

# Insurgent Activities: An Impact On Post Primary Education In Borno State Nigeria

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*Abstract: The study was to an appraisal of insurgent activities on post primary schools in Borno state. Three objectives with three corresponding research questions and hypotheses guided the conduct of the study. Relevant literatures relating to the research questions with empirical related studies on insurgent activities were reviewed. The study adopted the Powell and Abraham theory as its theoretical framework. The survey research was employed as the design for the study. The population consist of 25,915 subjects comprising of students, teachers and school administrators from two (North & South) education zones. Four (400) hundred respondents were sampled randomly out of those population through Yamani formula. A semi structured instrument was developed by the researcher and validated by experts in educational administration and planning. The instrument was pilot tested to establish its reliability which was found to be 0.74. The instrument was then administered by the researcher with the help of two trained research assistants. The instrument was collected and analysed using the descriptive and inferential statistics. Specifically, mean ( $\bar{X}$ ) and the standard deviation (SD) was employed in testing the three research questions while the z-test was employed in testing all the three null hypotheses at 0.05 level of significance. Findings from the study revealed that the causes of insurgency on post primary schools are known in Borno state, insurgency have devastating effects on students, teachers and educational administrators. The study therefore recommends among others that government should ensure equity and transparency in the distribution of resources and maintain fairness and justice in resolving conflicts and workshops on security and conflict resolution be organised for teachers, school administrators, and host communities and government should use poverty alleviation programmes to reduce unemployment crisis.*

## I. INTRODUCTION

Borno state was established on May 12, 1976 by the then Military Head of state General Yakubu Gowon and it consisted of Borno, present 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 Borno State Government (BSG, 2012) the State is the largest State in Nigeria in terms of land mass territory which covers 69,435 square kilometers, which is located in the north eastern corner of Nigeria. Educationally, the State 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 and Yobe

States in Nigeria had also benefited from the State basic education program.

The major ethnic group in Borno State is the "Kanuri" 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 Scholars ship 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 state, it has been a relatively peaceful, multicultural and dynamic State in Nigeria." The State is fortunate to have human and natural resources, which have created many opportunities for its indigenes and other Nigerians to live in harmony. Borno State 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 Borno State 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.”

Article 26 of the 1996 Universal Declaration of Human Right states that, “everyone has the right to education”. 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 tranquillity 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, 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, 2000; Yusuf, 2009; Chinelo, 2011; and Ige, 2011;).

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 (2011) 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 (2011). Joda (2014) 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 Borno State. 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 (2012) 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

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 Borno state government had to close 85 schools thereby affecting nearly 120,000 students. Joda & Abdurashed (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 Borno State, one wonders what the resultant consequences or implications this negative development has on not only the schools in Borno state, 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 of devastating impact of these activities on post primary schools by the insurgents in Borno state is therefore what this study seek to find out.

Study conducted by Ugwumba, (2015) reveal that the negative effects of Boko Haram attacks on the education system in north east Nigeria occur in differing, yet generally closely interwoven forms include: falling enrolment or attendance of students, effects on teachers and teaching, impact on infrastructure, effect on education management and recruitment of school children as soldiers.

Generally it has been recorded that between 2012 till date, the insecurity generated by the constant attacks and fighting by insurgent groups 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.

#### PURPOSE OF THE STUDY

The general purpose of this study is an appraisal of insurgent activities on post primary schools in Borno State and its implications for educational administration. Specifically, the objectives of the study are to:

- ✓ Find out the causes of insurgency in Borno State;
- ✓ Assess the impact of the insurgent activities on access to government post primary schools in Borno State;
- ✓ Examine the effects of insurgency on government post primary school teachers in Borno State;

#### SIGNIFICANCE OF THE STUDY

It is expected that, the findings and recommendations of the study will guide the Federal government, Borno state government and international donor and NGO organisations on steps to take in quelling insurgency in the country. Other neighbouring states that are facing similar problems may also benefit from the findings and educational administrators may also find it handy in appraising similar problems.

#### RESEARCH QUESTIONS

The study was guided by the following research questions:

- ✓ What are the causes of insurgency in Borno State?
- ✓ What are the impacts of the insurgent activities on access to schools in Borno State?
- ✓ What are the effects of insurgent activities on post primary school teachers in Borno state?

#### HYPOTHESES

The following Null Hypotheses guided the study:

- ✓  $H_{01}$ : There is no significant difference in the perception of teachers and students on the causes of insurgency in Borno State.
- ✓  $H_{02}$ : There is no significant difference in the teachers and students view of the impacts of the insurgent activities on access to schools in Borno.
- ✓  $H_{03}$ : There is no significant difference between teachers and students views on the impact of insurgent activities on post primary school teachers in Borno State.

## II. METHODOLOGY

#### RESEARCH DESIGN

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.”

#### AREA OF THE STUDY

The area in which the study was conducted was Borno state. The state shares borders with Gombe, Yobe and Adamawa states, all in the North East and Cameroon, Chad and Niger republic.

#### POPULATION OF THE STUDY

The accessible population for this study comprised of 25,294 Students, 591 Teachers and 30 Administrators in Borno State making a total of 25,915.

#### SAMPLE AND SAMPLING TECHNIQUES

The sample for the study was 400 respondents out of the 25,915 population. The sampling technique used in selecting the respondents was proportionate random sampling since the insurgent activities cut across all the categories of the population (Administrative staff, Teaching staff, and Students).

#### INSTRUMENT FOR DATA COLLECTION

The instrument used for data collection was Insurgent Activities Impact on Education questionnaire (IAIE), a 20-item questionnaire; developed by the researcher. The questionnaire was prepared in a semi-structured form requiring the respondents to tick the respond where appropriate; the respondents’ minds were directed to the object so as to report unbiasedly to the questions.

#### VALIDITY OF THE INSTRUMENT

Nworgu (2015), validity is the degree to which a test measures what it purport to measure. Therefore before the questionnaire was administered, it was given to three experts from Department of Education Foundation faculty of technology education ATBU Bauchi and Gombe State University to ensure face and content validation. Their comments were used to revise the instrument.

#### RELIABILITY OF THE INSTRUMENT

A pilot study was conducted to ascertain the reliability of the instrument as Uzoagulu (2001) stated, “Reliability is a measure of the degree to which a research instrument yield consistent results or data after repeated trial.” The questionnaire was given out to twenty secondary school students, six teachers and four school administrators in Borno state to sample their views. The result was used in establishing the degree of reliability of the instrument. Therefore, it was only used because its reliability coefficient was found to be

0.74 and therefore ascertained as being reliable using alpha level.

#### METHOD OF DATA COLLECTION

The instrument used for data collection was a semi-structured questionnaire developed by the researcher. The questionnaire required the respondents to tick the answer where appropriate. 25 questions were generated (5 for each research question) to ensure that the respondents’ minds were reverted to the object so as to report unbiasedly to the questions.

#### METHOD OF DATA ANALYSIS

The data collected for the study was analyzed using both the descriptive and inferential statistics. Specifically, the frequency count, mean and standard deviation were used to answer all the research questions, while the t-test was used to test the five hypotheses at 0.05 level of confidence.

### III. RESULTS

| Age freq. % | 15-20    | 21-25      | 26-30          | 31-35     | 36-40      | 41-45     | 46 >       |
|-------------|----------|------------|----------------|-----------|------------|-----------|------------|
|             | 39 (9.8) | 3 (0.8)    | 36 (9.0)       | 58 (14.5) | 40 (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)  |            |           |            |

Source: Field survey

Table 1: Demographic Characteristic of Respondents

Table 1 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 1, the studies revealed that, the highest percentage of the respondents were students.

| S/No | Item Statement   | Mean        | SD          | Dec.          |
|------|--|-------------|-------------|---------------|
| 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 admin. In the govt. 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        |
|      | <b>Cluster Mean</b>  | <b>3.68</b> | <b>1.22</b> | <b>Agreed</b> |

Source: Field survey (2017)

Table 1: The causes of insurgency in Borno state

RESEARCH QUESTION 1: What are the causes of insurgency in Borno State?



The result on table 4.1 shows the respondents' views of the causes of insurgency on post primary schools in Borno state. The results reveals that the causes of insurgency activities are known in Borno State with a cluster mean ( $\bar{x}$ ) 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 ( $\bar{x}$ ) of 3.95 with standard deviation of 1.53. the remaining 4 items have the respondents mean ( $\bar{x}$ ) 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.

| 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       |
| <b>Cluster mean</b> |  | <b>3.45</b> | <b>1.26</b> | <b>Agree</b> |

Table 2: The impact of the insurgent activities on access to post primary Schools in Borno state

Source: Field survey (2017)

**RESEARCH QUESTION2:** What are the impact of the insurgent activities on access to post primary schools in Borno state?

The result of table 5 shows the mean ( $\bar{x}$ ) response on the resultant effects of insurgent activities on post primary schools in Borno state. The result reveals that the respondents agreed on all the item statements having a cluster mean ( $\bar{x}$ ) 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.

| 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        |
| <b>Cluster mean</b> |  | <b>3.03</b> | <b>0.97</b> | <b>Agreed</b> |

Table3: The effects of insurgent activities on post primary school teachers Borno State

**RESEARCH QUESTION 3:** What are the effects of insurgent activities on post primary school teachers in Borno state?

Table 3 shows the resultant effects insurgency had on post primary school teachers in Borno state. The result reveals that the respondent agreed with the items having a cluster mean ( $\bar{x}$ )

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 ( $\bar{x}$ ) of 2.22 and standard deviation of 1.52 and that teachers are no more committed as they were before with mean ( $\bar{x}$ ) of 2.43 with standard deviation of 1.32.

#### HYPOTHESES

| Variables | $\bar{x}$ | Df  | t- cal | P value | Decision |
|-----------|-----------|-----|--------|---------|----------|
| Teachers  | 1.03      | 387 | 0.597  | 0.01    | Rejected |
| student   | 1.06      |     |        |         |          |

$P < 0.05$  level of significant Source: Field survey

Table 4: Differences in the perception of teachers and students on the causes of insurgency in Borno State

$H_{01}$  There is no significant difference in the perception of teachers and students on the causes of insurgency on government post primary schools in Borno State.

The result of Hypothesis 1 on Table 4 shows that there was no significant difference between the mean responses of teachers and those of the students on the causes of insurgency on government post primary schools in Borno State. Since the p value is less than the critical value tested at 0.05 and 0.01 alpha level. The null hypothesis was therefore rejected.

| Variables | $\bar{x}$ | Df  | t-cal | P value | Decision |
|-----------|-----------|-----|-------|---------|----------|
| Male      | 1.51      |     |       |         |          |
| Female    | 1.48      | 374 | 4.70  | 0.00    | Rejected |

$P < 0.05$  level of significant Source: Field survey (2017)

Table 5: Differences between male and female students on the effects of insurgent activities in students in Borno State

$H_{02}$  There is no significant difference in male and female students view of the effects of insurgent activities on students in Borno State.

The result of Table 2 on Hypothesis 2 shows that there was a significant difference between mean responses of male and female students on the causes of insurgency on government post primary schools in Borno State. Since the p value is less than the critical value tested at 0.05 and 0.01 alpha level. The null hypothesis is therefore rejected.

| Variables | $\bar{x}$ | Df   | t-cal | P value | Decision |
|-----------|-----------|------|-------|---------|----------|
| Teachers  | 1.03      |      | 1.77  | 0.00    | Rejected |
| Student   | 1.10      | 3.87 |       |         |          |

$P < 0.05$  level of significant Source: Field survey (2017)

Table 6: Differences between teachers and students on the effects of insurgency on post primary school teachers in Borno State

The result of Table 6 on Hypothesis 3 reveals that the p value is less than the critical value tested at 0.05 and 0.01 alpha level. The null hypothesis is therefore rejected. This implies that there is a significant difference between the mean responses of teachers and students on the effect of insurgency on government post primary schools in Borno State.

#### IV. DISCUSSION OF FINDINGS

The findings of this study revealed that the causes of insurgency are known in Borno state 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 indicated that the insurgency has negative effects on government post primary school students in Borno State, specifically: many students have left school, students' performance have 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 north east 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 revealed 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 post primary school teachers, the finding reveals that as a result of insurgent activities teachers' lives are at risk, many teachers have resign because of the fear and a lot more teachers had transferred out of the Maiduguri metropolis. But the finding also revealed 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 north eastern 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 has 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.

## V. CONCLUSION

The results of this study revealed the impact and effects of insurgency on post primary schools in Borno state. The study proved that the insurgent activities have a serious negative impact on government schools in Borno state. During the course of the study up to now these problems are not dealt with. 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 Borno state.

## VI. RECOMMENDATIONS

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. Government should ensure that there is equity and transparency in the distribution of resources and maintain justice and fairness in resolving conflicts.
- ✓ Construction or reinforcement of walls and Transport for teachers/students is also recommended to provide safety learning environment.
- ✓ Government and other Education authorities should ensure that their institutions have adequate teaching and learning facilities that will improve teaching and learning activities and encourage more enrolment, attendance and commitment of both teachers and students.

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