



The Effect of Insurgency on Education among Tertiary Institutions in Maiduguri Metropolis Borno State

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Abstract

The study stands to examine the effects of insurgency on education among tertiary institutions in Maiduguri Metropolis, Borno state. Relevant literature as its relate to the study were reviewed. Frustration aggression theory is adopted as a theoretical guide for the study. By the way of methodology, the researcher uses survey method of data collection through the instrument of questionnaire administered to the target respondents. The sample size of the study is (366) out of the total population of (1390). The sampling technique is multi stage sampling which incorporate both simple random and stratify sampling technique. From the study, it is concluded it is concluded that insurgency has significantly affected education as it relates to children becoming dropout, brain drain among the available academic staff & school academic calendar among tertiary institutions in Maiduguri metropolis Borno state. Based on the findings of this study, it is recommended that Government should provide support to parents which will encourage them to enroll their children to school in order to avoid the chances of their children becoming dropout. Government should provide tied security that will prevent attack by the boko haram member which will enhance facilitating school activities. In an effort to address this, the government should design a workshop training to for teacher to reduce the fear and anxiety among staff which develop psychological difficulties as a result of grief at the loss or maiming colleagues which make the staff

unsecure and device strategies for addressing security challenges in the affected area.

Keywords: *Insurgency, Education, Tertiary Institutions.*

Introduction

The menace of insurgency is not a new issue; it has been existing throughout history and right from time immemorial. Insurgency was earlier prevalent in the Middle East as a reaction against Israeli domination and perceived injustice as well as the over bearing presence of the United States in the region. The consequent of the September 11, 2001 attacks on the US and others across the world have increased the tempo of insurgency across the world moving from the Middle East to North Africa called the Arc of Instability. These has pave the way for Insurgents groups such as; the Al-Qaeda; Al-Shabab; ISIS; Taliban that engaged in unsavory activities such as: kidnapping of innocent people as hostages; suicide bombing; incessant shooting of victims at close range; throat slitting and nocturnal attacks (Taiwo 2016). The majority victims are predominantly the most vulnerable of the society-children and women many of whom have been orphaned and widowed, these pose great challenge to socio economic development as it relates to loss in the

means of livelihood of populace as well as the; destructions of teaching and structures and facilities which rendered education goal defeated and which affects the socio economic development which thrives in situations where socio-economic exclusion, mal-administration, marginalization of the majority by a privileged few, oppression globally.

In the recent past, countries of Africa have witness numerous discontent and disenchantment among the various communities because of the inability or refusal of successive governments to resolve grievances arising from the state's unresponsiveness and insensitivity to the people's plight over long periods (Shehu 2009). This generates despair and frustration which certain leaders capitalize on to organize acts of defiance or incipient lawlessness. Activities of the insurgent groups like the Al-Qaeda, Al-Shabab, Islamic Salvation Front, the Central Africa Republic's Seleka coalition, the Tuareg rebels in Mali, Somali pirates, National Liberation Force in Burundi, Congolese Revolutionary Forces (DR Congo),

Forces for the Liberation of Rwanda, West Sid Boys (Sierra Leone) the Lord's Resistance Army (Uganda) and Movement for the Emancipation of the Niger Delta (MEND) are the clear instances explaining how insurgency affect the socio economic development of most of this affected nations (Fafowora, 2012). These resulted in countless number of death and injuries, psychological stress and loss of means of livelihood. Africa had now become the theater of war and much more favorable for the insurgent activities to rein in countries like Sudan, Somalia, Burundi, Rwanda, Kenya, Algeria, Morocco, Tchad, Mali and Nigeria is no exception (Marc-Antoine 2014). The primary insurgents groups primary aims has in most cases to do with ethnicity; some religious; while others can be traced to political ideology resulting to The destruction of homes, community structures, wells, food production/crops, livestock, personal assets combined with restricted access to humanitarian aid and continuing violence, loss of thousands of lives and properties; as well as rendering refugees and internally displace persons.

In Nigeria, while history reveals that insurgency is not entirely new, the genesis of insurgency can be traced to the movement to liberate the Niger Delta person headed by major Isaac Jasper Adako Boro, who is from Ijaw ethnic background from Niger Delta region of the nation. He was the first person to declare the Republic of Niger Delta (Muzan, 2014). The July 6, 1967 civil war was more of ethno-religious conflict and socio economic golf over the control of economic resources. Mr. Uwanzurike's Movement for the Actualization of the Sovereign State of Biafra (MASSOB) which led to the upgrade of Biafran national flag and also the introduction of their local currency note as legal tender (Muzan, 2014). In the late 1970s and 1980s, there were intra-religious campaign in the northern Nigeria between Maitatsine sects led by Sheikh Muhammadu Maruwa, the Jos indigene/settler crisis, the Southern Kaduna-Fulani cattle rustlers crisis, Offa- Erinle communal dispute in Kwara State, Benue-Fulani herdsmen crisis, Warri in Delta state including control of territory, ethnic hegemony and political, economic, socio-cultural as well as religious which has long gestation period.

Meanwhile, the desolation and destruction of human lives and properties by the insurgents group (Boko haram) through it indiscriminate activities such as kidnapping of innocent citizens; suicide bombing; destructions of building structures in schools, market places and places of worship, residents; attacks on highways; incessant shooting of victims at close range, bombing of private,

public, religious and government properties and throat slitting has resulted in fear, anxiety, trauma, emotion and psychological disturbances which lead to shutting down most of the activities that will contribute to socio economic development adversely affects the socio economic development of Maiduguri metropolitan council, Borno state. The dangerous nature of insurgents attacks has it impact on student education by instilling fear and anxiety; and thereby rendering the children not to develop interest in joining school; and some drop out of the school. It also affects the schools calendar through it unwanted activities thereby created fear, anxiety, trauma, emotion and psychological disturbances which lead to shutting down school for some certain period in their studies and lack of certainty of life. It is against this background that the study will assess the impact of insurgency on Education among tertiary institutions in Maiduguri metropolitan council, Borno state.

Statement of the Problem

The threat and carnage caused by Boko haram insurgents through it unsavory and indiscriminate acts ranging from kidnapping of innocent citizens; suicide bombing; destructions of building structures in schools, market places and places of worship, residents; attacks on highways; incessant shooting of victims at close range and throat slitting has resulted in making people homeless, children and women to becoming orphans and widows. These have serious implication on Education among tertiary institutions in Maiduguri metropolitan council, Borno state. However, despite the efforts made by Government such as public enlightenment campaign against violence and conflict; deploying of troops to the affected areas; and Amnesty given by the government insurgents, the problem still persists. This problem adversely impacted on socio economic activities as it relates education in Maiduguri metropolitan council, Borno state. It is in the light of the identified problem that the study will assess the impact of insurgency on Education among tertiary institutions, especially, in Maiduguri metropolitan council, Borno State.

Although, multitude studies by different authorities have been conducted as regard the issue of insurgency. Othman, Sule & Singh (2015) on effects of Boko haram insurgency on business entrepreneurship environment in Nigeria. The researcher based his study by the utilization of secondary data and structural violence theory was adopted to guide the study. The study reveals that, business

and entrepreneurship have been affected by the deadly activities of the Boko haram insurgency. Emmanuelar (2015) study insurgency and humanitarian crises in Nigeria. The study was guided by fragility theory, survey method involving the use of questionnaire and in- depth interview was utilize. The finding of the study reveals that, there is a significant relationship between Boko haram insurgency and humanitarian crises, Shuaibu, Saleh & Shehu (2015) conducted a study titled “effects of Boko haram insurgency on Nigerian national security. The study isolates poverty theory as a guide, the findings of the study reveals that, the Boko haram insurgent has really made effective security a challenging task to provide for the nation. & Abdulrasheed (2015) conducted a study on effects of Boko haram insurgency on universal basic education in Borno state. Lev vygotsky’s socio constructivist theory was adopts as a guide as well as survey and the use of secondary data was utilized as a methodology. In his study, The findings reveals that majority of schools have been closed indefinitely while most basic school teachers working in the affected areas had escaped death during series of attacks on their communities. The studies previously conducted are limited to assess its Impact on Education among tertiary institutions which serve as the gap that this study will want to fill in. Therefore, it is against this background that this study will assess the impact of insurgency on Education among tertiary institutions in Maiduguri metropolitan council, Borno State.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Concept of Insurgency

There are divergent approaches to conceptualizing insurgency. According to Stillman (2003), insurgency is an instrument, design for the attainment of some political, religious, or ideological goal. Paust (1974), views insurgency as a purposive use of violence or the threat of violence by the precipitators against an instrumental target in order to communicate to a primary target a threat of future violence so as to coerce the primary target into behavior or attitudes through intense fear or anxiety in connection with a demanded power outcome. Metz (2004), sees Insurgency as a strategy used by groups which cannot realize their political aims through conventional means of seizure of power. These strategy used is characterized by continued, asymmetric violence, ambiguity, the use of complex terrain such as jungles, mountains, urban areas;

psychological warfare, and political mobilization which are designed to protect the insurgents and eventually affect the balance of power in their favor. Gompert & Gordon (2008) sees insurgency as an instrument which seeks to overthrow an existing order with one that is commensurate with their political, economic, ideological or religious goals. This implies that insurgency is an activities of a faceless group intended to take over power from an existing government by replacing it with it political, economic, ideological and religious inclination.

Şehirli, (2000), observes insurgency as any kind of act done by one or more persons belonging to an organization with the aim of changing the characteristics of the Republic as specified in the Constitution, its political, legal, social, secular and economic system, damaging the indivisible unity of the State with its territory and Nation, endangering the existence of the Turkish State and Republic, weakening or destroying or seizing the authority of the State, eliminating fundamental rights and freedoms, or damaging the internal and external security of the State, public order or general health by means of pressure, force and violence, terror, intimidation, oppression or threat. Mullins, (1997) sees insurgency as "the unlawful use or threatened use of force or violence by an individual or an organized group against property or even people with the intention of intimidating societies or governments, often for achieving certain ideological, economical, and political reasons".

Moreover, Powell and Abraham (2006), insurgency is a violent move by a person or group of persons to resist or oppose the enforcement of law or running of government or revolt against constituted authority. In other word, insurgency is a move through violence means by a group to resist the law enforced by an existing authority. Kilcullen (2006) also opines that Insurgency is a struggle to control a contested political space, between a state (a group of states or occupying powers) and one or more popularly based (non state challengers). He also went ahead to draw a line between classical and contemporary thus; while the latter seek to replace the existing order, the former strive for the expulsion of foreign invaders from their territory or seek to fill an existing vacuum (Kilcullen, 2006). Similarly, Moore (2005) sees insurgency as a protracted violent conflict in which one or more groups seek to overthrow or fundamentally change the political or social order in a state or region through

the use of sustained violence, subversion, social disruption, and political action. According to Krueger and Maleckova (2003), insurgency "premeditates, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents, usually intended to influence an audience".

Furthermore, Jones & Smith (2015), views insurgency as a political-military campaign by non state actors who seek to overthrow a government or secede from a country through the use of unconventional and sometimes conventional-military strategies and tactics. Gen (1976) insurgency as simply an armed revolution against the established political order. Insurgencies are internal affairs and the insurgents are self-sustaining. They usually do not require assistance from foreign powers. It is an organized armed political struggle, the goals of which might be diverse. The ideology Powell and Abraham (2006), Paust (1974), Jones & Smith (2015), Moore (2005), (Kilcullen, 2006), Gompert & Gordon (2008) goes in conformity. From their study, insurgency as an attempt applied through violent means to undermine the state in various ways ranging from carving a local criminal niche in society to total overthrow of state. While Stillman (2003), Krueger and Maleckova (2003) and Şehirli, (2000) did not subscribes to ideololgy that insurgency is a protracted violent conflict but an instrument, design for the attainment of some ideology with or without violence. The study does not totally agree with the other definitions as they are in contrast to reflect the complexities of modern insurgency especially with regard to the political, economic and social dimensions which they simply described as "struggle/attempt to acquire political power". Therefore, within the context of this study, insurgency can be seen as the activities of Boko haram such as killings, suicide bombing, destruction of educational infrastructure, kidnapping of innocent people which has an impact on means of livelihood, transportation and education.

Concept of Boko Haram

Studies previously conducted have established their findings regarding the concept of Boko haram. According to Alexander (2015), Boko haram is a terrorist group that earlier applies violent attack against security forces, politicians. However, at later time the groups attack changes to public places such as mosque, churches, schools, markets and any public gathering. Abugu

(2009) contends that, Boko haram sect are people with little or nothing to or for, who have no hope for, or faith in a better tomorrow, who feel shortchanged by life are almost always likely to offer themselves for use for nefarious purposes by persons who often masquerade as religious men but who only hide under religion to exploit others 'weaknesses for personal aggrandizement. He maintained that, the sect is not actually rebelling against western influence in their lives as much as they are rebelling against the system that made it difficult for them to have access to the opportunities for a better life inherent in western education, a system that drove them to the periphery of life while a few of their compatriots sometimes even from the same neighborhood, lived in unimaginable privilege. Adetiloye (2014), establish that Boko haram sect violently attacked churches, mosques, schools, police station, public owned facilities and any public gathering. In his study, he concluded that the sect is among the most dangerous insurgent group of the world.

Umar (2012), views Boko haram as a fundamentalist group but not a problematic one. This is so because its leader and members do promote and adhere strictly to the doctrinal ideology. He rightly concludes that, fundamentalism may lead to violence but not necessarily in all cases. In finding of his study, the mediating variables preventing a turn towards violence are factors such as socio economic opportunities, the provision of social services by the state and the way the state responds to dissidence. Okoro (2012), pointed out that, Boko haram sect is deadly group which appears to see western attribute such as education, culture and modern science as sinful act. Peterside (2014) sees Boko haram as a movement which condemns western cultures and education. These redirect their target towards every individual that result in the bombing of mosques and churches, police stations, educational institutions, government and private establishments, killings and abduction of innocents citizen as a measure of fulfilling their unclear objectives.

Causes of Insurgency

Scholars have provides multitude points of view as regard the causes of insurgency. According to Lawson (2001), the resistance against an oppressor is the major cause that will lead to insurgency. He remarks that, the dominance of insurgents land and their people from any oppressor are apparent to have high chances of outbreak of attacks by the insurgent's members. Keet (2003)

observes that, social stratification and disproportion of division of limited resources such as food, water and clothing is among the major causes of insurgency. Borum (2004) opines that, the remedies of an injustice were the essential motivation for insurgency as it can help them to get their revenge back and the best motivation is to help others to avenge but not themselves. The need of belonging that was remarked earlier on has great impact on radical extremist groups as they felt connected and associated with the group. Multiple reasons are listed here, of which some seem to be more applicable than others, and some others tend to go together for identification of more or less convincing causal factors these includes; Ethnicity, nationalism/separatism Probably the most contested cause of insurgency (Freewoman, 2001). Nwagu (2014) who attributes the cause of insurgency to control of valuable resources by powerful people thereby denying the less privileged access. The disadvantaged segments of the societies thus resort to fighting to what they believed belonged to them. Newman (2006) suffices that, factors such as poverty, population explosion, social inequality and exclusion, dispossession, urban migration, political grievance as well as oppression and human right abuse falls among the crucial causes of insurgency. Bjorgo (2005) opines that the causes of insurgency is categorized into (4) four levels these includes; Structural cause, Facilitator, Motivational and Trigger causes. The structural cause are causes which affect people's lives in ways that they may or may not comprehend at a rather abstract macro level such as increasing individualism with rootlessness and atomization and relative deprivation. Facilitators are the second category which insurgency attractive and possible. These include the evolution of modern news media, weapons technology and weak states controls of territory. Motivational causes are the actual grievances that people experience personally which drive their motive to develop the negative ideology. Trigger causes, are the direct precipitant of insurgency. These include factors such as leadership, Funding, state sponsorship, political upheaval serves as the causes of insurgency. According to Adeyemi (2006), the major causes of Boko Haram insurgency is the inability to bring about genuine development and appropriate integrative outlook for Nigeria. He concludes that the political class use tribalism, regionalism and religious differences to justify unequal development. Collier (2003) sees insurgency as a means of expressing a long and deeper exclusion and marginalization which push people to react over social and

environmental harms imposed by the government. This reaction comes in many forms among which include rebellion and insurgency. Ahmad (2013) posits that, the underlying causes of insurgency include political, administrative and legal vacuum; illiteracy, unemployment and underdevelopment and legacy of the past policies. Insurgency, restiveness, terrorism and the like are as a result of frustration and apathy among majority of the citizenry which often leads to unimaginable anti-social activities. Briscoe & Van Ginkel (2013), opines that, insurgency in many societies came on board as a result of stimulated drive related to economic deprivation, abject poverty and economic dislocation of livelihoods. This has drastically reduced the options of many youth. Deducing from the structural violence paradigm, individual and group grievances, such as poverty, unemployment, illiteracy, discrimination, and economic marginalization, can be used as mobilizing instruments by sinister groups to find support and recruits for insurgents agenda.

Mohammed (2012) asserts that, one of the immediate causes of insurgency was the restriction of movement of motor cycles at night, the attempt at enforcing the use of crash helmets and the shooting by the policemen to the 17 unarmed people who are on their way to a funeral erupted the group to be ready for a confrontation. Omotosho (2014) observes that, excessive urban and rural abject poverty, while excessive wealth lies in the hands of a few aristocrats and the vicious cycle of national underdevelopment has in turn cultivated fundamentalism among the poor. However, the root of the rise and agitation of the Boko Haram is the excessive urban and rural abject poverty, while excessive wealth lies in the hands of a few aristocrats and the vicious cycle of national underdevelopment has in turn cultivated fundamentalism among the poor. However, the root of the rise and agitation of the Boko Haram in the Northern parts of the country is the failure of government to propel modernization in order to deliver its promises of improvement to the mass of ordinary people within the present political dispensation in the Northern parts of the country is the failure of government to propel modernizations in order to deliver its promises of improvement to the mass of ordinary people within the present political dispensation. It has direct bearing on national integration especially where the insurgency is religious and economic driven.

Impact of insurgency on Education

Education is an integral component socio economic development in every existing society. Scholars have pointed out their opinion on how insurgency affects education. According Emeosoba and Iro (2015), the activities such as

Maiming, kidnapping, suicide bombing, burning, attacks, destruction of schools, killings of teachers and students of the insurgents groups have posed great challenges to educational programmes. They make it clear that schools were whether burnt, damaged, or destroyed by the insurgents. These destructions have grossly reduces the availability of access to education of many families. Ogwunba and Odom (2014) contends that, access to education requires sufficient and proper learning facilities and services put in place and that students can have access to adequate books and materials that will facilitate teaching and learning. They concludes schools are not only burnt down, but also the teaching materials, equipment and school records leaving children with nowhere to learn and teachers nowhere. Justino (2011) asserts, that insurgency affects education through direct and indirect channels. The former, may have effect through destruction of educational infrastructure and facilities, loss of teacher as a result of intimidation and lack of secure environment, displacement of students and their families and the creation of climate where parent are afraid to let their children leave their home. While the indirect include: the reallocation of resources within the household for example, student needing to find work to replace lost of family income which may in turn affect their educational aim to be realized. Similarly, Malley (2010) opines that insurgency through its persistent activities such as destruction of school building and facilities, killings of students and teachers, abduction of students and kidnapping of teachers as well, sexual violence against female students which as a result contribute to traumatization of students, anxiety and fear consequently affect the education objective to be attained.

Furthermore, Aldeman, Hoddinott and Kinsey (2006) founds that Zimbabwean children affected by war in 1970s started school later than those not affected by the war because trauma, anxiety and fear which consequently displaces people out of their homes cannot be enrolled in schools. Students enrolment into schools in Afghanistan has increased dramatically in spite of ongoing conflict with about six (6) million in 2001 to about eight (8) million in 2012 (Jones & Naylor, 2014). A cross-country analysis by Lai and Thyn (2006) shows that countries experiencing civil war suffer a decline in student enrolment by 1.6 to 3.2 percent. A recent study, using household survey data between 2000 and 2008 from 25 conflict-affected countries found that conflict leaves a legacy of fewer average year of education, decreased literacy rate and a smaller share of

the population with no formal schooling as students are not enrolled in schools (Andrew & Saumik, 2013).

Moreover, Adam and Boscarino (2005), insurgency indiscriminate activities such as kidnapping of innocent people and demanding for ransom, suicide bombing, incessant shooting of victims at close range which contributes to fear, anxiety by the school management thereby the school for a period of time. In other word, the activities of the insurgents members resulted to shutting down of schools which consequently has implications on academic calendar of schools which technically education goals and objective to be achieved. In addition, Galea, Ahern, Resnick, Kilpatrick, Bucuvalas, Gold & Vlahov (2002) in their study reveals that, insurgency has adversely affects schools academic calendar through it indiscriminate activities such as destructions of schools structures and infrastructure; creating psychological disturbances by fear and anxiety through kidnapping/abduction of innocent student; series of bomb blast; wear and tear between the military and the insurgents members when attacking. These activities make schools to shut down their academic activities, which affects the school calendar of events. Hoven, Duarte, Lucas, Wu, Mandell and Godwin (2005) asserts that insurgency generate deleterious impact by causing depression, aggressive behavior, anxiety and stress, social and emotional problem which has adversely affect students' performance. He went further by emphasizing that the impact of insurgency on school calendar has been categorized into two channels. These are direct and indirect channel. The former can include school absenteeism, and poor academic performance at school due to lack of focus associated with anxiety, and fear, while indirect channel can include disruption to processes of learning from parent and teachers who may experience problems themselves. Swee, (2015) is in agreement with the views of Adam and Boscarino (2005) on the impact of insurgency which is caused by the indiscriminate activities such as destruction of schools; threat faced by the personnel (academic and non-academic staff) from the insurgent members which instilled fear and anxiety in them. This incidence causes the closure of the schools which disrupts academic calendar of schools.

Frustration – Aggression Theory

Frustration-Aggression Theory of Conflict The frustration-aggression theory has its root in the works of Dollard, Doob, Miller, Mower and Sears (1939).

Dollard led a research group at the Yale Institute of Human Relations and published a monograph that is useful in explaining human conflict behavior. It is based on a simple and straight forward hypothesis that human frustration may lead to aggressive behavior. Since the development of the theory, several scholars have analyzed it. For example, it was observed that frustration ultimately leads to aggression and aggression always implies that frustration has occurred at some previous time (Lawson, 1965). The theory suggests that individuals become aggressive when there are obstacles (perceived and real) to their success in life (van de Good et al., 1996). The theory indicates that aggressive behavior is not motivated by genuine hostility, but by frustration (Malici, 2007). All the discussions on the theory imply that “there is no smoke without fire” and that “an angry man is a hungry man”. At this stage, let us look at the duo concepts of frustration and aggression. Frustration can be defined as (a) an individual’s perception of a hostile environment, coupled with (b) his pessimism about the realization of goals and (c) the perception that the fate of these goals is in the hands of others (Malici, 2007). Aggression is any behavior intended to harm another person who does not want to be harmed (Bushman & Huesmann, 2010).

Frustration-aggression theory emphasizes the difference between what people feel they want and the discrepancy. However, marginal between what is sought and what they get, the greater the violent reaction. In the face of these frustrated expectations, a group is most vulnerable to embark on violent destructive behavior or be a ready army to be used to cause crisis. Central to this explanation is that aggression is the natural outcome of frustration. In a situation where the legitimate desires of an individual or group is denied either directly or by the indirect consequence of the way a society is structured, the feeling of frustration can compel such persons or group to express their anger through violence that is directed at those perceived to be responsible for their misfortune or others who are indirectly related to those frustrating their expectations (Omadjohwoefe, 2011).

The frustration aggression theory is a theory under the field of psychology that aggression is caused by blocking, or frustrating, a person's efforts to achieve a goal. According to the theory, frustration augments the probability of aggression. The theory defined frustration as "the state that emerges when circumstances interfere with a goal response." Subsequent research has found

that frustration is more likely to lead to aggression when the frustrated individual believes that aggressive behavior will reduce his frustration. Aggression is defined as an action with the intent to harm, and can be physical and non-physical (Baron & Richardson, 1994). There are many areas where aggression manifests in our society today, such as domestic violence, abuse, school bullying, road-rage, and war. Many social scientists use theories to explain this phenomenon. Amongst the many different explanations, some say frustration, which is defined as the blocking of ongoing goal-directed behavior, often leads to aggression. The theory is divided into two main paradigms; Dollard's Frustration-Aggression Theory and Berkowitz's Cognitive Neo association Model, both illustrate how one may become aggressive through frustration. Both models have been changed and challenged; however, evidence suggests there are four mediating factors which influences frustration, nonetheless can often be the antecedent to aggression (Baron, & Richardson, 1994).

This study will be guided by frustration-aggression theory to explain insurgency on education. The relevance of this theory to the study of insurgency on Education among tertiary institutions is better appreciated when viewed against the backdrop of wide spread of poverty, illiteracy, socio-economic injustice, global terror epidemic and proliferation of arms which breeds frustrated expectations. Under this unfortunate situation, members of the sect (Boko haram) and other frustrated persons are readily available to be recruited under the auspices of Boko haram insurgent as destructive agents for disturbances and indiscriminate destruction of livelihoods and social support systems, bombing of infrastructures and facilities, displacing residents to seek refuge, incessant killings, kidnapping/abduction of innocent citizens as well which adversely affects education.

Methodology

The study will utilize both primary and secondary sources of data. The primary source will be obtained from the instrument of questionnaire which will be administered to the target respondents. While the secondary source will include journal, and official reports. The study population consists of both academic (737) and non-academic staff (653) of selected high education institutions in Maiduguri metropolis which the total stand at (1390). The sample size of the

study is (366) out of the total population of (1390). Multi staged sampling technique will be used in selecting the sample. descriptive and statistics will be used for analysis of data obtained. This will consist of simple percentage, frequency distribution and tables.

Presentation Of Data

Table 3.1 institution of the respondents

<i>Respondents</i>	<i>Frequency</i>	<i>Percentage</i>
<i>KICOE</i>	82	22
<i>College of Agric</i>	43	12
<i>Ramat polytechnic</i>	241	66
<i>TOTAL</i>	366	100

Source: *Field Survey 2019*

Table 3.1 showed that 22% of the respondents are from kashim Ibrahim college of education (KICOE), 12% are from college of agric and 66% are from Ramat polytechnic Maiduguri.

Table 3.2 Gender of the Respondents

<i>Respondents</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Male</i>	256	70
<i>Female</i>	110	30
<i>TOTAL</i>	366	100

Source: *Field Survey 2019*

Table 3.2 revealed that 70% of the respondents are Male while 30% are female.

Table 3.3 age of the Respondents

<i>Respondents</i>	<i>Frequency</i>	<i>Percentage</i>
<i>18-25</i>	37	10
<i>26-35</i>	56	15
<i>36-45</i>	130	36
<i>46-55</i>	65	18
<i>56-65</i>	78	21
<i>TOTAL</i>	366	100

Source: *Field Survey 2019*

Table 3.3 showed that only 10% of the respondents are between the age of 18-25, 15% falls with the age of 26-35, 36% are between the age of 36-45, 18% falls from the age of 46-55, while 21% of the respondents falls between the age of 56-65.

Table 3.4: Designation of the Respondents

<i>Respondent</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Academic staff</i>	266	73
<i>Non academic staff</i>	100	27
TOTAL	366	100

Source: *Field Survey 2019*

Table 3.4 indicated that 73% of the respondents are academic staffs while 27% are non-academic staffs.

Table 3.5: Marital status of the Respondents

<i>Respondents</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Single</i>	63	17
<i>Married</i>	216	59
<i>Divorced</i>	40	11
<i>Widowed/widower</i>	47	13
TOTAL	366	100

Source: *Field Survey 2019*

Table 3.5 revealed that 17% of the respondents are single, 59% among the respondents are married, 11% are divorced, while 13% are widowed/widower.

Table 3.6:

<i>S/No.</i>	<i>Statements</i>	<i>SA</i>	<i>A</i>	<i>UN</i>	<i>D</i>	<i>SD</i>
<i>1</i>	threat by the boko haram members on tertiary institutions in Maiduguri metropolis has resulted parents to send their children away from the affected area which resulted the children in becoming dropout.	130	127	5	47	57
		36%	35%	1%	12%	16%

2	The attack by the boko haram member has resulted in brain drain among the available academic staff of the selected high education institutions.	150	133	10	30	43
		41%	36%	3%	8%	12%
3	The continuing and assassination and kidnapping of staff has inevitably compromise the concentration of the staff towards performing their responsibility effectively and thereby affecting the turnover of the staff in the institution.	145	137	15	40	29
		40%	37%	4%	11%	8%
4	Staff experience psychological difficulties as a result of grief at the loss or maiming colleagues which make the staff unsecure and thereby fleeing the affected area.	160	111	13	40	42
		44%	30%	4%	11%	11%
5	Schools management anxious about attack on their schools may render the school close for a quiet period of time which affects the school academic calendar.	150	130	18	50	18
		41%	36%	5%	13%	5%

Source: *Field Survey 2019*

Table 3.6 serial No. 1 revealed that 71% of the respondents have agreed with the statement that the activities of boko haram make parents do send their children away from the affected area which resulted the children in becoming dropout, 1% among the respondents are undecided while 28% of the respondents are in disagreement with the statement. Serial No. 2 under Table 3.6 showed that 77% of the respondents are of the opinion that The attack by the boko haram member has resulted in brain drain among the available academic staff of the selected high education institutions, 3% of the respondents did not take decision as far as this statement is concern while 20% of the respondents disagree with the statement. Serial No. 3 of table 3.6 indicated that 77% of the respondents agreed with statement that The continuing and

assassination and kidnapping of staff has inevitably compromise the concentration of the staff towards performing their responsibility effectively and thereby affecting the turnover of the staff in the institutions, 4% left undecided while 19% have disagreed with the statement. Serial No. 4 of table 3.6 revealed that 74% of the respondents have agreed with the statement that Staff experience psychological difficulties as a result of grief at the loss or maiming colleagues which make the staff unsecure and thereby fleeing the affected area, 4% undecided while 22% of the respondents have disagreed with the statement. Serial No. 5 of table 3.6 showed that 77% of the respondents have concore with the statement that Schools management anxious about attack on their schools may render the school close for a quiet period of time which affects the school academic calendar, 5% undecided while only 18% of the respondents' contest with the statement.

Summary of Major Findings

This study is carried out to assess the effects of insurgency on education among tertiary institutions in Maiduguri metropolis. From the above analysis, majority of the respondents agreed that the activities of boko haram make parents do send their children away from the affected area which resulted the children in becoming dropout, it also revealed that The attack by the boko haram member has resulted in brain drain among the available academic staff of the selected high education institutions. The result of the study also showed that The continuing and assassination and kidnapping of staff has inevitably compromise the concentration of the staff towards performing their responsibility effectively and thereby affecting the turnover of the staff in the institutions.

Furthermore, it is among the majority of the respondents that agreed with statement that staff experience psychological difficulties as a result of grief at the loss or maiming colleagues which make the staff unsecure and thereby fleeing the affected area. Also from the analysis, majority of the respondents agreed that Schools management anxious about attack on their schools may render the school close for a quiet period of time which affects the school academic calendar. Therefore, based on findings of the study, insurgency has affected education among tertiary institution in Maiduguri metropolis Borno state.

Conclusion

From the data obtain, the study showed that the activities of boko haram make parents do send their children away from the affected area which resulted the children in becoming dropout. It is also said that The attack by the boko haram member has resulted in brain drain among the available academic staff of the selected high education institutions. The continuing and assassination and kidnapping of staff has inevitably compromise the concentration of the staff towards performing their responsibility effectively and thereby affecting the turnover of the staff in the institutions. The activities of boko haram has instill fear and anxiety among staff which develop psychological difficulties as a result of grief at the loss or maiming colleagues which make the staff unsecure and thereby fleeing the affected area. Boko haram activities have made Schools management anxious about attack on their schools may render the school close for a quiet period of time which affects the school academic calendar. To this end, it is concluded that insurgency has significantly affected education among tertiary institutions in Maiduguri metropolis Borno state.

Recommendations

In view of the findings made so far, the study recommends the following.

- i. Government should provide support to parents which will encourage them to enroll their children to school in order to avoid the chances of their children becoming dropout.
- ii. Government should provide tied security that will prevent attack by the boko haram member which will enhance facilitating school activities.
- iii. In an effort to address this, the government should design a workshop training to for teacher to reduce the fear and anxiety among staff which develop psychological difficulties as a result of grief at the loss or maiming colleagues which make the staff unsecure and device strategies for addressing security challenges in the affected area.

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