

## **Impact of Boko Haram Insurgency on Educational Activities in Borno State**

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**Abstract:** This study was designed to examine the impact of Boko Haram insurgency on educational activities in Borno State. The study was guided by four specific objectives. The design used was descriptive survey. Instrument used for data collection was questionnaire. The population of the study consists of the entire staff and students of public secondary schools in Maiduguri. A purposive sampling was adopted for selecting the schools and a simple random sampling technique was used for selecting the staff that partook in the study from the affected schools. A sample of 150 staff and student were drawn from the entire population, comprising of 30 Teachers, 20 Administrators and 100 students of 2020/2021 academic session. The data collected was analyzed using descriptive statistics (Mean and Standard deviation to answer the research questions). The findings shown that, bokoharam insurgency have negatively affected students enrollment in most public secondary schools in Maiduguri Borno State ,bokoharam insurgency has strongly contributed to low school attendance by students in Maiduguri and disclosed that several school facilities and infrastructure were destroyed in public secondary schools in Maiduguri by the insurgents which affected academic activities to run smoothly. Based on the findings it was recommended that Government and security agents should be vigilant on what is happening in the society, especially among the people, to curtail the negative actions. Government and security agents should give special attention to the schools and students of that region with all necessary action to protect them from the physical and psychological attacks of the Boko Haram insurgency.

**Key words:** Boko Haram, Insurgency, & Education

### **Introduction**

Insurgency is a rebellion against authority when those taking part in the rebellion are not recognized as belligerent. Boko Haram insurgency has lately been considered as one of the terrorists group into crime space in Nigeria. The trademarks of Boko are wanton

destruction of lives and property, through bombings, abduction and slaughtering of human beings especially in the North Eastern Nigeria. The emergence of the Boko Haram sect, whose objectives is to introduce their ideology on people through bombings, slaughtering, and abduction of human beings, creating fear and sense of insecurity in the society to achieve their aims in Nigeria has been a major concern not only to the nation but also the international world. Their strict ideology was enforced by radical religious beliefs, a terrorist outlook, and a network of criminal gangs, and a political tool to 'colonized' territories with the aim of propagating their ideology (Eze, Wosu&Agwanwo (2014) According to Mohammed (2014)Boko Haram destroy economic activities of any place they spread their tentacles as well as led to movement of people from the affected place due to restiveness. The trademarks of the Boko Haram are destruction of lives and property with reckless attitudes, through bombings, abduction and slaughtering of human beings especially in North eastern part of the country and other places. Education as tool for development suffered a great set back in Africa, due to violent conflict in form of Insurgency which consumed lives of innocent citizens and led to the destruction of properties worth billions of naira, and millions of people displaced from their homes. Nigeria has recently experienced severe security challenges from the activities of Boko haram insurgents, which has affected children's Education in the north east region of Nigeria. Borno State started experiencing the global trend of insurgency from 2009. This led to the gruesome killings of innocent Nigerian citizens perpetrated by an insurgent group called Boko Haram (Ovaga 2014). Since 2009, they have disrupted educational system in BornoState with huge negative effect on basic education. The insurgent group dislikes children attending schools, and also committed criminal offences ranging from kidnapping of school pupils and attacking teachers in schools .(Adeyemi, 2014).

The first offense by the group which attracted public attention was in 2009, when they launched an attacked on Borno state police Headquarters in Maiduguri the Borno state capital, Nigeria. Ugwumba and Odom (2014) observed that, Education is under attack, as incidents of violence increased against students, teachers, schools and Educational facilities in Nigeria, Africa and the world at large. Amnesty International (2013) reported that, since the beginning of 2012, about 70 teachers and over 1000 school children have been killed or wounded. Joda and Abdulrasheed(2015) wrote on the effects of insurgency on girls Education, and their study revealed that, the insurgents attack villages, burnt infrastructural facilities, destroy schools, with frequent abduction and killing of both staff and students, they massively destroyed all school activities in the region, which led to the indefinite suspension of all academic activities in the affected zones in these countries.

### **Statement of the Problem**

North east of Nigeria seems to be a hot bed of insurgent activities. Insurgent activities may have serious implications on the management of secondary schools in the zone. The main insurgent group is Boko Haram. Loss of lives and destruction of school facilities may translate into serious concerns on the management of secondary schools in the zone. Many secondary schools may have been burnt, bombed and shelled by the insurgents. Relevant stakeholders are concerned that if schools are damaged or closed, students might not be able to complete courses or sit for examinations. This means progression rate of students through the grades may be affected and could translate into educational wastages as the

system might not run efficiently. The extent of impact of insurgency on educational activities in Borno state of Nigeria thus becomes the focus of this study.

### **Objectives of the study**

The main objective of this study is to examine the impact of Boko Haram insurgency on educational activities in Borno State. The specific objectives are:

- i. To examine the impact of Boko Haram Insurgency and students' enrolment in Borno State school.
- ii. To examine the impact of Boko Haram insurgency on students attendance in Borno State schools.
- iii. To examine the impact of Boko Haram insurgency and student's performance in Borno State schools.
- iv. To examine the impact of Boko Haram Insurgency on school structures in Borno state.

### **Significance of the Study**

This study contributed significantly in illuminating that insurgency is a weapon that is used to destroy not only the Physical settings of a society, but the plan of investment a society made on its self, in order to achieve Better standard of living in the future.

The study would be of great benefit to Borno state to understand the magnitude of conflict and its overall impact on the educational status and that their aims and objectives can be achieved by their dedication, hard work and determination. Among the objective of any people of Local Government is attainment of better education. As such, development of Local Government depends on the attainment of better education which can only be achieved, if Local Government is not distracted or affected by any forms of violence, such as insurgency. Therefore, Local Government by them self will involve infighting against anything that can distract them in achieving their aims and objectives.

The study also helped the Borno State government to understand that, for education to serve as an engine of growth and development, it needs proper protection and priority. Similarly, the entire State has to be protected against any destructive elements, such as Boko Haram insurgency, Bandits, corruption, embezzlement of public funds etc. Furthermore, the study shall be of great assistance to policy makers in terms of making policies that can ensure peace and stability.

### **Literature Review**

#### **Conceptual/Theoretical framework**

##### **Boko Haram**

Adebayo (2014) defined Boko Haram as a group of persons that forces their ideology on people through bombings, slaughtering, and abduction of human beings, creating fear and sense of insecurity in the society. According to Marc (2014) Boko Haram has been seen as a

violent insurgency, radical religious sect, a terrorist organization, a network of criminal gangs, a political tool and a cult. According to Web (2013) Boko Haram is the group of people or a militant Islamist movement who are forcefully required to create an Islamic state in the Federal Republic of Nigeria. Eze, Wosu and Agwanwo (2014), explained Boko Haram as a group that is characterized by some negative activities such as bombings, abduction and slaughtering of human beings. As such development can never take place in an atmosphere of insurgency. This is because of the destruction of lives and properties as well as products from northern region because of rumor that Boko Haram are planning to send poisonous products to other parts of the country. Also, the Boko Haram insurgency has decreased drastically government developmental projects, investment and growth in private business initiatives in the affected places. It has been pointed out that Some of these Boko Haram attacks are politically motivated even though some may have other motives such as religious, economic or social (Obioma 2012).

Abimbola and Adesote (2012) viewed Boko Haram insurgency as the manifestation of internal terrorism in Nigeria. According to Mohammed (2014) Boko Haram are used to destroying the economic activities of any place they spread their tentacles as well as led to movement of people from the affected place due to restiveness. The trademarks of the Boko Haram are destruction of lives and property with reckless abandon, through bombings, abduction and slaughtering of human beings especially in North eastern part of the country. This has created fear and sense of insecurity in the polity, *Anthony* (2014).

### **Frustration-aggression theory**

The frustration-aggression theory is a theoretical framework developed or propounded by John Dollard with his associates in 1939 but was expanded, improved and modified by Yate 1962 and Berkowitz (1963), designed mainly from the psychological basis of motivation and behaviour. The model provides explanation for violent behavioural disposition which caused by the inability of individuals to fulfill their human desire. It is on the basis of the general premise that all individuals have basic needs which they seek to fulfill, and that any distraction that can prevent them from getting these basic needs, can result in violent reaction. The theory emphasizes the discrepancy between what people want and the difference between what is sought and what they get. The model therefore, tries to explain the fact that violent response by individuals resulted from the prevention of not achieving their basic needs. The theory also emphasized that, in the face of frustrated expectations, individuals are capable of embarking upon violent destructive behavior, or even become ready army to be used, to cause crisis once their basic needs are not fulfilled. The main explanation of the theory is that, aggression is the natural result of frustration. In a situation where the legitimate need of a group of people is denied either directly or indirect, the feeling of frustration can influence such individuals to express their anger through violence. Such violence is often directed at those perceived to be the cause of the misfortune or even those related to frustrating their expectations.

### **Review Empirical studies**

Several studies have been conducted by many researchers that are of importance to this study. A review of some of such studies is presented in this section. The study of Bilyaminu 2017 examined the impact of Boko Haram insurgency on education in Adamawa state. The

data is primary in nature, sourced through the distribution of 372 questionnaires to the affected local government's areas. Structural Equation Model (SEM) was the model used in analyzing the data collected. The findings indicated that, educational output (human capital investment) is affected by school enrolment, school attendance and school infrastructure by 71%, 84% and 82% as a result of any 1% increase in Boko Haram. It also revealed that, extreme religious beliefs, unemployment, and illiteracy contributed to the occurrence of Boko Haram insurgency. The study concluded that Boko Haram insurgency indirectly and significantly affects human capital investment through school enrolments, school attendance and school infrastructure. The study therefore recommended that, Government should provide employment opportunities for the citizens and encourage self-reliance in programmes such as agricultural borrower"s schemes. Free education to increase literacy rate to every citizen, and government should be in constant dialogue with religious scholars/leaders (Muslims and Christians) on religious issues. Studies in Nigeria have produced negative impact of insurgency on education and its stake holders. Oladunjoye and Omemu(2014) examined the effect of Boko Haram on school attendance in northern Nigeria. The study made use of three hypotheses which were formulated to guide the study. The data was analysed using Pearson correlation coefficient statistic. The result showed that there is no significant different in school attendance among male and female. There is a significant difference in school attendance among rural and urban schools as well as in school attendance among primary, secondary and tertiary institutions in areas that were affected by Boko Haram attacks. A document on the same note titled "Education under attack" by the "Global Coalition to Protect Education from Attack" reporting to the Nigerian Union of Teachers (NUT) president revealed that, about 171 teachers were killed since 2009 at the hand of Insurgents. On the effect of this, they noted that the synergy of low pay and risk of attacks may weaken Nigerian education system.

Awortu, (2015) analysed the Boko Haram insurgency and its impact on development of Nigeria as a nation. Primary source of data collection was used. The study analysed the data collected through Qualitative technique to assess the impact of Boko Haram insurgency on the development of Nigeria. It was discovered that Boko Haram insurgency has led to the developmental challenges through destruction of lives and properties, destruction of schools which have led to the closing down of so many schools and businesses, reduction in government revenue, and political instability among others in the north eastern part of the country.

Mohammed (2015) examined the effect of insurgency on girls" education in north eastern Nigeria. Thesample for the study was 180 teachers of primary and secondary schools selected based on 30 teachers from each of the six (6) states that made up the north eastern religion of Nigeria .The technique for data collection was a 20 item of questionnaire which was converted to mean, and standard deviation. The study recommended that the Nigerian government make provision for free and compulsory girls" education at all levels of education. Also recommended was a show of higher commitment in mobilizing the arm forces to end the insurgency in the north eastern region and provide adequate security in schools.

The findings revealed that the insurgency has affected girls' education negatively in north eastern Nigeria, because the school girls have been hurt in the presence of other fellow students during attack in their school, as such female students were afraid of going to school.

A careful probe of the relevant literature reviewed by the Researchers has revealed that a lot of survey and empirical studies were conducted on the impact of insurgency on education, but not much of such studies have been made in Borno state in particular. Hence, this study is an attempt to fill the gap. The uniqueness of this study therefore, lies not only in the fact that it is one of the pioneer studies in Borno state to analyse the in-depth of insurgents activity on education, but also focused attention on three (3) variables (i.e enrolment, attendance and infrastructure) in relation to insurgents activities in Borno state.

The purpose of the literature reviewed was to add sphere of knowledge and fill gaps which this study was able to accomplish.

## **RESEARCH METHODS**

### **Design of the Study**

The research design adopted in this study was descriptive survey design. Survey design is those studies which aim at collecting data on, and describing the data in a systematic manner, using the characteristics?

Features and facts about a given population. According to (Gall and Borg, 2007) a survey study design is a Method of data collection using questionnaire or an interview to collect data from a group or sample that has been selected to represent a population to which the findings of the data analysis can be generalized.

This design is therefore considered suitable since the study solicited information on the analysis of the impact of insurgency on education in Borno state.

### **Population of the Study**

The target population of the study is the entire staff and students of public secondary schools in Maiduguri metropolitan council in Borno state.

### **Sample and Sampling Technique**

A purposive sampling was adopted for selecting the schools and a simple random sampling technique was used for selecting the staff that partook in the study from the affected schools.

A sample of 150 staff and student were drawn from the entire population, comprising of 30 Teachers, 20 Administrators and 100 students of 2020/2021 academic session.

**List of public secondary schools and population of students in MMC**

S,N	Names of schools	Male	Female	Total population
1	Government unity college Maiduguri	7812		7812
2	Government day secondary school Maiduguri	2100		2100
3	Mafoni day secondary school	3510		3510
4	Mustapha umar elkanemi Arabic college	2483		2483
5	Government unity girls college Maiduguri		2584	2584
6	Yerwa Govt girls secondary school Maiduguri		3725	3725
7	Government girls secondary school Maiduguri		3070	3070
8	Women day secondary school Maiduguri		3629	3629
9	Government day secondary school mairi	1828	1017	2845
10	Government day secondary school old Maiduguri	1416	1688	3104
11	Government day secondary school Bulabulin	2016	1849	3865
12	Shehugarbai senior secondary school Maiduguri	2210	1876	4086
13	Shehusandakyarimi secondary school Maiduguri	2151	1575	3726
14	Government day secondary school zajiri	2768	1081	3849
15	Brigadier maimulari day secondary school	1864	1085	2949
16	Government day secondary school lamsula	1500	1080	2580
	Total	31,658	24,259	55,917

Source: Borno state ministry of education, 2019

**Table 2: Mean responses of insurgency and enrollment**

S/N	Insurgency and school enrollment	Administrators	Teachers	Students	Grade mean	Std Dev	Remark
1	The number of graduated students is low due to student enrollment which is caused by Bokoharam	3.09	3.17	3.06	3.02	0.069	Agreed
2	The psychological effect of insurgency has contributed to low school enrollment	2.91	3.17	2.79	2.79	0.84	Agreed
3	Many parents sent their children away which contributed to low enrollment	2.91	3.05	3.21	3.20	0.045	Agreed
4	The enrollment of male student is greater than female student due to bokoharam insurgency	2.82	2.82	2.66	2.69	0.031	agreed
5	Teachers reject appointment or posting to areas affected by insurgency	3.36	2.17	3.21	3.2	0.217	Agreed
	Total Grand Mean				2.95		

**Research Question One: Does the Boko Haram insurgency affect school enrolment?**

The result from table 2 shows the mean responses of the respondents on the Insurgency and School

Enrolment, the respondents include administrators, teachers and students all agreed that items 1, 2, 3, 4, 5 of the factors that Insurgency has impacted on School Enrolment. Because the table revealed that

All the items have grand mean above 2.50. Therefore, the total grand mean is 2.95 which is above 2.50,

This indicated that majority of the respondents agreed that all of the items are the functions of Insurgency and School Enrolment.

**Table 3: Mean responses of insurgency and school attendance**

S/N	Insurgency and school enrollment	administrators	Teachers	Students	Grade mean	Std Dev	Remark
6	The psychological effect of insurgency has contributed to low school attendance	3.00	3.17	2.78	2.83	0.159	Agreed
7	Many parents sent their children away which contributed to low school attendance	2.94	2.50	3.04	2.98	0.123	Agreed
8	Unemployment has contributed to the easily brain washing of many youth to get involved in bokoharam insurgency	2.48	2.17	3.04	2.92	0.136	Agreed
9	Bokoharam insurgency has contributed to the drop out of many students	2.85	3.33	3.09	3.09	0.069	Agreed
10	The bokoharam attack has made many teachers leave their jobs	2.45	2.83	2.77	2.72	0.060	Agreed
Total Grand Mean					2.90		

**Research Question Two: *What is the impact of the insurgency on school attendance?***

The result from table2 shows the mean responses of the respondents on the insurgency on school attendance, the Respondents include administrators, teachers and students all agreed that items 6, 7, 8, 9, 10 are the

Factors that insurgency has on school attendance. Because the table revealed that all the items have grand mean Above 2.50. Therefore, the total grand mean is 2.90 which is above 2.50, this indicated that majority of the Respondents agreed that all of the items are the functions of insurgency on school attendance.

**Table 4: Mean responses of insurgency and school infrastructure**

S/N	Insurgency and school infrastructure	administrators	Teachers	Students	Grade mean	Std Dev	Remark
11	School environment and availability of school facilities improve the number of students that will graduate.	3.3	2.67	3.21	3.21	0.115	
12	The destruction of schools class room by book haram seriously affects the education of children psychological effect of insurgency has contributed to low school enrollment	2.82	2.80	2.66	2.69	0.031	Agreed
13	Science students are seriously affected as schools laboratories are destroyed as a result of schools destruction	2.91	3.00	3.26	3.20	0.060	Agreed
14	Efforts have been made by	3.36	2.17	3.21	3.20	0.217	Agreed

	government on reconstruction of schools affected by the attacks						
15	The destruction of schools by bokoharam attack has led to the closing down of unaffected schools	3.27	2.45	2.65	2.75	0.136	Agreed
16	Illiteracy has contributed to the involvement of many people in book haram activities	3.28	3.30	2.68	2.81	0.120	Agreed
17	Attacks on school facilities by bokoharam has negatively affected mindset of students	2.82	2.95	3.21	3.26	0.060	Agreed
18	The emergence of bokoharam is as a result of extreme religious believes,unemployment,poverty and illiteracy	2.70	3.00	3.04	2.92	0.136	Agreed
	Total Grand Mean				3.01		

### **Research Question Three: *What is the effect of Boko Haram insurgency on school infrastructure?***

The result from table 3 shows the mean responses of the respondents on the insurgency on school infrastructure, the respondents include administrators, teachers and students all agreed that items 11.12.13.14.15.16.17.18, are the factors that insurgency on school infrastructure.

Because the table revealed that all the items have grand mean above 2.50.Grand mean is 3.01 which is above 2.50, this indicated that majority of the respondents agreed that most of the items are the functions of insurgency on school attendance.

### **CONCLUSIONS**

Based on the findings of this study, the following conclusions were drawn: From table 2, the analyses revealed that, bokoharam insurgency have negatively affected students enrollment in most public secondary schools in Maiduguri Borno State .Also from table 3 the analysis showed that bokoharam insurgency has strongly contributed to low school attendance by students in Maiduguri. Similarly from table 4 analyses disclosed that several school facilities and infrastructure were destroyed in public secondary schools in Maiduguri by the insurgents which affected academic activities to run smoothly.

### **Recommendation**

Based on the findings of the study, the following recommendations were made:

1. Government and security agents should be vigilant on what is happening in the society, especially among the people, to curtail the negative actions.
2. Government and security agents should give special attention to the schools and students of that region with all necessary action to protect them from the physical and psychological attacks of the Boko Haram insurgency.

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