



**IMPACT OF BOKO HARAM  
INSURGENCY ON EDUCATION OF  
SENIOR SECONDARY SCHOOL  
STUDENTS IN MAIDUGURI  
METROPOLIS, BORNO STATE**

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***Abstract***

*The study was designed to determine the impact of Boko Haram Insurgency on education of Senior Secondary Schools students' in Maiduguri Metropolitan Council (MMC) Nigeria. The study was guided by*

***Keywords***

*two objectives: to identify the root cause of Boko Haram insurgency in Maiduguri Metropolitan Council (MMC), and Establish*

**INTRODUCTION**

The history of Borno cannot really be separated from the history of her town Maiduguri. In the 14<sup>th</sup> century the Saifawa Borno's ruling dynasty till the 19<sup>th</sup> century abandoned the capital town of Njimi for Borno Zana. Part of Borno supposedly had been province or tributary of Kanem before. In the end of the 15<sup>th</sup> century Ngazargamo emerged and became for more than 300 years the capital town both as political and cultural centre of civilization based in the valley of the Komadugu Yobe; but with political aspirations and boundaries reaching far beyond. In a process which runs over decades,

*the impact of Boko Haram on the education of secondary school students in Maiduguri Metropolitan Council (MMC). Four research questions were answered. Descriptive survey research design was used. The population of the study comprised of three thousand eight hundred and twenty four (3824) students while a sample of three hundred and fifty one (351) students were used in this study. A self-developed questionnaire and a proforma were used in data collection. Pie and bar chart were used for data presentation while frequency counts and simple percentages were used for data analysis. Results of the study revealed that religious extremism, poverty, illiteracy and lack of parental care are the root causes of Boko Haram Insurgency and Boko Haram insurgency greatly affected the education of Senior Secondary School students. The study recommended that Government should monitor religious preachers to ensure religious extremist are not given room to cause chaos.*

the Saifawa dynasty was replaced by Sheikh Mohammed Al-Man El-kanemi and his descendants. El-Kanemi and his followers had built the Kukawa town which rose to a fame and importance equal to that of Ngazargamo in earlier centuries. Kukawa was destroyed in 1893/1894 by Rabeh, which later was partly restored by Shehu Bukar Garbai in 1903.

Later due to British colonial rule, Borno became part of the Northern Protectorate of Nigeria. From this came the beginning of Yerwa and Maiduguri. The former was the name chosen for the colonial township and today the name under which capital of Borno State of Nigeria is known.

The history of Maiduguri is an epic of great heroic moreover in search of peace, stability, value and permanency. The word peace later became the slogan of Borno which is "the Home of Peace. The principal ethnic group in Maiduguri, is the Kanuri which are said to have migrated from Yemen in Saudi Arabia and settled at about 640 kilometers North of Lake Chad in the original Kanem empire and established, the capital at Birnin Gazargamo. The name Maiduguri can be traced back to the period of the Saifawa

dynasty. Maiduguri was named after its founder, Maidugu Ibrahim, descendant of Mais. The name Maiduguri can be traced back to the period of Saifawa dynasty. Maiduguri was named after its founder; Maiduguri Ibrahim descendents of Mais. The traditional name was Yerwa – derived from Kanuri word – means “Herwa” good land.

The British colonial authority took over control of Borno and Sokoto Caliphates in 1902, the British Government adopted indirect rule to administer Northern Nigeria through its existing Islamic, political institutions. As such, the advent of colonialism has force on the people an alien system that sets to teach Nigerian children British values and culture. The inductive methods failed after the amalgamation of the North and South. In 1941 the colonialists established western schools across the North.

The apathy of the Northern part to Western education was an obstacle to the provision of Western education to its children, the lukewarm attitude of emirs and majority of Muslims combined to deny the North a head on start with the youth which embraced the educational programmes wholeheartedly and were given full benefits of education

The capital of Borno State (Maiduguri) occupies an area of about 50,778 square kilometers. The traditional name is Yerwa which was derived from the Kanuri word “Herwa” meaning “the good land” and that many of the first settlers were farmers and were attracted by the fertile soil around the town. But Hogbein suggest that name is derived from the Arabic exclamation of “grateful pleasure” of which it was not clear why the name “Maiduguri” came to be used by outsiders. This name has not been officially accepted since the time which it was the capital of North Eastern States. It was like confusion to the real inhabitants who still think of Maiduguri as the nearest village on the outskirts of the city.

After the amalgamation of the North and South in 1941 the colonialists established a model of Western schools across the North. The schools were organized by the Christian Missionaries and their main objective was to use this school as a means of converting people to Christianity. An European writer have this to say as to the aims of introducing Western education to Nigeria.--- It must be kept in mind that the Church under took the business of education not because it found that it could not do its own proper work

without giving its adherent and especially its clergy such of formal learning as was required for the study of the sacred writings and for the performance of their religious duties.

Later the British colonialist had to adopt Arabic Language on the North as the language in the Native Authority to continue heading the affairs of their people under the existing laws and costumes provided they were not considered in humane against the principles of nature (justice, equity and good conscience). The principal ethnic group is Kanuri which was said to have migrated from Yemen in Saudi Arabia and settled at about 640 kilometres North of

Climatically, the temperature is very high and characteristically hot and dry. There is also a period of cold with the dry, dusty and cool harmattan winds that blows from the Sahara affecting the whole parts of the State. The ethnic groups have different cultural background, but due to inter-ethnic marriages together with force of Islam led to the emergencies of Kanuri as single ethnic group we have today. Customs and culture of these people are known for their rich traditions in marriages and religious festivities, distinctive dressing, hairstyles and tribal marks, the marriage rites, burial customs are in line with their religion Islamic laws rites. Gradually, Maiduguri Borno is increasingly becoming heterogeneous with tribes like Shuwa-Arabs, Burah, Marghi, Chibok, Kare-kare, Bolewa, Gwoza and etc.

Borno State is strong in Islamic system of education; as it is the seat of Islam that is caliphate is strictly following the Islamic fundamentals which is used to describe religious ideologies that is to reject everything that is Western in education and culture (Bernard 1993). Borno State due to its disadvantaged position in Western education for its Islamic background. Tsangayama karantaral'lo has its genesis from Al-Azhar, University of Cairo. It is the oldest Muslim University which was established in a mosque by the Fatimids in 1969 C. E.

Maiduguri is located in the Northern part of Nigeria; it lies between latitude  $11\frac{3}{4}^{\circ}\text{N}$  and longitude  $13^{\circ}\text{E}$ . It is the capital of Borno State which was created by Murtala Mohammed's Government in 1976. It is situated on a Savanah grassland and there is River Ngada at the Southern part of the town which provided employment opportunities to the people of the area

and those who are around Jere. The river provides fish and water for irrigation to the Jere Rice Scheme just a few kilometers to the North Eastern part of the town.

The Boko Haram insurgency has lately introduced a terrorist dimension into crime space in Nigeria. The trademarks of Boko Haram are wanton destruction of lives and properties through bombing, abduction and slaughtering of human beings especially in the North-Eastern part of Nigeria especially Borno. This has created palpable fear of insecurity in the polity. The development of any country is dependent upon many factors which may first tract or retard its growth security is central.

Security of lives and properties plays a great role in the development of any country as investors in any economy wants to be assured of safety of their lives and investments. It is evident that insurgency brings frustration and causes problems to educational, political, religious and economic systems while, sometimes the institutional mechanism adopted in managing the crises is often not sufficient and defective.

Insurgency has become a global issue in the world today and no nation is completely free from its impact. Globalization has significantly influenced the spate of insurgency as event in one part of the globe may have direct or indirect effect on the other impact nations. This explains why (Horne, 2002 in Rouke 26) observed that war, insurgency and other forms of transactional political violence are in many ways more threatening today than ever before as civilian casualty has been on the increase. It is however, difficult to evolve as both an act and strategize a crime as holy duty, a justified reaction to oppression and inexcusable abomination since it is a function whose point of view is being represented.

Today what is considered as the security monster phenomenon could be traced to the teaching and preaching of Mohammed Marwa (Maitatsine) and Ustaz Mohammed Yusuf of Muslim fundamentalists who rejects and opposes not only Western Education, but also the Western culture and modern science as well advocating to returning to the origin, fundamentals of Islam, establishing only their own Sharia Law of code of behaviour to establish their own State. This sect group is called the Boko Haram insurgents "Jama'atu Ahlus-sunnah Lid-dawal-Jihad" (Benard, 1993), this sect is fighting education directly, which is widely practiced in Nigeria with

schools established in every nook and cranny of the country, since Western Education has remained the bedrock of human and capital developments in Nigeria.

According to (Walter and Andrew, 2012 in Omamiro 196) insurgency is an act focusing on harming other people in order to create fear in their mind of either by targeting civilian and facilities or systems. However, the scope of the operation of the Boko Haram sect has gone beyond civilian target including police and military establishments and it has grossly affected the generality of the public particularly in Northern part of Nigeria particularly Borno State. This research acknowledges that the discussion subject matter be value loaded since it is a function of individuals perceptions. However, for the purpose of this study, insurgency is viewed as violence perpetrated by individuals within or outside the Government circle that was specially directed against civilians or Government institutions as a way of calling attention or perceive real or imagining injustice in a clandestine manner. This definition largely captures the modus operation of the Boko Haram sect as a domestic terrorist organization in Nigeria. They specifically examined the challenges posed by Boko Haram sect on the security of lives and properties and the development of education in Maiduguri Metropolitan Council (MMC).

Greatest challenges confronting Nigeria since 29<sup>th</sup> May, 1999, is the insecurity arising from terrorist activities of Boko Haram insurgency. Boko Haram was formed in 2001 by Mohammed Yusuf the leader of the sect an indigene of Yobe State. It was initially a group of radical Islamic preacher in Maiduguri, Borno State who often preach in different parts of Northern Nigeria. Most of the limited interaction on Boko Haram tends to see the emergence of the movement as a reaction to poverty, illiteracy, social injustice and corruption that entangled the Nigerian society.

According to Ayuba (2013) Boko Haram arose as a result of social decay bred by massive corruption and bad Governance in Nigeria. He put a strong link between political corruption and the violence. Essentially, Ayuba's position is that it is the social malaise in Nigeria that pushed some frustrated youths into taking up arms against Government that had neglected them. But Umo N. R (2013 in Ibrahim) holds a slightly different view from Ayuba on the factors that birthed Boko Haram in Nigeria even

though, Umo subscribes to the poverty theory, she goes further to claim that Boko Haram was partly a creation of Northern politicians after losing power to the Southern president. Boko Haram insurgency is a group of Islamic religious sect terrorist that holds unto and committed to the Prophets' teaching and jihad. They strictly believed in Qur'anic phrase surah 4:11 "anyone who is not governed by what Allah has revealed is among the transgressors. Hence members of these believed that it is 'Haram' or 'sinful' to embrace Western Education as it was not revealed by the Prophet.

Boko Haram are Islamic religious sects who are highly conscious of Islamic fundamentalist (Benard 1993) opposes the infiltration of secular westernizing influences and seek strict code of behavior of the Islamic ideology.

Notwithstanding that emergence and activities of Boko Haram sect in Nigerian is often couched in Islamic ideology and intent, the emergence and activities of the group have deep seated economic, social and political root Adenval A. R 2012 in Julius. This is only a segment of the problems that bedeviled Northern Nigeria since 1980s. These have been issues of ethno religious conflicts communal and political conflicts.

The continuous attacks on schools and villagers by Boko Haram in the North-Eastern Nigeria impact seem to the totality of the life of parents and their children. The group caught the attention of international community following series of violent attacks in Nigeria since July 2009 and specifically with the attacks on the United Nation building at Abuja in 2011 and the abduction of 219 school girls from GSS Chibok on 14<sup>th</sup> April 2014. The sect is responsible for the death of thousands of people ((Jimmoh, A 2011 and Emmomud). The abduction of over 200 school girls and destruction of Chibok school facilities has brought serious setback to education in the North and put parents in miserable situation (Elizabeth Pearson and Jacob Zenn Women Gender).

A major function of Government is to guarantee the security of lives and properties. This explains why the early philosophers observed that people give up part of their right to a sovereign leader who is charged with responsibility of ensuring their security. The demonstrated inability of the

Federal and State Government to curb the insurgency, in spite of repeated assurance to fight the menace has not yield positive result.

According to Walter (2014) observed that acts of terrorism and manifestation of unresolved conflict and inability of Government to overcome the challenges and reflections that the root causes of the conflicts are not identified therefore, the correct mechanism could be adopted to manage or resolve it. The intention here is not too simplistic account of the causes of Boko Haram insurgency on the one hand and Government weakness towards curbing the menace on the other hand. However, this work aim at investigating impact of the Boko Haram Insurgency on the education of Senior Secondary School Educational Development in Borno State, Maiduguri Metropolitan Council (MMC).

Oladunjoye and Omemu (2014) examined the effect of Boko Haram on school attendance in northern Nigeria. The data was analyzed using Pearson correlation coefficient statistic. The result show that there is no significant different in school attendance among male and female. There is a significant different in school attendance among rural and urban schools and as well in school attendance among primary secondary according to this study. Oladunjoye and Omemu found out that both secondary and tertiary institution in areas that was affected by Boko Haram attacks.

Similar studies tagged "Global Coalition to Protect Education from Attack" reporting to the Nigerian Union of Teachers (NUT) president that about 700 teachers were killed since 2009 at the hand of insurgents. On the effect of this, they noted that the synergy of low pay and risk of attacks may weaken Nigerian education system.

Other studies done by Umaru and Terhemba (2014) examined the effects of insecurity on primary school attendance in Damaturu. Multistage sampling technique was used to select 225 parents and teachers in 10 primary schools in Damaturu. The result indicated that the effect of insecurity has reduced the level of primary school attendance in Damaturu. There was also other study by Awortu, (2015) which also analyzed the Boko Haram insurgency and its impact on development of Nigeria as a Nation. Primary source of data collection was used. The study analyzed the data collected using Qualitative technique to assess the impact of BokoHaram insurgency on the development of Nigeria.



While this very research topic is based only on secondary data which is generated from numerous sources of which is used in the study especially in the literature review. It was discovered that Boko Haram insurgency has led to the developmental challenges through destruction of lives and properties, destruction of schools which have led to the closing down of so many schools and destruction in business, reduction in government revenue, and political instability among others in the north eastern part of the country.

Mohammed (2015) also examined the effect of insurgency on girl's education in north eastern Nigeria. The finding revealed that the insurgency has affected girl-Child education negatively in north eastern Nigeria, because the school girls have been hurt in the presence of other fellow students during attacks in their schools, as such female students were afraid of going to school. Bankole (2014) on the other hand studied the achievement of Universal Primary Education under the auspices of the millennium development goal in Nigeria. The data for the study were generated through the use of instruments of questionnaires. Qualitative techniques were used in analyzing the data collected. The study indicates the factors affecting qualitative education which include low funding, unqualified staff, and also insecurity. Ugwumba and Ikoku (2014) studied the Boko Haram insurgency: a peril to the achievement of education for all in Nigeria. Descriptive analysis, using mean and standard deviation were used in analyzing the data collected. The study indicates that many teachers were forced to leave their jobs or flee the areas.

#### **RESEARCH QUESTIONS**

1. Boko Haram insurgency has brought low senior secondary school students enrolment in Maiduguri
2. Boko Haram insurgency has destroyed the students educational development in Maiduguri Metropolis
3. Boko Haram insurgency has affected the smooth running of educational activities in Maiduguri Metropolis
4. Boko Haram has affected school attendance in Maiduguri Metropolis

#### **METHODOLOGY**

This study used a descriptive survey research design where quantitative data were collected. The target population of this study constitutes students of the three (3) senior secondary schools under study. The

number of the students in the three schools was three thousand, eight hundred and twenty four (3824). Stratified random sampling technique was used to select one Boys' school, one Girls' school and Mix school and a total of three schools were selected. A sample of three hundred and fifty one (351) students was selected and used in the study. The sample size was selected based on Krejcie and Morgan (1970) table of sample size selection. A proforma and a questionnaire were used as instruments for data collection in accordance with specification of research question. Data collected were analyzed using tables, charts (bar-chart and pie-chart), frequency counts and simple percentages.

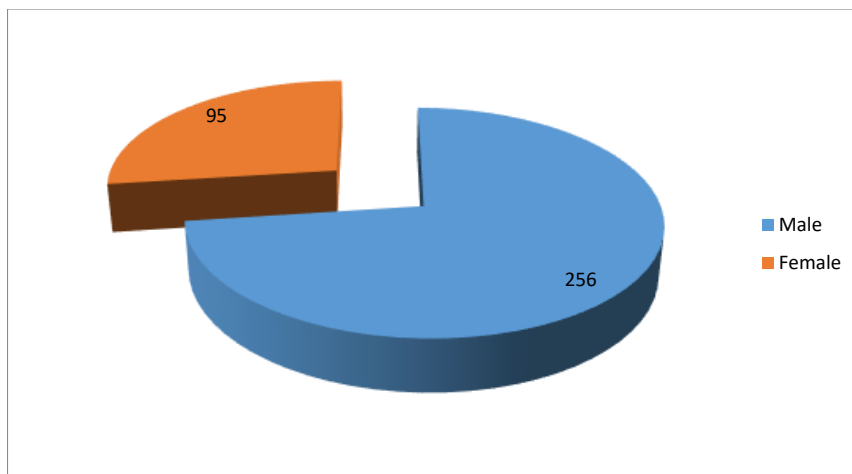
## RESULTS

**Table 1: Frequency and percentage distributions of the students based on gender**

Source: Field survey, 2018.

S/N	GENDER	FREQUENCY	PERCENTAGE
1	MALE	256	72.93%
2	FEMALE	95	27.07%
<b>TOTAL</b>		<b>351</b>	<b>100%</b>

Source: Field survey, 2018.



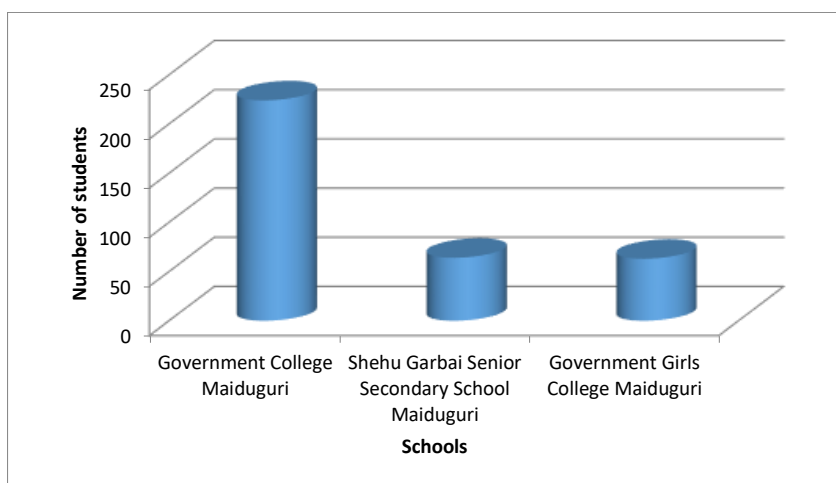
**Figure 1: pie-chart showing the distribution of the respondents based on gender**

Results from table 1 and figure 1 showed that majority 256 (72.93%) of the respondents are male while 95(27.07%) are female. Therefore, majority of the respondents are male students.

**Table 2: Frequency and percentages of the respondents based on schools**

S/ N	Schools	Sample	Percentage
1	Government College Maiduguri	224	63.82
2	Shehu Garbai Senior Secondary School Maiduguri	64	18.23
3	Government Girls College Maiduguri	63	17.95
<b>TOTAL</b>		<b>351</b>	<b>100%</b>

Source: Field survey, 2018.



**Figure 2: Bar-chart showing the number of students based on schools**

Results from table 2 revealed that majority 224(63.82%) of the respondents were from Government College Maiduguri, 64 representing 18.23% of the respondents were from ShehuGarbai Senior Secondary

School Maiduguri while 63 representing 17.95% of the respondents were from Government Girls Secondary School Maiduguri. Therefore, majority of the respondents were from Government College Maiduguri.

**Table 3: Root causes of Boko Haram in Maiduguri Metropolitan Council, Borno State**

S/N	ITEMS	RESPONSES				
		SA	AG	UD	DA	SD
1	Islamic preachers extremist are the root causes of Boko Haram	93 (26.50%)	208 (59.26%)	18 (5.13%)	24 (6.84%)	8 (2.28%)
2	Poverty is one of the root causes of Boko Haram insurgency in Maiduguri	69 (19.66%)	241 (68.66%)	0 (0.00%)	31 (8.83%)	10 (2.85%)
3	Illiteracy is another root cause of Boko Haram in Maiduguri	72 (20.51%)	183 (52.14%)	0 (0.00%)	69 (19.66%)	27 (7.69%)
4	Lack of parental care is a cause of Boko Haram in the state	48 (13.68%)	207 (58.97%)	21 (5.98%)	42 (11.97%)	33 (9.40%)

Results from table 3 revealed that 85.75% of the respondents agreed that Islamic preachers' extremist are the root cause of Boko Haram while 9.12% of the respondents disagreed. 88.32% of the respondent agreed that poverty is one of the root causes of Boko Haram insurgency in Maiduguri while 11.68% of the respondents disagreed. Majority (72.65%) of the respondents agreed that illiteracy is another root cause of Boko Haram in Maiduguri and 27.35% of the respondents disagreed and finally 255 representing (72.65%) of the respondents agreed that lack of parental care were another cause of Boko Haram in the state.

**Table 4: Impact of Boko Haram insurgency in educational development in Maiduguri Metropolitan Council, Borno State**

S/N	ITEMS	RESPONSES				
		SA	AG	UD	DA	SD
5	Boko Haram insurgency has brought low senior secondary school students enrolment in Maiduguri	96 (27.35%)	198 (56.41%)	8 (2.28%)	31 (8.83%)	18 (5.13%)

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6	Boko Haram insurgency has destroyed the students educational development in Maiduguri Metropolis	101 (28.77%)	199 (56.70%)	8 (2.28%)	28 (7.98%)	15 (4.27%)
7	Boko Haram insurgency has affected the smooth running of educational activities in Maiduguri Metropolis	122 (34.76%)	156 (44.44%)	2 (0.57%)	41 (11.68%)	30 (8.55%)
8	Boko Haram has affected school attendance in Maiduguri Metropolis	122 (34.76%)	131 (37.32%)	6 (1.71%)	80 (22.79%)	12 (3.42%)

Results from table 4 revealed that majority (83.76%) of the respondents agreed that Boko Haram insurgency brought about low enrolment in senior secondary schools in Maiduguri Metropolitan council while 13.96% of the respondents disagreed. majority (85.47%) of the respondents agreed that Boko Haram insurgency has destroyed the students' educational development in Maiduguri Metropolis, 278 representing 79.20% Boko Haram insurgency has affected the smooth running of educational activities in Maiduguri Metropolis and finally majority (72.08%) of the respondents agreed that Boko Haram has affected school attendance in Maiduguri Metropolis.

#### **DISCUSSION OF FINDINGS**

From table 3 above, four causes were found to be the major root causes of Boko Haram insurgency; Islamic preachers extremist, poverty, illiteracy and lack of parental care in which poverty has the highest percentage of respondents with 88.32% as the root cause of Boko-Haram insurgency followed by Islamic extremism with 85.75%. Insurgents have been well studied by different scholars (Mohammed 2010, Adesoji 2012, Ouoha 2010 and Campbeu 2013). Brune Forth (2006) describe exclusion rather than dropout students and he point out in his findings that, poverty is the most common primary reasons for pupils to be out of school. Though other two root causes also have their effect; Tijjai (1992). In his findings said that ignorance and illiteracy are the root causes of insurgence among the populace of the people of Maiduguri Metropolitan Council. However, with the agreement with other publishers or writers poverty and Islamic extremism is the main cause of Boko-haram in Borno State.

From table 4 above, Boko-Haram insurgency also have negative effect on school development this results tallied with the finding of Ugwamba and Udom (2015) who found that an attack on education is a grave and rising concern in the world and Nigeria in particular. It includes violations of multiple provisions of international humanitarian and human right law, including the rights to life and liberty, the right to education, the protection of civilian and properties during conflict, and the rights to freedom of expression and association, among others. The Finding also agrees with the findings of Patrick and Felix (2013) who found that Majority of the schools have been closed for over two years while most basic school teachers working in affected areas had escaped death during series of attack on their communities. This means that majority of teachers are currently internally displaced, and Lack of teachers will affect basic education in the region. Findings further showed that, many respondents agreed that, Teaching and learning processes cannot be properly conducted in an unsafe school environment as most education officers in the region were currently out of their states for safety. This means that, inspectors of basic education programme cannot conduct termly inspection to ascertain the level of development on basic schools education programme in particular secondary schools MMC. Finally overcrowding of students in one school in internally displaced people's camps cannot give the students better learning background. While frequent change of environment from time to time affect their understanding. Low levels of education and literacy in Nigeria's North East have been exacerbated by the Boko-Haram insurgency. Both teachers and schools had been destroyed and forced to close (pass event research 2016). To this effect school development becomes stagnant and the rate of illiteracy is increasing on alongside with under-development.

### **CONCLUSION**

School development is essential for the academic growth of any child. When there are security crisis, it may affect the rate of school development. Boko Haram insurgency has greatly affected school development as well as socio-economic development. Religious extremists were the root cause of Boko Haram insurgency and due to the insurgency, the rate of the socio-

economic wastage of schools is high. However, Ajayi (2011) stated that good security measures are always put in place in the urban centres as it houses all government parastatals and structures. As soon as there is an attack in the urban centres, the Joint Task Force (JTF) a special military force is often mobilized to ensure adequate security.

### RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

- i. Government should monitor religious preachers to ensure religious extremist are not given room.
- ii. Parents should take good care of their children so that they cannot join the Boko Haram insurgents.
- iii. Government should improve the security situation of the state so that students will have access to quality education.
- iv. Religious and traditional leaders should monitor and report those preaching extremism to the authorities concern.

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