



Impacts of Boko Haram Insurgency on Educational Development in Nigeria: An Empirical Overview

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ABSTRACT

The study assessed with empirical analysis Impacts of Boko Haram insurgency on educational development in Nigeria. A sample of 120 (34.2%) lecturers and 220 (62.8%) students was drawn from a population of 340 in four (4) faculties of education, humanities, social sciences and management sciences in Ignatius Ajuru University of Education, Port Harcourt, with the use of clustered random sampling technique. Mean was used to answer six (6) research questions while t-test was used to test one (1) null hypothesis at 0.5 level of significance. Findings revealed that Boko Haram insurgency impacted on school children (students), school teachers, teaching and learning, school administration and on school host communities. The study concluded that traumatization, anxiety, academic imbalance, apathy, high incident of school dropouts, loss of concentration in class, low instructional delivery, disruption of examinations, destruction of school buildings/facilities, abduction of school administrators, displacement of families, disintegration of family ties, loss of community norms and values, are some of the impacts of Boko Haram insurgency. t-test analysis of one null hypothesis (H_{01}) indicated that there was no significant difference in the means of lecturers and students hence H_{01} was not rejected. The followings among others were therefore recommended: strict border controls, democracy and good governance, perimeter fence for all schools, security budgets for school administrators, unemployment, poverty, deprivation should be addressed, community vigilantes should be re-invigorated, adequate funding for security operations in Nigeria and religious tolerance.

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Introduction

'Boko Haram' also known as 'Jama'atul Ahlil Sunna Lidda'awatilwa – Jihad' is a terrorist Islamic movement based in the North-East Nigeria but also active in Chad, Niger Republic and Northern Cameroon. The sect is led by Abubakar Shakau and boasts of membership of between 5,000 and 10,000 fighters. Their main aim is to destroy the growth of knowledge and western education in Nigeria hence the deadly attacks on educational facilities, students and teachers. Wrongly believing that western education propagates secular laws that are opposed to Sharia, Boko Haram regards western education as sacrilege. As a result they are very determined to convince Nigerians that ignorance is better than knowledge. They have therefore resorted to attacks on education at all levels—universities, polytechnics, colleges of education, secondary schools, primary schools and research institutes. The sect is linked to al-Qaeda and Islamic State (ISIS) and according to Alapiki (2015) has killed more than 5,000 civilians between January 2009 and June 2014, added to at least 2,000 in the first half of 2014. Over 500 men, women and children have also been kidnapped, including 276 school girls abducted from Chibok town. Over 650,000 people have fled the conflict area of the North-East and North-Central Nigeria and as at August 2014, the figure for Internally Displaced Persons (IDP) had climbed to 1.5 million (Alapiki, 2015). All of these, no doubt, have very serious impacts on education in Nigeria. Boko Haram activity is a calculated attempt to derail

education by consciously targeting the future of Nigerian youths. The wanton destruction of educational facilities in Adamawa State Universities, University of Maiduguri, Bornu State and the federal polytechnic, Mubi are pointers to the sects hatred for western education.

Uko (2015) classified impacts of Boko Haram insurgency on education into two broad categories namely – short and long terms. The short term focused on the immediate human and material costs such as number of deaths, injuries as well as buildings destroyed or damaged. Long term effects however include psychological, social and ideological which were summarized as; disruption of attendance or dropping out of students, teachers and staff demotivation, distraction and traumatising of staff and students, decreased enrolment of students and decreased staff and students recruitments, postponement of reconstruction, rehabilitation or repairs required as fallout of attacks and the shelving of normal investment in upgrading of facilities; reduced capacity to manage the school system/suspension of the system. Countries that have experienced terrorist attacks other than Nigeria according to UNESCO report on Education Under Attack (2010) included eight in Latin America and the Caribbean (Argentina, Brazil, Columbia, Guatemala, Haiti, Honduras, Mexico and Venezuela: ten in sub-saharan African (Burundi, Chad, D.R. Congo, Ethiopia, One in Europe (Georgia); three in the middle East and North Africa (Israel/Palestina, Iran, Iraq, Syria and Yemen; five in South Asia (Afghanistan, India, Nepal,

Pakistan, Sri Lanka) and four in East Asia (Indonesia, Myanmar, Philippines and Thailand). The worst affected countries by Uko's (2015) estimation are those countries who have suffered more than one hundred terrorist attacks, more than a hundred killings or large scale child-soldiers forced recruitment or sexual violence against staff and students. Going by this indicator, Nigeria falls within this bracket since terrorists attacks in Bornu and Gombe States have exceeded these benchmarks and have been described as "Brutally Affected" rather than "Worst Affected".

Schools have been permanently shut, educational infrastructures destroyed and science laboratories converted into Improvised Explosive Device's (IED) and bomb factories, as well as the abduction of 276 Chibok girls in a school. NECO and WASSCE examinations are held in relatively peaceful neighbourhoods. A good number of people have been displaced and are living as refugees in Internally Displaced Camps (IDCS), rendering them slaves in their own country. Other impacts of Boko Haram insurgency according to Nzewi (2015) are in the area of non-achievement of Sustainable Development Goals (SDGs), traumatisation of pupils/students, loss of interest and confidence in the education system, inability of parents to pay school fees due to loss of economic activities, increased in number of orphans, high costs of funding education and permanent shutting down of schools. Uko (2015) agreed when he indicated that Boko Haram insurgency has affected the teacher and teaching, students and learning, school infrastructure, school management and resulted in socio-economic dislocation of school host communities. Hamman-Tukur, Atsua and Nwachukwu (2015) reported that increased absenteeism, diminished staff punctuality, delayed graduation, disruption of academic calendar, students withdrawal, transfer of experienced staff and personnel and decrease in schools internally-generated revenue due to diminished students population are all fall-outs of insurgency in Nigeria.

Theoretical Framework

The theoretical framework for this study is derived from the human capital theory put forward by Hershberg (1996). This theory stated that the world is very much in need of human economy since it is believed that human capital drives development. The theory perceives human capital as education, skills and problem-solving abilities that can drive individuals to become productive in a competitive global economy. It is the key element that improves organizations assets and employees ability to enhance productivity as well as sustain competitive advantage. The theory contended that the 'capital value of man' is the stock of capital embodied in people and that they are investments that human beings make in themselves to improve quality. Education, on-the-job training, health and some other activities are means through which investments are made in human beings. Human capital formation has to do with the process of acquiring and increasing the number of people with skills, education and experiences, which are critical to the socio-economic development of a country. It has to do with the training and development of human beings as creative and productive resources. It does not only cover expenditure on education, but also development of the right attitudes towards productive activities.

Several studies have demonstrated the importance of education and human capital to economic growth and development. Olaniyan and Okemakinde (2008) reported that education and creation of human capital were responsible for

the differences in labour productivity and levels of technology in the world today. It is common knowledge that the spectacular growth in East Asia cannot be divorced from giant investments in education and human capital. Countries such as Singapore, Hongkong, South Korea, Taiwan, China, Indonesia and Malaysia have all achieved unprecedented economic growth for making large investments in education. World Bank (1993) has affirmed that improvement in education is a very significant factor for economic growth. In Nigeria however, the Boko Haram insurgency has so far destroyed schools, colleges, universities research centres and training institutes that are supposed to be centres for human capital development.

Statement of the Problem

Terrorists attacks on education and schools in Nigeria have become very prevalent in recent years. These attacks are not only directed at students, staff and other educational personnel but also targeted against school administrators, support staff such as drivers, care takers, security personnels, trade unionists, aid workers and the host communities. There is also increased wanton destruction of school infrastructure, facilities, killings, injuring, torture, sex abuse, abduction, kidnapping, illegal detention, forced recruitment of infant soldiers, forced labour and forced disappearance. Attacks have equally been visited on convoys carrying examination papers and on examiners themselves; Terrorists have also prevented repairs, rehabilitation and reconstruction of damaged schools and properties. The impacts of terrorism may have become too enormous for educational developments in Nigeria. Terrorism has created fear, psychological trauma, reduced research activities, created academic imbalance, poor results, high school dropouts; it has given rise to increased absenteeism among staff and students, diminished staff punctuality, delayed graduation, disruption of academic calendar, students withdrawal, transfer of experienced staff and permanent shutting down of educational facilities. The impacts of these on educational development have become very appalling. The researcher is bothered about the monumental consequences of terrorism on educational development in Nigeria and is concerned about what has to be done to check the ugly trend. This study therefore attempted to assess the impacts of Boko Haram insurgency on educational development in Nigeria.

Purpose of the Study

The purpose of the study was to examine the impacts of Boko Haram insurgency on schools, members of the school community and the host community in Nigeria. The study was guided by the following specific objectives.

- 1) To ascertain the impacts of Boko Haram insurgency on students in Nigerian schools.
- 2) To identify the impacts of Boko Haram insurgency on teachers in Nigerian schools.
- 3) To ascertain the impacts of Boko Haram insurgency on teaching and learning in Nigerian schools.
- 4) To find out the impacts of Boko Haram insurgency on school administration in Nigeria.
- 5) To identify the impacts of Boko Haram insurgency on school host communities in Nigeria.
- 6) To identify strategies that can be adapted to combat Boko Haram insurgency in Nigeria.

Research Questions

- 1) What are the impacts of BH insurgency on students in Nigerian schools?
- 2) What are the impacts of BH insurgency on teachers in Nigerian school?

- 3)What are the impacts of BH insurgency on teaching and learning activities in Nigerian schools?
 4)What are the impacts of BH insurgency on school administration in Nigerian schools?
 5)What are the impacts of BH insurgency on school host communities in Nigeria?
 6)What strategies can be adopted to combat Boko Haram insurgency in Nigeria?

Hypothesis

Ho₁: There is no significant difference in the means of lecturers and students on strategies of combating Boko Haram insurgency in Nigeria.

Methodology

The study employed the descriptive survey design. Population consisted of six (6) faculties in Ignatius Ajuru University of Education (IAEU) Port Harcourt, Rivers State. A sample size of 340 comprising 120 (34.2%) lecturers and 220 (62.8%) students in their penultimate year was drawn from (4) faculties of education, humanities, social sciences and management sciences respectively, using clustered random sampling technique. Respondents may have been sufficiently exposed to literatures on Boko Haram insurgency in Nigeria. A self structured rating scale titled "Impacts of Boko Haram Insurgency on Education Questionnaire (IBHIEQ)" consisting of 83 – question items with four(4) points scale response options of Strongly Agree(4 points), Agree(3 points), Disagree(2 points) and Strongly Disagree(1 point) was used for data collection. The instrument was divided into six(6) sections which elicited data to meet the demands of six(6) research questions thus; impacts of Boko Haram insurgency on (i) 1-16 (students), (ii) 17-29 (teachers), (iii) 30-42 (teaching and learning), (iv) 43-54 (school administration) (v) 55-69 (Host Communities) (iv) 70-83 (strategies to combat BH insurgency). The instrument was face and content validated by professors in the department of Education Psychology, Guidance and Counseling, IAUE, Port Harcourt while the reliability was determined with the use of split-half method and the Cronbach alpha internal consistency method was used to obtain a reliability of 0.84. Mean was used to answer four research questions using 2.50 as the cut-off point whereas t-test was used to test one (1) null hypotheses at 0.5 level of significance. Out of the three hundred and forty (340) questionnaires distributed by the researcher and his assistants, two hundred and eighty four (284) were retrieved.

Results

After collation of data, results were presented in the following frequency tables to answer the research questions.

Research Question 1

What are the impacts of Boko Haram insurgency on students in Nigerian schools?

Data in table I on lecturers and students mean ratings on impacts of BH insurgency on students indicate that both respondents agree on items 1 – 16 with values of 1(1.65, 1.60), 2(2.81, 2.54), 3(2.62, 2.82), 4(3.20, 3.41), 5(3.40, 3.20) 6(2.80, 2.61), 7(3.100, 3.24) 9(3.42,3.00), 10(2.81, 2.62), 11(2.60, 3.00), 12(2.62, 2.54) respectively. Students however disagree on items 8(2.40), 13(2.18), 14(2.24), and 15(2.24). Posted means of both respondents indicate favourable average of 2.67 for lecturers and 2.71 for students respectively. While items 4 (restriction of movement for SIWES: 3.20), 5(poor school grades: 3.40), 7(difficulty in accessing fund 3.20), 9(disruption of academic calendars: 3.40) and 13(low student enrolment: 3.20) are highly rated, students disagree with low

ratings on 8(increase in social vices: 2.40), and 14(cutting short of students career: 2.24).

Table 1. Mean ratings of lecturers and students on the impacts of BH insurgency on students in Nigeria.

S/N	Items	Lecturers		Students	
		\bar{X}	Remarks	\bar{X}	Remarks
1	Traumatization of students	2.65	Agree	2.60	Agree
2	Apprehension and anxiety	2.81	Agree	2.54	Agree
3	Loss of attention in class/absenteeism apathy	2.62	Agree	2.82	Agree
4	Restriction of movement for SIWES	3.20	Agree	3.41	Agree
5	Poor school grades/academic imbalance	3.40	Agree	3.20	Agree
6	Difficulty in assimilation	2.80	Agree	2.61	Agree
7	Difficulty in accessing fund from parents.	3.00	Agree	3.24	Agree
8	Increase in social vices among students	2.62	Agree	2.40	Disagree
9	Disruption of academic calendars	3.42	Agree	3.00	Agree
10	Elongation of programmes	2.81	Agree	2.62	Agree
11	Increased level of students drop out.	2.60	Agree	3.00	Agree
12	Rampant sexual violence against school girls.	2.62	Agree	2.54	Agree
13	Low students enrolment	3.20	Agree	2.18	Disagree
14	Cutting short students career since they become wives and mothers easily	2.60	Agree	2.24	Disagree
15	Increase number of orphans	2.72	Agree	2.42	Disagree
16	Reduction in schooling capacity.	2.54	Agree	2.50	Agree
	Pooled mean	2.67	Agree	2.71	Agree

Source: Survey Data (2016)

Research Question 2

What are the impacts of Boko Haram insurgency on school teachers in Nigeria?

Data in table 2 suggest that respondents unanimously agree on the impacts of Boko Haram on items 17 – 29 with the exception of items 27 and 28 on which students disagree. Respondents therefore agree that the following variables constitute impacts of Boko Haram on school teachers in Nigerian schools.They are loss of concentration in class 17(2.61, 2.81) 18(decrease in instructional delivery = 2.80, 2.56), 19(teachers apathy = 3.00, 2.80), 20(dearth of experienced lecturers = 2.52, 3.00), 21(diminished visiting lectures = 2.60, 2.58), 22(transfer of experienced lecturers = 2.71, 3.00), 23(loss of staff punctuality = 2.54, 2.62), 24(fear of attack = 3.12, 3.00), 25(demotivation/traumatization of teachers = 3.10, 3.42), 26(dislocation of lecturers family = 14,2.40) and 29(shortage of teachers = 2.52, 2.79) respectively. Pooled means of 2.75 for lecturers and 3.79 for students suggest that Boko Haram insurgency impacts on school teachers in Nigeria.

Table 2. Mean ratings of lecturers and students on the impacts of Boko Haram insurgency on school teachers.

S/N	Items	Lecturers		Students	
		\bar{X}	Remarks	\bar{X}	Remarks
17	Loss of concentration in class	2.61	Agree	2.81	Agree
18	Decline of instructional delivery	2.80	Agree	2.56	Agree
19	High level of apathy among lecturers	3.00	Agree	2.80	Agree
20	Dearth of experienced lecturers	2.52	Agree	3.00	Agree
21	Diminished rate of visiting lecturers	2.60	Agree	2.58	Agree
22	Transfer of services of experienced lecturers	2.71	Agree	3.00	Agree
23	Diminished staff punctuality	2.54	Agree	2.62	Agree
24	Fear of potential attacks by BH sect	3.12	Agree	3.00	Agree
25	Demotivation and tranumatization of teachers	3.10	Agree	3.42	Agree
26	Killings and abduction of lecturers	2.60	Agree	3.12	Agree
27	Dislocation of families of lecturers	3.14	Agree	2.40	Disagree
28	Depreciation of self-esteem/morale	2.52	Agree	2.42	Disagree
29	Shortage of teachers.	2.52	Agree	2.54	Agree
	Pooled mean	2.75	Agree	2.79	Agree

Source: Survey Data (2016)

Research Question 3

What are the impacts of BH insurgency on teaching/learning activities in Nigerian Schools?

Data on table 3 on impacts of Boko Haram insurgency on teaching/learning suggest agreement by the respondents (lecturers and students) on all the items listed. These include 30(shutting down of schools: 3.12, 2.80), 31(disruption of academic activities 2.54, 2.52), 32(increased absenteeism, 3.00, 3.14), 33(poor scholarship, 2.54, 2.55), 34(diminished achievements: 3.40, 2.50), 35(destruction of school buildings: 2.52, 2.50), 36(exam disruption: 2.64, 2.64), 40(Brain drain: 2.61, 2.62) and 41 (loss of confidence in Nigeria educ: 2.24, 2.20). Pooled means of respondents indicated mean agreement of 2.75 (lecturers) and 2.58 (students) that Boko Haram insurgency impacts on teaching/learning in Nigeria schools.

Data in table 4 on impacts of Boko Haram insurgency on school administration reveal a high level of consensus among lecturers and students that 43(destruction of vital records (2.80, 2.52), 44(mass abduction of school managers, 2.54, 2.54), 46(attacks on system process: 2.74, 2.62), 49(increase cost of funding education 2.74, 2.60), 50 (delay in achievement of SDGs: 2.50, 2.71), 51(increased staff absenteeism: 2.67, 2.52) and 52(diminished staff punctuality: 2:80, 2.64) as the consequences. Students however disagree on items 47, 48 and 49 pooled means of 2.62 (lecturers) and 2.52 (students) suggest agreement that Boko Haram insurgency impacts on school administration.

Table 3. Mean ratings of lecturers and students on the impacts of BH insurgency on teaching/learning in Nigeria.

S/N	Questionnaire Items	Lecturers		Students	
		\bar{X}	Remarks	\bar{X}	Remarks
30	Prolonged shutting down of schools	3.12	Agree	2.80	Agree
31	Regular disruption of academic activities	2.54	Agree	2.52	Agree
32	Increased absenteeism/diminished staff punctuality	3.00	Agree	3.14	Agree
33	Scarcity of tethers/poor scholarship	2.54	Agree	2.56	Agree
34	Diminished achievements among students	3.40	Agree	2.58	Agree
35	Destruction of school buildings/facilities	2.52	Agree	2.50	Agree
36	Disruption of examinations.	2.64	Agree	2.64	Agree
37	Killing/abduction of examiners	3.00	Agree	2.82	Agree
38	Low standard of education	3.14	Agree	3.00	Agree
39	Voluntary withdrawal of students from schools	2.56	Agree	2.02	Disagree
40	'Brain drain' among teachers	2.61	Agree	2.62	Agree
41	Loss of interest/confidence in Nigeria education by parents/students	2.24	Agree	2.20	Disagree
42	Diminished research activities	2.45	Disagree	2.22	Disagree
	Pooled mean	2.75		2.58	Agree

Source: Survey Data (2016)

Research Question 4

What are the impacts of BH insurgency on school administration in Nigeria?

Table 4. Mean ratings of lecturers and students on the impacts of BH insurgency on school administration.

S/N	Questionnaire Items	Lecturers		Students	
		\bar{X}	Remarks	\bar{X}	Remarks
43	Destruction of vital records/information systems	2.80	Agree	2.52	Agree
44	Mass abduction of education managers	2.54	Agree	2.54	Agree
45	Attacks on system processes such as inspection and accreditation	2.74	Agree	2.62	Agree
46	Massive destruction/vandalisation of infrastructures/faculties during attack	2.50	Agree	2.64	Agree
47	Suspension of upgrading/repairs of destroyed facilities/infrastructure	2.52	Agree	2.44	Disagree
48	Reduced capacity to manage schools	2.62	Agree	2.24	Disagree
49	Increased cost of funding education	2.74	Agree	2.60	Disagree
50	Delayed achievement of sustainable Development Goals (SDGs)	2.50	Agree	2.71	Agree
51	Increased staff absenteeism	2.67	Agree	2.52	Agree
52	Diminished staff punctuality	2.80	Agree	2.64	Agree
53	Indefinite shutting down of schools	2.56	Agree	2.50	Agree
54	Controlled movement of administrative officers	2.40	Disagree	2.24	Disagree
	Pooled mean	2.62	Agree	2.52	Agree

Source: Survey Data (2016)

Research Question 5

What are the impacts of Boko Haram insurgency on immediate communities?

Table 5. Mean ratings of lecturers and students on the impacts of BH insurgency on communities?

S/N	Questionnaire Items	Lecturers		Students	
		\bar{X}	Remarks	\bar{X}	Remarks
	Impacts of Boko Haram Insurgency on Immediate Communities				
55	Killings/abduction of bread winners	2.62	Agree	2.51	Agree
56	Disintegration of family ties	2.70	Agree	2.54	Agree
57	High rate of displacement of families	3.12	Agree	2.42	Disagree
58	High psychological trauma on families	3.00	Agree	2.80	Agree
59	Increased unemployment	2.50	Agree	2.62	Agree
60	Inability to access family needs	2.64	Agree	2.74	Agree
61	Diminished standard of living	2.72	Agree	2.40	Disagree
62	High level of fear and suspicion among families	2.14	Disagree	2.34	Disagree
63	Community destruction	2.54	Agree	2.60	Agree
64	Rape on community values, norms and cultures.	3.00	Agree	2.72	Agree
65	Loss of neighbourhood trust	2.60	Agree	2.54	Agree
66	Loss of peace and unity	2.74	Agree	2.50	Agree
67	Paucity of community development	3.00	Agree	3.12	Disagree
68	High level of poverty/illiteracy	2.82	Agree	2.40	Disagree
69	Rural-urban drift	2.50	Agree	2.32	Disagree
	Pooled mean	2.71	Agree	2.74	Agree

Source: Survey Data (2016)

Data in table 5 on impacts of Boko Haram insurgency on communities show that lecturers and students agree on items 55 (killings/abductions of bread winners: 2.62, 2.51), 56(disintegration of facilities: 2.70, 2.54) 57(high psychological trauma: 3.00, 2.80), 60(inability to access family needs: 2.64, 2.74), 63(community destruction: 2.54, 2.60), and 64 (rape on norms, values and culture: 3.00, 2.72). Students however disagree on items 57, 61, 67, 68 and 69 whereas lecturers disagree on item 62(higher level of fear/suspicion among families) higher than the cut-off points of 2.50 suggest that Boko Haram insurgency impacts on communities in Nigeria.

Research Question 6

What strategies can be adopted to combat Boko Haram insurgency in Nigeria?

Data in table 6 on strategies to combat Boko Haram insurgency in Nigeria suggest agreement of respondents on all the items 70 – 83 with the exception of items 70 and 76. There is therefore unanimity of opinions that items 71, 72, 73, 74, 75, 77, 78, 79, 80, 81, 82 and 83 are strategies of combating Boko Haram insurgency in Nigeria.

Table 6. Mean ratings of lecturers and students on the strategies to combat Boko Haram insurgency in Nigeria.

S/N	Questionnaire Items	Lecturers		Students	
		\bar{X}	Remarks	\bar{X}	Remarks
	Strategies to combat Boko Haram Insurgency on Nigeria				
70	Multilateral diplomacy/cooperative security approach should be adopted	2.14	Disagree	2.42	Disagree
71	Good governance and democracy	2.52	Agree	2.60	Agree
72	Security methodology should be preventive, intelligence-based and proactive	2.74	Agree	2.52	Agree
73	Issues of unemployment, deprivation and poverty should be addressed	2.80	Agree	2.62	Agree
74	Religious groups should tolerate each other	2.50	Agree	2.58	Agree
75	Communities should be vigilant of strangers and live peacefully with each other	2.56	Agree	2.60	Agree
76	Communities where schools are sited should protect school properties.	2.40	Disagree	2.42	Disagree
77	Strict border controls should be enforced	2.50	Agree	2.64	Agree
78	Parents should give good direction, and counseling to their children/wards	2.52	Agree	3.00	Agree
79	Security funds should be provided to school heads quarterly	2.64	Agree	2.54	Agree
80	Every school should be provided with a perimeter fence	3.00	Agree	3.14	Agree
81	Trained, experienced security personnels should be deployed to all schools in the country	2.82	Agree	2.64	Agree
82	Every school should be properly lit at night and provided with functional communication gadgets	3.21	Agree	2.84	Agree
83	Communities should form vigilantes that will complement the efforts of regular security men	2.60	Agree	2.52	Agree
	Pooled mean	2.71	Agree	2.65	Agree

Source: Survey Data (2016)

They include good governance/democracy, fighting poverty and unemployment, religious tolerance, security budgets for school heads, providing perimeter fence and adequate vigilance on schools. High pooled mean ratings of

2.71 for lecturers and 2.67 for students suggest agreement on the items listed.

Ho₁: There is no significant difference in the means of lecturers and students on strategies of combating Boko Haram insurgency in Nigeria.

Table 7. t-test analysis of strategies to combat Boko Haram insurgency in Nigeria.

Respondents	N	\bar{X}	SD	df	t-cal	t-critical	Decision
Lecturers	82	2.65	1.17	282	1.24	1.96	**NS
Students	202	2.72	1.25				

Source: Survey Data (2016)

Table 7 indicates that t-cal (1.24) is less than t-crit. (1.96), meaning that there is no significant difference in the means of lecturers and students on the strategies of combating Boko Haram insurgency in Nigeria. Ho₁ which states that there is no significant difference on the strategies of combating Boko Haram is therefore not rejected.

Discussion

Data in table 1 indicated that Boko Haram insurgency impacted on students in Nigeria. This finding is in agreement with those of Hamman-Tukur, Atusa and Nwachukwu (2015) which indicated that Boko Haram insurgency distorted students ability to pay attention in class, created anxiety and apprehension due to fear of attack, restricted their participation in SIWES, loss of friends, academic imbalance and poor results. Uko (2015) equally contended that school age children are prevented from enrolment, young girls become mothers, cutting short their school careers as a result of insurgency. Nzewi (2015) corroborated these facts when she indicated that insurgency has traumatized students who are afraid to go back to school, leading to high rate of dropouts.

Data in table 2 indicating that lack of concentration, decline in instructional delivery, apathy among teachers, loss of experienced/visiting lecturers, demotivation and loss of punctuality are impacts of Boko Haram insurgency on teaching staff is in agreement with a study by Uko (2015) which indicated that insurgency affects teachers' concentration and frame of mind for teaching. This distraction demotivates teachers and leads to decline in productivity. It can also lead to fear of attacks and abduction among teachers giving rise to teachers absence, diminished punctuality, increase absenteeism and reductions in schooling capacity.

Data in table 3 revealed that shutting down of schools, disruption of academic activities, absenteeism, disruption of examination, poor scholarship, abduction of examiners, withdrawal of students and 'brain drain' among others as effects of insurgency on teaching/learning. Harmman-Tukur *et al* (2015) agreed when they indicated that loss of visiting lecturers, transfer of experienced lecturers, killing and abduction of lecturers and examiners, low standard of education and 'brain drawn' as impacts of Boko Haram insurgency. The cumulative effects of disruption of academic activities due to school closures, teacher shortages and failure to effect repairs of damaged schools/classrooms can likely lead to falling standards of achievement.

Data in table 4 showed that insurgency has impacted seriously on school administration in Nigeria. The inability of school administrators to effectively carry out management functions due to destruction of vital school records and information system, mass abduction of school managers, attacks on system process of inspection and accreditation, suspension of repairs/upgrading of facilities, increase cost of funding education and delay in achieving sustainable

Development Goals (SDGs) is in agreement with the study of Uko (2015), Nzewi (2015) and Hamman-Tukur *et al* (2015) which indicated that delay in processing administrative duties, diminished staff punctuality, delayed graduation and disruption of academic calendar have given rise to reduction in internally generated revenue in Nigerian schools.

Data in table 5 indicated that Boko Haram insurgency has caused untold hardships on communities where they operate. Impacts of BH operation are community destruction, family disintegration, family displacement, killings and abduction of bread winners, destruction of community norms, values and cultures, high level of suspicion and fear, loss of neighbourhood trust, loss of community development and rural-urban drift. Ajayi (2011), Muiyiwa (2012) and Hamman-Tukur *et al* (2015) have reported the negative impacts of BH insurgency on communities in the North-Eastern Nigeria. Robert-Okah (2015) concurred when he noted that the negative impacts of terrorism would be too devastating for Educationally Disadvantaged States (EDS) of the North-East region.

Data in table 6 revealed the strategies to combat terrorism and insurgency in Nigeria. These included good governance and democracy, preventive, intelligence-based security, religious tolerance, community vigilantes, peaceful co-existence, strict border controls, security budgets for school heads and perimeter fence in schools, and proper direction and adequate counseling of children by parents. These measures are in agreement with the Safe School Initiative (SSI) launched in May 2014 to protect hundreds of schools in Nigeria in response to the growing number of attacks on the right to education. This approach was expected to protect more than 500 schools in the northern states of Nigeria through a ten million dollars fund pledged by a coalition of Nigerian business men, working with the United Nations Envoy For Global Education, Gordon Brown, the Global Business Coalition for Education and A world at school.

Testing null hypothesis one (Ho₁) indicated a no significant difference on the strategies of combating Boko Haram insurgency Nigeria. This could be due to the fact that the present strategies employed has started yielding positive results with most of the Local Government Areas/Communities in the North-East previously occupied by insurgency being liberated and schools reopened.

Conclusion

Boko Haram insurgency has devastated the school system in Nigeria. Insurgency has affected students, teachers, teaching-learning activities, school administrators and school host communities thereby arresting educational development in the country. Terrorism creates palpable fear, anxiety and traumatization of students and teachers. Abductions and killings promotes a sense of insecurity in schools, disruption of academic activities, absenteeism and lateness among staff/students, disruption of examinations, students withdrawals, 'brain drain' and loss of confidence in education have become the lot of educational system in Nigeria. It has therefore become imperative that government, communities and parents in collaboration with voluntary agencies work out appropriate strategies to protect schools from further attacks by this dreaded sect.

Recommendations

- Based on the findings, the following were recommended.
- 1) A more pro-active security strategy to prevent insurgency/terrorism should be adopted.
 - 2) Security budgets should be provided for school heads.

- 3) Trained/experienced and properly equipped security personnels should be deployed to all schools in Nigerian.
- 4) Every educational institution should be provided with a perimeter fence.
- 5) Strict border controls should be enforced in Nigeria.
- 6) Good governance and democracy should be enforced at all levels of government.
- 7) Community vigilantes should work closely with security personnels to protect staff, students and school properties.
- 8) Government should work in collaboration with Safe School Initiative (SSI) in Nigeria.
- 9) Education should be properly funded to restore the students, teachers and parents confidence in Nigerian education system.
- 10) Unemployment, poverty and deprivation should be adequately addressed.
- 11) A division of the Nigerian armed forces should be permanently stationed in each Local Government Areas of the North-East and North-Central regions.
- 12) Religious tolerance should be preached among faithfuls.
- 13) Peace ideology should be taught at all levels of the education pyramid.

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