



Effect of Insurgency on Child Education in Borno State

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Abstract: *The research aimed to investigate the effect of the Boko Haram insurgency in the north-east of Nigeria on child education in Borno State in particular. In-depth analysis of the terror acts, such as the illiteracy of parents and fear of abduction of students, and the resultant psychological pressure on the performance of teachers was studied. In addition, the implications of these activities on students' enrollment, attendance at schools, and the effect of the Boko Haram insurgency on school infrastructure were studied, and solutions were proposed. Borno State has 27 local government areas. The sample of the study was 1200 from each of the most affected municipalities, which are MMC, Jere, Bama, Gwaza, Konduga, and Dikwa. Data was sourced through the structured questionnaire. The questionnaire was titled "Effect of the Boko Haram Insurgency on Child Education in Borno State." And it has three questions that guided the study. The study reviewed relevant existing theories and concepts. The outcome of the data analysis led the researchers into discussions of findings from which conclusions were drawn. Subsequently, the study recommended that the government should provide informal employment opportunities for the citizens and encourage them to be independent and build entrepreneurial skills. This may affect parents, and they will not easily be brainwashed into involving themselves in any activities that are characterized as insurgencies.*

Keywords: *Boko Haram, Insurgency, Education*

Introduction:

The Boko Haram insurgency began in 2009 in Borno State and quickly spread to some northern parts of Nigeria. The group is a rebellious one that started an armed conflict with the government of Nigeria. The north-east of the country happens to be the base, and the citizens become victims of the dangerous clashes. (Fasuma, et,al) Borno State started experiencing the global trend of insurgency in 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 the educational system in Borno State with huge negative effects on basic education. The insurgent group dislikes children attending school and has also committed criminal offenses ranging from kidnapping of school pupils to attacking teachers in schools (Adeyemi, 2014).

1. Related literatures

Africa and the world at large. Amnesty International (2013) reported that, since the beginning of 2012, about 70 teachers and over 1000 schoolchildren have been killed or wounded. Joda and

Abdulrasheed (2015) wrote on the effects of insurgency on girls. Education and their study reveal that the insurgents attack villages, burn infrastructural facilities, and destroy schools. With frequent abduction and killing of both staff and students, they massively destroy all school activities in the region, which led to the indefinite suspension of all academic activities in the affected zones in these countries. This source pointed out that a bomb blast in the school of agriculture in Yobe State killed 60 students. Another suicide bomber bombed a government secondary school in Potiskun, Yobe State, killing 49 students and injuring 69 others, including six teachers. This source further argues that Boko Haram members are against girls attending western education, which in most cases target Salisu, Mohd, and Abdullahi (2015), in their research on the topic, argued similarly that over 250 girls were abducted at Government Girls Secondary School Chibok. The United Nations Children's Fund (UNICEF) (2015), in a report, also wrote that more than two thousand (2000) schools are closed across Nigeria, Cameroun, Tchad, and the Niger Republic, while hundreds of others have been attacked, looted, or burned by Boko Haram insurgents. Abdulrasheed, Adaobi, and Uzoechina (2015) opined that many basic schools in Borno State had experienced several attacks from the insurgent group, which led to the killing of pupils, students, and staff and the burning down of schools, which consequently led to the closure of all schools in the state. Oladunjoye and Omemu (2013) argued that Borno and Zamfara states have the highest numbers of out-of-school children. They maintained that Zamfara State has an average of 28 out of every 120 children in school. Borno State has 29 children out of every 120 children in school. Education is in high demand in these zones, where the number of children out of school is alarming. This source reported that, on March 12, 2012, gunmen linked to Boko Haram attacked Hausawa-Dandmaliki primary school in Kumboso local government area of Kano State. Several pupils and teachers were killed. The Boko Haram insurgency has disrupted the educational system in north-eastern Nigeria, with a huge positive effect on children's education. Awortu (2015) analyzed the Boko Haram insurgency and its impact on the development of Nigeria as a nation. A primary source of data collection was used. The study analyzed the data collected through the qualitative technique to assess the impact of the Boko Haram insurgency on the development of Nigeria. It was discovered that the Boko Haram insurgency has led to developmental challenges through the destruction of lives and properties, the destruction of schools, which have led to the closing down of so many schools and businesses, a reduction in government revenue, and political instability, among others, in the north-eastern part of the country. Also, Joda and Abdulrasheed (2015) documented the effects of insurgency on girls education in north-eastern Nigeria. The effect of insurgents on basic education in Mandaragirau District, Biu Local Government Area, Borno State, Nigeria, has not been established. Therefore, this research is aimed at examining the effects of insurgency on child education in some areas of Borno State, Nigeria.

3. Research Questions

- I. Does the Boko Haram insurgency affect child enrollment in school?
- II. Does the book haram insurgency have an effect on school attendance?
- III. What is the effect of the Boko Haram insurgency on school infrastructure?

4. Methodology

The research design adopted in this study was a descriptive survey design with support for regression analysis. Survey designs are those studies that aim at collecting data and describing the data in a systematic manner, using the characteristics, features, and facts of a given population. According to Gall and Borg (2007) a survey study design is a method of data collection using a 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 effects of insurgency on education in north-eastern Nigeria: a case study of Borno State, Nigeria.

Instrument: The questionnaire adopted from the study was (Fasumaet et al., 2019), and it was reviewed by experts for validation with a few modifications that will be suitable for this analysis.

Area and Population of the Study

The area of the research is the six main local governments of Borno State: MMC, Jere, Bama, Gwaza, Konduga, and Dikwa. And they consist of 543016, 293800, 269986, 388600, 221000, and 25300 people, respectively. 1200 people were selected to answer the questionnaires.

Sample and Sampling Technique

Purposive sampling was adopted for selecting the schools, and a simple random sampling technique was used for selecting the teachers that participated in the study from the affected schools.

Table 1 Demographic data

Demography	Variable	Frequency	Percent %
Sex	Male	988	82.3
	Female	212	17.7
	Total	1200	100.0
Age	>20	140	11.7
	21-30	764	63.7
	31-40	208	17.3
	41-50	52	4.3
	>50	36	3.0
	Total	1200	100.0
Educational background	Primary	44	3.7
	Secondary	192	16.0

	Diploma	441	36.8
	Degree	488	40.7
	M.sc	35	2.9
	Total	1200	100.0
Occupation	Civil servant	588	49.0
	House wife	108	9.0
	Famer	84	7.0
	Trader	224	18.7
	Other	196	16.3
	Total	1200	100.0

Table 2 knowledge and awareness about child education

	strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
Illiteracy is the root cause of insurgency	n=372 (31.0%)	n=540(45.0%)	n=28(2.3%)	n=148(12.3%)	n=112(9.3%)	1200
Drug abuse by parent increase child illiteracy	n=220(18.3%)	n=468(39.0%)	n=176(14.7%)	n=280(23.3%)	n=56(4.7%)	1200
Child enrollment has increased after book haram insurgency	n=556(46.3%)	n=608 (50.7%)	n=28(2.3%)	n=8(.7%)		1200
Lack of awareness from society lead to child illiteracy	n=376(31.3%)	n=656(54.7%)	n=112(9.3%)	n=56(4.7%)		1200
child education is seen as an important factor of human investment	n=580(48.3%)	n=592(49.3%)	n=28(2.3%)			1200

Table 2.1 model summary.

R	R Square	Adjusted R square	Std. Error of the Estimated
0.310	0.096	0.091	1.003

Table 2.1 reports the strength of the relationship between the model Boko Haram, which affects early child education in Brono State, and the dependent variables. The R value is the multiple regression coefficients when all the predictor variables are used; the multiple correlations between the independent and the predictor variables are (0.310). R square is a measure of how much of the variability in the outcome is accounted for by the predictors. The R square value in this study reveals that (0.096), which means that all the predictors account for 0.96% of the variation in Boko Haram early child education. The adjusted value gives an idea of how well the model generalizes, and ideally we would like its value to be the same as, or very close to, the value of In this model, the difference is small. which indicates that the model is very good.

Table 2.2 ANOVA

Enrollment in local colleges, 2005

Model	Sum of square	Degree of freedom	Mean square	p-value
Regression	127.749	7	18.250	0.0000
Residuals	1200.038	1192	1.007	
Total	1327.787	119		

The ANOVA test shows again that the multiple linear regression model fits significantly with the analyzed data (F=18.250, p = 0.000).

Table 3. Coefficients					
Model		Unstandardized Coefficients		t	p-value
		B	Std. Error		
1	(Constant)	2.061	.126	16.386	.000
	Parent were not sending their children to school because of poverty	.267	.033	8.124	.000
	Fear of the safety of a child by the parent affects child education	-.015	.027	-.544	.586
	uncivilized environment affects child education	-.207	.046	-4.514	.000
	Push and pull factor affects child education	-.028	.044	-.628	.530

lack of government support for non-providing free education affects child education	-.281	.037	-7.601	.000
polygamous family affects child education	.061	.028	2.185	.029
safety of teachers who were forced to migrate from one place to another affects child education	.076	.033	2.263	.024

Table 3 revealed that the predictor variable “Boko haram affects early child education in Borno State” is statistically significant with parents not sending their children to school because of poverty, with a p-value of 0.000 and a standard error of 0.126. It is also significant that an uncivilized environment affects child education, with a p-value of 0.00 and a standard error of 0.046. In the same vein, the lack of government support for not providing free education, polygamous families, and the safety of teachers who were forced to migrate from one place to another is significant, with p values of 0.00, 0.29, and 0.24 and standard errors of 0.037, 0.028, and 0.033, respectively. while is not statistically significant, fear of the safety of a child by the parent affects child education and The push and pull factors affect child education with p-values of 0.537 and 0.530 and a standard error of 0.027 and 0.44, respectively.

This shows that Boko Haram insurgency has more influence on child education poverty because it is highly significant with a p-value of 0.000. Also, the uncivilized environment has more influence on child education because of the lack of government support for not providing free education. It also has influence on child education through the safety of teachers who were forced to migrate from one place to another, with a p-value of 0.024, and also on polygamous families, with a p-value of 0.029. Therefore, we have no evidence to accept the null hypothesis. The model also shows that Boko Haram has no influence on child education because fear of the safety of a child by the parent affects child education, and the push and pull factor affects child education since the p-value of both is greater than 5%. This shows that there is a significant difference between the model and the predictor value.

5. Conclusion

The study concludes that the majority of the respondents in Borno State have knowledge and awareness about early childhood education, but only a few do not. Boko Haram has influenced early child education through poverty, the safety of teachers, polygamy in families, and a lack of government support.

Improving the level of school enrollment, school attendance, employment, and giving loans to graduates determine the level of educational output. the higher the level of educational output. This implies that educational output will increase with the increase in school enrollment, school attendance, employment, and loans.

6. Recommendations

- i. The study recommended that the government should provide informal employment opportunities for citizens and encourage them to be independent. This can only be done by building entrepreneurial skills for the parent. This may have effects on people, and they will not easily be brainwashed to involve themselves in any activities that are characterized as insurgencies.
- ii. The study also recommended that the government should provide free education and make it mandatory for every citizen. This will help in limiting the level of illiteracy.
- iii. The government should create awareness for parents so that they will enroll their children in due time.

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