

An Empirical Analysis of Boko Haram Activities on Educational Development in Northeast, Nigeria

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ABSTRACT

One of the ways through which a nation can experience educational development is through the provision of a peaceful learning environment. Regrettably, the activities of the Boko Haram sect acts as a hitch to achieving this goal in some part of Nigeria. It is against this backdrop that this study was undertaken to examine the activities of the Boko Haram sect in the Northeastern states of Nigeria (Adamawa, Borno and Yobe) with the main objective of identifying the effects on educational development in Nigeria. Anomie theory was adopted as the framework of analysis for this study. Descriptive survey method and purposive sampling technique were used respectively to obtain the sample size of 240 respondents for this study while 200 questionnaires were validly retrieved. The paper made use of primary and secondary sources of data. The primary data were generated from the two hundred (200) retrieved questionnaires which contain the responses of respondents while content analysis was used to analyze the secondary data. Data were presented in tables and analyzed with the 4-point Likert scale with a 2.50 criterion mean as the standard. The study findings amongst others prove that to a large extent the activities of Boko Haram has hindered educational development in the North East, with the sect destroying over 882 classrooms and abducting a total of nine hundred and thirty-six (936) students of both secondary and tertiary institutions across the country between December 2012 and June 2021. Conclusively, the study made some recommendations on means of managing the activities of the sect.

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KEYWORDS: Boko Haram, Education, Education, Development, Terrorism, Insurgency

I. INTRODUCTION

Education plays a critical role in the development and progress of any society this is because of its position as the bedrock of any society as it drives societal cum economic development. Orji and Job (2013) define education as that which is adopted in order to develop the cognitive, psychology and psycho-productive domains of human beings. What this means is that education helps in shaping and building the mental, psychological and emotional skills of man. As a systematic process of learning, education can improve the capacity and capability of every individual as it can transform their attitude and behavior which is needed for survival in modern-day society (Isokpan & Durojaye cited in Bilyaminu & Iya, 2019).

In today's world, education has become a major catalyst for the growth of the general society. Educational development is very important in every society, the reason being that when people are educated, society experience rapid development which opens doors and expands opportunities and freedom. In his view, Kremer (2003) opines that investment in education is an important push for development; this is because of the critical role it plays in social development all of which include the sustainability of peace and democracy. When properly managed, educational development can serve as a positive push for increased economic and human capital development amongst other sectors in

the society all of which can further improve any country.

As a corollary to the above, Umaru & Terhamba (2014) state that one avenue through which a nation can experience educational development is through the provision of both peaceful and conducive environment where successful teaching and learning can take place as well as increased student's performance. However, education in Nigeria, especially in the North-Eastern part of the country is confronted with the challenges of Boko Haram attacks, as the group has destroyed thousands of schools in the Northeast which has led to the shutting down of schools and colleges (Bilyaminu et al., 2017). The United Nations Children's Fund (UNICEF, 2017) estimated that more than 1,400 schools were destroyed, damaged, or looted primarily in the North East while more than 600,000 children lost access to education and Boko Haram has killed an estimated 2,295 teachers with over 19,000 teachers been displaced by the unending conflict.

No doubt the North-East is the epic entre of the insurgency, but its effects reverberate through the entire country and this has led to educational underdevelopment in Nigeria, with particular reference to Adamawa, Borno and Yobe States. Hence, the need to examine the effect of Boko Haram activities on educational development in Northeast Nigeria.

Statement of the problem

Education is regarded as a catalyst for the accumulation of human capital. Because it represents a significant investment in human capital development, it has a significant impact on long-term productivity and growth at both the micro and macro-economic levels. However, the activities of the Boko Haram terrorist group have continued to pose a threat to educational development in Nigeria's northeastern region over the years. Since 2009, the activities of the Boko Haram sect have affected the educational system in North-Eastern Nigeria all of which have a significant negative impact on the country's overall educational development. The North-Eastern region of Nigeria is comprised of six states, namely: Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe. Adamawa is the most populous of the six states. The activities of Boko Haram pose a serious threat to the educational progress that has been made in the Northeast, and may even reverse it. According to Amnesty International (2013) research, "approximately 70 teachers and over 1000 schoolchildren have been killed or wounded since the beginning of 2012." Approximately 50 schools have been destroyed or severely damaged, and more than

60 others have been forced to suspend their academic activities as a result of Boko Haram activities. Children from Yobe, Adamawa, and Borno states have been displaced from their schools as a result of the violence, and many teachers have been forced to flee for their safety to other states."

More so, in a report published by UNICEF (2017), Boko Haram attacks have resulted in the deaths of over 2,295 teachers, with over 19,000 people forced to flee their homes across the Northeast since 2009. In addition, according to a report published in 2014 by Dorell (2014), Boko Haram militias abducted 276 schoolgirls from the Government Girls Secondary School of Chibok in Borno State in April 2014. The abduction of Chibok schoolgirls drew widespread international attention and outrage, prompting the launch of the Bring Back Our Girls campaign and widespread national and international condemnation of Boko Haram's methods.

According to the Global Coalition to Protect Education from Attack (GCPEA, 2020), insurgents attacked Zanna Mobarti Primary School in Damasaka town in Borno state in November 2014, prompting the formation of the coalition. This attack was one of the most widespread school abductions in history, involving both boys and girls as well as teachers. Attack victims and eyewitnesses described how Boko Haram fighters stormed into the town and took over the Zanna Mobarti Primary School in record time. They claimed that the insurgents had locked the school's gates, trapping more than 300 students and teachers inside the building. Education Development in the North East, according to Ugwumba and Odom (2015), is under threat as a result of the continuous increase in Boko Haram activities and attacks. Their targeted attacks on schools, as well as the kidnapping of school children, have been detrimental to students' educational opportunities. More so, Tolu-Kolawole and Malharji (2021) report that a total of nine hundred and thirty-six (936) students from both secondary and tertiary institutions across the country were abducted by Boko Haram members between December 2012 and June 2021. Collectively, all of these attacks have hampered educational development in the North-Eastern states of Adamawa, Borno, and Yobe, as well as in other parts of Nigeria.

Research questions

1. What are the effects of Boko Haram activities on educational development in the Northeast?
2. What possible solutions can the government adopt to enhance educational development in the Northeast?

Objectives of the study

The main objective of this study is to identify the effects of Boko Haram activities on educational development in the Northeast and to suggest possible solutions through which government can enhance educational development in the Northeast.

Significance of the study

Theoretically, this study is significant as it will contribute to already existing literature bothering on educational development, activities of Boko Haram in the Northeast and how they affect educational development. Practically, this study will help the Nigerian government come up with possible solutions which will help curtail the activities of Boko Haram as well as enhance educational development in the Northeast.

Scope of the study

The study is focused on the activities of Boko Haram on educational development in Northeast Nigeria. Emphases are based on the effects of Boko Haram attacks on some schools in Borno, Yobe and Adamawa states of Northeast Nigeria from 2012-2020.

II. Literature Review

Educational Development

Education has been conceptualized in various ways by scholars. The definition of education given by Ikechukwu (2006) is that it is the light that chases away the darkness of ignorance and allows mankind to find its way through the paths of development and civilization. Education will be meaningless if it is not directed toward solving societal problems, conserving cultural heritage, inventing and discovering new ideas and technologies that are essential tools for cultural improvement, and innovating and discovering new ideas (Denga, 2011). Education, therefore, serves as a catalyst for the economic, cultural, religious, political, military, and social development of every country on the planet. Consequently, it can be concluded from the foregoing that educational development is an instrument or tool for accomplishing national development.

Educational development can significantly contribute to the expansion of human capabilities, which is a key aspect of societal development. Educational development is about the continuous professional and personal growth of educational institutions and infrastructure, and making available those facilities which help in the teaching process of the students and other stakeholders within the academic environment. It is both theory and practice, both a discipline and a profession and both with clarity and uncertainty. Educational development is a way to initiate and respond to changes that take place in the learning

environment. We can therefore agree that educational development in the Northeast allows the government to put in place human capital, infrastructures as well as a secured learning environment all of which would help improve the educational standard.

Terrorism and Insurgency

The concepts of terrorism and insurgency have not been given intellectual devotion by academics and ardent attention by national and international authorities until recently. But different scholars have explained terrorism and insurgency from diverse perspectives over the course of human history.

As defined by the United Nations, terrorism is a planned use of intimidation or violence by subnational entities in order to gain control of political decisions or positions. Examples of terrorism include threats against citizens, attacks on state territories through bombing, hijacking, and suicide attacks, among other methods. It refers to deliberate, politically motivated violence perpetrated against noncombatants by subnational groups or clandestine agents with the intent of causing harm (Ogbonnaya & Ehigiamuose, 2013). Terrorism has been transformed into a hydra-headed beast, defined by unprecedented and unpredictable intimidation, both locally and worldwide, according to Stibli in Njoku & Nwachukwu (2015). Terrorism has kept governments of both rich and developing countries on their toes. It has evolved into one of the most complex and difficult events to deal with in the modern world. The current wave of terrorism offers a greater threat than it has ever done in the past.

Insurgency, on the other hand, has to do with the battle between state and non-state actors, where the latter is challenging the former and even trying to weaken the authority through subversive tactics. Ibrahim and Mukhtar (2017) both agree that terrorism and insurgency is a deliberate violent attack on non-combatant groups or objects, as a reaction to government policy or certain social situations, religious sentiment, political ideology, while insurgency is a subversive movement against the government by any actor. The two can be defined differently, but most times difficult to separate.

Boko Haram

Nigeria's fundamentalist group, Boko Haram, has reached unprecedented levels of terrorism and brutality, all of which has had a devastating impact on our economy, education and general society. In addition, the enmity of the group has transcended theological and political divisions as a matter of fact. Using bombings, murdering, and abduction of human beings, Adebayo (2014) describes the Boko Haram sect as a collection of individuals attempting to

impose their ideology on others by instilling fear and a sense of instability into the community. Boko Haram, as a terrorist organisation, uses fear and attacks on the general public as part of its strategy for inciting instability in society. It is these acts that give them their power and influence.

According to Mohammed (2014), the Boko Haram group is accustomed to damaging the economic activity of any location where they have spread their tentacles, which has resulted in the exodus of people from the afflicted area as a result of the unrest. This is applicable to local government locations where they target schools and students by harassment. This is due to the fact that when they are assaulted, students flee their boarding houses in search of protection outside of that environment, while others are captured and held captive. As stated by Marc (2014), over the years, Boko Haram has been portrayed as a violent insurgent, a radical religious sect, and a terrorist organisation that is supported by an extensive network of criminal gangs that are tasked with attacking both civilians and government facilities. The organisation is comprised of lethal individuals that operate under the cover of Islamic philosophy in order to combat Western ideologies such as the education of young girls in primary school and others. In most cases, they target schools, kidnap schoolchildren, burn down schools, and demolish the homes of teachers. Since 2009, the Islamist insurgency organisation Jama'atu Ahlis Sunna Lidda'Awati Wal-Jihad, also known as Boko Haram, has been responsible for several high-profile attacks in Nigeria.

Effects of Boko Haram activities on educational development in Northeast, Nigeria

In general, insurgency has a negative influence on the social and economic components of any nation's economy and society. Insurgency has never been beneficial to anyone or anything in the world. In Nigeria, for example, it is insufficient to state insurgency in the country without making specific mention of the activities of Boko Haram's militant group. The Nigerian government is now engaged in a war against terrorism and insurgency, and this group has been accused of conducting a number of human rights violations against civilians (Mukhtar, 2017). One of the elements that enabled varied levels of destruction of numerous economic activities, including the destruction of educational facilities in most sections of the North East, has been recognised as the Boko Haram group. This has led to the closure of schools across the region. Odinkalu (2014) points out that the closure of schools has far-reaching implications, including the termination of many

students' education and the denial of the opportunity to further their educational opportunities. When schools are closed, pupils progressively lose interest in studying, which has a negative impact on both the students and the society's leaders in the long run.

According to a report published by the Guardian (2014), 85 schools in Borno state were closed, affecting approximately 120,000 students, following a series of attacks by Islamic militants in areas with the highest illiteracy rates in the country. In addition, more than 200 schoolgirls were kidnapped during the year 2014. Global Coalition to Protect Education from Attack GCPEA (2020) reported that in July 2015, members of the Nigerian House of Representatives expressed deep concern that schools in the three states of Borno, Yobe, and Adamawa, particularly those located in the hinterland, had been closed for three years, denying scores of young people access to education, and issued a motion calling on the Federal Government to reopen schools.

Furthermore, Awortu (2015) states that the activities of Boko Haram have had an impact on teacher stability, poor student enrollment, increased illiteracy, destruction of educational infrastructure, and psychological effects on student performance, all of which have hampered educational development. According to a study published by the Guardian (2014), "since the beginning of 2012, over 70 instructors and more than 1000 school children have been slain, with some also being wounded; 50 schools have been burned, and more than 60 others have been forced to close." Many students were compelled to drop out of school in areas spanning Yobe, Kaduna, Adamawa, and Borno states, among other places. Many teachers were obliged to relocate to safer areas in order to protect their students." In response to attacks on schools, teachers have quit their jobs and fled the affected areas, or perhaps the entire country, according to the United Nations (Brendan, 2010). Boko Haram assassinated three teachers in Borno state on March 18, 2012, and another three teachers at Gwenge II elementary school in Maiduguri in 2013, affecting the emotional stability of others. According to Amnesty International (2013), insecurity has reduced the ability of teachers to execute their duties well and has negatively impacted their morale.

It has been documented that the insecurity generated by the Boko Haram sect's constant attacks and fighting in Borno and other parts of the Northeast has caused many parents to send their children away or leave the state, causing their educational progression to be disrupted, as has been the case since 2012. According to the Global Commission on Primary and Secondary Education (GCPEA) (2020), Boko

Haram's nine-year onslaught on northeastern Nigeria has had a devastating impact on access and quality of education for children living in the most afflicted states. Their report further revealed that, the government estimates that about 12.6 million children are out of school in Nigeria's northern region, with the number of out-of-school children in the northeastern region increasing dramatically between 2010 and 2020, probably due to the violence.

Their efforts have also resulted in the destruction of a large number of schools, prompting the afflicted states to close down schools and colleges for an extended amount of time. As a result of the numerous losses suffered by the group in each incident, the group is considered a threat to national security (Mukhtar, 2017). According to a Guardian investigation published in Awortu (2015), the Boko Haram sect raided Borno in August 2013 and destroyed around 882 classrooms, prompting the authorities to close schools in Yobe state from June to September 2013. Several studies, including one by Ugwumba and Odom (2015), have found that the destruction of and damage to school infrastructure and facilities have significant negative consequences for educational development and have the potential to reduce access to education for many children in the Northeastern states of Borno, Yobe, Adamawa. The reason for this is that when schools are destroyed, not only are the classrooms destroyed but also all of the teaching materials, equipment, and school records are destroyed, leaving children with nowhere to learn.

Boko Haram attacks: Possible solutions to be adopted by the government to enhance educational development in the Northeast.

Ibrahim & Mukhtar (2017b) opines that one way to curb the issue of insecurity in Nigeria is through the provision of good governance by the Nigerian leadership class. The effective way of winning the hearts, minds and support of subjects, including terrorists or dissidents is to ensure transparent, accountable, credible, or just and selfless leadership. One of the strategies used by the leaders of terrorists and insurgents in Nigeria, such as the leader of Independent People of Biafra (IPOB), Niger Delta militants and the Boko Haram, is pointing out the selfish leadership style of the Nigerian leaders as their reason for dissidence. Boko Haram sect over time, have lamented the poor leadership style of the government and their failure to improve the living conditions of the majority of the citizens. This argument convinced many youths and led them to join the Boko Haram movement without hesitation.

Unquestionably, the Nigerian government, with the support of international donors and humanitarian

organisations, as well as national and international non-governmental organisations (NGOs), has developed several initiatives and measures to rebuild schools and improve security for schools, such as the Safe School Initiative, the Presidential Committee for the Northeast Initiative (SSI), and the Victims' Support Fund (VSF), all of which were established to assist displaced persons and victims of natural disasters. In order to prepare the road for educational growth in the Northeast and throughout the country, it is of utmost importance that both the government and international players work together in a more concentrated effort to combat the plague connected with the insurgent group's operations (Person, 2014).

Citizens and every stakeholder, according to Ibrahim and Mukhtar (2017), must become more involved and outspoken in expressing their views and partnering with security personnel in order to be effective. Citizens must report incidents and provide essential security information to the government and its authorities, which will aid in the prevention of future attacks and the disruption of the rebels' activity on the battlefield.

More specifically, the present administration must make full use of information and communication technology (ICT) in the fight against rebels to its advantage. The government must ensure that the necessary information and other communication devices are made available to both military personnel and ordinary citizens who are residents of the impacted societies. For the reason that, with the use of technology, communication between communities and the government agencies in charge of combating the attackers would be more effective. With the assistance of international donors, the government should examine the security deficiencies that have resulted in previous school assaults and put in place measures to ensure that attacks on educational institutions are monitored and reported. This would assist them in investigating prior instances such as the Damasak and Dapchi attacks in order to prevent such incidents from occurring in the future.

According to Brendan (2010), the government should provide financial assistance to schools in order to improve their security and overall safety. Increased funding for school security measures, including physical barriers, emergency communications systems, systematic early warning systems, the development of comprehensive school-based safety and security plans, and programmes to provide security training for educators, among other measures, should be prioritised by the federal government, with the support of international donors. In order to battle against the militants, the

government should provide incentives to the security personnel as well as modern, advanced weapons. In accordance with the foregoing, Anthony (2014) asserts that intelligence collection is one of the methods to be used in the fight against criminals; as a result, military agencies should invest in and strengthen information gathering. It should be reiterated that the government should make every effort to bring the high rate of unemployment in society down. This is due to the fact that when youths are interested in positive activities, they are less likely to become involved in kidnapping, bombing, and other atrocities against the society. However, as Ibrahim and Mukhtar (2017) pointed out, the success of the aforementioned measures will necessitate frantic political and institutional efforts on the part of the government. It is essential that the government commit to the war against the militants. They must be transparent and answerable to the people they represent. The present administration must avoid making the war against the Boko Haram sect a political and ethnic issue. The reason for this is that if there is no political resolve to confront the insurgents, all efforts will be in vain. When ethnic prejudice and religious sentiments enter the picture, the zeal to destroy the insurgents is severely curtailed.

III. Theoretical Framework

The Anomie Theory served as the foundation for the paper. Emile Durkheim, a French sociologist, devised the Anomie theory in 1897, which is still in use today. As Durkheim asserts, the source of anomie is the collapse of the social structure that occurs as a result of social change. The social structure, according to Iwarimie-Jaja in Ibrahim (2021), is generally responsible for regulating human endeavours for a variety of economic activities and structures. In accordance with anomie theory, when social regulations are weak or broken, the controlling influence of society on an individual's willingness to comply with norms and regulations becomes weak or ineffectual as well. As a result, the theory attempts to establish a link between structural problems and anomie, as well as criminal activities in a given society. Following Durkheim's definition, as described in Abdullahi et al. (2016), moral deregulation refers to a breakdown in either the rules of society or amoral standards, which can occur in any case. As a result, when there are no clearly defined norms to govern members of society, individuals find it difficult to adapt to the constantly changing circumstances of life in general. Eventually, this results in feelings of anger, conflict, unhappiness, and even criminal behaviour. Durkheim comes to the conclusion that crime or deviance is unavoidable during a period of social transformation.

As a result, the above theory serves as the foundation for this investigation into the Boko Haram insurgency. This is due to the fact that the study examined the state of anomie or insurgency caused by the Boko Haram sect and their kidnapping, bombing, and other suicide activities in the North East, with a particular emphasis on education in the Northeast as a critical problem that has also become a major issue. In the North East and beyond, the operations of the Boko Haram sect have contributed to the collapse of education, as well as the collapse of social standards and values among the population. The acquisition of arms, ammunition, and light weapons by the group in order to allegedly Islamize Nigeria has resulted in the destruction of lives and property, as well as the displacement of a large number of people. In addition, the cultural and economic heritage of the people is being destroyed as a result of this. The Boko Haram onslaught, which is now a big concern in Nigeria, has had severe implications, including the destruction of educational progress in the country, particularly in the northern region. More so, Mukhtar (2017) state that when one social institution is disturbed, other structures would be directly or indirectly influenced by the sufferings of that particular social institution.

Again, Iwarimie-Jaja (2003) and Ibrahim (2021) argue that the Boko Haram sect is a rebellious group that is seeking to bring about social change in society while wreaking havoc and undermining educational growth in the country's northeastern region. Almost all of their deviant behaviours, such as murder, kidnapping, and school burning, among others, are antithetical to the way our society is now constructed.

IV. Methodology

The study adopted the descriptive survey method and purposive sampling technique respectively as the design and sampling technique for the study. Descriptive survey design help in generating information with the aid of a questionnaire and it also helps the researcher to cover a large population during a study. Both Primary and secondary data were collected to achieve the objectives of the study. The primary data were collected from questionnaire items on the subject matter on the implications of Boko Haram activities on educational development in the North East Nigeria. The study raised ten (10) questionnaire items and administered 240 questionnaires to students in three schools each from Borno (Abba Ganaram primary school, Mafa central school and Mahammed Goni college of legal and Islamic studies in Maiduguri), Yobe (GSS Damaturu, GSS Mamudo and Federal Government College Buni Yadi) and Adamawa (Ahmadu Ribadu College, Adamawa State College of Nursing and Midwifery

and Government girls secondary school, Yola) states respectively.

The primary data generated from the respondent's responses were analyzed with the use of statistical tables and criterion mean based on the four-point Likert rating scale. Also, Likert scale method (on a 4-point scale) was used to generate the mean and the standard deviation. A total of two hundred (200) copies of the questionnaire were retrieved successfully without error and used for the study. The questionnaire was divided into 3 sections. Section 1 contains the questionnaire distribution figure, sections 2 and 3 have 10 questionnaire items bothering on the subject matter. The respondents' responses were presented and analyzed in a tabular and percentage frequency. The results of the analysis were used to agree or disagree with the questionnaire items of the study. A criterion mean is determined as follows: SA = 4; A = 3; D = 2; SD = 1

Hence; criterion mean =
$$\frac{\text{Weighted total}}{\text{Sample size}}$$

And;

$$\text{This } \frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.5$$

Hence, the sum of the scores is divided by the total number of options, thus 2.5 becomes the criterion mean. Any questionnaire item that has a mean score which is below 2.5 is regarded as negative and therefore disagreed, while any mean from 2.5 and above is regarded as positive and therefore agreed. The secondary data were collected from journals, newspapers, online materials, and textbooks bothering on the subject matter and analyzed with the use of content analysis.

V. Data Presentation and Discussion of Findings

S/N	States	Sampled schools	Total number of questionnaires distributed	Total number of questionnaires retrieved without errors and used
1	Borno State	Abba Ganaram primary school, Mafa central school and Mahammed Goni college of legal and Islamic studies, Maiduguri,	80	70
2	Yobe State	GSS Damaturu, GSS Mamudo & Federal Government College Buni Yadi.	80	50
3	Adamawa State	Ahmadu Ribadu College, Adamawa State College of Nursing & Midwifery and Government girls secondary school, Yola	80	80
	Total		240	200

Source: Field work, 2021

From Table 1 above, the study sampled respondents from 9 different schools in Borno, Yobe and Adamawa states, and 80 copies of the questionnaires were evenly administered, totaling 240 copies. Although the total number of questionnaires retrieved varied; 70 copies were retrieved from schools in Borno state, 50 from schools in Yobe state and 80 from Adamawa state totaling 200 copies successfully retrieved and validly used for this study, while 40 were invalid.

Research Question 1:

What are the effects of Boko Haram activities on educational development in the Northeast?

S/N	Effects of Boko Haram activities on educational development in the Northeast	SA	A	D	SD	Total	Mean	Decision
1.	Poor student's enrollment and increased illiteracy	70 (280)	60 (180)	30 (60)	40 (40)	200 (560)	2.80	Accepted
2.	Destruction of educational infrastructure	90 (360)	83 (249)	15 (30)	12 (12)	200 (651)	3.25	Accepted
3.	Psychological effects on student's performance	67 (268)	79 (237)	30 (60)	24 (24)	200 (589)	2.94	Accepted
4.	Close down of schools and colleges for a long period of time	79 (316)	65 (195)	36 (72)	20 (20)	200 (603)	3.0	Accepted
5.	Migration of teachers from the affected	59	86	35	20	200	2.92	Accepted

states to other locations	(236)	(258)	(70)	(20)	(584)		
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Source: Field work, 2021

Table 2 above shows respondents' responses on research questionnaire items presented to them on the effects of Boko Haram activities in the Northeast. The respondents agreed on all the research questionnaire items meaning that the activities of the Boko Haram sect have diverse negative effects on educational development with each having a criterion mean above 2.50. Questionnaire item 1 has 2.80 mean frequency meaning that the activities of the sect have led to poor student enrollment and increased illiteracy thereby affecting educational development.

Respondents response to item number 2 destruction of educational infrastructure received 3.25 criterion mean frequency, item 3 with 2.94 mean, item 4 with 3.0 mean and questionnaire item 5 received 2.92 criterion mean with all above the 2.5 standard criterion meaning frequency meaning that Boko Haram attacks have affected the psychology of most students, closure of schools and the rapid migration of teachers from the affected areas all are the effects of the sects attacks. Awortu (2015) stated that by implication, Boko Haram activities have affected teachers' stability, poor student's enrollment, increased illiteracy, destruction of educational infrastructure and psychological effects on students' performance all of which hinders educational development.

Research Question 2:

What possible solutions can the government adopt to enhance educational development in the Northeast?

S/N	Solutions that can enhance educational development in the Northeast.	SA	A	D	SD	Total	Mean	Decision
1.	All stakeholders must become more involved and vocal	89 (356)	65 (195)	20 (40)	26 (26)	200 (617)	3.0	Accepted
2.	Government should place members of the sect on a monthly allowance	20 (80)	15 (45)	96 (192)	69 (69)	200 (386)	1.93	Rejected
3.	Use of Information Communication Technology (ICT) in the fight against the insurgents	79 (316)	65 (195)	36 (72)	20 (20)	200 (603)	3.0	Accepted
4.	Concerted political will and efforts by the government	77 (308)	91 (273)	21 (42)	11 (11)	200 (634)	3.17	Accepted
5.	Adequate budgetary allocation for the Nigerian Military	90 (360)	83 (249)	15 (30)	12 (12)	200 (651)	3.25	Accepted

Source: Field work, 2021

Table 3 above depicts some solutions that can enhance educational development in the Northeast. The respondents' responses on the subject matter shows that they rejected item 2 with 1.93 mean frequency which state that government should place members of the sect on monthly salary but agreed to the suggested solutions against the continuous activities of the Boko Haram sect as indicated in questionnaire items numbers 1, 3, 4 and 5. Meaning that the mean frequency for the items are all above 2.50. The study proves that every stakeholder must be committed to the fight against the insurgents, the government can adopt the use of information communication technology to carry out scientific investigation on the activities of the sect and they must develop the political will to end the age-long attacks as well as make adequate budgetary provisions for the military in a bid to boost their morale. Ibrahim and Mukhtar (2017) state that the success of the above efforts requires frantic political cum institutional efforts by the government and they must be transparent and accountable to the people.

VI. Conclusion and Recommendations

Education has been defined as a systematic procedure for the transfer and transformation of culture through formal and informal training of people in a society; it deals with the mental, physical, psychological and social development of citizens in a given society (Ebong cited in Eghure, 2007).

It is seen as the cornerstone to the development of any society. This is because education provides long-term human capital development which in turn contributes to the development of society in general. But with the constant attack of schools and other institutions of learning in the Northeast by the Boko Haram insurgent group, educational development could be a dream which will never see the light of the day. This is because Boko Haram has been identified as one of the factors that facilitated various levels of destruction of economic activities, including educational infrastructure in most locations in Northern Nigeria. Our study is therefore timely, considering the important role which education plays in the development of every society.

This empirical study would therefore be useful to the government, the military and every stakeholder who is committed to the fight against terrorism and insurgency.

This study made the following recommendations based on its findings:

1. The Nigerian government should declare a full state of emergency in all affected states in the North East as soon as possible, and launch a full-scale war against terrorism that is free of political and ethnic prejudices. To a large extent, this will reposition the military and relieve them of political influence from political office holders in the affected areas.
2. A risk assessment should be carried out on a regular basis for each school that is currently open to students in the North Eastern States. The risk analysis should identify potential threats to the schools, its students, teachers, and members of the community, as well as the likelihood of such attacks occurring.
3. The Boko Haram terrorist organization's sponsors and funding sources should be identified and apprehended by the government. The most effective method of defeating a man in a battle is to cripple his economy first. All Boko Haram sponsors and sources of funding should be brought to justice and crippled, which will reduce the group's logistical capabilities.
4. The government, through the use of information and communication technology (ICT), can investigate and expand the possibilities for alternative educational delivery in the North Eastern States of the country. Alternative learning methods such as distance learning, online learning, and radio and television learning can be used by the government to engage students as an alternative to traditional methods of instruction.
5. Nigerian government should collaborate with other countries around the world in order to put an end to these incessant attacks by the armed groups. As part of its efforts to combat insurgents, the federal government may seek the support of international donors for increased funding to improve security measures for at-risk schools, such as physical barriers, emergency communications systems, and systematic early warning systems, as well as to assist in the fight against terrorism.

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