



**EFFECT OF BOKO HARAM  
INSURGENCY ON GIRL'S CHILD  
EDUCATION IN MAIDUGURI  
METROPOLITAN COUNCIL,  
BORNO STATE, NIGERIA**

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**Abstract**

*This study examined the effect of Boko Haram Insurgency on girl child Education in Maiduguri Metropolitan Council. Insurgency is one of the frequently used words in contemporary national and international discourse. It is arguably the most*

**Keywords**

*serious threat to global peace and stability. During the early 20th century, insurgency was mostly restricted to regional and national boundaries. Most of the terrorist acts in that era were based on*

**INTRODUCTION**

Insurgency is one of the frequently used words in contemporary national and international discourse. It is arguably the most serious threat to global peace and stability. During the early 20th century, insurgency was mostly restricted to regional and national boundaries. Most of the terrorist acts in that era were based on revolutionary nationalism (that is, the use of political violence by the colonized group(s) as a tool for fighting against western colonial power). The Irish republican army, the Zionist groups Hayannah Irgun and lehi, and Muslim brotherhood all used



*activities of insurgents educational facilities  
in order to maintain available on ground.*

bombings and assassination to try to free their people from colonial control. However, terrorism gained unprecedented global attention in September 11 2011, when Osama Bin Laden, the leader of the dreaded terrorist group Al Qaeda bombed the twin towers (world trade center) in New York, United States of America. In Africa and most especially in Nigeria, a vicious and violent terrorist group-Boko Haram has emerged to wage a bloody asymmetrical war on the country. Since the emergence of Boko Haram insurgency (2001 till date) in the Northeast states (Borno and Yobe) of Nigeria where it is running on the obnoxious philosophy - western education is evil, the group has been confronted by the Nigeria authorities. The ensuing conflict has claimed closed to 5000 lives and destroyed private and public property worth billions of naira.

#### **Statement of the Problem**

Girl's child education depend largely on encouragement from families in the society, provision of school instructional materials and safety of girls to school. Insurgent has become a threat to many families and girls in Maiduguri Metropolitan Council, Borno State, Nigeria. There are frequent cases of kidnaping and abduction of girls of school age in the region. The researchertend to study the effect of Boko Haram insurgency on girls child education in north eastern state of Nigeria.

However, the recent insurgency in the North-east has displaced many people away from their homes, thus leading to high displaced persons Dimensional Poverty Index (2015).Financial problems were the biggest obstacle.

#### **Objectives of the Study**

The main objective of the study is to assess the effect of Boko Haram Insurgency on girl's child educationin Maiduguri Metropolitan Council. The specific objectives of the study are to;

- i. assess the effect of Boko Haram Insurgency on the availability of educational standards by the IDPs living in camps in Maiduguri Metropolitan Council;
- ii. examine the effect of Boko Haram Insurgency on the adequacy of educational service facilities in the IDPs camps in Maiduguri; and
- iii. identify whether or not parent are still eager to send their wards especially girl-child, to school following the devastated effect of Boko Haram Insurgency

### **Research Questions**

The following research questions are formulated to help in achieving the objectives of the study;

- i. What is the effect of Boko Haram Insurgency on availability of educational standard of IDPs living in camps in M.M.C?
- ii. What is the effect of Boko Haram Insurgency on educational facilities of girl child in M.M.C; and
- iii. What is the perception of parents toward sending their wards especially girl-child ,following the devastated effect of Boko Haram Insurgency

### **Research Hypotheses**

The following hypotheses were formulated to serve as a guide to study;

Ho<sub>1</sub>: Boko Haram Insurgency does not significantly affect the availability of educational standard of M.M.C.

Ho<sub>2</sub>: There is no significant effect of Boko Haram Insurgency on education facilities of girl child in MMC

Ho<sub>3</sub>: Does the perception of parents toward sending their wards especially girl child, following the devastated effect of Boko Haram Insurgency in M.M.C

### **Significance of the Study**

The purpose of this study is basically to examine the activities of the insurgent have a direct effect on girls' education more especially in the north eastern states of Nigeria.

The study will provide relevant information that would help both government and non-governmental agencies in improving the educational condition of the people. It will help in the proper policy implementation in improving education status of the people. It will also help policy makers in coming up with the right policy to meet the immediate educational needs of the society. It will also contribute in filling the existing gap and add to the existing knowledge as well as literature on education services delivery, especially to girl child-education

To the academia, it will help them as a guiding or reference material in their research work and also in their further research from where the researcher stops. It will also help students who are interested in research in the area of education services delivery.

### **Literature Review**

#### **Concept of Terrorism**

The Arab Convention for the suppression of terrorism defines it as: “any act or threat of violence that occurs in the advancement of a criminal agenda and seeking to sow panic among people, causing fear by harming them, or placing their lives, liberty and security in danger, or seeking to cause damage to the environment or to public and public institutions and property”.

The UN Security Council (Resolution 1566) (2004) defines terrorism as: “criminal acts, including acts against civilians committed with the intent to cause death or serious bodily injury, or taking of hostages with the purpose to provoke a state of terror in the general public or in a group of persons or particular persons, intimidate a population or compel a government or an international organization to abstain from taking action against terror”.

U.S. Department of Defense Definition of Terrorism: terrorism refers to “the calculated use of unlawful violence or threat of unlawful violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological.”

U.S. Department of State defines terrorism as the “premeditated, politically motivated violence perpetrated against noncombatant targets by sub-national groups or clandestine state agents.” (Ray, 2007).

### Types of Terrorism

- i. Scholars, book makers, institutions and agencies have categorized or classified terrorism differently. It will be important for me to examine the categorization of terrorism to better analyze in which category our case study; Boko Haram falls. H.E Alapiki in his lecture entitled “The state and the culture of terrorism in Nigeria: Unveiling the Real Terrorist” (Alapiki, 2015), gives a classification which shows five different types as follows: nationalists, religious, state sponsored, left wing and right wing terrorism.
- ii. Nationalist Terrorist: Nationalist terrorist have as main motive to “form their own national group, often by drawing attention to a fight or struggle for national liberation” (Rothenberger, & Müller (2015). Nationalist terrorism can sometimes be difficult to define since many groups involve in terrorism and brutality insist they are not terrorists but freedom fighters. This goes in line with Yasser Arafat late Chairman of the PLO (the Palestine Liberation Organization), in his speech before the United Nations in 1974 who said, “One man’s terrorist is another man’s freedom fighter”.
- iii. Religious Terrorist: To Harry Kawilarang (2004), religious terrorists seek to use violence to further what they see as divinely commanded purposes, often targeting broad categories of foes in an attempt to bring about sleeping changes. Almost half of the twenty eight most active internationally terrorist groups were religiously motivated (Wilkinson,2011)
- iv. State-sponsored Terrorist: Bruce Hoffman in his book entitled “Inside Terrorism” (2006) looks at state-sponsored terrorist groups as “organizations deliberately used or supported by radical states as foreign policy tools. It is cost effective way of waging war covertly, through the use of surrogate warriors”. States like Iran, Syria, Lebanon, and Libya have been

- frequently accused of sponsoring foreign terrorist organizations.
- v. Left-wing Terrorist: Left-wing terrorist groups seek to overthrow capitalist democracies and establish socialist or communist government in their place. Left-wing terrorist always struggle to minimize the use of violence to avoid hurting as they belief they are the “protectors” of the suffering masses.
  - vi. Right-wing Terrorist: Right-wing terrorism is terrorism motivated by a variety of far right ideologies and beliefs, including anti-communism, neo-fascism, neo-Nazism, racism, xenophobia and opposition to immigration. This type of terrorism has been sporadic, with little or no international cooperation.

### **Concept of Insurgency**

Insurgency is one of the concepts that is frequently used in this research and it will be important to look at some of the definitions given by scholars and institutions. Its examination will help also be relevant to establish a link to Boko Haram and its violent activities in the north of Cameroon. From the definitions that are examined below, the lie between terrorism and insurgency is very insignificant. This justifies why the two concepts are used as synonyms in the thesis.

Insurgency has been defined by the US Counterinsurgency Guide as ‘the organized use of subversion and violence to seize, nullify, or challenge political control of a region.’ Insurgents seek to subvert or displace the government and completely or partially control the resources and population of a given territory. They do so through the use of force (including guerrilla warfare, terrorism and coercion/intimidation), propaganda, subversion and political mobilization (Initiative, I. C, 2009). Insurgency can be defined as a strategy adopted by non-ruling groups within a state to obtain political objectives when they are unable to do so through conventional means. Insurgency is therefore the strategy of the weak and is usually characterized by protracted, asymmetric and psychological warfare, which mobilizes the population. The main objective

according to Millen and Metz, of these insurgent groups is to discredit the existing government and gain popularity.

Gary Bernstein defines insurgency as “a protracted struggle by one or more armed groups that employs violence with the goal of overthrowing an existing political order. More simply, it is a campaign aimed at seizing political power (Bernsten, 2008). Thus insurgent groups are out to weaken the strength and legitimacy of governments, while strengthening their control and popularity in the area of their activities.

### **Concept of Boko Haram Insurgency**

Boko Haram literally means Western Education is forbidden. It could have a wider meaning for instance; Boko Haram may also signify western fraud or similar interpretation. However, the fundamental ideology of Boko Haram is Western Education is forbidden and therefore, should not be allowed to prevail among nations, particularly Muslim dominated states. At the beginning they attacked Churches and law enforcement agents. As they increased in number and apparent slow response from the government, they attach any institution in Nigeria irrespective of whom and where they are located. Similarly, Ogunrohta (2013), analyses Boko Haram Insurgency from the point of view of class struggle between the ruling class and the ruled. He further stated that, it is a global capitalist system which creates imbalance and inequality.

There are different opinion over the precise date and conditions under which the group that become known as Boko Haram was first established, but a senior Nigeria Military officer has suggested that the group has existed in some form or another since 1995 (Onucha, 2010), while others have written that it was founded in 2003. Adetiloye (2014), opined that the group attacked and destroy Churches, Mosque, Schools, Police Station and private and public owned facilities. Adetiloye concluded that Boko Haram is the most dangerous insurgents group in Nigeria. By their belief and activities, it suggest that they are among the global terrorist network. They kidnap, engage in suicide bombing e.t.c, supporting the claim that Boko Haram is a terrorist group. Ali (2012) suggested that the manifestation of terrorism include hijacking, suicide attack, self-suicide bombing.



### **The Child Right to Education in Nigeria**

Education is described as the aggregate of all processes through which a child develops abilities, attitudes and other forms of behaviour that are of a positive value to the society. Indeed, it arguably remains one of the most important requirements in the development processes of any nation (Osunyikanmi, 2008). Education enables individuals to acquire appropriate knowledge, values and skills for personal development and contributes meaningfully to the development of society (Fafunwa, 1990). International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966), the Convention on the Right of the Child (CRC, 1989), the African Charter on Human and Peoples' Rights (ACRWC, 1990) and the Protocol to the African Charter on Human and Peoples' Right on the Right of Women in Africa (2003) affirmed education as basic human rights under the Universal Declaration of Human Rights (Isokpan and Durojaye 2016). It is important to note that the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966) and the Convention on the Rights of the Child (CRC, 1989) recognised and made comprehensive provisions for the rights of the child to education. States are required to make primary education compulsory, free and available to all. States are expected to encourage the development of different forms of secondary education; to offer financial assistance in case of need, as well as to take measures to encourage regular attendance at school and the reduction of dropout rates (Isokpan and Durojaye, 2016). The aim of child education in this regard is to ensure adequate preparation of the child for a responsible life in a free society.

### **Educational Challenges**

Education The provision of education services is critical. Child labour rates increase when children stay out of school and the longer children are away from school, the less likely they will return. Children and young people deprived of education are more vulnerable to Boko Haram recruitment, which could in turn contribute to further regional destabilization and an even greater use of child fighters by Boko Haram. The interruption of educational services also increases the risk of sexual violence and forced marriages for girls 2015 Limited information on the impact of the crisis on

education is available from 2015. Less recent information, from 2014, can be found under the pre-existing conditions section. Much of the reported impact in 2014 is likely still relevant. In the 2014 Joint Humanitarian Needs Assessment, parents were found to priorities basic needs such as shelter and food over education (Joint HNA, 11/07/2014).

Adamawa Literacy rate: 42%. Urban areas: 54% among men, 51% among women. Rural areas: 42% among men, 38% among women (NEDS, 2010). Primary school attendance (Gross Attendance Ratio1): Urban areas: 102% among men, 84% among women. Rural areas: Men 94% among men; 86% among women (NEDS, 2010). Never attended school: In 2010, 32% of children age 5-16 had never attended school. Reasons most frequently cited were labour needed, cost of schooling, distance to school, and school not considered important (NEDS, 2010).

Borno Literacy rate: 21%. Urban areas: 44% among men; 36% among women. Rural areas: 17% among men; 10% among women (NEDS, 2010).

### **Empirical Studies**

Several empirical studies have been conducted on the impact of Insurgency in Borno State. For example. Tukur and Ahmed (2014) conducted a study on the effect of insurgency on economy in Borno State. The study was conducted in Maiduguri, Borno State of Nigeria. The sample size was 300 respondents from each Local Government Area. The data obtained was analysed using multiple regression analysis. The findings revealed that from 2009 to 2014, a total of 28,209 people were victim of religious induced death.

Similarly, Alao (2012) conducted a study on impact of Boko Haram Insurgency in Nigeria, the challenges and lessons. The study was carried out in Ondo State, Nigeria. The data obtained was analysed using simple regression analysis. The findings of the study revealed that the first Islamic fundamental sect in Nigeria to adopt violence as a weapon of operation.

### **Theoretical Framework**

There are so many theories that can explain the study of this nature. Therefore, Structural violence theory and the system theory will be reviewed for the purpose of this study.

### **Structural Violence Theory**

This theory was postulated by Gatung (1969), the theory stated that some violence are unavoidable but becomes inevitable due to deprivation of some basic human needs in the area of political, socio-economic and cultural structures because those suffering from this deprivation are linked with the variable s mention above.

### **The System Theory**

The system theory is of several varieties, Bertalanffy (1968) and his colleagues in the field of biology developed the first perspective on system in this report, a system in this respect is seen as analogous to living organism that is maintained and sustained by its internal components. For instance, all the anatomical features that perform vital functions and developed in the organism such as the heart, brain, eyes and ears. These organs must work in harmony. Therefore, this adopted the structural violence theory in view of its relevance to this study.

### **Research Methodology**

#### **The Study Area**

The study was conducted in Maiduguri Metropolitan Council which lies between latitude 11° 46'N and 11° 54'N and longitude 13° 06'E and 13° 14'E which is surrounded by three (3) local government areas namely, Jere local government area, konduga local government area and Mafa local government area.

#### **Population of the Study**

The study covered all the people living in Maiduguri Metropolitan Council. The total population of the study is three million two hundred and four thousand people (3,000,204)

#### **Source of Data**

Data for the study was sourced from the inhabitants of Maiduguri Metropolitan Council using a five point likert scale questionnaire ranging from strongly agreed to strongly disagreed that will help in descriptive and quantitative analysis.

### Sample Size and Sampling Techniques

The sample size of this study consist of three hundred and ninety eight (398) respondents selected from the study population using Yamane's (1967) formula.

Yamane formula was given below:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = sample size

N = population

1 = constant

e = level of significance (0.05)<sup>2</sup>

Therefore:

$$n = \frac{3000,204}{1 + 3000,204(0.05)^2}$$
$$n = \frac{3000,204}{1 + 3000,204 \times 0.0025}$$
$$n = 398$$

Purposive sampling was used to select girl child that is affected by terrorism and does not have access to education

### Method of Data Collection

Survey method was used to collect data from the parents of the girls selected within Maiduguri Metropolitan Council. A point five like scale questionnaire was used to gather responses from the parent of the girls ranging from strongly agreed (SA) to strongly disagreed (SD)

### Method of Data Analysis

The study used descriptive and inferential statistical tool for data analysis. These include simple percentage and use of table presentation with aid of Statistical Package for the Social Science (SPSS) version. Multiple regression analysis was used to assess the effect of Boko Haram Insurgency on Girl Child Education in Maiduguri Metropolitan Council. Born State, Nigeria.

The regression model is expressed implicitly as:

$$Y = B_0 + B_1 X_1 + B_2 X_2 + B_3 X_3 + e$$

Y = Boko Haram Insurgency

X<sub>1</sub> = Educational Standard

X<sub>2</sub> = Educational Facilities

X<sub>3</sub> = Parent Eagerness

### Data Presentation

This chapter dealt with presentation, analysis and interpretation of data. The data obtained from the respondents was presented using frequency distribution table. The researcher distributed three hundred and ninety eight (398) questionnaires to the respondents. Three hundred and eighty two questionnaires were retrieved, while sixteen questionnaires were missing, as such three hundred and eighty two (382) questionnaires were used for this analysis.

### Analysis and Discussions

**Table 4.1.1 What is the effect of Boko Haram Insurgency on Educational Standard of Girl Child in M.M.C.**

Variables	Opinion	Frequency	Percentage
<b>How has Boko Haram insurgency led to decrease in educational standard?</b>	Low	28	8.8%
	Moderate	77	24.2%
	High	213	67.0%
<b>How did Boko Haram insurgency affect teaching in schools?</b>	Low	21	6.6%
	Moderate	71	22.3%
	High	226	71.1%
<b>How has Boko Haram insurgency affected student performance?</b>	Low	24	7.5%
	Moderate	30	9.4%
	High	264	83.0%
<b>Has your students' performance increased during Boko Haram insurgency?</b>	Low	201	63.2%
	Moderate	105	33.0%
	High	12	3.8%
<b>How has Boko Haram insurgency affect</b>	Yes	286	89.9%
	No	32	10.1%

**teachers impart knowledge in school?**

Source: *Field Survey, 2018*

Table 4.1.1 indicates educational standard which sought to find out if Boko Haram insurgency affected educational standard of girl child in M.M.C. The result reveals that when asked how insurgency has led to a decrease in educational standards. 8.8% said low, 24.22% said moderate, while 67.0% said high. When asked how insurgency did affect teaching in schools, only 6.6% said low, 22.3% said moderate, while majority 71.1% said high.

On the issue of whether insurgency affected student performance, only 7.5% said it low, 9.4% said moderate, while majority 83.0% said it was high. Also when asked if student performance increased during insurgency, 63.2% of the total respondents said it is low, 33.0% said it is moderate, while only 3.8% said it is high.

Lastly, when asked how insurgency has affected teachers' impartation of knowledge, 89.9% of the total respondents said yes, while only 10.1% said no.

Finally, as described by the table above the results have clearly shown that there was a negative effect of insurgency on educational standards.

**Table 4.1.2** what is the effect of Boko Haram Insurgency on educational facilities in the IDPs camps in MMC?

Variables	Opinion	Frequency	Percentage
<b>Does insurgency has any influence on educational facilities?</b>	Yes	259	81.4%
	No	59	18.6%
<b>How would you rate educational facilities during insurgency?</b>	Low	28	8.8%
	Moderate	36	11.3%
	High	254	79.9%
<b>How would you rate the provision of educational facilities by the government during insurgency?</b>	Low	20	6.3%
	Moderate	55	17.3%
	High	243	76.4%

What is the standard of educational facilities during insurgency?	Low	223	70.1%
	Moderate	85	26.7%
	High	10	3.2%

Source: Field Survey, 2018

Table 4.1.2 shows effect of Boko Haram insurgency on educational facilities, the result analyses four variables responsible for answering table 4.1.2. From the table, 259(81.4%) said yes insurgency has a great influence on educational facilities while only 59(18.6%) said no.

When asked how would you rate educational facilities during insurgency period, only 28(8.8%) of the total respondents said low, 36(11.3%) said moderate, while 254(79.9%) said high. The result also shows that that respondents rated government provision of educational facilities during insurgency period as follows; 243(76.4%) said the provision is low, 55(17.3%) said moderate, while only 6.3% said high.

When asked to what is the standard of educational facilities during Boko Haram insurgency changed or 223(70.1%) said low, 85(26.7%) said moderate, while only 10(3.1%) of respondents disagree to this assertion. Conclusively, from the result of these analyses, it can be concluded that insurgency have negatively influence the provision of educational facilities.

**Table 4.1.3 What is the Perception of Parent toward Sending their Wards especially Girl-Child, to School Following the Impact of Insurgency**

Variables	Period	Response				Total
		Enrolment Very high	Attendance High	Not Enrolled Moderate	No Attendance low	
How will you rate the activities of insurgents on girl child education	Before	238 (75.1%)	63 (19.9%)	14 (4.4%)	2 (0.3%)	382 (100%)
	During	44 (13.9%)	57% (18.0%)	60 (18.9%)	156 (64.1%)	382 (100%)

Source: Field Survey, 2018

Table 4.1.3 describes the activities of Boko Haram insurgents affect girl child education. The result shows that before insurgency, only 0.3% not attending school before as against 64.1% during insurgency. While 13.9% during Boko Haram insurgency against 75.1% before Boko Haram insurgency got enrolled in schools. This result implies that there is a significant difference in school enrolment and attendance before and during Boko Haram insurgency

**4.2 Testing of Hypothesis**

**Ho<sub>1</sub>:**Boko Haram Insurgency does not significantly affect the educational standard of girl child of MMC.

**Table 4.2.1: Model Summary**

Source	SS	df	MS	Number obs = 382		
-----+-----				f (3. 3379) = 1660.14		
Model	3334.2692	3	1111.42307	prob>	F=	0.0000
Residual	253.730803	379	.669474415	R-squared	=	0.6293
-----+-----				Adj R-squared = 0.9287		
Total	3588	382	9.39267016	Root MSE	=	.81821
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Y1	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
-----+-----						
X <sub>1</sub>	.1992144	.0146146	13.63	0.006	.1704786	.2279503
X <sub>2</sub>	.0417269	.0177577	2.35	0.0406	.006811	.0766427
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**Source:** Field Survey, 2018

Table 4.2.1 is a multiple regression analysis of X<sub>1</sub> and X<sub>2</sub> against Y. The table shows X<sub>1</sub>= .1992144 which is =19.9% X<sub>2</sub>=.0417269 as the variables representing the fit of the model. And there R<sup>2</sup>= 0.6293 which is 62.93% which indicates that the variable has effect in predicting the linearity of the model. A P- value of 0.006, and 0.0406 which is less than P< 0.05 significant. This result suggest that all the two variables, educational standard, and educational facilities have significant effect on girl child education in Maiduguri Metropolitan Council

**Ho<sub>2</sub>:**There is no significant effect of Boko Haram Insurgency on educational facilities of girl child of MMC.



**Table 4.2.2: Model Summary**

Source	SS	df	MS	Number obs = 382		
-----+-----				f (3. 3453) = 1771.16		
Model	3665.2692	3	2121.44502	prob>	F= 0.0000	
Residual	256.890804	382	6994744456	R-squared	= 0.7245	
-----+-----				Adj R-squared = 0.9160		
Total	3768	3999	38297016	Root MSE	=.86872	
-----						
Y1	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
-----+-----						
X <sub>1</sub>	.1996771	.0176145	13.72	0.007	.1704786	.2979579
X <sub>2</sub>	.0683290	.0177577	2.45	0.0442	.007622	.08664990
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**Source:** Field Survey, 2018

Table 4.2.2 is a multiple regression analysis of X<sub>1</sub>, and X<sub>2</sub> against Y. The table shows X<sub>1</sub>= .1996771 which is =20% X<sub>2</sub>= .0683290 which is 68% as the variables representing the fit of the model. And there R<sup>2</sup>= 0.9160 which is 92%% which indicates that the variable has effect in predicting the variable. Does the perception of parents towards sending their wards especially girl child following the devastated effect of Boko Haram Insurgency. Linearity of the model p- value of 0.007, and 0.0442 which is less than P < 0.05 significant. This result shows that all the two variables, educational standard, and educational facilities have significant effect on girl child education in Maiduguri Metropolitan Council

**Ho<sub>3</sub>:** Does the perception of parents towards sending their wards especially girl child following the devastated effect of Boko Haram Insurgency.

**Table 4.2.3: Model Summary**

Source	SS	df	MS	Number obs = 382		
-----+-----				f (3. 3379) = 1770.19		
Model	3655.2560	3	1111.42307	prob>	F= 0.0000	
Residual	268.740904	384	699494490	R-squared	= 0.7596	
-----+-----				Adj R-squared = 0.9542		
Total	3588	3969	39267070	Root MSE	=.8687	

Y1	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
X <sub>1</sub>	.1986190	.0156258	13.98	0.005	.1704786	.2869533
X <sub>2</sub>	.055270	.0178590	2.64	0.0460	.007623	.0865630

**Source:** Field Survey, 2018

Table 4.2.3 is a multiple regression analysis of X<sub>1</sub> and X<sub>2</sub> and against Y. The table shows X<sub>1</sub>= .1986190 which is =20% X<sub>2</sub>=.055270 which is 55% as the variables representing the fit of the model. And there R<sup>2</sup>= 0.9542 which is 955% which indicates that the variable has significant effect in predicting the linearity of the model P- value of 0.005, and 0.0460 which is less than P< 0.05 level of significant. This result indicates that all the two variables, educational standard, and educational facilities have significant effect on girl child education in Maiduguri Metropolitan Council

### Summary of findings

This study examined the Effect of Boko Haram Insurgency on Girl Child Education in Maiduguri Metropolitan council. Therefore it has been observed that the environment within which schools operate is turbulent due to insecurity. Boko Haram Insurgency is seen as major threats to people of Maiduguri Metropolitan Council and has negative effect on girl child education and has therefore affected educational standard, educational facilities, and parent perception toward sending their girl child to school as a result of Boko Haram insurgency in the study area.

It was found from the study that there is negative significant effect of insurgency on educational standard, educational facilities, and parent eagerness to enroll their girl child to school in the study area.

Based on the analysis of the results obtained in this study, the following decision where made;

- i. There is a negative significant effect of Boko Haram Insurgency on educational standards of girl child in the study area.

- ii. Based on the findings of the study Boko Haram insurgency negatively affected educational facilities, which lead enrolment of girl child to school in Maiduguri Metropolitan Council.
- iii. Based on the findings of the study, parents were not able to send their girl child to school because of kidnapping or abduction of their wards.

### **Conclusions**

From the findings it was concludes that, there is significant effect of Boko Haram insurgency on educational standards; there is positive significant effect of insurgency the availability of educational facilities; and parents are not eager to send their girl child to school during the period of Boko Haram insurgency. These variables are therefore observed to be very important when it comes to girl child education.

### **Recommendations**

Based on the study findings of this study, the following recommendations were made;

- i. Government should provide enough educational facilities, which will encourage parents to send their girl child to school.
- ii. Government should provide security that will curtail the activities of insurgents in order to maintain educational facilities available on ground.
- iii. Government should encourage teachers by giving them good incentives in order to improve educational standard.

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