



Impact of Insurgent Activities on Educational Development of Secondary Schools in North-East, Nigeria

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ABSTRACT

This research “impact of insurgent activities on educational development of secondary schools in North-east Nigeria. In any educational system, peace and tranquillity is an antidote for a successful teaching and learning. In recent times, however, quite a number of pupils in primary schools in North-east Nigeria, is caught up in fear as a result of insecurity which did not only affect the school attendance but their lives and property. The area of the study is Northeast The population for this study comprised of 25,294 Students, 591 Teachers and 30 school heads making a total of 25,915. The sample for the study is 400 respondents out of the 25,915 population. The sampling technique used in selecting the respondents is proportionate random sampling since the insurgent activities cut across all the categories of the population. The instrument used for data collection was a semi-structured questionnaire developed by the researcher. The questionnaire was used for data collection. The instrument was validated through experts in the field of educational foundations. The instrument was tested through test re-test reliability method. While, data collected was analysed using mean and standard deviation and the hypotheses were tested using Pearson Product Moment Correlation (PPMC). And hypotheses were tested using simple regression. The study revealed among others that causes of insurgency are known in Northeast, Nigeria. Insurgent activities have negative effects on primary school students in Northeast, Nigeria since a lot of schools were burnt or closed due to the insurgent activities. Insurgent activities have negative impacts on secondary school teachers in Northeast, Nigeria. Based on these findings, it concluded that the results of this study have revealed the effects and implication of insurgency in primary schools in Northeast, Nigeria. The analysis of the data collected has proved that the insurgent activities have a serious negative effect on government schools in Northeast, Nigeria. From the aforementioned findings and conclusions, the study recommends that: Nigerian Government should address the root and symptom of the problem by eradicating poverty, providing employment to the people and enhancing security efforts.

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INTRODUCTION

Northeast consisted of Borno, Yobe, Gombe, Adamawa, Taraba and Bauchi States. It was a land that was relatively peaceful but was suddenly affected by the activities of insurgents.

Abdulrasheed, Onuselogu and Obioma (2015) reported that, “Geographically, according to Northeast Development Commission (2012) the zone is the largest in Nigeria in terms of land mass territory which covers 69,435 square kilometres.

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Educationally, the Northeast is a centre for education to all its international and national neighbours such as the northern part of Cameroun, the southern part of Chad and Republic of Niger.

Many students from Adamawa, Gombe, Bauchi, Taraba, Borno and Yobe States in Nigeria had also benefited from the Universal Basic Education Programme. The major ethnic group in Northeast is the Kanuri, Fulani, Jarawa, Karekare, and other ethnic groups are; Bura, Marghi, Chibok, Michika and Gwoza which constitute the higher hierarchy in the management of basic education in the state. Occupationally, majority of the people in Borno state are farmers, traders, fishermen and herdsman but also send their children to the basic schools for western education.

It has been a center of Islamic Scholarship that people come from far and near to seek for knowledge. Abdurrashid, Onuselogu & Obioma, (2015) further stated that, "prior to the advent of insurgency in the zone, it has been a relatively peaceful, multicultural and dynamic State in Nigeria." The zone is fortunate to have human and natural resources, which have created many opportunities for its indigenes and other Nigerians to live in harmony. Northeast started experiencing the global trend of insurgency from 2009 (Adamu, 2014). Which led to the gruesome killings of innocent Nigerian citizens perpetrated by an insurgent group called Boko Haram (Adamu, 2014). Since 2009, they have disrupted the educational system in zone with huge negative impact on basic education. The insurgent group dislike children attending schools, and also committed criminal offences ranging from kidnapping of school pupils and attacking teachers in schools (Adeyemi, 2014).

In recent past, they used under-age girls to carry out suicide bombing of major shopping mall, cinema halls and bus station. More so, Abduction of school children and the elderly were also common in their recent styles of mindless attack." Education is not only a right but a passport to human development as it opens doors, expands opportunities and gives freedom. Similarly, it contributes to fostering peace, democracy,

economic growth as well as improving health and reducing poverty. In fact, the ultimate aim of education for all (EFA) is sustainable development (EFA, 2011).

In any educational system, peace and tranquility is an antidote for a successful teaching and learning. In recent times, however, quite a number of secondary school students in Maiduguri, the capital city of Borno state were caught up in fear as a result of insecurity which did not only affect general school attendance but their lives and property. Ugwumba & Odom, (2014) reported that, "these attacks have forced the affected state governments to close down schools and colleges for prolonged periods." Regular school attendance is crucial to education and development of school children in any country. There is always a negative impact on the educational development of children, schools and communities when children do not attend school regularly, but children who attend school regularly are likely to become more successful in school than those who do not. In the same vein, Parents who make regular school attendance a priority also are helping their children to learn. In addition, regular school attendance is an important ingredient for academic success and a successful life. School attendance habit is formed early in life.

Despite the roles played by education, many developing countries' educational systems are being threatened by insecurity of various sorts. For this reason, there are no agreed definitions of what precisely insecurity is. However, there is a general agreement that insecurity is linked to chronic threats of disease, hunger, terrorism and poverty and therefore, there is a synergy between insecurity and poverty as one cannot be divorced from the other (McCawley, 2004). Different organizations and governments have advanced a variety of definitions of human security. The United Nations Development Program (UNDP) defines human security as freedom from fear and wants (Okorie, 2011). Japanese foreign policy's view on human security may include all the menaces that threaten human survival, daily life and dignity which include, environmental degradation, violations of human rights, transnational organized crimes in illicit drugs,

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refugees, poverty, anti-personnel landmines and other infectious diseases such as Acquired Immune Deficiency Syndrome (AIDS).

The importance of secondary school education in educational system cannot be overemphasized. Apart from serving as the link between primary and tertiary education, it also provides an opportunity for the student to acquire additional knowledge, skills, and traits beyond the primary level. A major factor that necessitates the acquisition of secondary education in Nigeria is that the education being provided at the primary level is proving to be insufficient for the student to acquire permanent literacy, communicative, and numeracy skills expected from him/her at the end of the training (Osho and Osho, 2020; Yusuf, 2019; Chinelo, 2021; and Ige, 2021;).

The management of a school is a difficult task. Recent media reports from Gaza, Nigeria and Syria in Save the Children Fund (2013) clearly demonstrate the direct and immediate effects of armed conflict on children's access to school. Schools are destroyed, used by military forces or occupied by displaced people. Teachers and students are killed, kidnapped, injured and traumatised. Even where schooling continues, conflict has a knock-on negative impact on learning and the quality of education received by children. Evidence documented in the Education under Attack series of reports in (2021) demonstrates that several thousands of schools are affected by targeted attacks each year, with the education of hundreds of thousands of students being interrupted, in some cases permanently affected. However, the figures for Out-Of-School Children (OOSC) in conflict-affected countries number in tens of millions rather than hundreds of thousands (Education under Attack series of reports, 2021).

Joda (2024) established that on April 14, 2014, abduction of over 200 Chibok girls in government secondary school Chibok took place and on December 7, 2014 abduction of 20 girls in Lassa town also in Northeast. She also affirmed that on December 18, 2014, Boko Haram abducted 40 girls in a village near Chibok town in Borno State. This study looks at the wider impacts of conflict, including collateral damage and indirect

impacts on education, and finds that in quantitative terms, targeted attacks represent only the tip of the iceberg. This study looks at the wider impacts of conflict, including collateral damage and indirect impacts on education, and finds that in quantitative terms, targeted attacks represent only the tip of the iceberg.

The implications of insurgent activities on education are so enormous since it led to some teachers losing their jobs in that students are not attending school and the government can hardly keep on paying them. Also most schools have been merged as a result of the insurgent activities and therefore conflicts may ensue because of divided loyalty in a situation where two or three principals were brought together with their staff. This has the tendency of leading to poor working condition because some hitherto administrators may have to go back to class as teachers or resign. The teachers themselves may be demoralized and may not put in their best since the line of authority is divided, congestion in the classes and staff rooms is also one of the problems that insurgency brought about because teachers will be overcrowded and there may be no convenient place for them to work.

Children who develop good attendance habit in the early years of education are more likely to continue throughout the school career. Similarly, children who do not attend school regularly would have missed carefully planned sequences of instruction. Children who develop good attendance habit in the early years of education are more likely to continue throughout the school career. Similarly, children who do not attend school regularly would have missed carefully planned sequences of instruction. This assertion is buttressed by Patrick (2022) that such children miss active learning experiences and class participations, the opportunity to ask questions and are more likely to fall behind and drop out of the school. It is in the light of this that Fafunwa, (1983) noted in the early 1980s that dropout was one of the most serious problems that has continued to bedevil the Nigerian educational system from the colonial administration up to independence in 1960 and even beyond.

Statement of the Problem

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The immediate effects of insurgent attacks on secondary school students include threats to the lives of the students, school administrators and officials of the ministry of education who are directly involved in school monitoring and supervision of the ministry of education. As a result, the government had to close 85 schools thereby affecting nearly 120,000 students. Joda & Abdulrasheed (2015) stated that majority of the schools were closed indefinitely while most primary and secondary school teachers working in affected areas escaped during series of attack on their communities.

The closure had a consequential effect not only on the students, parents, community but the whole state. The educational administrators themselves are at a loss as to where to channel the resources earmarked for education which is either being diverted or misappropriated since most of the schools were either destroyed or some teachers and other school workers were killed and survivors had to desert the affected area for safety. With the desolate and pathetic conditions of schools in zone, one wonders what the resultant consequences or implications this negative development has on not only the schools in the zone, but also its effects and implications for the entire educational stakeholders (students, teachers, parents and the educational administrators/ policy makers). This is the concern of this study. The devastating impact of these activities on secondary schools by the insurgents in Northeast is therefore what this study seeks to find out.

Objectives of the Study

The general purpose of this study is explored impact of insurgent activities on secondary schools in Northeast and its implications for educational administration. Specifically, the objectives of the study are to:

1. Find out the causes of insurgency in Northeast;
2. Assess the impact of the insurgent activities on access to government post primary schools in Northeast;

3. Examine the effects of insurgency on government post primary school teachers in Northeast;
4. Find out the impact of the insurgent activities on educational administrators in government post primary schools in Northeast; and
5. Examine the effects of insurgency on government post primary school students, parents and the communities in Northeast.

Research Questions

The study was guided by the following research questions:

1. What are the causes of insurgency in Northeast?
2. What are the impacts of the insurgent activities on access to schools in Northeast?
3. What are the effects of insurgent activities on post primary school teachers in Northeast?
4. What are the impacts of the insurgent activities on the administration of schools in Northeast?
5. What resultant effects have the insurgent activities had on post primary school students in Northeast?

METHODOLOGY

Descriptive survey research design was adopted in this research using questionnaire considering the nature of the data. The American Statistical Association (ASA) defined survey research as "a method of gathering information from a sample of individuals (ASA, 2003a) and restricts it to three ways of data collection, that is mailed questionnaire, telephone and in-person interviews. In the Educational Research Method of National Open University of Nigeria (NOUN, 2004), defined survey as, "a data collecting technique in which information is gathered from respondents by having them respond to questions." The area of the study is Northeast. The population for this, is 35,915.

The sample for the study was 400 respondents out of the 35,915 population. The

sampling technique used in selecting the respondents is proportionate random sampling since the insurgent activities cut across all the categories of the population. The instrument used for data collection was a semi-structured questionnaire developed by the researcher. The study had a sample of 384 students using the table for determining sample size (Krejcie and Morgan, 1970). Disproportionate stratified sampling techniques will be employed. The researcher develops a research instrument called questionnaire. The questionnaire was used for data collection. The instrument was validated through experts in the field of educational foundations. The instrument was tested through

test re-test reliability method. While, data collected was analysed using mean and standard deviation and the hypotheses were tested using Pearson Product Moment Correlation (PPMC).

RESULTS

Table 3 shows demographic data of the respondents. From table three it was deduced that most of the respondents fall within the age bracket of 50 >. In relation to gender, the highest percentages of the respondents were males 311 (77.8 %), and in relation to occupations as shown in Table 3, the studies revealed that, the highest percentage of the respondents were students.

Table 3: Demographic Characteristic of Respondents

Age	15-20	21-25	26-30	31-35	36-40	41-45	46 >
freq. %	39 (9.8)	3 (0.8)	36 (9.0)	58 (14.5)	43 (10.8)	92 (23.0)	129 (32.2)
Gender	M	311 (77.8)					
	F	89 (22.2)					
Occupation	Students	375 (93.8)					
	Teachers	89 (22.2)					
	Administrators	11 (2.8)					

Research question 1.

What are the causes of insurgency on government secondary schools in North-eastern, Nigeria?

The result on table 4 shows the respondents' views of the causes of insurgency on secondary schools in North-eastern, Nigeria. The results reveals that the causes of insurgency activities are known in Borno State with a cluster mean (x) of 3.68 and standard deviation of 1.22.

The result on the basis of item statement shows that item no. 3 (poor administration of government policies) has the highest mean (x) of 3.95 with standard deviation of 1.53. the remaining 4 items have the respondents mean ((x) ranging from 3.92 - 3.05 with standard deviation ranging from 1.41 – 0.95. the result implies that the respondents agreed on all the items.

Table 4: Mean scores of respondents on the causes of the insurgency on Govt. Secondary Schools in North-eastern, Nigeria

S/N	Variables	Mean	SD	Decision
1	Causes of insurgency is known in Borno state	3.92	1.18	Agreed
2	People believe insurgency is caused by poverty	3.64	0.95	Agreed
3	What causes insurgency is poor administration in the government policy	3.95	1.33	Agreed
4	Unemployment is a major factor behind insurgency	3.85	1.41	Agreed
5	Political instability and violence is a factor behind insurgency	3.05	1.24	Agreed
	Cluster mean	3.68	1.22	Agreed

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Research question 2:

What resultant effects have the insurgent activities had on secondary schools in North-eastern, Nigeria?

The result of table 5 shows the mean (x) response on the resultant effects of insurgent

activities on secondary schools in North-eastern, Nigeria. The result reveals that the respondents agreed on all the item statements having a cluster mean (x) of 3.45 and standard deviation of 1.26. the individual item means ranges from 4.01 to 3.24 with standard deviation from 1.56 to 1.31.

Table 5: Mean scores of respondents' views on the effects of the insurgency on secondary schools in North-eastern, Nigeria

S/N	Variables	Mean	SD	Decision
1	As a result of insurgency many youths have left school	4.01	1.35	Agreed
2	Students access to schools are very low	3.35	1.52	Agreed
3	Many youths have lost interest in school as a result of the insurgency	3.25	1.31	Agreed
4	Student population had dropped	3.24	1.49	Agreed
5	There is no infrastructures in many schools as a result of insurgency which caused low enrolment of students	3.40	1.56	Agreed
Cluster mean		3.45	1.26	Agree

Research Question 3:

What resultant effects have the insurgent activities had on secondary schools in North-eastern, Nigeria?

Table 6 shows the resultant effects insurgency had on secondary school teachers in North-eastern, Nigeria. The result reveals that the respondent agreed with the items having a cluster

mean (x) of 3.03 with standard deviation of 0.97. On individual item responses, the respondents disagreed on item number 1 and 2 that teachers' population has dropped to less than 50% with mean (x) of 2.22 and standard deviation of 1.52 and that teachers are no more committed as they were before with mean (x) of 2.43 with standard deviation of 1.32.

Table 6: The effects of insurgency on government secondary school teachers in North-eastern, Nigeria;

S/N	Variables	Mean	SD	Decision
1	Teachers' population has dropped to less than 50% in government schools	2.22	1.52	Disagreed
2	Teachers are no more committed as before	2.43	1.32	Disagreed
3	Teachers live are at risk in government schools	3.67	1.33	Agreed
4	Many teachers have resigned because of fear	3.81	1.38	Agreed
5	Teachers have transferred out of the Maiduguri	3.02	1.65	Agreed
Cluster mean		3.03	0.97	Agreed

Research question 4:

What are the implications of the insurgent activities on educational administrators in Northeastern, Nigeria?

Table 7 shows the responses of the respondents on the implication of the insurgent activities on educational administrators in

Northeastern, Nigeria. The table reveals that the respondents agreed on the items having a cluster mean (x) of 3.49 and standard deviation of 1.12. However, the respondents disagreed on item statement number 1 that most of the administrators do not visit schools again with mean (x) of 2.23 and standard deviation of 1.60.

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The mean ($\bar{x}$) of the other 4 items ranges from 4.04 to 2.80 with standard deviation ranging from 1.30 to 0.81

Table 7: Implications of the insurgent activities on educational administrators in government secondary schools in Northeastern, Nigeria

S/N	Variables	Mean	SD	Decision
1	Most of the administrators do not visit schools again	2.23	1.60	Disagreed
2	Many teachers have resigned or transferred out of Maiduguri	3.50	1.16	Agreed
3	Administrators' lives are at risk because of insurgency	4.04	0.81	Agreed
4	School programs are no longer in progress	3.88	1.13	Agreed
5	School administrators are no longer discharging their responsibilities as expected	2.80	1.36	Agreed
Cluster mean		3.49	1.12	Agreed

Research question 5:

What are the implications of the insurgent activities on students' access to secondary schools in North-eastern, Nigeria?

Table 8 is the implications of the insurgent activities on students' access to secondary schools in North-eastern, Nigeria. The

table reveals that the respondents agreed on all the items having cluster mean ($\bar{x}$) of 3.41 and standard deviation of 0.99. The table further reveals that on the basis of individual item mean ($\bar{x}$), the respondents disagreed on items number 2 having a mean of 1.89 and standard deviation of 1.12.

Table 8: The implications of the insurgent activities on students' accessibility to Government secondary schools in North-eastern, Nigeria.

S/N	Variables	Mean	SD	Decision
1	Students' accessibility to schools has dropped below average	3.57	0.93	Agreed
2	Students are no longer interested in learning	1.89	1.12	Disagreed
3	Administrators' lives are at risk because of insurgency	3.93	1.22	Agreed
4	Many laboratories are burnt down and it affects student learning	4.45	0.80	Agreed
5	Most students WAEC/NECO results for the last three years are very poor as a result of insurgency	3.22	0.79	Agreed
Cluster mean		3.41	0.99	Agreed

Findings of the Study

From the analysis of data shown in the preceding tables, the following findings were deduced:

1. Causes of insurgency are known in Northeastern, Nigeria.
2. Insurgent activities have negative effects on secondary school students in Northeast since a lot of schools were burnt or closed due to the insurgent activities.
3. Insurgent activities have negative effects on post primary school teachers in Northeast. Most were made to leave their place of work due to the insurgent activities.
4. Insurgent activities have serious negative implications on educational administrators in that they were not able to visit schools or perform other functions due to the insurgent activities in the Northeast.

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5. Insurgent activities have effects on Students' accessibility to schools since they were made to vacate the schools due to the insurgent activities in the Northeast.

DISCUSSION OF THE FINDINGS

The findings of this study reveal that the causes of insurgency are known in the Northeast and it revealed some of the causes are as a result of poverty, poor administration, unemployment and political instability. The study is in conformity with the work conducted by Salisu *et al.*, (2015) who revealed that poverty and misconception of religion were the major factors that facilitated the emergence and development of Boko Haram. This study also indicates that the insurgency has negative effects on government secondary school students in the Northeast, specifically: many students have left school, students' performance has become poor, many students have lost interest in school, the population of the students has dropped and the schools' infrastructure have been destroyed.

These findings are in line with that of Ugwumba, (2015) who revealed that the negative effects of Boko Haram attacks on the education system in the Northeast, Nigeria occur in differing form, yet generally it has been recorded that between 2012 till date, the insecurity generated by the constant attacks and fighting in Borno and other states in the north-eastern Nigeria led many parents to send their children away or leave the state, disrupting their education (Amnesty International, 2013).

According to documents provided by Director of Basic and Secondary Education in the Federal Ministry of Education, in 2013, schools in the north-east recorded the lowest number in recent years of pupil who applied and were admitted into junior secondary schools in the country. In one school in Mungono, out of 160 eligible pupils, only 60 applied for admission into junior secondary schools in 2013. An official in the Ministry of Education in Borno state reportedly stated that "around 15,000 children in Borno state have stopped attending classes" following the increased insecurity in the state, including the

attacks on schools. This finding is in line with this study which reveals that as a result of insurgency many youths have left school and students' performance is very poor in post primary school.

Regarding resultant effects of insurgency on government secondary school teachers, the finding reveals that as a result of insurgent activities teachers' lives are at risk, many teachers have resigned because of the fear and a lot more teachers had transferred out of the Maiduguri metropolis. But the finding also reveals that teachers' population has not dropped to less than 50 % in government schools, and that teachers are committed as before. In this respect Brendan (2010) states that loss of teachers; attacks on schools may lead teachers to giving their job or flee the area, or even the country. In the Northeastern region of Nigeria, many teachers were forced to leave their community because of the increasing threat from Boko Haram.

Continuing assassinations of teachers and the issuing of death threats inevitably affect teachers' concentration and frame of mind for teaching. Insecurity has compromised the ability of teachers to perform their jobs well and has affected morale. Similarly, (Amnesty International, 2013), reported that attacks on schools may lead teachers to giving up their jobs, result from this current study is contrary to above finding, in the sense that this study discovered that, teacher population is having not been affected only that teachers' lives may be at risk in government schools and that teachers have been transferred out of the metropolis as a result of the insurgency. About the implication of the insurgency activities on educational administration in Northeast.

The study reveals that administrators' lives are at risk because of insurgency, many administrators have resigned or transferred out of Maiduguri and the schools' activities are no longer in progress. However, the study shows that most of the administrators do not visit schools and administrators are not functioning well. This support Duku (2014), who reported that the State Universal Basic Education Board of the six states in the Northeast had to issue directives to all their staffs assigned to those areas to stop going to



school for a period of 6 months until things calm down.

Furthermore, this study reveals that students' performance in the Northeast is affected by insurgent activities, many laboratories are burnt down and that affect students' learning, students' performances have drop below average in the last three years and students lack instructional materials. These findings are in agreement with that of Adamu (2014), which explains that destruction and damage to school infrastructure and facilities grossly reduces the availability of an access to education of many children in Northeast. Schools are burned down, it is not only the classrooms that are lost but also all the teaching materials, equipment and school records leaving children with nowhere to learn (Adeyimi 2014).

Access to basic education requires that sufficient and proper facilities and services are in place and that students can have access to adequate books and materials. In some places schools that have not been attacked have been equally closed, teaching has been suspended and teachers forced to abandon their classrooms. When educational institutions are targeted or attacked, the damage and its consequences can be major and far-reaching. This is because after the attacks, many schools remain closed and unrepaired for long periods (Adamu 2009).

CONCLUSION

Based on the findings of this study and evidence from empirical studies it could be concluded that insurgency activities have significant negative influence on administrators, teachers and students in Northeast, Nigeria. The analysis of the data collected has proved that the insurgent activities have a serious negative impact on government secondary schools in Northeast, Nigeria. During the course of the study up to now these problems are not dealt with.

RECOMMENDATIONS

From the aforementioned findings and conclusions, the study recommends that:

1. Government should ensure that there is equity and transparency in the distribution of resources and maintain

justice and fairness in resolving conflicts.

2. Construction or reinforcement of walls and Transport for teachers/students is also recommended to provide safety learning environment.
3. Orientation on security and conflict resolutions should be mounted for teachers, school administrators and school communities.
4. School Heads should enhance effective communication with all stakeholders in the school to minimize causes of conflict and ensure safe learning environment.
5. Government should apprehend and prosecute anybody found guilty for being directly or indirectly responsible for the devastating insecurity across the country.

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