



ASSESSMENT OF IMPACT OF INSURGENCY ON TEACHERS AND STUDENTS IN PUBLIC SENIOR SECONDARY SCHOOLS IN MAIDUGURI METROPOLIS, BORNO STATE, NIGERIA

ALI MUHAMMAD,

Mohammed Goni College of Legal and Islamic Studies, P.M.B 1526, Maiduguri, Borno State,

Abstract

The study assessed impact of insurgency on teachers and students in public senior secondary schools in Maiduguri Metropolis, Borno State, Nigeria. The objectives of the study were to assess the impact of Insurgency on teachers and impact of insurgency on students as well as government response on the impact on Insurgency on teachers and students in public senior secondary schools in Maiduguri Metropolis, Borno State. Three research questions were answered. Survey research design was adopted for the study. The population of the study constituted 16 public senior secondary schools in Maiduguri Metropolis, Borno state. The sample of the study comprised of 15 public senior secondary schools in the Metropolis and 15 principals. Questionnaire and checklist were used for data collection. The instruments were validated and pilot tested, while the results of the validity and pilot testing yielded a coefficient of 0.74. Frequency counts, percentages and mean and standard deviation were used to analyze the data. The results from the findings revealed that insurgency activities had not significantly affected both teachers and students in public senior secondary schools in Maiduguri Metropolis. This could be as a result, of tight security deployed to the schools throughout the insurgency periods, however, there was a positive government response to curtail the impact of the Insurgency. it was recommended that government should recruit new replace the lost teachers and complement the effort of existing teachers, also, government should create awareness for guardians to take their children to school considering the importance attached to educate despite the menace of the insurgents.

Keywords: *Insurgency, Teachers, Students, Publics Senior Secondary Schools.*

Introduction

It is unanimously believed that the success, progress and development of a human endeavor hinge upon sustainable peace and tranquility coupled with safety and security attached to both lives and properties. It has been observed that a decade back, Borno State had witnessed and undergone series of terrorism and Insurgency activities which adversely crippled most human endeavour and posed tremendous setback to the economy, education and religious activities regardless of Muslim and non-Muslim. In Nigeria today, the issue of insecurity and terrorism has been an order of the day in each of the geo-political zone precisely to achieve a politically motivated goals which otherwise will not be possible.

For instance in South-south there were militant group carrying sophisticated weapons/arms and amenition, called (Niger-Delta vengeance) burning, destroying and vandalizing government properties, such as oil and gas pipelines. Also, the problem is not different in South-east, another insurgents group called after themselves Independent of Biafran people (IPOBP) intend and willing to acquire independent and to be segregated out of the Federal Republic of Nigeria which led the Nigeria armed forces to declare them as terrorists and declaration of state of emergency to tackle their activities with the aim of bringing back peace and normalcy in the region. The situation was the same in North-West, South-West and North-Central that of farmers and Fulani horsemen terrorism killing each other and undermining all aspects of development in the country which educational development is hampered.

Patrick and felix (2013) stressed that Nigeria has witnessed brutal confrontation and heavy attack from terrorist group which is undoubtedly the most blood-thirsty and destructive, both in term of demonic brutality, mindless savagery and flagrant disobedient to the principles of peace and stability. Nigeria at large and Borno State in particular has witnessed Insurgency from this terrorist group called Boko Haram in 2009, they unleashed terror and fear in the minds of every Nigerian, there is Wanton destruction of government properties, bombing of churches, mosques, assassination of prominent individuals, burning schools occasioned by sporadic shooting of innocent citizens, and lurching attacks to schools to kill both teachers and students in North-eastern part of the nation with particular reference to Maiduguri Metropolis, the capital city of Borno State.

The famous terrorist group which begun their inhumane activities first in Borno State capital Maiduguri in an area called (Markaz) in rail-way quarters popularly

known as Boko haram. The statement was formed up of two different words, which the first was derived from, Hausa language means “Western Education” while the second derived from Arabic means “forbidden” Though, the sects called after their name in Arabic as “Jama’atu Ahlussunati Lidda’awati wal Jihadi” which if translated into English stand for followers of the teaching of prophet peace be upon him to preach islamic teachings and Holy war” the major concern of the group was to deteriorate not only western education but rather, their activities was centered to complete human endeavours such as: Western education, civil service which encapsulated security personnel and their counterparts but the main was to disturb effective delivery of education by intimidating and killing of teachers/students and destruction of schools and facilities.

Mijah (2014) maintained that the education sector can be said to be the second but most significant victim of insurgency in the country, this is to be appreciated against the following background. Between 2011 to date, educational institutions most of them secondary schools have been attacked thus: government secondary school Mamudo (42 students killed), college of agriculture, near Damaturu (40 students killed), federal government girls secondary school Chibok (over 200 female students abducted) and large number among them still no where to be found, federal polytechnic Mubi (over 30 students killed), school of hygiene, (at least 5 students killed). In Borno State, most schools are said to be have closed for quiet long period of time excepting Maiduguri, the State Capital where some measures of stability was said to have been restored to ensure teaching and learning continuity. Although no data readily available on the number of secondary school teachers and students forced to leave schools, forced to flee, resigned and even assassinated in these incidences and attacks.

It is therefore, from this background that this study assessed impact of insurgency on teachers and students in public senior secondary schools in Maiduguri Metropolis, Borno State, Nigeria and government response towards arresting the situation.

Related Literature Review

Abdurrasheed, Onuselogu and Obioma (2015) found out in their study conducted on the effects of insurgency on universal basic education in Borno State, Nigeria that the insurgency activities by Boko-Haram has adversely affected basic education in the State, there were higher responses from the respondents that, majority of school children have been hurt in the presence of other fellow

students being attacked in their schools, since the abduction of Chibok girls in April 14, 2014, the pupils were afraid of being kidnapped and the situation prompted many of them to stay away from schools in mostly affected areas in the State. The findings similarly revealed that most of the basic school teachers working in affected areas had escaped death during series of attack on their communities, this implies that majority of teachers were internally displaced Patrick and Felix (2013) conducted study on the effect of Boko-Haram on school attendance in Northern Nigeria. The findings revealed that school attendance was affected in areas prone to Boko-haram in Northern Nigeria. However, urban schools are often protected by government forces deployed to the schools during the attacks, while rural schools were often neglected and children live in perpetual fear of attacks. The record of primary school pupils' attendance was found to be very low as parents disallow their children from attending schools as soon as there is an attack or rumors of attack.

Muhammad and Mohammed (2019) found out that in Yobe State of Nigeria, many teachers and university lecturers leave their job due to intimidation and incessant attack to learning centers by Boko-Haram insurgents with a mean of 3.00, while male students attend school than their female counterpart during the Insurgency period with a mean score of 2.94. However, Boko-Haram attacks contributed to dropout of many students in Yobe State with a mean of 2.70. Abiodun, Omolayo, Tomisin and Chinedu (2020) noted that many attacks launched in educational facilities have been prevented by better physical protections and an enhanced security response to early warning signs and threats. Even as the spate of attacks on schools increased in the north-east, especially in remote areas, most schools and dormitories had no perimeter fence or secure gates. As a result of these, the Nigerian government has made provision for security in the schools in the north-east region.

Kachallah, Mohammed, Musa and Usman (2021) revealed that Yobe State government provided adequate security personnel in Potiskum senior secondary as a measure to safeguard teachers and students and to ensure teaching and learning process is not undermined due to activities of Boko-Haram insurgents, while the schools were well fenced as another strategy for ensuring security in the schools. However, the study revealed that teachers and students attendance was found to be poor also the rate of students' truancy has increased, and that was prompted as a result of harassment and intimidation by the insurgents.

Joda and Abdurrasheed (2015) investigated the effects of insurgency on girls education in north-eastern Nigeria. The results of the study indicated that most teachers and school headteachers in the region were forced to flee internally displaced, while female teachers and school girls were traumatized and afraid of going to schools on fear of attacks from the insurgents. Educational planners and inspectors of girls education cannot conduct monitoring and supervision on schools as most education officers in the region were out of their States. Bilyaminu, Baba Iya and Purokayo (2017) in their study analysis of the impact of Boko-Haram insurgency on education in Adamawa State, Nigeria found that educational outputs (human capital investment) was affected by school attendance and enrolment by 84% and 71%. In the similar vein, Yawe and Apase (2019) found out that the impact of insurgency on students' progression rate is of high extent. Usman, Ibrahim and Yerima (2018) investigated the effects of insurgency on basic education facilities in Mandaragirau district Biu local government area of Borno State, Nigeria. The result revealed that both pupils/students enrolment and attendance were on the increased before the emergence of insurgency in the study area. While the emergence of Boko-Haram insurgents with their frequent attack on schools resulting into killing of pupils/students, abducting school children and using explosive devices in destroying schools, children had significantly decreased, this was due to fear of attacks by Boko-Haram insurgents targeting schools, where both teachers and pupils/students fell victims and were forced to stay away from schools which was the major target of Boko-Haram and partly due indefinite closure of school in the insurgent crisis in the north-east Nigeria.

Methodology

Survey research design was employed for this study, the design was chosen to assess impact of insurgency on teachers and students' and government's response on the impact of Insurgency on teachers and students in public senior secondary schools in Maiduguri Metropolis, Borno State, Nigeria. The population of the study constituted (16) public senior secondary schools in Maiduguri Metropolis, Borno State, Nigeria. The sample of the study comprised (15) public senior secondary schools and (15) principals were used to answer the questionnaire on government's response on the impact of Insurgency on teachers and students in Maiduguri Metropolis Borno State, Nigeria. The instruments used for data collection were checklist and structured questionnaire. The instrument

was validated and pilot tested using Chronback's Alpha, while the result of the validity and reliability yielded coefficient of 0.74. Frequency count percentages, and mean and standard deviation were used to analyze the data using (SPSS package version 20).

Results

Question One: What is the Impact of Insurgency on Teachers in Public Senior Schools in Maiduguri Metropolis, Borno State, Nigeria?

Table I: Frequency and Percentage of the Impact of Insurgency on Teachers in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State Nigeria in the period of 2012 – 2013.

S/NO	Items	Frequency	Percentage
•	Number of teachers forced by the insurgents to withdraw themselves from the service.	3	2.86%
•	Number of teachers wounded and injured by the insurgents.	17	1.62%
•	Number of teachers forced to flee from the town as a result of intimidation and harassment by the insurgents.	27	2.6%
•	Number of teachers assassinated by the insurgents.	5	0.50%
	Number of teachers before Boko-Haram insurgency.	1,047	100%
•	Number of teachers after the insurgency.	956	91.3%

Source: (Field Study,2022).

Table 1 presented impact of insurgency on teachers in public senior secondary schools in Maiduguri Metropolis, Borno State, Nigeria in the period of 2012 – 2013. The result revealed that during the period of 2012–2013, which was the

period that the insurgency activities was rampant and perverse, there was 1,047 teachers in the (15) public senior secondary schools of the Metropolis. The results indicated that out of the afore mentioned total number of teachers, three teachers (3) representing 2.86% were forced by the insurgents to withdraw from the service, while seventeen (17) teachers representing 1.62% were wounded and injured by the insurgents, and twenty seven (27) teachers representing 2.6% were forced to flee from the town as a result of assassination/intimidation and harassment by the insurgents, The result indicated that the number of teachers in the secondary schools in Maiduguri Metropolis was (956) representing 91.3% of the total number of the teachers before the insurgency period. However, **Question two: What is the Impact of Insurgency on Students in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria?**

Table 2: Frequencies and Percentages of the Impact of Insurgency on Students in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria in the period of 2012 – 2013.

S/NO	Items	Frequency	Percentage
3.	Number of students before the insurgency period.	21,414	100%
4.	Number of students after insurgency.	24,103	112.5%
5.	Number of students left school as a result of harassment/intimidation by the insurgents.	925	4.31%
6.	Number of students wounded and injured by the Boko Haram insurgents.	137	0.63%
7.	Number of students forced to flee/leave the school as a result of killing/ harassment and intimidation by the insurgents.	365	1.70%

Source: (Field Study,2022).

15) public senior secondary schools in Maiduguri Metropolis has total number of 21,114. The results showed that out of 21,114 students, 925 students representing 4.30% left school as a result of harassment and intimidation by the insurgents, while there were 24,103 after the Insurgency activities, however, 137 students representing 0.31% were wounded and injured by Boko-Haram insurgents. While 365 students representing 1.70% were forced to flee from the town as a result of harassment and intimidation by the insurgents and 73 students representing 0.34% were assassinated by the insurgents. The result revealed that the total number of students after the insurgency was 24,103 representing 112.5%.

Question three: What is the Government Responses on Impact of Insurgency on Teachers and Students in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria?

Table 3: Mean and Standard Deviation on Government Responses on Impact of Insurgency on Teachers and Students in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria in the period of 2012 – 2013

Items	Mean.	Std.	Decisio 1.
1.State government deployed adequate security for day public senior secondary schools, so as to protect both live of teachers and students.	2.99	0.96	Accepted
2. State government deployed adequate security to boarding public senior secondary schools in Maiduguri Metropolis, to protect live of teachers and students.	2.87	0.89	Accepted
3. Government deployed security personnel to public senior secondary to ensure enabling environment for effective teaching and learning.	2.87	0.89	Accepted
4. Government recruited teachers, to replace the lost, forced to flee and retired ones for effective delivery of education.	2.93	0.92	Accepted
5. Government created a platform			

to sensitize to the parents to send their children to schools and the protection of their lives is guaranteed	2.81	0.86	Accepted
6. Government organize programmes in television and radio to school age children to attend schools considering the importance attached to education, despite attacks by the insurgents	2.81	0.86	Accepted

Source:(Field Study, 2022).

Table three presented the findings of government response on the impact of insurgency on teachers and students in public senior secondary schools in Maiduguri Metropolis, Borno State in the period of 2012–2013. The result revealed that the principals agreed that State government deployed adequate security to day public senior secondary schools, so as to protect live of teachers and students with a mean score of 2.99, while a mean score 2.87 indicated that the principals agreed that government deployed adequate security to boarding public senior secondary schools in Maiduguri Metropolis, to protect live of teachers and students. However, the finding revealed that Borno State government recruited teachers to replace the lost ones, forced to flee and retired ones for effective delivery of education in the schools with mean score of 2.93. The mean score of 2.81 revealed that the principals agreed that government created a platform to create awareness to the parents not to be intimidated and discouraged to send their children to schools, and also government created awareness to the general public that protection of their there childrens' lives is a responsibility raised on the shoulder of government. The principals equally believed thatGovernment organize programmes in television and radio to school age children to attend schools considering the importance attached to education, despite attacks by the insurgents with a mean score 2.81

Discussions

In this study, two youp questions were answered. The first research question sought to assess the impact of insurgency on secondary school teachers in Maiduguri Metropolis, Borno State, Nigeria. The findings as indicated in table one, revealed that the total number of teachers in the 15 public senior secondary schools in Maiduguri Metropolis during the period of high damages caused to education sector, that was 2012–2013, there was (1407), among whom, one

teacher forced by the insurgents to withdraw from teaching profession, while 17 teachers wounded and injured, this was as a result of series of attacks launched by the insurgents to undermine effective process of formal education in the State. However, the finding revealed that 27 teachers representing 2.31 were forced to flee from the town to rescue their lives in order not to be assassinated. Similarly, 5 teachers representing 0.5% were attacked and killed by the insurgents. The result showed that State government recruited 700 new teachers in the period of 2021 to replace the lost, retired and escaped teachers and to complement the effort of the existing teachers. The finding revealed that the total number of teachers after insurgency were 1,650 in the (15) public senior secondary schools in Maiduguri Metropolis, Borno State. The findings were in harmony with the findings of Usman Ibrahim and Yarima (2018) who investigated the effects of insurgence on basic education facilities in Mandaragirau district, Biu Local government area, Borno State, Nigeria. Their finding revealed that the emergence of Boko Haram insurgents with their frequent attacks on schools resulting to killing of teachers pupils/students, abduction of school children had significantly decreased, this was due to fear of attacks by the insurgents targeting both teachers and students fell victims, and were forced to stay away from schools which was the major target of Boko Haram.

The finding of the study had corroborated with the finding of Joda and Abdurrasheed (2015) who investigated the effects of insurgency on girl's education in North-eastern Nigeria. Their result indicated that most teachers and school heads in the region were among those forced to flee and internally displaced, female teachers and school girls were traumatized.

Research question two assessed the impact of insurgency on students attendance in public senior secondary schools in Maiduguri Metropolis, Borno State, Nigeria. The results in the table indicated that the total number of the students in the Public senior secondary schools at the period of 2012-2013 was 21,414, while the number was increased after insurgency to 24103 representing 112.5%. The findings showed that the total number of students left school as a result of harassment and intimidation by the insurgents, was 925 representing 4.30%. However, the number of the students wounded and injured as a result of attack by the insurgents was 137 which represent 0.63%. The result equally indicated that the number of students forced to escaped and leave the town due to harassment and intimidation 365. However, the total number of assassinated students were 73 representing 0.13%. The results of this study were in

congruence with that of Yawe and Apase (2019) whose result indicated that the impact of insurgency on students was high. The finding of this study similarly connotes with the findings of Abdurrasheed, Onuselogu and Obioma (2015) their finding showed that the insurgency affected basic education negatively in Borno State, that majority of school children have been hurt during attack in their school in April 14, 2014. The pupils/students were afraid of being kidnaped which prompted them to stay away from schools.

Research question three assessed government responses on the impact of Insurgency on teachers and students in public senior secondary schools in Maiduguri Metropolis Borno State. It was found out that the principals agreed that State government deployed adequate security personnel to the day public senior secondary schools, so as to protect both live of teachers and students with a mean score of 2.99, as well as a mean score 2.87 indicated that the government deployed adequate security personnel to boarding public senior secondary schools in Maiduguri Metropolis, to protect live of teachers and students. However, the finding revealed that Borno State government recruited teachers to replace the lost ones, forced to flee and retired ones for effective delivery of teaching and learning in the schools with mean a score of 2.93.

The mean score of 2.81 revealed that the principals agreed that government created a platform to sensitize to the parents not to be intimidated and discouraged to send their childrens to schools despite attacks by the insurgents, and also government created awareness to the general public the protection of their childrens' lives is a responsibility raised on the shoulder of government. The principals equally believed that government in collaboration with non-governmental organizations organize programmes in television and radio to school age children to entice them attend schools considering the importance attached to education, despite attacks by the insurgents with a mean score 2.81

Conclusion

Based on the findings of this study, it can be concluded that insurgency activities has no significant impact on teachers and students in public senior secondary schools in Maiduguri Metropolis, Borno State Nigeria. There is a significant response on the part of State government

Recommendations

1. Borno State Government should embark on deployment of adequate security to schools, so as to protect both live of teachers and students and ensure enabling environment for effective teaching and learning.
2. Government should recruit more teachers, so as to replace the lost ones, forced to flee and retired ones for effective delivery of teaching and learning process.

3. Government should create a platform to create awareness and sensitization to the parents and communities in Maiduguri Metropolis in order to take the education of their children as a matter of concern.
4. Parents should serve as a watch-dog to their children, so as to restore peace and tranquility in the state and the country at large.

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