churches, schools, markets and any public gathering. Abugu (2009) contends that, Boko haram sect are people with little or nothing to or for, who have no hope for, or faith in a better tomorrow, who feel shortchanged by life are almost always likely to offer themselves for use for nefarious purposes by persons who often masquerade as religious men but who only hide under religion to exploit others 'weaknesses for personal aggrandizement. He maintained that, the sect is not actually rebelling against western influence in their lives as much as they are rebelling against the system that made it difficult for them to have access to the opportunities for a better life inherent in western education, a system that drove them to the periphery of life while a few of their compatriots sometimes even from the same neighborhood, lived in unimaginable privilege. Adetiloye (2014), establish that Boko haram sect violently attacked churches, mosques, schools, police station, public owned facilities and any public gathering. In his study, he concluded that the sect is among the most dangerous insurgent group of the world.

In the same line, Umar (2012), views Boko haram as a fundamentalist group but not a problematic one. This is so because its leader and members do promote and adhere strictly to the doctrinal ideology. He rightly concludes that, fundamentalism may lead to violence but not necessarily in all cases. In finding of his study, the mediating variables preventing a turn towards violence are factors such as socio economic opportunities, the provision of social services by the state and the

way the state responds to dissidence. Okoro (2012), pointed out that, Boko haram sect is deadly group which appears to see western attribute such as education, culture and modern science as sinful act. Peterside (2014) sees Boko haram as a movement which condemns western cultures and education. These redirect their target towards every individual that result in the bombing of mosques and churches, police stations, educational institutions, government and private establishments, killings and abduction of innocents citizen as a measure of fulfilling their unclear objectives.

Causes of Insurgency

Scholars have provides multitude points of view as regard the causes of insurgency. According to Lawson (2001), the resistance against an oppressor is the major cause that will lead to insurgency. He remarks that, the dominance of insurgents land and their people from any oppressor are apparent to have high chances of outbreak of attacks by the insurgent's members. Keet (2003) observes that, social stratification and disproportion of division of limited resources such as food, water and clothing is among the major causes of insurgency. Borum (2004) opines that, the remedies of an injustice were the essential motivation for insurgency as it can help them to get their revenge back and the best motivation is to help others to avenge but not themselves. The need of belonging that was remarked earlier on has great impact on radical extremist groups as they felt connected and associated with the group. Multiple reasons are listed here, of which some seem to be more applicable than others, and some others tend to go together for identification of more or less convincing causational factors these includes; Ethnicity, nationalism/separatism Probably the most contested cause of insurgency (Freewoman, 2001). Nwagu (2014) who attributes the cause of insurgency to control of valuable resources by powerful people thereby denying the less privileged access. The disadvantaged segments of the societies thus resort to fighting to what they believed belonged to them.

Similarly, Newman (2006) suffices that, factors such as poverty, population explosion, social inequality and exclusion, dispossession, urban migration, political grievance as well as oppression and human right abuse falls among the crucial causes of insurgency. Bjorgo (2005) opines that the causes of insurgency is categorize into (4) four levels these includes; Structural cause, Facilitator, Motivational and Trigger causes. The structural cause are causes which affect people's live in ways that they may or may not comprehend at a rather abstract macro level such as increasing individualism with rootlessness and atomization and relative deprivation. Facilitators are the second category which insurgency attractive and possible. These include the evolution of modern news media, weapons technology and weak states controls of territory. Motivational causes are the actual grievances that people experience personally which drive their motive to develop the negative ideology. Trigger causes, are the direct precipitant of insurgency. These include factors such as leadership, Funding, state sponsorship, political upheaval serves as the causes of insurgency.

Furthermore, Ahmad (2013) posits that, the underlying causes of insurgency include political, administrative and legal vacuum; illiteracy, unemployment and underdevelopment and legacy of the past policies. Insurgency, restiveness, terrorism and the like are as a result of frustration and apathy among majority of the citizenry which often leads to unimaginable anti-social activities. Furthermore, Briscoe & Van Ginkel (2013), opines that, insurgency in many societies came on board as a result of stimulated drive related to economic deprivation, abject poverty and economic dislocation of livelihoods. This has drastically reduced the options of many youth. Deducing from the structural violence paradigm, individual and group grievances, such as poverty, unemployment, illiteracy, discrimination, and economic marginalization, can be used as mobilizing instruments by sinister groups to find support and recruits for insurgents agenda. Mohammed (2012) asserts that, one of the immediate causes of insurgency was the restriction of movement of motor cycles at night, the attempt at enforcing the use of crash helmets and the shooting by the policemen to the 17 unarmed people who are on their way to a funeral erupted the group to be ready for a confrontation. From the studies reviewed, this research goes in conformity with the view of Ahmad (2013) and Briscoe & Van Ginkel (2013), who observed the root causes of insurgency as the structural violence paradigm, individual and group grievances, such as poverty, unemployment, illiteracy, discrimination, and economic marginalization.

Insurgency on means of livelihood.

Scholars have pointed out their view on how insurgency affects means of livelihood. According to Shumba (2009), insurgency has resulted to poverty, hunger, frustration, and idleness, which in turn post negative impact on means of livelihood in general. The destruction of lives and properties by the insurgents has contributed to the declining of basic needs of life such as food, shelter, health, and education usually in the affected area. Collinson & Sarah (2003) asserts that, Livelihood damage may be protracted, with repeated shocks gradually breaking down resilience, eventually causing destitution and large-scale human suffering. In his study, he itemize the area in which insurgency affects livelihood, the include; Interrupting food production, Restricting access to land grazing, Restricting access to water and other natural resources, Collapsing the labor market, Preventing markets from operating, causing price spikes, or destroying or blocking market and trade routes, Disrupting government, services, as a result of capacity failure, Stripping, burning or looting assets of marginalized or targeted groups, Displacing civilians, Destroying infrastructure, Encouraging or enabling sexual violence against women and girls, The breakdown of law and order.

Insurgency on Education

Education is an integral component socio economic development in every existing society. Scholars have pointed out their opinion on how insurgency affects education. According Emeosoba and Iro (2015), the activities such as Maiming, kidnapping, suicide bombing, burning, attacks, destruction of schools, killings of teachers and students of the insurgents groups have posed great challenges to educational programmes. They make it clear that schools were whether burnt, damaged, or destroyed by the insurgents. These destructions have grossly reduces the

availability of access to education of many families. Ogwunba and Odom (2014) contends that, access to education requires sufficient and proper learning facilities and services put in place and that students can have access to adequate books and materials that will facilitate teaching and learning. They concludes schools are not only burnt down, but also the teaching materials, equipment and school records leaving children with nowhere to learn and teachers nowhere. Justino (2011) asserts, that insurgency affects education through direct and indirect channels. The former, may have effect through destruction of educational infrastructure and facilities, loss of teacher as a result of intimidation and lack of secure environment, displacement of students and their families and the creation of climate where parent are afraid to let their children leave their home. While the indirect include: the reallocation of resources within the household for example, student needing to find work to replace lost of family income which may in turn affect their educational aim to be realized. Similarly, Malley (2010) opines that insurgency through its persistent activities such as destruction of school building and facilities, killings of students and teachers, abduction of students and kidnapping of teachers as well, sexual violence against female students which as a result contribute to traumatization of students, anxiety and fear consequently affect the education objective to be attained.

Furthermore, Aldeman, Hoddinott and Kinsey (2006) founds that Zimbabwean children affected by war in 1970s started school later than those not affected by the war because trauma, anxiety and fear which consequently displaces people out of their homes cannot be enrolled in schools. Students enrolment into schools in Afghanistan has increased dramatically in spite of ongoing conflict with about six (6) million in 2001 to about eight (8) million in 2012 (Jones & Naylor, 2014). A cross-country analysis by Lai and Thyn (2006) shows that countries experiencing civil war suffer a decline in student enrolment by 1.6 to 3.2 percent. A recent study, using household survey data between 2000 and 2008 from 25 conflict-affected countries found that conflict leaves a legacy of fewer average year of education, decreased literacy rate and a smaller share of the population with no formal schooling as students are not enrolled in schools (Andrew & Saumik, 2013).

Moreover, Adam and Boscarino (2005), insurgency indiscriminate activities such as kidnapping of innocent people and demanding for ransom, suicide bombing, incessant shooting of victims at close range which contributes to fear, anxiety by the school management thereby the school for a period of time. In other word, the activities of the insurgents members resulted to shutting down of schools which consequently has implications on academic calendar of schools which technically education goals and objective to be achieved. In addition, Galea, Ahern, Resnick, Kilpatrick, Bucuvalas, Gold & Vlahov (2002) in their study reveals that, insurgency has adversely affects schools academic calendar through it indiscriminate activities such as destructions of schools structures and infrastructure; creating psychological disturbances by fear and anxiety through kidnapping/abduction of innocent student; series of bomb blast; wear and tear between the military and the insurgents members when attacking. These activities make schools to shutdown their academic activities, which affects the school calendar of events. Hoven, Duarte, Lucas, Wu,

Mandell and Godwin (2005) asserts that insurgency generate deleterious impact by causing depression, aggressive behavior, anxiety and stress, social and emotional problem which has adversely affect students performance. He went further by emphasizing that the impact of insurgency on school calendar has been categorized into two channels. These are direct and indirect channel. The former can include school absenteeism, and poor academic performance at school due to lack of focus associated with anxiety, and fear, while indirect channel can include disruption to processes of learning from parent and teachers who may experience problems themselves. Swee, (2015) is in agreement with the views of Adam and Boscarino (2005) on the impact of insurgency which is caused by the indiscriminate activities such as destruction of schools; threat faced by the personnel (academic and non academic staff) from the insurgent members which instilled fear and anxiety in them. This incidence causes the closure of the schools which disrupts academic calendar of schools.

Insurgency on Transportation

Numerous studies have been conducted concerning insurgency as it effects on transportation. According to Onuoha, (2014) Wanton attacks and killing of innocent souls on the highways has instilled fear in the minds of travelers and lead to reduction in physical mobility. Therefore, transportation of goods and services will be restricted, as the security personnel mount check points. Sherman (2013) opines that the cost of transportation in the insurgency affected area have increased which in effect the cost of goods and services, products and food prices. Bekele, (2015) asserts that, abductions and kidnapping of innocent citizens by the insurgents' members have scared off potential travelers to the affected region thereby resulting to a sharp drop in government highway revenues for the state. These have severely impacted the socio economic development of the state, as well as that of the neighboring states. Klein (2007) is of the opinion that, insurgency has indirectly affects transportation by redirecting the attention government investing in security measures than productive economic aspect which will facilitate socio economic development. Aliyu (2013), views the impact of insurgency of transportation from the angle of tax/revenue generation and source of employment as a means affecting socio economic development at large. In her study, she concluded that transportation of goods and services from other part of nation is the most challenging issue there by affecting the economic activities of the affected area. The studies reviewed have clearly explain the impact of insurgency on transportation from different point of view. Onuoha, (2014) & Sherman (2013), views it from the angle delay and restriction in the transportation of goods and services which in effect degenerate shortage and prices increase in the supply of goods and services. Bekele, (2015), the impact of insurgency on transportation from the angle of masses that frighten and panic with the attacks delivered by the insurgents. Klein (2007), view it from the angle of redirecting the attention government investment from more economic productivity such as enhancing the transportation system to measure on how bring peace to the unsecured area. Aliyu (2013), sees the impact of insurgency of transportation from the angle of tax/revenue generation and source of employment.

Theoretical framework

Frustration – Aggression Theory

Frustration-Aggression Theory of Conflict The frustration-aggression theory has its root in the works of Dollard, Doob, Miller, Mower and Sears (1939). Dollard led a research group at the Yale Institute of Human Relations and published a monograph that is useful in explaining human conflict behavior. It is based on a simple and straight forward hypothesis that human frustration may lead to aggressive behavior. Since the development of the theory, several scholars have analyzed it. For example, it was observed that frustration ultimately leads to aggression and aggression always implies that frustration has occurred at some previous time (Lawson, 1965). The theory suggests that individuals become aggressive when there are obstacles (perceived and real) to their success in life (van de Good et al., 1996). The theory indicates that aggressive behavior is not motivated by genuine hostility, but by frustration (Malici, 2007). All the discussions on the theory imply that “there is no smoke without fire” and that “an angry man is a hungry man”. At this stage, let us look at the duo concepts of frustration and aggression. Frustration can be defined as (a) an individual’s perception of a hostile environment, coupled with (b) his pessimism about the realization of goals and (c) the perception that the fate of these goals is in the hands of others (Malici, 2007). Aggression is any behavior intended to harm another person who does not want to be harmed (Bushman & Huesmann, 2010).

Frustration-aggression theory emphasizes the difference between what people feel they want and the discrepancy. However, marginal between what is sought and what they get, the greater the violent reaction. In the face of these frustrated expectations, a group is most vulnerable to embark on violent destructive behavior or be a ready army to be used to cause crisis. Central to this explanation is that aggression is the natural outcome of frustration. In a situation where the legitimate desires of an individual or group is denied either directly or by the indirect consequence of the way a society is structured, the feeling of frustration can compel such persons or group to express their anger through violence that is directed at those perceived to be responsible for their misfortune or others who are indirectly related to those frustrating their expectations (Omadjohwoefe, 2011).

The frustration aggression theory is a theory under the field of psychology that aggression is caused by blocking, or frustrating, a person's efforts to achieve a goal. According to the theory, frustration augments the probability of aggression. The theory defined frustration as "the state that emerges when circumstances interfere with a goal response." Subsequent research has found that frustration is more likely to lead to aggression when the frustrated individual believes that aggressive behavior will reduce his frustration. Aggression is defined as an action with the intent to harm, and can be physical and non- physical (Baron & Richardson, 1994). There are many areas where aggression manifests in our society today, such as domestic violence, abuse, school bullying, road-rage, and war. Many social scientists use theories to explain this phenomenon. Amongst the many different explanations, some say frustration, which is defined as the blocking of ongoing goal-directed behavior, often leads to aggression. The theory is divided into two main paradigms; Dollard’s

Frustration-Aggression Theory and Berkowitz's Cognitive Neo association Model, both illustrate how one may become aggressive through frustration. Both models have been changed and challenged; however, evidence suggests there are four mediating factors which influences frustration, nonetheless can often be the antecedent to aggression (Baron, & Richardson, 1994). This study will be guided by frustration-aggression theory to explain insurgency on socio economic activities. The relevance of this theory to the study of insurgency on socio economic activities is better appreciated when viewed against the backdrop of wide spread of poverty, illiteracy, socio-economic injustice, global terror epidemic and proliferation of arms which breeds frustrated expectations. Under this misfortunate situation, members of the sect (Boko haram) and other frustrated persons are readily available to be recruited under the auspices of Boko haram insurgent as destructive agents for disturbances and indiscriminate destruction of livelihoods and social support systems, bombing of infrastructures and facilities, displacing residents to seek refuge, incessant killings, kidnapping/abduction of innocent citizens as well which adversely affect means of livelihood, education and transportation.

Study Area

The study will be carried out in Borno State, Nigeria. Borno State shares borders with Adamawa State to the south, Yobe State to the west and Gombe State to the southwest. It also shares international borders with Cameroon Republic to the east, Chad Republic to the northeast and Niger Republic to the north. The State has a land mass of about 69,434 kilometers. Administratively, it has 27 Local Government Areas (LGAs). The State is divided into three agro-ecological zones; Sahel to the north, Sudan Savannah in the central and southern parts of the State and Guinea Savannah in the southern part. The average rainfall per annum is 300 mm in the north and about 1000mm in the south. The rainy season in the State usually starts in April and ends in October. The state is also blessed with lakes and rivers such as Lake Chad, Lake Alau, Lake Tilla, River Ngada, River Yazaram, and River Yare where irrigation farming is carried out especially during dry season. The major occupation of the inhabitants is farming. Food crops commonly cultivated include millet, sorghum, maize, groundnut, cowpea, rice and wheat. Fruits and vegetables grown include mango, orange, guava, tomatoes, onion, pepper, carrot, amaranths and garden-egg, Its major cash crops include: groundnut, cotton, cowpea, sorghum, wheat, sweat potatoes, maize and sugar cane (Third national fadama Project, 2011) The livelihood strategies for most men and women in the state are based on Agriculture, (IITA, 2006). Farming is characterised by a variety of crops and livestock based production system. Crops are mainly grown for subsistence; In the southern part of the state, maize, sorghum, cowpea rice and soybeans are major cash crops while in the central and northern part of the state are sorghum, millet, beans, groundnut and watermelon. Livestock – small and large ruminants as well as poultry are integral part of the farming system which provides income as well as safety net. The State is known for its vegetables production, which is produced throughout the year, both under irrigation and in the raining season. Most of the vegetables can be grown as sole or mixed cropping. The vegetable production is carried out during dry and cool seasons under irrigation.

Borno state has twenty-seven (27) local governments recognized by the 1999 constitution. These local governments are as follows: Askira/uba, Bama, Biu, Mobbar, Damboa, Dikwa, Gubio, Gwoza, Hawul, Kaga, Konduga, Kukawa, Kwaya-kusar, Mafa, Magumeri, Maiduguri, Marte, Monguno, Ngala, Nganzai, Shani, Jere, Abadam, Chibok, Guzamala, Kala/balge and Bayo.

Borno central senatorial zone:

Maiduguri Metropolitan Council: Maiduguri metropolitan council is local government area of Borno State Nigeria. It's headquarter is in Maiduguri it lies on latitude 10, 610N and longitude 12.1950 and has a population of 521492, and landmass area of 4 the predominant tribe are the Kanuri Mafa: Mafa is local government area of Borno State Nigeria. It headquarters is Mafa, it has a population of 103518 people and a total landmass area of 2,869km². The predominant tribe is Kanuri.

Borno North senatorial zone:

Gubio: Gubio is local government area of Borno State Nigeria. It headquarters is Gubio and has a population of 152778 people and land mass area of 2,404km². The predominant tribe is Kanuri. Monguno: Monguno local government area of Borno State of Nigeria. It has it's headquarter in Monguno, it has a population of 109851 people and land mass area of 1.913km². The predominant tribe is Kanuri.

Borno South senatorial zone:

Biu: Biu is a local government area of Borno State, Nigeria. Its headquarters is in Biu lies on latitude 100610N and longitude 120 195 and has land mass area of 4603km² with population of 176072 people. The predominant tribe is Babur Bura. Kwaya-Kusar: Kwaya-Kusar local government area of Borno State of Nigeria. It has it's headquarter in Kwaya-Kusar, it has a population of 56,500people and land mass area of 732km². The predominant tribe is Babur Bura.

Methodology

The study is an opinion survey, where questionnaire be administered to individuals in two (2) local government from each of the three (3) senatorial constituency. The sample size is 353, while Purposive sampling is be utilize to select the respondents. The data obtained is sorted, coded and tabulated using Statistical Parkages for Social Science (SPSS) for analysis of data obtained. This will consist of simple percentage, frequency distribution and tables.

Presentation of results and analysis

This section presents data collected from local government staff and community leaders using questionnaires and interview respectively in the six (6) selected local governments. A total of three hundred and fifty three (353) questionnaires were distributed out of which three hundred and forty four (697) were retrieved as valid and used for data analysis. This section highlighted the analysis of the responses using Statistical Package for Social Sciences (SPSS Version 26) on the

questionnaire administered to the individual residing local government on effect of insurgency on means of livelihood; education and transportation.

Effects of insurgency on means of livelihood

The researcher enquired to know from the individual respondents whether insurgency has effects on means of livelihood such as agricultural goods, livestock, assets, infrastructural facilities, markets, access to portable water, hand pumps, and motorized boreholes in the selected local government areas.

Table 4.1: Effects of insurgency on means of livelihood

Variable	Strongly agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq.	%
Agricultural goods	115	33	126	36	25	7	50	14	37	10	344	100
Livestock	39	11	27	8	28	8	139	39	120	34	344	100
Houses	21	6	21	6	34	10	175	50	102	29	344	100
Assets	160	45	112	32	24	7	39	11	28	8	344	100
Infrastructural facilities	135	38	92	26	26	7	60	17	40	11	344	100
Markets	180	51	91	26	23	7	31	9	28	8	344	100
Access to potable water	61	17	65	18	27	8	109	31	91	26	344	100
Provision of Hand Pumps, dug well and motorized boreholes	57	16	52	15	27	8	122	35	95	27	344	100

Source: Field Survey, 2021.

Table 4.1 shows that 115(33%) and 126(36%) strongly agreed and agreed respectively that it has affected agricultural goods in the local government areas. It also shows that 50(14%) and 37(10%) disagreed and strongly disagreed respectively. Based on majority rule, it can be concluded that agricultural facilities has been affected by insurgency in the selected local government areas. The table also indicates that livestock has not adequately been destroyed on the response of 139(39%) disagreed and 120(34%) strongly disagreed. Analysis of the table revealed that livestock has not been destroyed by the insurgents in the selected local government areas.

Furthermore, table 4.1 showed that houses has been destroyed by the local governments. This is so because 175 (50%) and 102 (29%) strongly agreed and strongly disagreed respectively that houses were been destroyed by the insurgents in the selected local governments. In terms of assets

destruction, 160(45%) and 112(32%) of the respondents strongly agreed and agreed respectively that it has been destroyed. It can be revealed hence, that the insurgents have destroyed assets of individuals in this regard. On the aspect of infrastructural facilities, the table also showed with 180(51%) and 91(26%) of the respondents strongly agreed and agreed that infrastructural facilities have been destroyed by the insurgents. Therefore, the insurgency has affected the means of livelihood in the local government areas. Regards to markets in the local government areas, The table indicated by 180(51%) and 91(26%) strongly agreed and agreed response rate that markets have suffered destruction from the insurgents.

The table also shows that there is no access to potable drinking water in the local government areas. 109(31%) and 91(26%) of the respondents disagreed and strongly disagreed that there is no potable water. This goes to show that the activities of the insurgents has left the selected local government areas with no portable water. Hand pumps and motorized boreholes are also destroyed by the activities of the insurgents. This is indicated by 122(35%) and 95(27%) response rate of disagreed and strongly disagreed respectively that such water facilities are destroyed.

Analysis of the table shows that agricultural goods and infrastructural facilities has been seriously damaged by the insurgents. In the aspect of livestock, assets, markets, access to portable water, hand pumps, and motorized boreholes has suffered a partial destruction.

Effects of insurgency on education

The researcher enquired to know from the individual respondents whether insurgency has effects on means of education such as academic calendar, school climate for learning, quality of teaching, school infrastructure, availability of teachers, access to learning items, student turnover in the selected local government areas.

Table 4.2: Effects of insurgency on education

Variable	Strongly agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	
	Fre q	%	Fre q	%	Fre q	%	Freq	%	Fre q	%	Freq	%
academic calendar	32	9	46	13	22	6	131	38	113	33	344	100
school climate for learning	27	8	25	7	15	4	123	36	154	45	344	100
Quality of teaching	18	5	20	6	35	10	152	44	119	35	344	100
School infrastructure	104	30	185	54	12	3	22	6	21	6	344	100
Availability of teachers	47	14	94	27	21	6	67	19	115	33	344	100
access to learning items	223	65	70	20	8	2	22	6	21	6	344	100

access to learning items	23	7	30	9	22	6	80	23	189	55	344	100
student turnover	24	7	15	4	19	6	73	21	213	62	344	100

Source: Field Survey, 2021.

On the issue of academic calendar of schools in the local government, based on majority rule in table 4.2 of 131(38%) and 113(33%) disagreed and strongly disagreed respectively that academic calendar schools are affected by the insurgency activities in the local government areas. It also shows that 123(36%) and 154(45%) disagreed and strongly disagreed respectively that school climate for learning has been affected by insurgency. Based on majority rule, it can be concluded that there is no conducive atmosphere for learning in the selected local government areas. Analysis of the table revealed that academic calendar and climate for learning has been disturbed by insurgency in the selected local government areas.

Furthermore, table 4.2 showed that Quality of teaching in the local government has been affected by insurgency not provided by the local governments. This is so because 152 (44%) and 119 (35%) disagreed and strongly disagreed respectively. In terms of School infrastructure, 104(30%) and 185(54%) of the respondents strongly agreed and agreed respectively that infrastructural facilities have suffered damages. It can be revealed hence, that school infrastructural facilities has been destroyed by the activities of the insurgents. On the aspect of Availability of teachers, the table indicated that 67(19%) and 115(33%) of the respondents strongly agreed and agreed that teachers are not available, while 94(27%) posits that drug is available. Therefore, insurgents have affected the Availability of teachers in the local government areas. Access to learning items for schools in the local government areas indicated that 223(65%) and 70(20%) strongly agreed and agreed response rate that access to learning items is affected. Analysis of the table shows that access to learning items in the selected local government has been affected; however, in terms of.

The table also shows that student turnover has been a challenge brought by the insurgency in the local government areas. The result shows that 80 (23%) and 189 (55%) of the respondents disagreed and strongly disagreed that student turnover is affected by insurgency.

Analysis of the table shows that in terms of academic calendar, school climate for learning, quality of teaching, school infrastructure, availability of teachers, access to learning items, student turnover has been positive as insurgency has affected education in the selected local governments.

Effects of insurgency on transportation

The study enquired to know from the respondent whether insurgency has effects on transportation in the selected local government in terms of stability of transportation price, transportation productivity, time management on the highway and logistics cost in transportation.

Table 4.10: Impact of SLGJA on Payment of Workers Salary

Variable	Strongly agreed	Agreed	Undecided	Disagreed	Strongly disagreed	Total						
	Freq.	%	Freq	%	Freq.	%	Fre q	%	Fre q.	%	Fre q.	%
stability of transportation price	9	3	21	6	12	3	50	15	25	7	34	10
Transportation productivity	10	3	11	3	15	4	179	52	12	3	34	10
Time management	20	6	12	3	9	3	70	20	23	6	34	10
Logistic cost in transportation	18	5	20	6	4	1	100	29	20	5	34	10

Source: Field Survey, 2021

On the issue of regular price of transportation in the selected local government, table 4.10 shows that 50(15%) and 252(73%) of the respondents disagreed and strongly disagreed that there is stability in price of transportation. Based on this majority rule, it can be concluded that the price of transportation is stable. The table also shows that transportation has been affected by insurgency activities. The table shows that 70(20%) and 233(68%) of the respondents disagreed and strongly disagreed respectively.

The table also shows that 70(20%) and 233 (68%) of the respondents disagreed and strongly disagreed respectively that Transportation productivity. the revelation of the table is that production in transportation has been affected by insurgency. On the issue of Time management, the table revealed that 100(29%) and 202 (59%) of the respondents disagreed and strongly disagreed respectively that drivers cope with the regular time as per before insurgency. Analysis of the table revealed that Time management is an issue in passing through the selected local government. Furthermore, the table indicated that 80(23%) and 189 (55%) of the respondents disagreed and strongly disagreed that Logistic cost in transportation are made available. It can be deduced from this analysis that Logistic cost in transportation in the local government as a result of insurgency.

Discussion of Major Findings

The study assessed the effects of insurgency on socio economic development in the selected local government areas in Borno state. In this regard, the research objectives and questions were carefully formulated to address issues on insurgency on socio economic development as it relates to means of livelihood, education and transportation. In order to achieve the desired objectives of

the research, frequency distribution tables were used to analysed the data obtained from the respondents. This discussion and is segmented based on the objectives of the study.

Analysis of the table shows that agricultural goods and infrastructural facilities has been seriously damaged by the insurgents. In the aspect of livestock, assets, markets, access to portable water, hand pumps, and motorized boreholes has suffered a partial destruction.

Analysis of the table shows that in terms of academic calendar, school climate for learning, quality of teaching, school infrastructure, availability of teachers, access to learning items, student turnover has been positive as insurgency has affected education in the selected local governments.

Analysis of the table shows that in terms of stability of transportation price, transportation productivity, time management on the highway and logistics cost in transportation has been negative. Within the purview of frustration aggression theory, that the aggrieved insurgents transfer their aggression on the society.

Summary of Major Findings

This study is carried out to assess the effects of insurgency on socio economic development in selected local government areas in Borno state. From the above analysis, majority of the respondents agreed that the activities of boko haram have distorted the means of livelihood, education and transportation.

Conclusion

From the data obtain, it is concluded that insurgency has significantly socio economic development in selected local government areas of Borno state.

Recommendations

In view of the findings made so far, the study recommends the following.

- i. Government should provide support to parents which will encourage them to enroll their children to school in order to avoid the chances of their children becoming dropout.
- ii. Government should intensify tied security that will reduce the attacks and risks on the high ways by the insurgents to which it will enhance facilitation of socio economic activities.
- iii. In an effort to address this, the government should devise strategies that reduce the fear and anxiety among the residents of the selected local government which develop psychological difficulties as a result of grief at the loss or maiming colleagues which make the staff unsecure and device strategies for addressing security challenges in the affected area.

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