

**BOKO HARAM INSURGENCY AND WESTERN EDUCATION IN YOBE STATE,
NORTH EASTERN-NIGERIA**

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**A DISSERTATION SUBMITTED TO THE COLLEGE OF HUMANITIES AND
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DECLARATION

I, **Alhaji Duna Dachia** declare that this thesis is my original work and has not been submitted or presented for any other Award of a Degree at any University or Institution of Higher Learning.

Signature:



Date

20th / 03 / 2018

APPROVAL

I confirm that the work compiled in this dissertation was done by the candidate under my supervision.

Signature:.....

Date ..20th..../..March../..2018

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(SUPERVISOR)

DEDICATION

This research work is dedicated to Almighty Allah for making me alive as I am by his disposition and exceedingly happy in life, and also to my mother **Hauwa'u (Da'a)** for the unrelenting prayers, love and encouragement that you have shown me up to this point and enabling me to make this accomplishment. To my wives **Hauwa Inuwa** and **Amina Abdullahi** for the moral support that you have given me throughout my study. To my children: Najeeb, Auwal, Suleiman, Ummi Salma and Hafsat for you are all a source of inspiration to me.

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LIST OF ACRONYMS/ABBREVIATIONS

%	-	Percentage
AQIM	-	Al-Qaeda Islamic Movement in the Maghreb
BBC	-	British Broad Casting Corporation
BH	-	Boko Haram (Western Education is prohibited)
CMS	-	Church Missionary Society
EFA	-	Education forAll
IFAD	-	International Fund for Agricultural Development
ISIS	-	Islamic State in Iraq and Syria
LGAs	-	Local Government Areas
MEND	-	Movement for the Emancipation of the Niger-Delta
MOSSOB	-	Movement for the Actualization of the Sovereign State of Biafra
NBS	-	Nigerian Bureau of statistics
NCRM	-	National Commission for Refugee Management
NEMA	-	National Emergency Management Authority
NGOs	-	Non-Governmental Organizations
NUT	-	Nigerian Union of Teachers
OPC	-	Oodua People's Congress
SDGs	-	Sustainable Development Goals
SPSS	-	Statistical Package for Social Sciences
UBE	-	Universal Basic Education
UN	-	United Nations
YOSUBEB	-	Yobe State Universal Basic Education Board

ABSTRACT

The study is aimed at assessing the effects of Boko Haram Insurgency on Western education in Yobe State, North-Eastern Nigeria. Three objectives were formulated as study guide that included; to examine the causes of Boko Haram insurgency, to establish how Boko Haram violence has affected western schools, and finally to examine the effects of Boko Haram violence on standards of western education in Yobe State, North Eastern-Nigeria. The study used descriptive survey design with both quantitative and qualitative approach. The population of the study was 1,339 comprises staff of YOSUBEB, teachers, head of teachers and PTA/Community members making the specific target population. Krajcie and Morgan table for determining sample size was also adopted to drawn 299 as minimum respondents. While purposive and simple random sampling techniques were employed to select the respondents. Data was collected through questionnaires containing (20) items based on 4-point Likert scales and interviews. This was validated by experts and tested for reliability using the test-re-test methods were conducted as a means of generating primary data. The data collected was also analyzed in SPSS 16.0 Version using frequency tables and percentage to analyse the profile of the respondents while mean and standard deviations was used to analyses the data collected from the field according to the study objectives. The findings of the study revealed that poverty, unemployment, Almajiris factor and misconception of religion were the major factors that led to the development of Boko Haram to its full insurgents organization. The study further established that Boko Haram has attacked schools resulting in the indiscriminate destruction of schools infrastructure and the teaching and learning materials, loss of teachers, killing and kidnapping of school children as well as recruiting children of school going age as suicide bombers and spies. The study finally disclosed that there is a general decline in the schools attendance/enrolments, poor students performance and the loss of trained teachers. The study also revealed how destroyed school infrastructure and instructional materials influenced the inadequate schools management as well as the poor funding. These therefore, has affected the quality and standards of western education in Yobe State. The study recommended that the federal government, amnesty committees, and counter insurgency efforts of all security outfits investigate the root causes and dynamics of Boko Haram including the kind of ideology vis-à-vis the objectives of their activities. A permanently well-structured poverty alleviation program devoid of political patronage is urgently required in Yobe State of Nigeria's north east. This requires intensification of efforts to integrate the Almajiri Qur'anic schools into the Universal Basic education (UBE) programs with well-furnished classrooms, qualified teachers, purchase of uniforms and mid-day meal for the students in northern Nigeria. Equally, the existing half-baked, non-professional Almajiri Mallams (clerics, sheiks, and teachers) must be trained professionally and absorbed into the UBE programs. The study further suggested that daily school attendance record books should be adopted by the all schools in Yobe State. This will make the school authorities to understand and have controls of the school internal security system during the school hours. Parents and religious leaders should play active role in encouraging all children in the State to embrace basic education for the development of the individual and society at large.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter was structured to cover the background of the study, problem statement, general objective and specific objectives of the study, research questions, scope, and significance of the study.

1.1 Background to the Study

The background of the study was classified into the following perspectives namely: historical, theoretical, conceptual and contextual.

1.1.1 Historical Perspective

The emergence of Boko Haram sect in Nigeria is not traceable to any single cause, rather it is a result of the multiple causes that is to say; political, social, and economic and to some extent ethno-religious factors. What majority of Nigerians deemed responsible for the situation is bad governance (Clinton, 2009). It is just one of the outcomes of incompetent administrations in Nigeria since the return to democracy in 1999. The governments have proved to be too corrupt; the citizens have become desperately and hopelessly poorer day by day. Poverty in Northern Nigeria is attributed to these among others; injustice, lack of fairness in the polity, and imbalance in resource allocation are responsible for the rise of Boko Haram (Danjibo, 2011). This situation of poverty occurs in a region that historically has a culture derived from well-organized Islamic wars. As Kawu (2012) says; “in Northern Nigeria, grievance and organization of resistance to the state could only have been framed within the context of Islam given the history of the region. Here we have Yobe (then Bornu Empire) with over 1000 year’s history as a Muslim state and the radical tradition which came out of the Jihad of Sheik Usman Dan Fodio.

To compound the situation, the North-Eastern part of Nigeria also suffers the worst indices of underdevelopment in the country (Yobe State Government, 2015). This is the combustible mix that conditioned the rise of Boko Haram insurgency (Ibid). So the Boko Haram group takes a cue from others in Nigeria such as the Movement for the Emancipation of the Niger Delta (MEND), the Movement for the Actualization of the Sovereign State of Biafra (MOSSOB), and Oodua People’s Congress (OPC) even though it is more violent. Its focus

in the most recent time appears confusing as it kills innocent Nigerians instead of attacking the corrupt officials in government. This brings to the mind the Arabs revolutionary insurgencies in North Africa, which is caused by desperation in poverty resulting from bad governance. Generally speaking, it is a resistance against bad governance. Today, insurgency constitutes one of the major challenges facing mankind across known and unknown boundaries including the most developed society like Western Europe and America. However, it remains much more endemic among the third world countries and particularly Africa (Ayegba, 2015).

The history of western education in Nigeria was traceable to the Portuguese traders who came to Benin in the early part of the 15th century. Then, they taught the children of the Oba of Benin. However, no meaningful development of western education which was not accepted took root until late 18th and early 19th centuries (Kirusuf, n.d.). Formal education at this stage was through the efforts of European Missionaries around 1842. Education at this time was regarded as of fundamental importance to the spread of Christianity (Joseph, 2016). All missionaries who came to Nigeria combined evangelical and educational work. Consequently, early mission schools were founded by the Methodist Church of Scotland Mission, the Church Missionary Society (CMS) and the Roman Catholics. By 1882 the CMS had 17 elementary and infant day schools for boys and girls in various parts of Lagos (Fafunwa, 1974). However, the spread of western education in the north was not as smooth as it was in the south. This was because the north had enjoyed the Islamic system of education for many years before the introduction of western education. However, efforts were made by different missions to open primary schools in the north (Fafunwa, 1974).

1.1.2 Theoretical Perspective

This study was guided by two theories upon which the hallmark of this research work was premised namely: Liolio's poverty theory and the Marxian theory of conflict to explain the existing nexus between Boko Haram insurgency and western education in Yobe State, North-Eastern Nigeria.

Liolio's (2013) poverty theory is a 'model' which can be used to explain one of the major causes of Boko Haram insurgency in North Eastern Nigeria. According to Liolio the successful recruitment of people into the group depends on the nature of the economic and poverty level in the area. Mostly insurgents gain members by claiming their struggle is for the people and that they would provide basic necessities for the general population if

supported. At present, there are many violent uprisings around the world and some have transformed into full terrorist organizations like the Boko Haram. The theory shows the significance of socio economic factors (poverty inclusive) in exploring religious insurgency like Boko Haram (Salisu, Mohammed & Abdullahi, 2015).

While Marxist theory of conflict (1948) as modified by Salisu, Mohammed & Abdullahi, (2015) arose out of concern over the unequal ownership and distribution of the means of production that bifurcated society into two antagonistic classes that is to say; the class of the 'haves' and the 'have-nots', the pauperized and the wealthy, the working class/proletariat and the bourgeoisie. Thus, the Marxist theory exposes the exploitative tendencies and appropriation of the supposed common wealth to the few at the detriment of the masses. According to this theory, conflict, insecurity and instability such as depicted by Boko Haram insurgency in Northern Nigeria arises out of the life and death struggle between two dominant socio-economic classes. On the one hand is the class of those who control the means of production and power (the bourgeoisie) and on the other, those who rely on their labor for survival (the proletariat or poor masses). Hence, Marxist conflict theory concludes that since the relations of production based on equality, moral affection and absence of classes collapsed, class antagonism will continue to prevail in the society. Marx therefore predicted that conflict in their different permutations will cease only when an ideal communist stage of social progression is attained and equality of all is actualized. According to this theory, this can only be achieved through inevitable overthrow of the exploitative (capitalist) system in a bloody revolution (Salisu, Mohammed & Abdullahi, 2015).

1.1.3 Conceptual Perspective

The independent variable in this study was Boko Haram insurgency. According to Murtada (2013), the real meaning of Boko Haram was Jama'atuAhlisSunnahLidda'awatiwal-jihad, which means (congregation of the people committed to the propagation of prophet's teachings and jihad). This is the meaning deduced from Arabic language while in the Hausa Boko Haram means Western education is a sinful or forbidden (Abdulkareem, 2010). These were the perception in Muslim-north that since western education (BOKO) came to the area through Christian missionaries, Muslim children going to the schools shall be converted to Christianity. This lent credence to the Ulama's opposition against western education reports, (2005). According to Anyadike and Nkechi (2013) also defined Boko Haram insurgency as an organized movement aimed at the over-throw or destruction of any constituted

government who is contrary to their belief through the use of subversion, espionage, terrorism and armed conflict. In simple terms, Boko Haram is an insurgency that minimally aims at Islamizing northern part of Nigeria through indoctrination, preaching, and violent attacks against western education, government forces and civilians.

The dependent variable in the current study is Western Education. Sherif, (2017) argues that Western education may be defined in various ways that is to say; metaphysical and epistemic description. One of these methods of definition is in terms of the nature and sources of the metaphysical and epistemic roots of knowledge that structure an educational curriculum. By 'metaphysical roots', he refers to the conception of the nature of the cosmos that underlies an educational curriculum. With reference to metaphysics, he mean ideas about the nature of existence, in what sense a phenomenon can be said to exist and the relationship between the various existents or forms of being that constitute the cosmos. Every educational curriculum can be described as structured in terms of a metaphysical framework. That metaphysical framework demonstrates a cognitive, social and even geo-political history. By epistemic roots he stated that Western education consist in a focus on the publicly assessable use of reason as the primary method for arriving at knowledge. By publicly assessable, he meant that the use of reason in such contexts should be such as to be capable of assessment by others using their own reason.

The concept of western education has been viewed by Babatunde (2002) as strictly concerned with the process of physical and mental culture where by a man's personality is developed to the fullest. Western education is therefore, a very important instrument of measuring the socio-economic and political development; it must of right, to educate both males and females.

1.1.4 Contextual Perspective

This study was conducted on Boko Haram insurgency and Western Education in Yobe State of North Eastern-Nigeria. Yobe State is located on latitude $11^{\circ} 45' N$ latitude $13^{\circ} N$ and longitude $9^{\circ} 30' E$ and $12^{\circ} 30' E$. It was created on 27th August 1991, out of the former Borno State, it shares borders, to the eastern boundary with Borno State, to the west with Jigawa and Bauchi States while to the north is an international border with Niger Republic. It has an area cover of about 45,502 km² with a population of about 2,532,395 people as at 2006 census (NPC, 2006). The people are predominantly peasant farmers with quite a number engaged in animal rearing and fishing. Western Education in Yobe State which is the

primary focus of this study has been experiencing serious problems prior to the insurgency. There is shortage of classes for teaching and learning, shortage of instructional materials and qualified teachers (NUT, 2007). This indicated that western education is under funded by the government. Moreover, while the State is struggling to overcome the existing problems, insurgency came in as disastrous blow to the region, which now posed a threat to many parents of children of school going age, teachers and government in Yobe State. All these phenomena, prompted the researcher to conduct a study on this location/area to assess the effects of Boko Haram insurgency on western education in Yobe State, North Eastern Nigeria.

1.2 Statement of the Problem

Education in the North Eastern part of Nigeria Yobe State has been under disturbance since 2012 by a group called Boko Haram. This group of insurgents has become a threat to many homes and specifically on school going age children. The immediate effect of violent attacks includes the loss of, injury to, or abduction of students, teachers, personnel and burning of schools and properties by Boko Haram. The officials of education system closed 85 schools in Yobe State affecting nearly 120,000 students, after a spate of attacks by Islamic militants in an area that has the country's worst literacy rate (The Guardian, 2014). More than 270 school girls kidnapped on the night of 14th April, 2014 from a school dormitory in Chibok, a town also in the Nigeria's troubled North East remain missing with only 163 having been either released, escaped or rescued and have been forced into marriage with members of Boko Haram (BBC, 2017). This therefore, has created a real fear and anxiety in the minds of educational practitioners, parents and students especially in Yobe State, making many of them to abandon schools and if left unchecked will lead to more undesirable consequences on western education in particular and the civilians in general. More so, the gap in knowledge which my study intends to fill is that despite of all the efforts of government to curb Boko Haram insurgency with huge budget to security, there is hardly any significance reduction on the insurgents in Northern Nigeria. Hence, the need for this study is to assess the effects of Boko Haram insurgency on western education in Nigeria with particular reference to Yobe State.

1.3 General Objective of the Study

To assess the effects of Boko Haram insurgency on Western education in Yobe State, North-Eastern Nigeria.

1.3.1 Specific Objectives of the Study

- i) To examine the causes of Boko Haram insurgency in Yobe State of Nigeria's North-East.
- ii) To establish how Boko Haram violence has affected western schools in Yobe State, North- Eastern Nigeria.
- iii) To examine the effects of Boko Haram violence on standards of western education in Yobe State, North Eastern-Nigeria.

1.4 Research Questions

- i) What are the causes of Boko Haram insurgency in Yobe State, North-Eastern Nigeria?
- ii) How have Boko Haram's violence affected western schools in Yobe State, North-Eastern Nigeria?
- iii) What are the effects of Boko Haram violence on standards of Western Education in Yobe State, North-Eastern Nigeria?

1.5 Scope of the Study

1.5.1 Geographical Scope

This study was conducted in Yobe State, North Eastern-Nigeria and specifically on YOSUBEB (which comprise mainly primary schools and junior secondary schools) were selected as a case study due to the brutality of Boko Haram insurgents on Basic Schools Education.

1.5.2 Theoretical Scope

This study was guided by two theories, namely: poverty theory proposed by Liolio (2013) and Marxist theory of conflict originating from the philosophical views of Karl Marx and Friedrich Engels (1848) as improved upon by Salisu, Mohammed & Abdullahi, (2015). The theory of poverty holds that people are poor due to the fact that they find themselves in a situation of "no" resource and opportunities for them to advance their welfare; while Marxian theory of conflict is hinged on the belief that capitalism brings about fundamental social problems including severe inequality which leads to poverty and violence.

1.5.3 Content Scope

This study was limited to the Boko Haram insurgency and western education focusing specifically on Universal Basic Education in Yobe State, North Eastern- Nigeria.

1.5.4 Time Scope

The study looked at six (6) year time period from 2012-2017. (This is the period when Boko Haram insurgency in Nigeria and in particular North-Eastern States of Yobe has specifically focused their attacks on western education schools). This phase is considered enough to enable the researcher to acquire sufficient information about the study.

1.6 Significance of the Study

The study will be of importance to the Nigerian government(s) at all levels, Security apparatus, Ministry of Education and the general public through the generated literature regarding the effects of Boko Haram insurgency on western education in general and Yobe State, North-East Nigeria in particular in the following ways:

State and policy: This study will assist government officials and the policy makers/stakeholders both within and outside Nigeria to formulate policies on security measures to combat Boko Haram insurgency. It will help intergovernmental organizations, NGOs/Donor communities in pursuing human right agenda and investigate credible claims of human rights abuses to prosecute the perpetrators. It will also pose effective and efficient national policy on defense and strategy including social, economic, political, and environmental security plausibility packs. Thus, using diplomacy to rally allies and isolate threats facilitates and maintains effective armed forces to implement civil defense, including anti-terrorism legislations, and intelligence services to detect and defeat or avoid threats and espionage, to protect classified information, using intelligence service or secret police to protect the nation from internal threats.

Ministry of Education: This study is of significance to the Ministry of Education in particular being the institution directly involved. The study make suggestions such as provision of insurance policies for the teachers and educational facilities, expansion of school curriculum to cover more vastly religious teachings in schools, and to inculcate the moral values on school children so as to prevent their exposure to religious extremist ideas.

Academic research: The study also adds to existing body of knowledge in the area of research and it will serve as a point of reference in establishing the activities of Boko Haram insurgency globally, regionally and nationally. For future studies, this study will provide a guideline on the situation of teachers, parents and students in basic schools system affected by the Boko Haram insurgency.

General public: The study is significant because it exposes Boko Haram insurgents attacks and its role in our society that is domestically polarized across ethno-religious affiliations. More so, it also identifies strategies to solve socio-economic challenges within existence of Boko Haram insurgency in Nigeria vis-à-vis North Eastern States of Yobe.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The researcher reviewed related literature from different scholarly sources regarding Boko Haram insurgency and Western Education. The chapter was sub-divided into: theoretical review, conceptual framework, review of related literature and the related studies. It have also show the Gaps identified in existing studies.

2.1 Theoretical Review

This study was grounded on two theories, namely: Liolio's Theory of Poverty and/or Marxian Theory of conflic.

Theory of Poverty

This study was guided by Liolio's (2013) poverty theory which was adopted to explain the main causes of Boko Haram insurgency in Yobe State of Nigeria's North-East. According to Liolio, the successful recruitment of people into the group depend on the nature of the economic and poverty level in the area mostly insurgent gain members by claiming their struggle is for the people and that they would provide basic necessity for the general population if supported. The insurgent may succeed if such society embedded by poverty, illiteracy, ineptitude, corruption, discrimination to modernization and globalization which create artificial poverty to many underdeveloped countries, such countries would become recruitment target of the terrorists. Liolio further stated that, it is significant to know that the root causes of the insurgency often relate to a long cloudy set of problems culminating into uncontrolled grievances and including violence. Such problems are socio-economic and political, that is why insurgencies are more rampant in underdeveloped countries or countries engulfed by corrupt regime, ethnicity, social prejudices, religion, and disparities in the distribution of resources or even lack of it.

The poverty theory further explains that domestically the politicization of religious traditions and the radicalization of religious communities are especially likely in times of economic decay, social integration or State collapse. Hopeless people below the poverty line; people who are marginalized turn to their religions in search for an alternative political order that

satisfies their need for welfares, recognition and security (Salisu, Mohammed & Abdullahi, 2015). In present time, there are many violent uprisings around the world, some transformed into full terrorist organization like the Boko Haram. The theory shows the significance of socio economic factors (poverty inclusive) in explaining religious insurgency like Boko Haram. The theory also contains that in most cases, conflicts occur as a result of growing economic, social and political inequalities in and between nations (Salisu, Mohammed & Abdullahi, 2015).

Also, Olojo (2013) contends that, individuals and groups grievances such as poverty, unemployment, illiteracy, discrimination, and economic marginalization, can be used as mobilizing instruments by sinister group to get support and recruit for terrorist violence. The predominantly Muslim northern Nigeria provide the group a steady stream for recruitment, the deprived youths and Almajiris are willing to join any movement for them to find an alternative to the current economic and political inequalities that existed in the country; believing that the sect version of radical salafism to be the answer to their problems (Adetoro, 2012).

Marxian Theory of Conflict

Theoretically, Marxism originates from the philosophical view of Karl Marx and Friedrich Engels, including other socialist writers. The theory was later reinforced by the works of several Marx-inspired scholars particularly the Underdevelopment and Dependency theorists like Frantz Fanon, Walter Rodney, Samir Amin, Andre Gunder Frank, Immanuel Wallenstein, Dos Santo and Paul Baran to mention a few (Fanon, 1963; Santos, 1970; Frank, 1972; Rodney, 1972; Amin, 1974; Wallenstein, 1974; Amin, 1976; Ferraro, 1996, cited in (Salisu, Mohammed & Abdullah, 2015).

Marxian Conflict theory developed in (1848) as improved upon by Salisu, Mohammed & Abdullahi, (2015) arose out of concern over the unequal ownership and distribution of the means of production that bifurcated society into two antagonistic classes – the class of ‘haves’ and ‘have-nots’, the pauperized and the wealthy, the working class/proletariat and the bourgeoisie (Ritzer, 2008). Thus, the Marxist theory exposes the exploitative tendencies and appropriation of the supposed common wealth to the few at the detriment of the masses. According to this theory, conflict, insecurity and instability such that depicts Boko Haram

insurgency in northern Nigeria arises out of the life and death struggle between two dominant socio-economic classes.

On one hand is the class of those who control the means of production vis-à-vis the State power and on the other hand are those who rely on their labor for survival that is to say; the bourgeoisie and the proletariat or poor masses. Hence, Marxist conflict theory concludes that since the relations of production based on equality, moral affection and absence of classes collapsed, class antagonism will continue to prevail in the society. Marx therefore predicted that conflict in their different permutations and manifestations will cease only when an ideal communist stage of social progression where State will disappear is attained and equality of all is actualized. According to this theory, this can only be achieved through inevitable overthrow of the exploitative (capitalist) system in a bloody revolution (Salisu, Mohammed & Abdallihi, 2015).

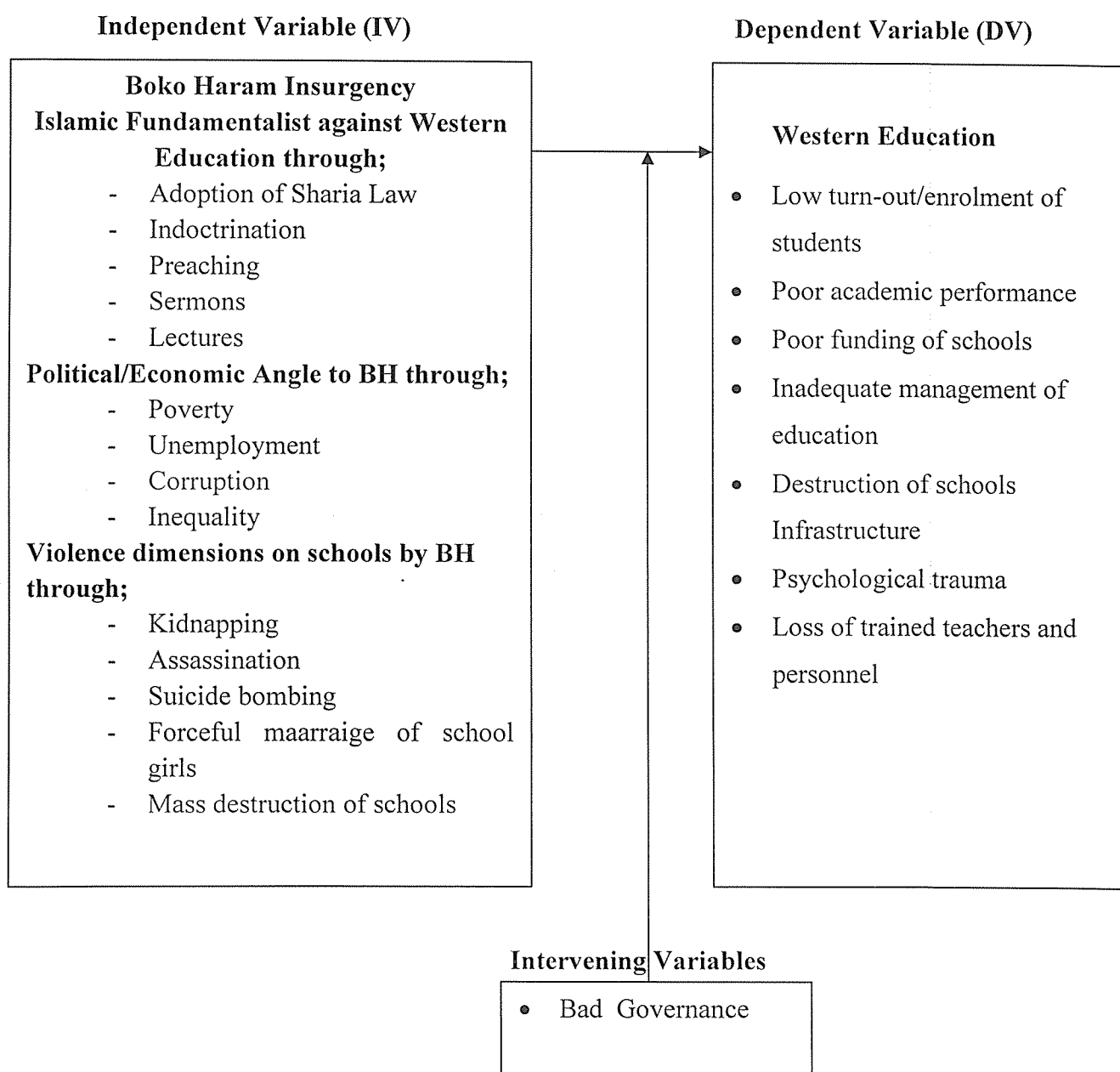
The relevance of this theory in explaining the wave of insurgency in Yobe State, North Eastern Nigeria cannot be over emphasized. While it is true that few wealthy people like the former Commissioner for Religious Affairs in Borno State, Usman Dirkwa including the former Governor of the State, Ali-Modu Sherriff, have been identified of having links with the Islamic sect (the claim which has not been confirmed by any court of law in Nigeria (Ayegba, 2015: 90 – 92). It is the contention of this study that quite significant number of Boko Haram members is drawn from those within the lower rung of the society. This point is reinforced by Danjibo, cited in Clinton (2009) and Obiyan and Usman (2013), who held the view that the Boko Haram crises broke out due to failure of governance in Nigeria to halt extreme poverty especially among the youth of Northern extraction. Buttressing this point, Mallam Hussaini Salisu, an Islamic cleric, cautioned that “the level of frustration and poverty among youth in the country is a fertile ground for activities of such groups; their conduct is totally un-Islamic but the whole problem boils down to the failure of government at all levels to make the welfare of the citizenry a priority. A nation that allows its youth to be idle is sitting on a time bomb because frustrated people seek relief in religion” (Ayegba, 2015); hence the relevance of this theory in explaining the prevailing Poverty and insurgency in Northern Nigeria.

2.2 Conceptual Framework

Based on the Poverty Theory and/or Marxian Theory of Conflict the research was able to established a conectivity between the variables of the study. Conceptual frame work refers to, when researcher conceptualizes the relationship between variables in the study and showed graphically and diagrammatically thus, the purpose was to help the researcher quickly see the proposed relationship of the concepts. Mugenda (1999).

Figure 1: Conceptual Framework

Below shows the predicted nexus between Boko Haram Insurgency and Western Education.



Source: Adopted from the Literature Review as Modified by the Researcher (2017)

2.3 Review of Related Literature

The related literature review was done according to the stated objectives.

2.3.1 The Paradigms (causes) that supported Boko Haram insurgency

Many studies abound on the origin of Boko Haram insurgency which was considered to have various colorations that include high religiosity, international connection, and socio economic factors among others (Eme & Ibietan, 2012). According to Anyadike and Nkechi (2013) the challenge posed by Boko Haram in Nigeria is not only about the viciousness of either its terror campaigns or the sects avowed mission to impose Islamic law on the country but about the confusion regarding the exact causes of the violence” A lot of factors have been attributed to the cause of Boko Haram insurgency in Nigeria such as, poverty, unemployment, political and corruption syndrome as follows:

The Classical Islamic fundamentalist Approach: Fundamentalism is a concept that separates religious groups by their strict adherence to theological doctrine. Essentially, these groups maintain strict interpretation of their respective religions and holy books, which encourages isolation and non acceptance of other religious groups and their beliefs (Bruce, 2008). Similar to communalism, fundamentalism promotes ideals that a given religious group represent the one, true religion or set of beliefs above all other groups. This type of thinking creates tension between other groups, which often leads to extremism and eventually violence.

Fundamentalist view approach was propounded by Lewis (1996) opined that Muslims are beginning to return to the word of all mankind which are divided into two: House of Islam, where the Muslim law and faith prevail and the rest known as the house of unbeliever or the house of war. He postulated that religion and politics should be separated because majority of the Muslim are uncomfortable with the western bloc which is the Christian dominated world, this hatred goes beyond hostility to specific interests or actions or policies or even countries and became rejection of western civilization and their system of education as such not only what it does but what it is and the principles and values that it practices and professes. These are indeed seen as innate evil and those who promote or accept them as the “enemies of God’ However, both the Holy Qur’an and Holy Bible is of course strictly monotheistic and recognizes one God, one universal power only. Struggle in which mankind has crucial part to play is bringing about victory of good over evil.

Nigeria has a long history of religious conflicts, some of the most virulent being those of the Maitatsine (1980s) and Boko Haram (July 2009). The latter matched the former in intensity, organization, and spread. Given the international attention to global terrorism, there is the likelihood that fundamentalist groups receive motivation, material, and ideological support or influence from a global jihadist movement. Unresolved national issues, including the weak economy, weak security and intelligence apparatuses, and the failure to define what the national culture and identity is, are critical factors.

The Maitatsine uprisings of 1980 to 1985 were the first major manifestation of Islamic fundamentalism in Nigeria, although they built on the precedent set by the Shiite movement in the late 1970s and 1980s, in which late Mohammed Yusuf, the then Boko Haram leader, was a major player (Abimbola, 2011). Beyond being similar to the Maitatsine uprisings, the Boko Haram uprising of July 2009 indicated growing Islamic fundamentalism in Nigeria, apparently in the face of the government's seeming unreadiness to tackle the menace. Apparently, the name Boko Haram could not have explicitly been given by the group to itself; rather, it could have been deduced from its basic belief, as well as its leader's views. Underlying the growth of fundamentalism in Nigeria are such factors as hardline position on religious beliefs, practices, and doctrines; social and economic dislocation; and the political patronage of religion. Growing global Islamic fundamentalism has provided ideological support and motivation to local groups where it has not provided materials and training supports. Ironically, given its approach, the government response to Islamic fundamentalism seems neither adequate nor enduring (Danjibo, 2011). The proliferation of fundamentalist groups and the recurrence of religious related crises cannot be divorced from this seeming complacency on the part of the state. Government complacency itself could be explained by the ruling elite's patronage of religion, and by other factors. The precedent of Maitatsine and the government's handling of it suggest that government incapacity and lack of political will have served to encourage recurrence and question the state's capacity (Danjibo, 2011). This paradigm however discusses the resurgence of violence under the guise of religious revivalism such as Boko Haram and concludes that unless the state addresses concretely and tackles bravely the conditions that can aid or fuel violent religious revivalism, uprisings may recur.

On the contrary, Marx sees religion as an ideology. He famously refers to religion as the opium of the masses, but it is worthwhile to look at the entire quotation: Religious distress is

at the same time the expression of real distress and also the protest against real distress. Religion is the sigh of the oppressed creature, the heart of a heartless world, just as it is the spirit of spiritless conditions. It is the opium of the people. (Marx, 1843/1970), cited in Ritzer, 2008). Marx believed that religion, like all ideology, reflects a truth but that this truth is upturned. Because people cannot see that their distress and oppression are produced by the capitalist system, their distress and oppression are given a religious form. Marx clearly says that he is not against religion per se, but against a system that requires the illusions of religion (Ritzer, 2008).

The Jama'atu Ahlissunnahlidda'awatiwal-Jihad, which means People Committed to the Propagation of the prophet's Teachings and Jihad was formed in 2000, at the onset, to propagate the teachings of the Holy Quran. Its leader, Mohammed Yusuf was a popular Islamic scholar and leader of the youth wing of Ahl-Sunnah, a salafi group. The salafi's dwell on the teaching of the founding fathers of Islam, which include the prophet Mohammed and the first four caliphs of the ancient Arabian Community. The group clamored for total Islamization of Nigeria and adoption of Sharia law (Adetoro, 2012; Eme&Ibietan, 2012, and International Crisis Group, 2014).

Total Islamization of Nigeria under the sharia law has always been the motive behind various religious riots in Northern Nigeria. This motive even dated back to the era of Jihad of Usman Dan Fodio. Indeed, Adetoro (2012) had alluded to the fact that Islamization of Nigeria had been the motive behind the Jihad of Usman Dan Fodio in 1804. This was evidential from the submission of Hodgkin (1975) cited in (Bintube, 2015). Who claimed that the jihad of Usman Dan Fodio was "to make upon the heathen king who...make no profession of Islam, is obligatory by assent". Adetoro (2012) further reported that it was only the Ibadan Warriors (south western Nigeria warriors) that stopped the rampaging Fodio's Jihad conquest under the Jalumi war in 1878 around Ikirun-a south western Nigeria town.

Recently, he reported that Boko Haram insurgency only believed in the Qur'anic verse which states that "Anyone who is not governed by what Allah has revealed is among the transgressors" (Quran 6 49), even though, it is the same Quran that says "To you be your religion and to me my religion" (Qur'an 1096). In a statement issued by Boko Haram group in Maiduguri on April 24, 2011, Suleiman (2011) reported that their objectives were to abolish democracy and institute sharia law as they claimed to be fighting for justice and

Islamization of Nigeria. According to Suleiman, one of the group spokesmen Alzawahiri stated that the group was contented with preaching Islamization of Nigeria until 2009 when it took arms against the state because some unnamed Muslim clerics and ward heads in the North were conniving with the government to attack them following the Maiduguri crisis in July, 2009. For this reason, the spokesman submitted that: *“We would continue to fight until Islam is well established and the Muslims regain their freedom all over Nigeria. We would never be ready to compromise and we don’t need amnesty. The only solution to what is happening is for the government to repent, jettison democracy, drop the constitution and adopt the laws in the Holy Qur’an* (Suleiman, 2011:50).

Earlier, the group had called on the government to prosecute the police officers involved in the extra-judicial killing of their leader Mohammed Yusuf and some members. They equally called for the arrest and trial of some former Northern Nigeria Governors for what they described as acts of “betrayal” because they had all along been their political thugs funded by them (the former Governors). To re-echo their interest in Islamization of Nigeria, Usigbe (2012) reported that the then President Jonathan was threatened by Boko Haram to embrace Islam or resign. According to the report, a leader of the sect known as Abubakar Shekau submitted on the You Tube (Hausa language) video that: *“I call on you President Goodluck Jonathan, you should abandon this ungodly power, you should repent and for sake Christianity, including Obama, who said I have business interests in the United States”* (Usigbe, 2012:1). Indeed, this submission appears to be an extreme demand from people who feels politically alienated but finds it more convenient to turn things round under religious demand. After all, it was reported that when Prophet Mohammed (SAW) migrated from Mecca to Medina in 722 A.D, he met the Jews and the Christians in Medina and he never forced them to accept Islam but rather, he continued to administer judgment on them based on their faith and scriptures (Adetoro, 2012).

The Al-Qaeda/Maghreb/Al-Shabaab Connection: The United Nations report was quoted to have linked Boko Haram with Al Qaeda Islamic Movement (AQIM) in the Maghreb region (Adetoro, 2012). According to the report, some of the AQIM members from Nigeria and Chad had received training in Al Qaeda camps in Mali during the summer of 2011. In 2006, Al Qaeda was reported to be moving its activities to Africa. This was appreciated from the submission of Abu Azzam as quoted by Radin (2012) that “there is no doubt that Al-Qaeda and the holy warriors appreciate the significance of African regions for

the military campaigns against the crusaders”. The Emir of al-Qaeda in the Islamic Maghreb was equally reported by the same writer to have promised to provide Boko Haram with weapons, training and other support in order to expand its reach into Sub-Saharan Africa not only to gain “strategic depth” but also to “defend Muslims in Nigeria and stop the advance of a minority crusader”. Johnson (2011) even reported a kind of synchronized coordination between the Boko Haram, AQIM and Somalia’s Al-Shabaab as he observed the groups focusing on suicide bombing activities and contacting the outside terrorists with an intention to relate with one another in a coordinated effort to become a potential threat to United States and its allies. This explained the suicide bombing of United Nations House in Nigeria in August, 2011 by Boko Haram.

In ensuring their strict allegiance and connections with the Al-Qaeda, the global jihadist groups such as ISIS, AQIM and Somalis Al-Shabaab among others have imparted its terrorist skills to Boko Haram, making them more dangerous than earlier Islamic extremist movements, for instance, International Crisis Group, (2014) and Fadekemi, (2016) reported that “In December 2003, the group, attacked Kanamma in Yobe State, looted the police arsenal and burned down the shops and some government buildings. A smaller faction then proceeded to Geidam town of the present governor, Yobe State where it attacked the police station and carted away additional arms; Babbangida town, where it burned down the local government secretariat and a government lodge; and State capital Damaturu, where it stormed a police station, took guns and killed an officer. It was stopped on its way by a police checkpoint, and fighting left two police and three sect members dead (Olaniyan, 2015).

The Almajiri factor: Adetoro (2010) had earlier warned that the Almajirai system of education (Qur’anic education combined with alms begging by boys of ages 7 to 15 in Northern Nigeria under half – baked Mallams) could become a potential threat to Nigeria’s national security if it is not harmonized with the Universal Basic Education program in the country. It would be recalled that many of the Almajiris were immigrants from neighboring countries of Niger, Cameroon and Chad republics. The Almajiris are so numerous to the extent that as more than 1000 of such students could be in the command of one Muslim cleric and when they march on the street, they look more like army of thugs (Adetoro, 2010).

The preponderant influx of the Almajiris to northern Nigeria was therefore supported by over 1,500 unpoliced Nigerian borders with Niger and Chad republic (Suleiman, 2011).

Citing Sigmund Freud psychoanalysis theory, Adetoro, asserts that a child that grows under the concept of Almajiri is likely to become maladjusted because according to Adetoro (2010), they are usually exposed to different forms of pressure, problems, hunger and odd jobs that are above their age. According to Shettima (2009), the Almajiris are all over the streets, very dirty, hungry, and thirsty and often cause traffic hazards with calabash in their hands for alms begging. Consequently the Almajiris can be seen as the neglected, rejected and schizophrenic maladjusted young's of Northern Nigeria that are usually with violent aggression, willing to become Boko Haram suicide bombers on a platter of frivolous promises. As a matter of fact, the federal government of Nigeria had to raise an alarm in the Vanguard Newspaper of 24th February, 2012 that the Boko Haram sect were already infiltrating some northern Islamic centers by indoctrinating and recruiting young pupils (the Almajiris) to expand its membership with a view to distort their mindset against the state and constitutional values. Consequently as reported in the Saturday Tribune of 14th July, 2012, a 15year suicide-bomber (An Almajiri) attacked the Maiduguri central mosque to detonate his bomb which killed ten people with the narrow escape of the Emir of Borno and the Borno State Deputy Speaker (Bwala, 2012).

The Poverty/Youth Unemployment Dimension: The leadership of Boko Haram, from its inception, criticized corruption which was the cause of harsh economic conditions and high rate of unemployment among youths (Olaniyan, 2015). This creates a scenario in which majority of the polity wallow in abject poverty while the few members of the ruling class bask in splendor. Such leads to restiveness among youths who blame society for their woes. Salisu, Mohammed & Abdullahi, (2015) opened that “poverty, unemployment and Ignorance are fertilizers for insurgency anywhere and in any age in the world. When they combine and cloak themselves in religious,ethnic or other partisan robes, they become ready ingredients for the most brutal and reckless of violence”.

Nigeria with more than 160 million people and nearly 350 ethnic groups, speaking 250 languages with about 50 percent Muslim, 40 percent Christian and 10 percent indigenous sects (Johnson, 2011) is very poor. According to Kester (2012), Nigeria currently ranks 158 out of 177 poor economies on the Human Development Index (HDI, 2008), despite her rich cultural endowment and abundant human and natural resources. He further quoted the International Fund for Agricultural Development (IFAD, 2007) that despite Nigeria's plentiful resources and oil wealth, poverty is wide spread to the extent that the country is

ranked one of the 20 poorest countries in the world. Indeed, over 70 percent of the population is classified as poor, with 35 percent living in absolute poverty (Kester, 2012). The irony of poverty levels in Nigeria is that it portrays a tale of several countries with regional disparities. According to Omoh (2012), the Business Editor of the Vanguard Newspaper, quoting the Nigerian Bureau of Statistics (NBS), the regional poverty disparity can be appreciated in table 2.1 below:

Table .1: Regional Incidence of Poverty by Different Poverty Measures in Nigeria.

Zone/Regions	Food Poor	Absolute Poor	Relative Poor	A Dollar Poor
North-Central	38.6	59.5	67.5	59.7
North- East	51.5	69.0	76.3	69.1
North- West	51.8	70.0	77.7	70.4
South-East	41.0	58.7	67.0	59.2
South-South	35.5	55.9	63.8	56.1
South–West	25.4	49.2	59.1	50.1

Source:Omoh (2012) quoting NBS, p. 16.

As can be seen from table 2.1 above, poverty levels are higher in the Boko Haram infected regions of the North-East, North-West and North-Central areas of Nigeria. According to the table, over 70 percent of the people in the North-West (areas of Kano, Zamfara, Kebbi and Sokoto) are absolutely poor with less than 1 dollar income per day as against about 50 percent in that categories in the South-West (areas of Lagos, Ibadan, Osogbo). Equally, more than 65 percent of the people living in the North-East (areas of Maiduguri, Bauchi, Jos, Damaturu and Gombe) are absolutely poor with less than 1 dollar income per day as against about 55 percent in that categories in the South – South (areas of Benin City, Port Harcourt, Uyo and Asaba). Even Tsokar (2012), in the Guardian Newspaper of 14th February, 2012 quoted Dr Yomi Kale (The then, Statistician General of Nigeria’s Federation) as acknowledging the fact that the North West and the North East (the most rampaging Boko Haram areas) are the two regions of the country most affected by poverty. It must even be noted that the worsening poverty level of Nigerians has been systematic, from 17.1 million

people out of a population of 65 million in 1980, to 39.2 million people out of 91.5 million in 1992 and 112.47 million people out of a total population of 150 million in 2010 (Omoh, 2012). So, it may not be far from the truth to say that Boko Haram insurgency has been aggravated by systemic worsening and intolerable level of poverty in Nigeria.

Accordingly, Salisu, Mohammed & Abdullahi, 2015 expound the vicious cycle of poverty that mainly happened is all due to youths' unemployment which approximately over 64 million youths' are unemployed and 1.6 million are under-employed in Nigeria. Unemployment causes social frustration, dejection, dependency on family and desperation that forced youths to embark on bad social attitudes of violent crimes, assault, burglary, extortion, kidnapping, terrorism, militancy, destruction of lives and recently insurgency of Boko Haram. According to Shehu (2015) unemployment became a great problem on Nigerian youths and juxtaposed a terrible risk and fear to the society. The economical and psychological pressure of youth unemployment is disaster to both individual and society.

The corruption syndrome: The worsening intolerable level of poverty in Nigeria is caused by reckless high-level of corruption in the country. As rightly asserted by Adetoro (2012), corruption has eaten deep into the fabrics of the Nigerian society as the country was ranked as the 90th most corrupt nation in the world in 2001 (Transparency International Corruption Index, 2001). Virtually all the Nigerian ministries and agencies are enmeshed in corrupt practices with the police ranked as the most corrupt among them (Adetoro, 2012). This explains why the Boko Haram insurgency is equally aggravated by law enforcement agencies complicity. According to the Saturday Punch of 25th February, 2012, the Nigerian General Inspector of Police and a Deputy Commissioner of Police had to be dismissed for negligence and conspiracy in the escape of one of the arrested leaders of Boko Haram. Even when it was reported that the explosives being used by the Boko Haram sects were stolen from some quarries, warehouse in Sokoto, Borno, Bauchi and Gombe States in northern Nigeria; the security men on duties were found culpable and the matters were not reported to the police (Adetoro, 2012).

Johnson (2011) equally reported that hundreds of extra – judicial killings and illegal public executions of Boko Haram sects by the Nigerian police as shown on the Al-Jazeera television were allowed to “go uninvestigated and unpunished” as reported by Amnesty International 2013. It was in the pool of this injustice and pervasive corruption by the police against the Boko Haram that Shehu (2015) reported that a two-term former Head of State

and President of Nigeria (General Olusegun Obasanjo) tagged the National Assembly political office holders as “rogues and armed robbers” due to their corrupt impetus especially in the current oil scandal in Nigeria. This corroborates the earlier allegation of the Nigerian Central Bank Governor against Nigerian political office holders (who are less than 1% of the total population) for appropriating more than 25 percent of the national budgets to themselves (Sanusi, 2010). Consequently, it is logical to state that the reckless-popularity of corruption in Nigeria created the platform for Boko Haram’s agitation for sharia law in the country.

The Political dimension of Boko Haram: The Boko Haram founder, Mohammed Yusuf, was known to be an ally of Ali Modu Sheriff, a wealthy politician and immediate past National chairman of Nigeria’s main opposition, from Borno State who purportedly used the Boko Haram movement to gain political power while also promising to implement Sharia and appoint members of the sect into key government offices (Isaac, 2012, cited in Olaniyan, 2015). Eventually, after gaining control of machinery of government, allegedly with the full support of Boko Haram which unleashed terror on most of its promises made earlier to the sect (International crisis group, 2014). While the romance between Boko Haram and governor of the then Borno State lasted, the group was lavishly funded. However with time, the relationship became frosty, leading to the resignation of Boko Haram’s nominee in the cabinet of Ali Modu Sheriff. The relationship further worsened and Mohammed Yusuf to criticize the government of Ali Modu Sheriff in his preaching. Members of his sect were increasingly arrested for breaching the law until he was eventually arrested and killed extra-judicially. This spurred the space of ceaseless mindless attacks on the institutions of government and its agents by the Boko Haram sect.

2.3.2 Western Education in Nigeria

Western education has come to say as our lives, culture and the likes have taken a new turn compared to the time before colonialism. It has proven to be both a blessing and a curse as the year roll by (Joseph, 2016). Western education has brought development to Nigeria in the following ways;

Independence

Western education has afforded Nigerians the possibility and attainment or independence from the British colonial masters. Nigerians then became educated enough to subtly pursue

independence, thus giving birth to the first republic. This has been one of the greatest advantages.

International relevance: Nigeria has been placed in a position where she is internationally recognized due to the exploits of her citizens all over the world. An example of such exploits is the Noble prize for literature given to the literary icon, Wole Soyinka among many others. Nigerians also get to participate in international competitions due to the level of exposure western education has provided them.

Increases standard of living: Our standard of living has indeed risen far above that of our ancestors in the pre-colonial era. We move with the rest of the world and imbibe current of trending lifestyle changes.

Improvement in science and technology: There has been considerable improvement in the practice of science and technology in Nigeria due to western education. Bridges are being built, roads constructed, mobile technology being established and improved upon and so much more.

Promising future: Western education has not only gotten us to where we are, it also gives us hope of a promising future. With time, things would raise to the ranks of one of the most developed countries in the world.

Despite all these advantages western education has brought Kirusuf (n.d) also identifies the following as the shortages of western education;

Moral decadence: Western education has caused a high level of immorality among Nigerians. Things like adultery, fornication, abortion, immoral dressing and the likes have become the order of the day.

Disjointed families: The desire to keep up with the rest of the world and imbibe western culture has brought about families that are disjointed with little or no communication between parents and children and between spouses. The rate of divorce is also continually on the increase.

Death of African culture of tradition: The culture and tradition our ancestors held very dear during the pre-colonial era is fast running into extinction due to westernization in Nigeria.

Inconsistent system of governance: Youths have abandoned agriculture which used to be main stay of the economy in search of white collar jobs due to western education.

2.3.2.1 Time lines of Boko Haram Violence on Schools: Instances and Cases in Yobe State, North-Eastern Nigeria

Since 2012, Boko Haram has been waging almost daily war on Nigeria northern territory especially against the police, military and educational institutions as their prime targets. Aside from using stolen and self – made explosives, imported guns and ammunitions, Boko Haram was reported to snatch vehicles at gunpoints and used the less exotic ones for suicide bombings (Okpaga et al., 2012). Sometimes also, they ride on bicycles with rifles to attack schools and school age children. Their insurgencies had so far claimed more than 1,000 live with properties worth millions of naira destroyed as can be seen in table 2.2 below:

Table 2.2: Boko Haram’s Timeline Tragic Activities

Date	Place of attack	Casualties	Nature of Attack
April 11,2012	Damaturu	—	Boko Haram attack and bomb Fika primary school
Aug 19, 2012	Yobe		Boko Haram attacked and blew up the primary school in Damagum
Sep 6, 2012	Yobe	15 killed	In a series of 6 coordinated attacks, the capital of Yobe state Boko Haram militant attack 2 primary schools killing approximately 15 students
Oct 18, 2012	Yobe	23 killed	Boko Haram attacked an Islamic seminary school and 2 primary schools in Potiskum town killing approximately 23 students
Oct 25, 2012	Yobe	4 killed	Boko Haram attacks Potiskum town and sporadically shooting into Chadi Primary school and killed 4 students.
Nov 16, 2012	Yobe	—	Gasamu Science Boarding Primary School was attacked by Boko Haram and they burnt 15 classrooms.
June 18,2013	Yobe	11 dead	Boko Haram attacks GSS Damaturu, shooting sporadically, killing 7 students, 2 teachers and 2

			gunmen. Headed to the staff quarters killing 2 another teachers, 6 students sustained various degrees of injuries
July 6, 2013	Yobe	42 dead	Boko Haram attack GSS Mamudo in Postiskum LGA. killing 41 students and a teacher
July 6, 2013	Yobe		Boko haram set fire to the GSS Potiskum. Killing 46 school childrens and staffs and wounded 4 others.
Sep 29,2013	Yobe	41 died	Boko Haram stormed a dormitory of college of agriculture in Gujiba. Killing 40 students and a teacher
Feb 25, 2014	Yobe	29 died	Boko Haram invaded a co-educational, FGC boarding school in Buniyadi killing 29 male students, injured 59, abducted some female students, some girls ordered to quit school and get married or be killed in next attack
Nov 10, 2014	Yobe	49 died	Boko Haram attacks Potiskum town killing 49 student and injuring 75 in GSS Potiskum.

Source: Okpaga et al (2012: 88-89). Activities of Boko Haram and insecurity question in Nigeria. Arabian journal of business and management review. 1 (9): 77-98 and Researcher,(2017).

2.3.2.2 Boko Haram Violence on schools

Several studies (Coursen-Neff & Sheppard, 2010; Amnesty International, 2013, and Jones & Naylor, 2014) have started many reasons for the attacks suffered by western education by insurgent and these include;

Insurgents often see schools and teachers as symbols of the state.

Since their grievances are against the governments and their policies, the insurgents see attacking schools as attacking one of the institutions that form parts of what gives the governments strength and relevance to the peoples they govern. The insurgents also are aware that western education is what touches all the citizens, so attacking it makes all citizens to feel impact of their campaigns.

Ease of attacks

According to Coursen-Neff & Sheppard (2010), Teachers and schools make high-visibility “soft” targets – they are more easily attacked than the government security forces, and attacks are likely to garner media attention to the assailants and their political agenda, and undermine confidence in government control.

Hatred for content of education offered

Sometimes schools are attacked because insurgents see the content of the education being delivered as against their religion or their ideology. For instance, they see education of girls (making women to be free and equal to men) as a violation of their religious tenets. Coursen-Neff & Sheppard (2010) noted that in some countries, schools have been targeted because their curriculum is perceived to be secular or ‘western’, as in the case of Nigeria’s ‘Boko Haram’ which means ‘western education is forbidden’ because it is evil!

Schools are used as hideouts, base/camp by both the government troupes and the insurgents

Both the government troupes and the armed insurgents use schools as hideouts, base/camp thereby making schools prone to attacks, counter attacks and battle ground. Severally Boko Haram forces have been accused of shelling schools in Northern Nigeria. The Insurgents responses and reasons for the attacks have always been due to the allegation that government troops use schools as base where they carried out rockets attacks against them. Coursen-Neff et al (2010) consequently regretted that military use of schools not only disrupts students’ education; it may itself provoke attacks from opposing forces. They therefore suggested that the longer a school cannot be used for educational purposes, the greater the obligation on the state to ensure the affected students’ right to western education by other means.

Recruitment of School Children for child Soldiers/Suicide Bombers

As Boko Haram attacks in Nigeria escalates, the group is building an insurgency that increasingly includes children, a practice finding increasing favor among the latest round of uprising in Africa (Ugwumba, and Udom, 2014). Thousands of children are serving as soldiers in armed conflicts around the world. Often they are abducted at school, on the street

or at home. Others enlist “voluntarily”, usually because they see few alternatives. They may fight on frontlines, participate in suicide missions and act as spies, messengers or look outs. Girls may be forced into sexual slavery; Nigeria abducted Chibok girls as typical example. The northern region of Nigeria, where the attacks are concentrated, is a home to the majority of Nigeria’s 11 million out-of-school children. There, Boko Haram found young, uneducated fighters, easy to recruit from the ranks of vulnerable street kids and Almajiris, poor boys who are sent to beg by Muslim religious leaders (Ugwumba, and Udom, 2014). In Maiduguri, human right watch researchers saw a video recording of the interrogation by security forces of a 14 year old boy, who described the role he played in Boko Haram operations. Such children are robbed of their childhood and exposed to terrible dangers and to psychological and physical suffering. They also face the risk of being uprooted from their homes and communities, internally displaced or refugees are Children in Nigeria being recruited as child soldiers by Boko Haram are denied access to education and killed or injured in indiscriminate attacks carried out in most affected areas in North Eastern Nigeria.

Large numbers of teachers and pupils are killed or traumatized

Coursen-Neff & Sheppard (2010) lamented that students, teachers, and schools have all been caught in the conflict in Yobe State, North-Eastern Nigeria. Insurgents have killed and threatened teachers; bombed and burned government schools and teachers’ housing facilities; and recruited children into their ranks from schools. Government military and paramilitary forces have occupied school grounds to establish bases. Such violations by both sides to the conflict impede the access to a quality education sought by hundreds of thousands of children (p. 6).

2.3.2.3 Boko Haram and the Decline Standards of Western Education

The negative effects of Boko Haram attacks on the Western education system in North East Nigeria occur in differing yet generally closely interwoven forms which include:

Falling enrolment or attendance of students

Generally it has been recorded that between 2012 till date, the insecurity generated by the constant attacks and fighting in Yobe and other States in the North-Eastern Nigeria led many parents to send their children away or leave the State, disrupting their education (Amnesty International, 2013). According to documents provided by Director of Basic and Secondary

Education in the Federal Ministry of Education, in 2013, schools in the North-East recorded the lowest number in recent years of pupil who applied and were admitted into junior secondary schools in the country. In one school in Mungono, out of 160 eligible pupils, only 60 applied for admission into junior secondary school in 2013. An official in the Ministry of Education in Yobe State reportedly Stated that “around 5,000 children in Yobe State have stopped attending classes” following the increased insecurity in the State, including the attacks on schools. A teacher from one village in southern Yobe State, hiding in Damaturu in fear for his safety, told Amnesty International that: *there is no opportunity for children in the village to continue their education after the schools were forced to close. He, said, “None of the children go to school now. Those who were taking exams had to hide their school uniforms in a plastic bag before they leave home. Boko Haram even tore the uniforms of students who travel to Buniyadi to attend school from the village. They warned all the students to stop attending schools, (especially girls of Federal Government College). A 25-year old teacher from old Bana primary school, lamenting; “the entire town was locked down, No movement is allowed in or out. The army has banned the use of all forms of transportation even within the town. So teachers cannot go to school; parents cannot send their children to school because you have to walk, regardless of the distance”* (Amnesty International, 2013).

Hundreds of schools are closed

In North-Eastern Nigeria it was reported that over 800 schools have been closed down, and 194, 664 students affected by Boko Haram insurgency as of December 2014 (This Day Live, 4 Dec. 2014). Coursen-Neff et al (2010) warned that other valuable education services provided to communities in school buildings such as adult education among others may be lost to the insurgents’ attacks on schools.

Loss of trained personnel/Teachers and Teaching

Another fall-out from the ceaseless attacks on the educational institutions including schools is the loss of trained teachers and teaching who are either maimed, killed or prefer to give schools a wide gap as a result of the indiscriminate attacks on them by Boko Haram operatives who attack schools at random. In the North Eastern Region of Nigeria, many teachers were forced to leave their community because of the increasing threat from the insurgents (Ugwumba, and Udom, 2014). Continuing assassinations of teachers and the

issuing of death threats will inevitably affect teachers' concentration and frame of mind for teaching. Insecurity has compromised the ability of teachers to perform

Destruction of schools Infrastructure

The destruction of school infrastructural facilities grossly reduces the availability or access to education of many children in Yobe State. Schools are burned down, it is not only the classrooms that are lost but also all the teaching materials, equipment's and school records leaving children with nowhere to learn. Access to basic education requires that sufficient and proper facilities and services are in place and that students can have access to adequate books and materials, in some places schools that have not been attacked have been equally closed, teaching has been suspended and teachers forced to abandon their classrooms. When education institutions are targeted or attacked, the damage and its consequences can be major and far-reaching. This is because after the attacks, many schools remain closed and unrepaired for long periods (Ugwumba & Udom, 2014).

Poor Funding of Education

The ripple effects of Boko Haram insurgency has led to a situation in which expenditure on education has increasingly dwindled over the years. This is occasioned by the pressing need to allocate more funds to security, to the detriment of other sectors of the economy, education inclusive. Federal Government's allocation of funds to Education in recent years attests to this fact as shown in Table 2.3 below:

Table 2.3: Federal Allocation to Education between 2012 and 2017

S/N	Years	Allocation (billion)	Percentage
1.	2012	92.6	8.3
2.	2013	166.6	8.7
3.	2014	137.5	6.1
4.	2015	210.0	13.0
5.	2016	183.4	7.2
6.	2017	249.1	6.4

Source: Olaniyan, (2015:1-9) and Researcher,(2017).

In 2017, less than 8 percent of the budget was allocated to education. This still falls short of the United Nations prescription of 26 percent. Table shows the abysmally low government spending on education, which is considered as the most dynamic factor that stimulates all round development of a nation. The high rate of illiteracy in the country is worsened by government's lack of commitment to adequately fund education. Whereas a country like Ghana committed 31 percent of her budget in 2017 to Education, Nigeria's spending on education in 2017 was a meager 8 percent of the total budget (Olaniyan, 2015). In the current fiscal year of 2018 education enjoys 7 percent of the total budget. This is still very low compared to the United Nation's prescription.

Effect on Education Management

Boko Haram insurgency has an adverse effect on the management of education. This is because repairs to damage from attacks and normal maintenance and investment in education may be put on hold either because laborers dare not risk repairing or reconstructing a school that has already been targeted out of fear of reprisals. Equally government may not risk investing in a development of schools for fear of the money being wasted if attacks are repeated. As at June 2014, statistics from Yobe State Ministry of Education indicated that over 209 schools were destroyed by the insurgency. The Governor, Ibrahim Gaidam lamented, *"I am sad that the resources we would have used to provide other infrastructure are now being channeled to the reconstruction of the schools"*. The reconstruction of the schools has cost so much to the government. The Government Day Secondary School, Damaturu cost over 339 million naira, Government Secondary school, Mamudo cost over 160 million naira, and fencing of College of Agriculture cost about 120 million naira. What was spent is excluding all the primary schools and equipment being destroyed by the insurgency across the State (Ugwumba, and Udom, 2014). The State Universal Basic Education Board of Yobe had to issue directives to all their staff assigned to those areas to stop going to school for a period of 6 months until things calm down. This directive affected the students most, whose education had to be halted (Ibid).

Poor Academic Performance

Academic activities are disrupted intermittently as a result of sporadic attacks on educational facilities. Government has had to shut down schools in order to forestall sudden attacks on them by Boko Haram insurgents. The Boko Haram attacks also culminate in poor

student's performance because learning is characterized by threat in the school environment of the north, whereas it is an accomplished fact that learning thrives mostly in an environment devoid of threat (Olowoselu, et al 2015). Also, Olaniyan (2015) asserts that "any society characterized by any form of violence will not be conducive for any social interaction in form of teaching and learning". Similarly it has been noted that the threat of insecurity will constitute negative reinforcement due to the obvious fact that teaching and learning cannot occur successfully in an environment characterized by threat (Ibid).

Psychological and Social Effects of Boko Haram's Attack on Schools

The reactions to Boko Haram attacks are not restricted to students in school that have actually been attacked, as an attack on one school leads to fear that any school in the area might be attacked. Boko Haram's repeated attacks on schools in the north east of Nigeria have insurmountable obstacles to learning for large number of pupils' (Fadekemi, 2016). The psychosocial impact will affect children ability to learn, and where the threat of attacks persists may lead to their (pupils/students) being kept at home from school, even if the school remains open. Such obstacles to access to education can result in severe developmental problems. Children run the risk of never being able to return to school or completing their education, thus diminishing the potential contribution they can make to society (Ugwumba, & Udom, 2014). Teachers may also experience psychological effects that are overcome by grief at the loss or maiming of their colleagues and students or are distracted by threats to colleagues, making it difficult for them to support their students or perform their job to the highest standards. If they are visibly anxious, this may heighten the fears, of their own students. Fear may cause teachers to stay away from school for long periods, forcing their closure or preventing their resumption after attacks.

The social effects of Boko Haram attacks have both symbolic and ideological effects on education which exacerbate the physical effects. According to Vernor (2009), the special reporter on the right to education argues that the symbolic effect is the promulgation of fear subordination to others and the ideological effects is the removal of right education and its purpose. The destruction of large numbers of schools or sexual violence against school girls is a rejection of the right of women. The result can be down grading of women's position in society and a wide spread abandonment of education by students, teachers and governments and the consequent and collapse of educational infrastructure and dwindling of expertise on a scale that fuel loss of faith in government and set back in development.

2.4 Related Studies

Empirical evidence from the works of Collier and Hoeffler (2002); Bellow's and Miguel (2006), and Ford (2007) indicated that poverty was the major course of conflict in Africa. For instance, Collier and Hoeffler (2002) examines conflict in Africa, from their findings, they noticed the interface between income and conflict. Rice et al (2006); Collier and Hoeffler (2002); Fearon (2003) and Walter (2004) subscribed to the notion that poverty helps to extend conflict once it started (Salisu, Mohammed & Abdullahi, 2015). Evidence has shown that when income drops there is a tendency for conflict to surface or reignited. A study by Paul collier and Anke Hoeffler from the Oxford University, James Fearson and David Latin both from the Starfford University and Professor Nicholas Sambanis from the Yale University gave credence to this hypothesis cited in (Awojobi, 2014). The table below illustrates their findings.

Table 2.4: Key findings of capita income and conflict in Africa.

Source	Findings
Collier/Hoeffler (2004)	Countries at different income levels have the following risk experiencing civil conflict at 250 GDP per capital, 7.5% risk of war within 5 years; at \$2,04 GDP per capita, less than 1% risk of war with 5 year (Humphreys, 2003).
Fearson/Latin (2003)	Countries at different income levels have the following risk of experiencing civil conflict. At 4 579 GDP capital, a 17.7% risk of war within 1 year At \$2,043 GDP per capita, a 10.7% risk of war within 1 year And at \$9466 GDP capita, less than 1% risk of war within 1 year
Sambanis (2003)	Average GDP per capita for countries that experience war within five years in a \$2176 Average GDP per capita for countries that did not experience war within 5 years \$5173.
Collier/Hoeffler/Rohner (2006)	Average GDP per capital for countries that experience war within 5 years is \$1100 Average GDP per capita for countries that did not experience war within 5 years \$5764

Source: Awojobi, 2014.

The Boko Haram insurgency has been blamed on the high rate of poverty in Nigeria. However, some security experts have debunked this assumption. But in the words of Kastina

(n.d.) cited in Awojobi, (2014) who posits that whatever argument surrounding the cause of Boko Haram insurgency the “salient facts which cannot be demised easily is that the group has its antecedents in theology and its swelling rank is as a result of a huge reservoir of unemployed urban youths from many parts of the country. These youth who have completely become disenfranchised are readily to provide the group with foot soldiers who commit all manners of atrocities, including assassination and suicide bombings in the name of religion.” According to Awojobi, (Ibid) empirical study on why do youths join Boko Haram, the findings of the study indicated that poverty played a major role in luring the youth in joining Boko Haram’s group terror.

In addition, International Fund for Agricultural Development (IFAD), studies conducted in 2007 reveals that: “despite Nigeria’s plentiful resources and oil wealth, poverty is widespread to the extent that the country is ranked one of the 20 poorest countries in the world”. Indeed over 70 percent of the population is classified as poor, with 35 percent living in absolute poverty (Andenrele, 2014). The country was ranked 153 out of 177 poor economic countries on the human development index (2008), despite its rich cultural endowment and abundant human and natural resources. Northern Nigeria in particular has the highest figure of relative poverty in comparison with south-west and south-east zones that have relative poverty of 67.0% and 59.1% respectively. The north east and north-west zones have the higher figure of 76.3% and 77.7% relative poverty respectively (NBS, 2012). Moreover, the rate of unemployment in the country has continued to increase despite the abundant human and natural resources available in the country. Thus, further characterized 64 million Nigeria Youth unemployed while 1.6 million are under-employed. Unemployment causes dejection, frustration, desperation and dependency on family members and friends. This dependency situation has left the youths in a vicious cycle of chronic poverty that daily erodes their confidence of bright future. In such a case, most of these unemployed youths are the primary recruiting target of the insurgents (Salisu, Mohammed & Abdullahi, 2015).

These factors combined with weak governance, rampant corruption and inadequate public service delivery, has contributed to the widespread disaffection that some suggest may facilitate Boko Haram recruitment. A country with legacies of economic stagnation, a higher level of unemployment and uneven economic development such country is a fertile ground on which terrorist seed can flourish (Umar, 2013). Moreover, individuals and group

grievances such as poverty, unemployment, illiteracy, discrimination, and economic marginalization can be used as mobilizing instruments by sinister group to get support and recruit for terrorist violence. This explains how economically deprived youth can easily be recruited by the extremist group, due to the economic hardship in the region (Ibid).

Amnesty International (2013) reported getting information from many teachers in Yobe State, Nigeria that they (the teachers) were not given adequate protection by the authorities. This is despite the fact that the government, according to Amnesty International, has a duty to lawfully protect its population against abuse of their fundamental human rights by others. Also, Amnesty International (Ibid) reported another threat by insurgents against teachers and education thus: *'Teachers who teach western education, we will kill them. We would burn down the schools, if they are not Islamic schools. We don't touch small children. Our religion does not allow that, but we'll burn down the schools'* (p. 6).

The reason the teachers and the students in insurgency areas are at risk was because many of the towns and communities were completely outside the control of the government. The attacks on the teachers in the affected areas have deeply affected the teaching in the states involved. The general insecurity has compromised the ability of teachers to perform their jobs well and has affected their morale (Amnesty International, 2013). This has contributed to number of the global out of school children. Of the 72 million primary school-age children not currently attending school worldwide, more than half – 39 million – lives in countries afflicted by armed conflict. In many of these countries, armed groups threaten and kill students and teachers and bomb and burn schools as tactics of the conflict (Adebisi, 2016). According to Ewetan & Urhie (2014) the alarming level of insecurity in Nigeria, as in many other nations bedeviled by insurgence, has fueled the crime rate and terrorists attacks in different parts of the country, leaving unpalatable consequences for the nation's economy and its growth in general and education development in particular.

Nigeria, DHS Education Data survey (2011) showed a gloomy picture of western education schools particularly in the North west and North East parts of the Nigeria. According to the report, 12 percent of children in Borno State are not in primary school while in Zamfara State, the percentage of out-of-school children is 68 percent. The two states have the highest numbers of out- of school children. The report also revealed that the rate of children who have never been to school is also alarming. The report reveals that 72 percent of children in Borno State have never been to school, with 4 percent in the federal capital

Territory. Out of over 120 children, the report revealed that Zamfara have an average of 28 children in school. Borno State have 29 children in school out of every 120 children, Sokoto 34, Yobe 42, while Plateau State has the highest number of children in school with 113 of every 120.

Education Survey in Nigeria: School Attendance across the States

Highest Number In School	Lowest Number In School
Ondo State 119 out of every 120	Zamfara State 28 out of every 120
Anambra State 117 out of every 120	Borno State 29 out of every 120
Cross River State 114 out of every 120	Kebbi State 34 out of every 120
Delta State 113 out of every 120	Sokoto State 42 out of every 120
Abia State 113 out of every 120	Yobe State 42 out of every 120
Plateau State 113 out of every 120	

Source: Oladunye, & Omemu, 2013 p4-5).

These States are with the lowest number of children in school are in the Northern region of Nigeria as they are worst hit by the Boko Haram attack. The level of education could also be regarded as the basis for such groups to emerge. Testing parental understanding of western education, the survey shows that 80% of parents in Zamfara State cannot read and write in English Language. Niger State 63 percents, Yobe 78 percent and Adamawa with 47 percent of parents that cannot read or write in English. (Oladunye, & Omemu, 2013). This may account for why such states became breeding grounds for Boko Harams. Boko Haram has dealt a fatal blow on the enrolment of pupils and students to schools in the Northern Nigeria. Parents and pupils live in perpetual fear of attacks and this may have direct effect on school attendance.

Achumba et al. (2013) defined insurgency as the premeditated, threat or use of violence by an individual or group to cause fear, destruction or death, especially against unarmed targets, property or infrastructure in a state, intended to compel those in authority to respond to the demands and expectations of the individual or group behind such violent acts. Muzan (2014) also said insurgency is any act which is intended to cause death or serious bodily harm to civilians or non combatants (in a conflict) with the purpose of intimidating a population or compelling a government or an international organization to do or abstain from doing any

act. Examples are Boko Haram in Nigeria, Hamas in Palestine, Islamic State in Iraq and the Syria (ISIS), El-Shabab in Somalia etc. All of these insurgencies including other armed groups directly carry attacks on western education.

Fatima and Olowoselu, (2015) noted that since 2009, Boko Haram has disrupted western educational system in the North Eastern Nigeria with huge negative effect on girl's education. The group dislikes girls attending schools and also committed criminal offences ranging from kidnapping of school girls, killing of teachers, religious leaders both in Christianity and Islamic faiths; they have unleashed fear in minds of every Nigerians lining in the region. There is massive destruction of schools activities in Yobe State. In recent past, they used local girls to carry out mindless bombing of major markets, shopping mall, cinema halls and bus stations. They are also involved in murdering of traditional rulers and prominent citizens in Yobe State, Abduction of schools girls, elderly and female teachers were also common in their recent styles of operation.

However, the National Commission for Refuges Management (NCRM) Further repots that Boko Haram has displaced over one million people in North Eastern Nigeria and it also becomes a threat to the entire country. Their activities have crippled the socio economic activities between Nigeria, Cameroon, Niger republic and Republic of Chad. Many Nigerian citizens residing in Adamawa State, BornoState and Yobe State were currently internally displaced (NCRM, 2015). The Boko Haram insurgency in North Eastern region of Nigeria has slowed down the nations abilities of achieving the Sustainable Development Goals project (SDG's), education for all (EFA) and as well as Nigeria vision 2020 programs . The senseless insurgent attacks have negative impact on schools, socio-cultural values of the people of North eastern region and well-being of other foreign nationals (Fadekemi, 2016). Presently, economic activities are low in the region as foreign expatriate are relocating to other regions in Nigeria due to the increasing security crisis. With the mindless bombings perpetrated by insurgent most schools have been closed in Adamawa, Borno and YobeState, (Fatima and Olowoselu, 2015).

The study agrees that the theoretical issues sorounding insurgency in Nigeria is notably unique Islamic phenomenon; but the multiplicity of theories brings in the relationship to attempt to provide explanation for violent conflicts between groups by exploring political, socio-economic, religious and historical connection between such groups hence the belief that cultural and values differences as well as group interest all influence association

between individuals and groups in different ways. Group terror such as Boko Haram is based as reformist and revolutionary response to individual needs, over-population of social life, radical secular belief and economic alienation. The research predicted relationship between poverty, illiterate, socio-economic and political exclusion, Almajiris factor and misconception of religion that give birth to national insecurity mastermind by Boko Haram insurgents in Nigeria.

Based on the poverty theory, Marxian theory of conflict as well as fundamentalist Islamic view approach to Boko Haram, the study tries identify the variables of study which shows the predicted influences of Boko Haram insurgency on western education. The study also shows strong connection between the dependent and independent variables based on a aforementioned theoretical review poverty, illiteracy, political and socio-economic exclusion and religious beliefs are significant factors that led to the dependent variable and all these factors stimulated the drive towards violence attack on western schools education system by the insurgents.

In conclusion, religion is largely seen as a recruiting tool in the content of national resistance. Based on these analysis, it is an incontrovertible fact to note that Boko-Haram activities is as a results of it perceived believed of western education is a sinful and having the intention that whatever suicide attacks heaven is their portion, politicization, socio-economic problems, secular belief and militarization of the areas, these has caused the source of causative factors of insecurity ravaging the North-Eastern part of the country, Nigeria, Yobe State in perspective.

2.5 Gaps in Literature

A careful review of the above literature brought to the fore pertinent issues and Gaps which require further commentary by future researchers. Though most of the literature put in great efforts in analyzing the variables under consideration in this study, none of them directly correlated the variables. Thus, failed to look at Boko Haram insurgency and western education comprehensively. These were studies of Olowoselu et al (2015) examine the effect of insurgency on UBE in Borno State of Nigeria; Fadekemi (2016) investigated the influence of terrorism on girl-child education in Nigerian schools; Olaniyan (2015) studies the effect of Boko Haram insurgency on the North east Nigeria's education system; Ugwumba & Udom (2014) analyse Boko Haram as a peril to achievement of education for

all in Northern Nigeria. Most of the studies under examination were guided by a mono research approach. They were either supported by a quantitative approach, or qualitative. For instance, Olowoselu et'al (2015) and Fadekemi (2016) adopted a quantitative research paradigm, as opposed to the likes of Ugwumba & Utom (2014) and Olaniyan (2015) that appropriated qualitative approach. This study therefore deviated from the past ones that used a mono method. This study therefore adopted mixed research methods for the research context as envisaged by (Amin, 2005; Creswell, 1994). While a plethora of studies were carried out in areas outside of Yobe State, focusing the entire Nigeria, Northern region as well as the North Eastern part of Nigeria. Extant literature that was consulted, indicated that there was no research model that had been done on Boko Haram insurgency and western education that was carried out in the context of Yobe State in general and YOSUBEB in particular. Which means, limited earlier studies have been done on Yobe State and hardly, no study of this nature was found to have been conducted on Boko Haram insurgency and western education in Yobe State, North-Eastern Nigeria. This study therefore, intended to close these methodological, contextual and content Gaps.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presented the research design, target population, sample size, sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures, data analysis, ethical considerations and limitations of the study.

3.1 Research Design

This study adopt a descriptive survey design. Descriptive survey design was used because data was collected from a large number of sample size of (297) respondents. It also affords researcher the opportunity of discovering a complete description of the cause and effect relationship of the research variables. It further provides objectivity and in-depth study within a limited time frame.

A mixed methods research approaches was employed. For a study of this nature, Amin (2005), recommends such a pluralistic approach because it enables the collection of both quantitative and qualitative data that will further facilitate a profound understanding of the research problem. Sarantakos (1998), aptly noted that, the mixed approach to research enhances objectivity, methodological reliability and validity since the same reality is viewed from different perspectives. Through this method a collection of both quantitative and qualitative data was gathered to understand the research problematique. The quantitative research involved the collections of numerical, averages, and other statistics in order to explain the study variables, while a qualitative research involved mainly descriptive, voice, words or expressions of participants (Amin, 2005; Creswell, 1994). Quantitatively, the questionnaires was constructed with close-ended questions which were administered to the people under study while qualitative data or information from the key informants were also collected through interviews to complement the data generated through survey.

3.2 Population of the Study

The target population of this study was 1,339 which was made up of staff of Yobe State Universal Basic Education (YOSUBEB 352), Head of schools (Principals/Headmasters 12), Teachers (375) and PTA/Community Members (Education managers, Security officers/Politicians 600) were used as the population group of this study.

3.3 Sample Size

The sample size for this study was arrived at using Krejcie and Morgan (1970) table for determining the minimum sample size of the respondents from a given population. Therefore, for a population of 1,339, a sample size of 297 is adequate, hence the sample size of this study. On the other hand, ten (10) participants were selected for interviews to compliment the outcomes of information from the larger respondents who filled in the questionnaires.

Table 3.1. Population and Sample Size Selection

S/N	Items	Population	Sample Size
1	Staff of YOSUBEB	352	78
2	Teachers	375	84
3	Principals	6	1
4	Headmasters	6	1
5	PTA/Community Members	600	133
TOTAL		1,339	297

Source: Field Survey, 2017

3.4 Sampling Techniques

Purposive sampling procedure was used to select twelve (12) Basic schools and their school heads in Yobe State who are believed to be very much vulnerable of Boko Haram insurgency and the researcher agreed that the purposive sampling is a type of sampling that investigator uses his/her judgment or common sense regarding the respondents from whom information was collected (Amin, 2005). While simple random sampling method was adopted to choose 7 teachers from each of the 12 Basic schools in the State that gave a sample of 84 teachers, YOSUBEB staff 78 and 133 PTA/community members were carefully nominated so as to get equal representation of the respondents that makes of my total sample of 297 members.

3.5 Data Collection Instruments

The questionnaires and structured interview guide were used as the main instruments for data collection of this study.

3.5.1 Questionnaires

A researcher made questionnaire which was used to collect data on Boko Haram insurgency and western education in Yobe State, North-Eastern Nigeria. The instrument was administered with the help of research assistants. Thus the questionnaire consisted of four (4) parts with twenty (20) items, five questions in part A about respondents Bio-Data; five questions in part B on the causes of Boko Haram insurgency; part C comprise five questions that deals with how Boko Haram violence has affected western schools and also five questions in part D concerned the effects of Boko Haram violence on standards of western education. All the answers in sections B to D were based on a four (4) point modified Likert scales of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) respectively.

3.5.2 Interview Guide

The researcher used Face to Face interview with structured questions to collect qualitative data from the ten (10) different study participants from PTA/community members such as, security officers, politician and those involved in education management from YOSUBEB were purposively selected within the community based on their experience in Boko Haram insurgency and western education in Yobe State, North-Eastern Nigeria.

3.5.3 Document analysis

Documentary analysis refers to a critical examination of recorded information related to an issue under investigation (Oso and Onen, 2005). Therefore, the researcher sourced and reviewed his documentary data from Nigeria security operation Lafiya Dole Based in Damaturu Yobe State Capital, Yobe State Universal Basic education Board, State/Federal Ministry of Education, National Emergency Management Authority, Amnesty International, International Crisis Group, Nigerian Bureau of Statistics, among others. Documentry analysis is recognized as a significant instrument in social research which generally helps to identify relevant content of data collection, analysis and interpretation of the findings systematically at a time convenient (Sarantakas, 1998). In fact, document analysis represents

considerable data to the researchers as written evidence in a compelling way which facilitates to save time and expenses by avoiding copying the interviews (Creswell, 1994). Since it is a mixed study, the researcher therefore, emphasize on significant number of policy documents related to the effects of Boko Haram insurgency on Western education in Yobe State.

3.6 Validity and Reliability of the Instruments

3.6.1 Validity

Beck and Gable (2011) stated that to examine the content validity index, professional subjective judgment is required to determine the extent to which the scale was designed to measure a trait of interest. This is because content validity is a subjective judgment of expert about the degree of relevant construct in an assessment instrument. However, inclusions of at least four experts in that field were used to judge the content domain of a scale through use of rating scales.

Validity of the instruments was ensured through expert judgment. The researcher gave the instrument to the experts in the field and made judgment on whether the instrument was valid or not. Four (4) of the judges declared instrument valid, the result was as follows;

$$\frac{\text{Number of items declared valid}}{\text{Total number of judges}} = \underline{\underline{0.80}}$$

$$\frac{4}{5} = \underline{\underline{0.80}}$$

The CVI of 0.80 was achieved and thus the research instrument was accepted as valid since the instrument's coefficient was greater than 0.70 (Amin, 2005).

3.6.2 Reliability

The Test - retest method was used to ensure the reliability of the questions in the questionnaires. Cronbach alpha was then used to test for reliability of the data collected using SPSS. The rule of thumb is, when the Cronbach alpha value is greater than 0.90 interpreted excellent, greater than 0.80 interpret good, greater than 0.70 acceptable, greater than 0.60 questionable, greater than 0.50 poor, and less than 0.50 unacceptable (Glien & Glien, 2003). The instrument is reliable when the coefficient is greater than 0.75 (Amin,

2005). The questionnaires were administered to four (4) people and re-administered after a one week interval and the result were compared and they did not differ a lot, therefore the instrument was reliable as shown in the table 3.2;

Table 3.2. Cronbach Alpha Reliability of the Study Constructs.

Constructs	EXPT1	EXPT2	EXPT3	EXPT4	Average	Interpretation
Causes of Boko Haram insurgency	0.80	0.60	0.80	0.80	0.75	Acceptable
Establish how Boko Haram violence has affected western schools	0.80	0.80	0.80	0.80	0.80	Good
Examine the effects of Boko Haram violence on standards of western education	0.80	0.80	0.80	0.80	0.80	Good
Total Average	0.80	0.73	0.80	0.80	0.78	Acceptable

Source; Field Survey, 2017

The table 3.2 above shows that the average of expert (1) was 0.80, experts (2) 0.73, expert (3) 0.80 and expert (4) also having 0.80. Therefore, all experts were having the average of 0.78 respectively.

3.7 Data Collection Procedure

An introductory letter was collected from the college of higher degree and research of Kampala International University, granting permission to proceed with data collection and present it to the education authorities of Yobe State (YOSUBEB), for acceptance and authorization to undertake the study. The researcher then asked the respondents to sign the informed consent form and also ask to answer all the questions in the questionnaires. The researcher retrieved the questionnaires after some days and check for the completeness of all answers. The researcher then arranged for data analysis and interpretation.

3.8 Data Analysis

Quantitative data were entered into SPSS version 16.0, processed and analyzed. Frequency counts and percentages were used to analyze data on respondents characteristics. The researcher used means and standard deviations to analyze quantitative data. While, qualitative data obtained from the interview conducted were analyzed using the thematic analysis method.

Table 3.3: Interpretation Guides Table

Mean range	Response Mode	Rank	Decision
3.25-4.00	Strongly agree	4	Very high
2.50-3.25	Agree	3	High
1.75-2.50	Disagree	2	Low
1.00-1.75	Strongly disagree	1	Very low

Source: Field Survey, 2017

The table 3.3 above interprets and shows how the results were translated based on mean ranges and the responses of the respondents. The ranges from 3.25 - 4.00 responded strongly agree interpreted very high, 0.250 -3.25 responded agree are interpreted high, while mean range from 1.75 -2.50 response mode of disagree are interpreted low and 1.00 -1.75 mean range responded strongly disagree were interpreted as very low.

3.9 Ethical Considerations

This involved getting consent of the respondents and the names or identifications of the respondents would be anonymous and information collected from them were treated with utmost confidentiality.

The researcher also acted honestly, fairly and respectfully to all other stake holders that were involved in the study.

The researcher accurately acknowledged the authors and sources of different scholarly views in this study through citations and referencing. This removed plagiarism in the work.

3.10 Limitations of the Study

Respondents biases; in studies like this one, involving questionnaire data collection and seeking respondents' perceptions and views, it is common that human may provide answers/views, which are not out of their best knowledge and beliefs but rather out of their best Personal desires and preferences, which desires and preferences may not reflect what actually exists. In such a case, the findings are a less representation of facts on the ground. To reduce such biases in perceptions of respondents, documentary evidences on the trends of the variable are usually important. However, secondary data on Boko Haram insurgency and western education in Yobe State-Nigeria is limited. Hence, the researcher requested the respondents to be as honest as possible in their responses. More so the researcher tested for validity and reliability to ensure that there is consistency of the responses given.

Uncooperative behavior of some respondents, un-approachable respondents and those who were reluctant to give information almost limited the researcher in this study. However, the researcher convinced the respondents that their participation in the study is very instrumental in ensuring that their attacks by Boko Haram would be given adequate priority by the government so as to bring to an end the entire insurgency. The researcher was also limited by extraneous variables such as honesty of the respondents where some of them might not tell the truth. The researcher solicits for the truth by giving the respondents to sign the informed consent form.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the analysis of the data gathered and interpretation thereof. It gives the demographic characteristics of the respondents and the variables used in each objectives under study.

4.1 Response Rate

To start with, the researcher decided to add 10% to the actual sample size to compensate for persons that the researcher is unable to contact (Hamilton, 2009). Hence, the adjusted sample size was 327 breaking into; staff of YOSUBEB 86, teachers 93, principal 1, headmaster 1, PTA/Community members 146 respectively. However, researcher distributed the 327 questionnaires but was able to retrieve only 312 questionnaires that were correctly filled and answered. This gave a retrieval rate of 95.5%. According to Amin (2005), if the response retrieval rate is more than 70% it is good enough to carry on and continue with the data analysis.

4.2 Demographic Characteristics of the Respondents

This section determines the demographic characteristics of the respondents. To achieve this, questionnaires were administered to capture the respondents responses. Frequencies and percentage tables were employed to summarize the demographic characteristics of the respondents in terms of their gender, age bracket, marital status, qualification and work experience, as compiled in the table 4.1 below:

Table 4.1: Respondents Gender

Items	Frequency	Percentage
Male	288	73.1
Female	84	26.9
Total	312	100

Source; Field Survey (2017)

The results of the study from the table 4.1 above revealed that the respondents who participated in the study 288 (73.1%) were male and only 84 (26.9%) were female. This implies that majority of the respondents were male within the study area.

Table 4.2: Age Bracket of the Respondents

Items	Frequency	Percentage
19-25	70	22.4
26-35	89	28.5
36-45	121	38.8
46 and above	32	10.3
Total	312	100

Source: Field Survey (2017)

The results of the study presented in table 4.2 indicated that most of the respondents, 121 (38.8%) were in the age bracket of 36-45; followed by those who were in the age bracket of 26-35 years, 89 (28.5%); 70 (22.4%) of the respondents were in the age bracket 19-25 and only 32 (10.3%) were 46 years and above. This shows that majority of the respondents in the study were within the age groups of 36-41, 26-35 and 19-25 years respectively.

Table 4.3: Marital Status of the Respondents

Items	Frequency	Percentage
Married	210	67.3
Single	81	26.0
Divorced	21	6.7
Total	312	100

Source; Field Survey (2017)

The findings from the above table 4.3 disclosed that most of the respondents on the study were married accounted for 210 (67.3%), followed by 81 (26.0%) were single with very few

were divorcee which deposited at 21(6.7%). This implies that married among the respondents constitute the highest population.

Table 4.4: Qualification of the Respondents

Items	Frequency	Percentage
Grade-II	74	23.7
SSCE	41	13.1
ND	49	15.7
NCE	92	29.4
HND	30	9.6
Degree	21	6.7
Master/PhDs	5	1.6
Total	312	100

Source; Field Survey (2017)

Table 4.4 above shows that 74 (23.7) of the respondents possesses Grade II teaching certificates, while 41 (13.1%) of the respondents own Secondary School Certificates in Education (SSCE). Also 49 (15.7%) of the respondents were for holders of diploma's (ND), while 92 (29.4%) of the respondents were having National Certificates in Education (NCE), hence, 30 (9.6%) of the respondents were occupants of Higher National Diploma's (HND), while 21 (6.7%) of the respondents obtained a Bachelor's Degree and merely 5 (1.6%) of the respondents were for either Masters and or PhDs. This implies that majority of the respondents that participated in the study possesses Advanced Level Certificates which makes them reliable informants for the investigations.

Table 4.5: Work Experience of the Respondents

Items	Frequency	Percentage
1-10 years	64	20.5
11-20 years	149	47.8
Above 21 years	99	31.7
Total	312	100

Source; Field Survey (2017)

The results of the table 4.5 above unveiled that 64 (20.5%) of the respondents were in between 1-10 years working experience, while 149 (47.8%) of the respondents were in 11-20 years of cognizant work experience and 99 (31.7%) of the respondents were for 21 and above years having the working experience in different level of governments. This shows that majority of the study participants were respondents that have been in the teaching experience and/or serving with governments for not less than 1 year and between 1 to 21 years and above respectively.

4.3 Research Question 1: What are the Causes of Boko Haram Insurgency in Yobe State, North Eastern Nigeria?

The first objective of this study was to examine the causes of Boko Haram insurgency in Yobe State, North- Eastern Nigeria. This objective was achieved by interviewing the key informants during a face to face interview conducted to find out some answers to the causes of Boko Haram. Here, the following voices were taped from the participants and their responses summarized below:

Item 1:

The researcher asked the participants: **Sir, do you think Boko Haram's clamor for the total Islamization of Nigeria, rejecting western education, and adoption of Sharia Law were its major causes?**

One of the interviewees said;

- "As you can understand Nigeria generally is a secular country, but the secularity does not overshadow the belief of Nigerians. Many Nigerians do uphold and hold on to their doctrines, this among others marginalized the country a lot. As you can see

in the country some of the regions were concentrated with a particular religion in which they didn't tolerate any activities of any other religion as much as I can actually tell you that religions is not the main factor behind Boko Haram as some people claimed but also religion contributed to the magnitude of the insurgents activities" (key informant, House of assembly member).1

Another interviewed participant stated that:

- *"in essence all what am trying to point out is that Nigeria isa country sensitive of religion a lot, even our tradition in the system of government gives room for religion consideration you must understand that religion is emotional, people often get moved any time they challenge their religion. Religion is not the root cause of group insurgency in this area but this alone has given religion sentiment and contributed to the problem. This happens because the people behind this group found religion as one of the best channel to aggravate the problem" (key informant Nigerian military officer).2*

Similarly, one interviewed participants lamented that:

- *'One of the factors responsible for the Islamic fundamentalist Boko Haram was that the parents were not conscious of their children's movements and the kind of clerics they contacted in their quest to learn Islam. The Almajiri children's follow groups such as Boko Haram in good faith to learn more about their religion. However, they end up being trapped and used, and their thinking hanged into something else like the present yusuffiya Boko Haram. In those days sheik's who taught children were those established by community as those whose line of thinking and ideologies were known and accepted as non-violent. The most extreme sheiks we see nowadays preach in the name of religion but exploit the youths' (Key informant, PTA/Community member).3*

Item 2:

The researcher asked the informants **Sir, do you think socio-economic and political factors were the main influences responsible for the emergence of Boko Haram?**

One of the participants interviewed under this item disclosed that:

- *"I will say this bodily that poverty, joblessness, bad governance occasioned by leadership deficit, high illiteracy, corruption and injustice were seen as the major root causes of*

BokoHaram insurgency. Though, the main root cause is very hard to be figured out(key informant,Intelligent officer).4

In congruence with the above another politician lamented that:

- *“Boko Haram in North Eastern Nigeria is simply a fight to cause disruption in the governance and to make the political and socio-economic system unstable. If truly they have convincing objective, they could have come up with any form of negotiation with the government. I think the major cause of Boko Haram in the north eastern region and Yobe in particular is poverty and unemployment. I say this because most of our young people are poor and do not have any formal employment and therefore are always feel free to join any radical group as long the pay is good” (key informant, senator).5*

Another interviewee participant stated that:

- *“To me personally and based on my experience, the Yusufiya Boko Haram group are neglected political private army who were used in the 2003, 2007, 2011 and 2015 genaral elections by political aspirants such as ECOMOG boys in Yobe and most States of North eastern Nigeria, left high and dry having achieved their primary purpose, the politicians left them to their fate since they could no longer continue funding them. As consequence, they teamed up to fight back at the society as Boko Haram” (key informant, member House of Representative). 6*

Table 4.6: Descriptive Survey Showing the Perception of the Respondent’s Responses on Causes of Boko Haram Insurgency

Causes of Boko Haram Insurgency	Mean.	Std.dev	Rank	Decision
Boko Haram in my view are clamoring for the total Islamization of Nigeria	2.12	0.838	2	Low
Boko Haram is rejecting western education and seeking for the adaptation of sharia law	3.22	0.817	3	High
Poor governance, unemployment and poverty were the leading causes of Boko Haram insurgency	2.71	1.003	3	High

Factors such as crumbling family structures, child abuse, present Almajiri school system and low social standings are also some of the causes of Boko Haram insurgency	2.68	1.067	3	High
Boko Haram are political thugs created by politicians such as “ECOMOG boys” in Yobe/Borno, “Sara- suka” in Bauchi, “Yan kalare” in Gombe states who were subsequently dumped by the politicians but remained heavily armed	3.21	0.901	3	High
Average Mean	2.79	0.9252	2.8	High

Source: Field Survey, (2017)

Based on the constructs of these variables, means and standard deviations statistics were used to examine the causes of Boko Haram insurgency in Yobe State, North-East Nigeria.

Results in the table 4.6 above shows the mean responses and standard deviations regarding items in the constructs, was ranked 3rd and were generally agree because the overall average mean scores was 2.79, interpreted as high with standard deviation of 0.9252 respectively. This revealed that all the items on causes of Boko Haram insurgency were agreed to by the respondents.

However, the responses from the above table indicates that Boko Haram groups are highly clamoring for the total islamization of Nigeria. This is seen through rejecting western education and seeking for the adaptation of sharia law. Likewise, they blame factors such as poor governance, unemployment, poverty, collapsed family structure, mass influx of Almajiri youth across the northern region, low social standings as well as political thuggery were the leading causes of their insurgency. This therefore, coincided with majority of the information obtained from the qualitative data in the research carried out. For instance, most of the interviewees were of the view that most insurgents were deeply concerned by what they saw as socio-economic deprivation: many youth being unemployed or under employed, etc. Furthermore, they saw lack of religious space for sharia as religious injustice, therefore they blame the above on western education, hence their retaliation against it. However, the findings also revealed that the rise of Yusuffiya Boko Haram is attributed to dumped

political thugs/private army used by politicians after the 2003 general election and the subsequent elections conducted to date so far in the country.

4.4 Research Question 2: How Have Boko Haram’s Violence Affected Western Schools in Yobe State, North Eastern Nigeria?

Table 4.7: Descriptive Survey Showing the Perception of the Respondents on Boko Haram’s Violence on Western Schools.

Boko Haram violence onwestern schools	Mean	Std.dev	Decision
Boko Haram insurgents attack schools resulting in the loss of teachers, personnel, killing and kidnapping of schools children	3.12	0.838	High
Boko Haram attacks on schools also lead to the destruction of school infrastructure such as class rooms and instruction materials	3.32	0.818	High
Boko Haram have proved their anti-western education stand by expanding their attacks from state and security forces to schools and other educational institutions as their prime target	2.71	1.003	High
Boko Haram have recruited children of school age as wives and suicide bombers/spies	2.68	1.067	High
Boko Haram attacks on schools have psychologically traumatized students, teachers and other personnel, making them afraid of going to schools for fear of being attacked	3.21	0.901	High
Average Mean	3.008	0.9254	High

Source: Field Survey, (2017)

The second objective of this study was to establish how Boko Haram violence has affected western schools in Yobe State, North- Eastern Nigeria. This was answered by the

respondents as being high. This is because the overall average of means was 3.008 and ranked 3rd with the corresponding standard deviations of 0.9254.

The findings in the above table 4.7 implies that most of the respondents strongly agreed that Boko Haram insurgents' attacks on schools, and kidnapping of schools children lead to loss of teachers and other personnel, as well as the destruction of infrastructure, teaching and learning materials. Moreover, the results strongly agreed that Boko Haram have proved their anti-western education stand by expanding their attacks from State and security forces to schools and other educational institutions as their prime targets. Similarly, the respondents were strongly of the opinion that teachers, students and other personnel have experienced psychological trauma which has led to their keeping at home. It is also evident from the above results that the respondents strongly agreed to all items as stated in the table and this demonstrates how Boko Haram's violence has negatively affected schools. This has supported the responses of the key interviewed informants.

Participant's responses regarding the Qualitative items based on the second objective of this study was to establish how Boko Haram violence has affected western schools in Yobe State, North- Eastern Nigeria. The researcher therefore, asked the key informants to give out their major experience on school violence due to insurgency as stated below:

Item 3:

Sir, what do you think are the effects of Boko Haram attack on schools?

One interviewee participants disclosed that:

- *"It is obvious and crystal clear to everybody that the violent destruction of schools and abduction of school children's as well as killing of teachers which means Boko Haram (Western Education is forbidden) to them, is aimed at expressing their objection to western education. (Key informant, Head of school).7*

Equally, another interviewed participant lamented that:

- *"Several losses of teachers lives and kidnapping of school children have become an order of the day, schools infrastructures and teaching materials were destroyed indiscriminately and the condition is so pathetic as a result of group terrorism such as Boko Haram thereby*

making the school environment a dangerous place for learning. (Key informant, Head of School-repeated interview).

In addition, one interviewee from Basic Education Authority said that:

- *“My brother as you is talking with me now, I have lost my sister who was kidnapped innocently from school and I don’t know whether she’s alive or dead since February, 25,2014 in Government College Buniyadidue to violence on school by Boko Haram terrorism. (Key informant, Staff YOSUBEB). 8*

The findings from both respondents responses who filled in the questionnaires as well as the key interviewed informants revealed that majority of the respondents found greater effects of Boko Haram insurgency on schools and as such have paralyzed almost all western educational development in its ramifications due to constant attacks in Yobe State.

4.5 Research Question 3: What are the Effects of Boko Haram Violence on Standards of Western Education in Yobe State, North –Eastern Nigeria?

Table 4.8: Descriptive Survey Showing the Perception of the Respondents Responses on the Effects of Boko Haram Violence on Standards of Western Education

Boko Haram violence on standards of western education	Mean	Std.dev	Rank	Decision
Constant attack on schools have led to loss of trained teachers and head of schools who are either killed or prefer to run away from schools are insurmountable obstacles to teaching and learning	3.27	0.914	3	High
Frequent attack on schools by the insurgents has infrastructures destroyed and drastically reduced the schools attendance and enrolment	3.18	0.956	3	High
Boko Haram attacks are causing psycho-social effects on both teachers and students thus led to poor academic performance on pupils due to threat on schools environment	3.09	0.811	3	High
Education management and supervision of basic schools program do not conduct periodic inspections as most schools have been closed due to attack	3.19	0.939	3	High
Boko Haram insurgency has lead to poor funding of education while more funds are allocated to security	2.76	1.025	3	High
Average mean	2.46	0.929	3	High

Source: Field Survey, (2017)

The third objective of this study was to examine the effects of Boko Haram violence on standards of western education in Yobe State, North Eastern- Nigeria. The result presented in table 4.8 above revealed that, insurgency has adversely influenced the standards of western education in Yobe State. This was scores high by the respondents with an average mean of 2.46 and standard deviations 0.929 respectively. There are higher responses from the respondents that, the teachers and school heads were either killed or prefer to stay away from school in the mostly affected areas in the State. This means that majority of the teachers, head of schools/personnel are currently displaced, and lack of these staff is affecting western schools education in the state. Results further shows that many respondents agreed that, destruction of schools infrastructure has grossly reduced the availability of an access to western education of many children and thus culminate in poor students performance because learning is characterized by threat in the schools environment. More so, the results further unveiled that attack on schools by the insurgents have traumatized teachers, personnel and students hence are afraid of going to schools for fear of being attacked. Thus, making it difficult for them to perform their jobs to the highest standards. The study also opens that, teaching and learning processes cannot be properly conducted in an unsafe school environment as most education managers, schools supervisors/inspectors were currently unsafe in the state. This shows that, managers and inspectors of education schools program cannot conduct effective and timely inspection to ascertain the level of schools standards in Yobe State. The results also shows that bombing and shootings destroy schools facilities which are grossly inadequate in the first instance in Yobe State and insurgency is further compounding its challenges leading to poor funding of education while more funds/expenditure are allocated to security.

The findings above have also confirmed with the responses of the key interviewed participants regarding the Qualitative items based on the third objective of this study were summed up by asking the key informants their opinion on the effects of Boko Haram violence on standards of western education to includes;

Item 4:

Sir, how do you think the constant attack by Boko Haram have influenced the decline of schools infrastructure, poor funding as well as the inadequate schools management?

One interviewee participants uncovered that:

- *Certainly, these attacks on schools are very serious obstacle to learning while government allocations of funds to education and general management of schools have dropped because more attention have been turn to issues of security and safety”*

(Key Informant, Director Schools Services YOSUBEB). 9

Another interviewed from YOSUBEB also opens that:

- *“As I’m talking to you now, the outbreak of this insurgency have led to high level of insecurity and has hampered childrens access to all forms of education be it formal, non-formal or adult education. Thus, do to frequent attack, many schools have been physically destroyed, damaged, burnt down and closed as such we have not been able to carry out effective and efficient monitoring and supervision of all schools in Yobe State for the last 4 year” (Key informant, Top Education Manager YOSUBEB).10*

Item 5:

The researcher further asked the key informants their opinion that **Sir, How do you think that, the constant attack on western education schools by Boko Haram can affect students turn out/enrolment, poor academic performance and the loss of trained teachers?**

An additional interviewed participants regretted that:

- *“In facts, attack on schools in Yobe State and the neighboring states are causing a serious loss of teachers, turn around and low enrolments of school children. As you can see, this is a school that before had 264 total enrolments with 36 teachers in 2012 from JSS1-3 but ended up in having only 77 students and 19 teachers due toBoko Haram’sattacking schools” (key informant, Head of School-repeated interview).*

Similarly one interviewed parents proved that:

- *“The attack is that learning activities are constantly disrupted leading to serious drop in academic performance of pupils as the teachers and school are forced to shut down for many years” (Key Informant, PTA/Community Member-repeated interview).*

Another interviewee from the Basic Education Authority disclosed that:

- *“The constant attack by Boko Haram has causes many destruction and damage to schools infrastructural facilities and have grossly reduces the access to education for many children in Yobe state. Because of insurgency, it is hard to find schools functioning in the affected areas in Yobe State where they manage to operate, the fear of the unknown keeps schools children away” (Key informant, Director schools services YOSUBEB-repeated interview).*

The findings from the above surveys and interviews conducted by the researcher revealed that such violence on schools by Boko Haram has slow down the access to a quality and standards of western education sought by hundreds of thousands of school going age children in Yobe State.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents discussion of the findings guided by the Study objectives. The discussion was done by exploring the research findings relative to what other researchers in the field have confirmed corresponding to the variables. The study was concluded and appropriate recommendations were made from the findings. Contributions of study to knowledge as well as the areas for further studies are also presented.

5.1 Discussion of Findings

5.1.1 Demographic Characteristics of Respondents

The result of the study indicated that out of the 312 respondents 288 were male which form 73.1%, while 26.9% respondents were females. This implies that there were more males who participated in the study than females.

Mean while, the study revealed that 38.8% of the respondents were within the age group of 36-45, while 28.9% of the respondents fell within the age bracket of 26-35. Also 22.4% of the respondents were within 19-25 age groups, whereas, 10.3% of the respondents were above 40 years of age. This means that, majority of the respondents in the study were within the age groups of 36-45, 26-35 and 19-25 years respectively.

The findings of marital status of the respondents discovered that 67.3% of the respondents were married, whereas, 26.0% of the respondents were single and 6.7% of the respondents were divorcees. This showed that married respondents recorded higher involvement in this study and remained very useful, since they were able to provide mature and relevant information necessary for the study.

In addition, the findings of level of educational qualification of the respondents disclosed that 29.4% and 23.7% of the respondents were holders of teaching qualifications respectively, while, 15.7% of the respondents possessed national diploma. Likewise, 13.1% and 9.6% of the respondents were having secondary schools certificates and high national diplomas. Lastly, 6.7% and 1.6% of the respondents were holders of first degrees, masters and doctorates. This implied that the majority of the respondents that participated in the

study possessed advanced levels certificates, which makes them valid and reliable informants for the study.

Finally, the findings on the work experience unveiled that 47.8% of the respondents have been in government services for more than 11 years and not exceeding 20 years. Whereas, 31.7% of the respondents were saving for more than 11 years of cognizant experience and 20.5% of the respondents were having less than 10 years in service. This indicated that the majority of the study participants were respondents that have been in work experience between 11-20 years and above 21 years respectively.

5.2 Specific Objectives

5.2.1 To Examine the causes of Boko Haram Insurgency in Yobe State, North-Eastern Nigeria

The first objective of this study was to examine the causes of Boko Haram insurgency in Yobe State. Based on the findings from both qualitative and quantitative study conducted in the preceding chapter revealed that the clamour for the total Islamization of Nigeria, rejecting western education as well as the adoption of Islamic Sharia Law seems to have substantial and a very strong connection with the development of Boko Haram insurgency in the North Eastern part of Nigeria in general, and Yobe State in particular. This finding was in congruent with a statement issued by Boko Haram group in Maiduguri on April 24, 2011, that their objectives were to abolish western education, democracy and institute Sharia Law as they claimed to be fighting for justice and Islamization of Nigeria, Suleiman (2011).

Another findings also revealed that the religious sympathy of Nigerians provided fertile ground for the breeding of Boko Haram, the blossoming of the sect could also be said to have been aided by the prevailing political and socio-economic dislocation in Nigeria. This resulted from poverty, unemployment, underdevelopment, high rate of illiterates and low social standings. The findings above were also in line with Liolio (2013), that the successful recruitment of people into the group depend on the nature of the economic and poverty level in the area mostly insurgent gain members by claiming their struggle is for the people and that they would provide basic necessities for the general population if supported. The insurgent may succeed if such society embedded by poverty, illiteracy, ineptitude, corruption, discrimination to modernization and globalization which create artificial poverty to many underdeveloped countries, such countries would become recruitment target of the

insurgents. These findings correspond with the findings of Colier and Hoeffler (2002); Bellow's and Miguel (2006); Ford (2007); indicated that poverty was the major drivers of conflict in Africa once it started (Salisu, Mohammed & Abdullahi, 2015).

Also majority of respondents claimed that Almajirai system of education (Qur'anic education combined with alms begging by boys of ages 7 to 15 in Northern Nigeria under half – baked Mallams) could become a potential threat to Nigeria's national security if it is not harmonized with the Universal Basic Education program in the country. The Almajiris are so numerous to the extent that as more than 1000 of such students could be in the command of one Muslim cleric and when they march on the street, they look more like army of thugs.

The above findings were therefore supported by Adetoro (2010), Citing Sigmund Freud in his study on psychoanalysis theory, found that a child that grows under the concept of Almajiri is likely to become maladjusted because they are usually exposed to different forms of pressure, problems, hunger and odd jobs that are above their age. Similarly Shettima (2009), discovered that the Almajiris are all over the streets, very dirty, hungry, and thirsty and often cause traffic hazards with calabash in their hands for alms begging are usually with violent aggression, ready to become Boko Haram suicide bombers on a platter of frivolous promises. As a matter of fact, these findings was in compataile with the federal government of Nigeria's statements raise an alarm in the Vanguard Newspaper of 24th February, 2012 that the Boko Haram sect were already infiltrating some northern Islamic centers by indoctrinating and recruiting young pupils (the Almajiris) to expand its membership with a view to distort their mindset against the state and constitutional values. Consequently as reported in the Saturday Tribune of 14th July, 2012, a 15 year suicide-bomber (An Almajiri) attacked the Maiduguri central mosque to detonate his bomb which killed ten people with the narrow escape of the Emir of Borno and the Borno State Deputy Speaker (Bwala, 2012).

The findings of the study further exposed that political hooligans characterized by poverty, unemployment and ignorance are fertilizers for insurgency anywhere and in any age. When they combine and cloak themselves in religious, ethnic or other partisan robes, they become ready ingredients for the most brutal and reckless of violence. This discoveries was backed up by the International Fund for Agricultural Development (IFAD, 2007) that despite Nigeria's plentiful resources and oil wealth, poverty is widespread to the extent that the

country is ranked one of the 20 poorest countries in the world. Indeed, over 70 percent of the population is classified as poor, with 35 percent living in absolute poverty. This revelations was in agreement with Tsokar (2012), in the Guardian Newspaper of 14th February, 2012 quoted Dr. Yomi Kale (The then, Statistician General of Nigeria's Federation) as acknowledging the fact that the North-West and the North-East were the most rampaging Boko Haram areas and the two regions of the country most affected by political thugs, gangsters, hoodlums, gorillas, etc due to poverty. So, it may not be far from the truth to say that Boko Haram insurgency has been aggravated by systemic worsening and intolerable level of poverty in Nigeria.

Findings from the study also indicated that corruption has eaten deep into the fabrics of the Nigerian society mostly indulge by political office holders and those involved in the public services hence the upsurge of a group terror such as Boko Haram insurgency. This findings was similar with the report made by Transparency International Corruption Index, 2001 that virtually all the Nigerian ministries and agencies are enmeshed in corrupt practices with the police ranked as the most corrupt among them. This report was further supported by a two-term former Head of State and President of Nigeria (General Olusegun Obasanjo) tagged the National Assembly, political office holders as "rogues and armed robbers" due to their corrupt impetus especially in the then oil scandal in Nigeria (Shehu, 2015).

This corroborates the earlier allegation of the then Nigerian Central Bank Governor against Nigerian political office holders (who are less than 1% of the total population) for appropriating more than 25 percent of the national budgets to themselves (Sanusi, 2010). Consequently, it is logical to state that the reckless-popularity of corruption in Nigeria created the platform for Boko Haram's agitation for sharia law in the country.

5.2.2 To Establish how Boko Haram Violence has Affected Western Schools in Yobe State, North-Eastern Nigeria.

The second objective of this study was to establish the opinion of respondents on the effects of Boko Haram violence on schools in Yobe State. The study found that Boko Haram insurgency has attacked schools resulting in the loss of teachers, killing and kidnapping of school children. Also most of the respondents were exceedingly agreed that group radicalism such as Boko Haram has led to indiscriminate destruction of schools infrastructures and the teaching and learning materials, however, it has transcend to the

extent of recruiting children of school going age as suicide bombers, forceful girls marriages and spies.

The above findings are similar to the findings of Coursen-Neff & Sheppard (2010) that student, teachers, and schools have been caught in the conflict in Thailand's southern border province. The insurgents have killed and threatened teachers; bombed and burned government schools and teachers housing facilities; and recruited children into their ranks from schools.

Majority of the respondents found Boko Haram insurgency as anti-western education thereby declaring schools and other educational institutions as their prime target. This finding agrees with that of O'Malley (2010) cited in Adebisi (2016) that popular views of the respondents were strongly agreed that the perpetrators of insurgencies culminate in attack on schools students, teachers, other education personnel and western schools phenomenon as exemplified in Libya, Syria, Palestine, Mali, Afghanistan, Yemen, Cameroon, Chad, Niger, Sierra-Leone Liberia and Nigeria among other nations, the debilitating effects of insurgency on schools in these nations cannot be accurately estimated for the degree of its enormousness.

The study also found that the insurgents have recruited children of school age as foot soldiers in armed conflicts around the world. Often they are abducted at school, on the street or at home. Others enlist "voluntarily", usually because they see few alternatives. They may fight on frontlines, participate in suicide missions and act as spies, messengers or look outs. Girls may be forced into sexual slavery; Nigeria abducted Chibok girls as typical example. The northern region of Nigeria, where the attacks are concentrated, is a home to the majority of Nigeria's 11 million out-of-school children. There, Boko Haram found young, uneducated fighters, easy to recruit from the ranks of vulnerable street kids and Almajiris, poor boys who are sent to beg by Muslim religious leaders.

The above findings was confirmed in Maiduguri by human right watch researchers saw a video recording of the interrogation by security forces of a 14 year old boy, who described the role he played in Boko Haram operations. Such children are robbed of their childhood and exposed to terrible dangers and to psychological and physical suffering. They also face the risk of being uprooted from their homes and communities, internally displaced or refugees are Children in Nigeria being recruited as child soldiers by Boko Haram are denied

access to education and killed or injured in indiscriminate attacks carried out in most affected areas in North Eastern Nigeria (Ugwumba, and Udom, 2014).

5.2.3 To Examine the Effects of Boko Haram Violence on Standards of Western Education in Yobe State, North-Eastern Nigeria.

The third objective of this study was to examine the perception of respondents responses on the effects of Boko Haram violence on standards of Western education in Yobe State. The study found that Boko Haram violence has strongly denied students access to basic education which have led to the lowest number of students enrolment/turnout. The study also revealed that Boko Haram attacks on school have negatively affected students academic performance due to threat in school environment and the loss of trained teachers.

The above findings are in agreement with the documents provided by Director of Basic and Secondary Education in the Federal Ministry of Education, in 2013 that *“schools in the North-East recorded the lowest number in recent years of pupil who applied and were admitted into junior secondary schools in the country. In one school in Mungono, out of 160 eligible pupils, only 60 applied for admission into junior secondary school in 2013”*. This finding has confirmed the document provided by an official in the Ministry of Education in Yobe State reportedly Stated that *“around 5,000 children in Yobe State have stopped attending classes following the increased insecurity in the State, including the attacks on schools”* Olaniyan (2015).

To strengthen the above statement was a teacher from one village in southern Yobe State, hiding in Damaturu in fear for his safety, told Amnesty International (2013) that: *“there is no opportunity for children in the village to continue their education after the schools were forced to close”*. He, said, *“None of the children go to school now. Those who were taking exams had to hide their school uniforms in a plastic bag before they leave home. Boko Haram even tore the uniforms of students who travel toBuniyadi to attend school from the village. They warned all the students to stop attending schools, (especially girls of Federal Government CollegeBuniyadi).*

The above findings was tally with the report 2017 made by a head of junior secondary school in Damaturu Yobe State that *“attack on schools in Yobe State and the neighboring states are causing a serious loss of teachers, turn around and low enrolments of school children. As you can see, this is a school that before had 264 total enrolments with 36*

teachers in 2012 from JSS1-3 but ended up in having only 77 students and 19 teachers due to Boko Haram's attacking schools" (Head of School, August 12 2017).

Majority of the respondents found group insurgents of physical destruction of schools basic infrastructures, it is not only the classrooms that are lost but also all the teaching materials, equipments and school records leaving children with nowhere to learn. Access to Basic Education requires that sufficient and proper facilities and services are in place. This is because after the attacks, many schools remain closed and unrepaired for long periods. This is backed by a report of statistics as at June 2014, from Yobe State Ministry of Education indicated that over 209 schools was destroyed by the insurgence. The Governor, Ibrahim Gaidam lamented, *"I am sad that the resources we would have used to provide other infrastructure are now being channeled to the reconstruction of the schools".* *The reconstruction of the schools has cost so much to the government.* (Ugwumba, and Udom, 2014).

The findings also disclosed that Academic activities are disrupted intermittently as a result of sporadic attacks on educational facilities. Government has had to shut down schools in order to forestall sudden attacks on them by Boko Haram insurgents. The Boko Haram attacks also culminate in poor students performance because learning is characterized by threat in the school environment of the north, whereas it is an accomplished fact that learning thrives mostly in an environment devoid of threat. This is therefore consonant with a study by Olaniyan (2015) who found that *"any society characterized by any form of violence will not be conducive for any social interaction in form of teaching and learning"*. Similarly it has been noted in the study that the threat of insecurity will constitute negative reinforcement due to the obvious fact that teaching and learning cannot occur successfully in an environment characterized by intimidation (Adetoro, 2012).

The study also found Boko Haram insurgents to have lead to psychological trauma for teachers, students and personnel. The psychosocial bearing will affect pupils ability to learn, and where the threat of attacks persists may lead to students and teachers being kept at home from school, even if the school remains open. Such obstacles can result in severe developmental problems while Children run the risk of never being able to return to school or completing their education, thus diminishing the potential contribution they can make to society (Ugwumba, & Udom, 2014). Nevertheless, the findings deduced that teachers/students may also experience psychological effects that are overcome by grief at the

loss or maiming of their colleagues and making it difficult for them to perform to the highest standards. These findings were intended with the report of Vernor (2009) a special reporter on the right to education argues that the symbolic effect is the promulgation of fear to others and the ideological effects is the removal of right to education and its purpose. The destruction of large numbers of schools or sexual violence against school girls is a rejection of the right of women. The result can be down grading of women's position in society and a wide spread abandonment of education by students, teachers, and governments.

5.3 Conclusion

The main objective of this study was to assess the effects of Boko Haram insurgency on Western education in Yobe State, North-Eastern Nigeria. Based on the findings of this study and those from other previous researchers, we generally conclude that the return to democratic governance in Nigeria in 1999 resurrected so many ethnic sentiments and demands ranging from Niger delta militancy, MOSSOB, and OPC, among others. In Jos plateau, Benue and Taraba states, it has been constant fighting between farmers and Fulani herdsmen. Within, the north-central and north-east zone, there has been constant land disputes between various ethnic groups and many other challenges in the form of ethno-religious crises. None of these have been as devastating and destructive as the Boko Haram insurgency. The Boko Haram is a national and global threat to peace and sustainable development. Since the rise of Boko Haram insurgency, Nigeria has not experienced peace especially in Yobe State, North-Eastern Nigeria. These attacks have destroyed Basic schools infrastructure and the many lives of students, teachers and personnel that can only be compared to the Nigerian civil war. The Boko Haram insurgency is a major challenge to Nigeria and has slowed down the nation's ability to achieve the Sustainable Development Goals (SDGs), Education For All (EFA), and as well as the non-attainment of Nigeria's vision 2020.

The first objective of this study was to examine the causes of Boko Haram insurgency in Yobe State, North-Eastern Nigeria. The study concluded that the causes of Boko Haram insurgency cannot be directly attached to a particular cause, the issue is rather multi-dimensional and multifaceted, and nonetheless the study revealed that poverty, unemployment, and misconception of religion were the major factors that led to the development of Boko Haram to its full terrorist organization. Furthermore, political thuggery, crumbling family structures, Almajiri factor, high rate of illiteracy, inequality in

the distribution of scarce resources and corruption were making young men vulnerable to radicalization. Habitually travelling preachers (Malams/Sheiks) capitalize on the situation by preaching an extreme version of religious teachings and conveying a narrative of the government as weak and corrupt thus facilitates the causes and development of the group.

The second objective of this study was to establish how Boko Haram violence has affected schools in Yobe State, North-Eastern Nigeria. The study found that Boko Haram violence on schools were characterized by killing, assassination, abduction, kidnapping, suicide bombings and the use of both light/small arms resulted in the loss of teachers, students and personnel. The study has also identified the wanton destruction of schools infrastructure and teaching and learning materials as well as the recruitment of children of schools going age into forced marriage/rape (girls) and suicide bombers/spies have proved their (Boko Haram) anti-western education stand on schools and other educational institutions as their prime target of attacks.

The final objective of this study was to examine the effects of Boko Haram violence on standards of western education in Yobe State, North-Eastern Nigeria. The study found a greater influence of Boko Haram's violence on the declined standards of western education. This has shown a sharp dropped in the schools attendance/enrolments, poor academic performance and the loss of trained teachers. The study has been able to revealed how destroyed school infrastructure, learning and instructional materials influenced the poor funding as well as the inadequate schools management. It was further concluded that, teachers and students experienced a psychological trauma caused by the loss of their colleagues due to incessant Boko Haram attack making it difficult for them to perform while in schools. This therefore, has a debilitating effect on the quality and standards of western schools education.

5.4 Recommendations

Based on the findings of this study, the following recommendations were offered:

Regarding the first objective, the study recommends that for any solution to a security situation like that of Boko Haram to be effective, a multi-dimensional approach that addresses both the symptoms of insurgency and root causes must be adopted to solve the problems and create an enabling environment by preventing the sect from further re-organizing, recruiting and launching attacks on state, its security apparatus as well as the

western schools education. That the federal government, amnesty committees and counter insurgency efforts of all security outfits investigate the root causes and dynamics of Boko Haram including trend and pattern of its existence. It is crucial that the government make concerted effort to identify and understand the kind of ideology of Boko Haram vis-à-vis the objectives of their activities. The ideology plays a significant role in the recruitment process of the group and remains the core strength of Boko Haram adherent. Ideological battles are in many ways more important than physical battles and that once the ideology is defeated, the terrorist movement weakens and dies. This therefore can be achieved by firmly integrating the religious Leaders to be properly enlightened, to play active role in preaching against the senseless attacks perpetrated by the insurgent group. Worth knowing is Boko Haram's financial support and the socio-economic implications of its activities on the society.

Federal Government should adopt policies which lead to creation of jobs to assuage the feelings of disaffected youths who get easily tempted to fight against institutions as a result of their frustrations. Hence, the study endorses that a permanently well-structured poverty alleviation program devoid of political patronage is urgently required in Yobe State of Nigeria's North East. This requires intensification of efforts to integrate the Almajiri Qur'anic schools into the Universal Basic education (UBE) programs with well-furnished classrooms, qualified teachers, purchase of uniforms and mid-day meal for the students in northern Nigeria. Equally important, the existing half-baked, non- professional Almajiri mallams (clerics and teachers) must be trained professionally and absorbed into the UBE programs. This can be realized by educating the Almajiri boys and other schools children on issues of peace, violence through adopting Security studies into Nigeria's school curriculum. The effort of the federal government to make electricity stable should be intensified to encourage vocational cum technical-driven poverty alleviation programs a reality in Nigeria. This suggests that more technical colleges and vocational centers should be built by all the three-tiers of government in Nigeria and successful products of the schools should be given grants to practice their vocations so as to break the yoke and cocoons of poverty. This will deplete the army of youths available for recruitment into various criminal activities.

The second objective of this study also recommended that the States and federal government should ensure educational facilities are adequately secured, especially in the northern region to forestall attacks on the school which claim the lives of pupils and their teachers alike, while leading to wanton destruction of schools infrastructure. Equally, the schools being

destroyed by the Boko Haram should be rebuilt and children should be encouraged to go back to schools. Teachers, particularly in Yobe State and north eastern part of the country should be motivated by special allowances to ameliorate them from untold hardship they suffer as a result of Boko Haram insurgency. This ensures a high rate of retention of teachers in the school system.

In addition, the study further recommended on schools internal security system that daily school attendance record books should be adopted by the all schools in Yobe State, likewise students movement record book should be introduced and kept by teachers with a daily report to the school head. This will make the school authorities to understand and have controls of the school internal security system during the school hours for the betterments of the students, teachers/personnel within the school environment and society at large. There is also need for the federal government of Nigeria to have a stricter control of border posts in northern part of the country so as to avert illegal immigrants from the Maghreb region into the country. This would require the establishment of a joint border patrol between Nigeria, Chad, Niger, Cameroon and Benin Republics using heavy surveillance equipment like well-equipped helicopters and satellites against influx of illegal aliens that support insurgent groups that aimed at targeting/attacking western schools, as this will nip many of the security problems confronting the nation in the bud.

The final objective of the study recommends to the Nigerian government on the way to provide free and compulsory western schools education to all children in Yobe State and Nigeria's North East in general up to university level, because the future of society remains in the hands of the children. The Yobe State government should provide scholarship for continuous education to all other dropped out school children who were internally displaced, and sheltering outside the State. This will enhance more enrollments, good academic performance and their continuous schooling in that state. More so, the federal government in collaborations with Yobe State government should ensure that there is prompt schools funding and effective schools supervision/management as well as adequate supplies of damaged teaching and learning materials while both teaching and non teaching personnel posted to schools any where in the State are well equipped and motivated properly. This will also improved quality and standards of western schools education.

5.5 Contribution to Knowledge

The study contributes significantly to the amount of facts and figures on the rationals behind Boko Haram insurgency in Nigeria, with particular emphasis on its opposition to western education. It also highlights the effects of the insurgency on educational development in Northern Nigeria in general, and Yobe State in particular. Accordingly, the study has generated literature that will be used by other writers/scholars whereas suggestions for further studies outlined in the study will serve as a gap for other writers to fill.

5.6 Areas for Further Studies

Based on the findings of this study, methods used, literature and conclusion drawn, the researcher made the following suggestions on the areas for further studies.

The study covered the Universal Basic Education schools system (primary and junior secondary schools) in Yobe State, hence limiting generalization of the findings. There is need for future studies to include all levels of western schools education at both senior secondary schools and tertiary institutions in Yobe State, North-Eastern Nigeria on the effects Boko Haram insurgency and western education. This will enable the results to be generalized appropriately.

Also recommended are areas of focus and further research: Who really are the Boko Haram? What is their objective? How can they be identified? Why do people join Boko Haram in spite of it being viewed as a violent socio-cultural/religious group? Other questions raised are: how did Boko Haram become so strong with the acquisition and use of sophisticated weaponry? Who coordinates their operations? Why are these security challenges concentrated mostly in northern Nigeria? What are the factors responsible for their activities? Does Boko Haram have links to foreign sources for support and funding?

To this end, it is also worth asking, are the Boko Haram insurgents a group operating under the garb of Islam? What is their ideology? From the spate of their violent and well-coordinated attacks, does Boko Haram have any structure? What is the mode of their recruitment and, how do they operate?

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APPENDICES

APPENDIX I: SAMPLE SIZE DETERMINATION

Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note: *N* = population size.

S = sample size.

APPENDIX II: QUESTIONNAIRE

Dear Respondent,

I am **ALHAJI DUNA DACHIA** a student of Kampala International University Kampala, Uganda, pursuing a Master's Degree in Conflict Resolution and Peace Building and conducting a research on "**Boko Haram Insurgency and Western Education in Yobe State, North Eastern Nigeria.**" In meeting this objective you have been duly selected as a member of the informants with relevant and concrete data needed for my research project. Your answers will be treated with anonymity and utmost confidentiality, and used for academic purposes only. I thank you in anticipation for sparing your time to provide this needed information.

SECTION A: RESPONDENTS BIO DATA

YOSUBEB STAFF, TEACHERS, HEAD OF SCHOOLS, PTA/COMMUNITY MEMBERS, POLITICIANS, EDUCATION MANAGERS AND SECURITY OFFICERS

Instructions

Please state your answer by ticking in the box provided

1. Gender: 1. Male ☐ 2. Female ☐
2. Age bracket: 1. 19-25 ☐ 2. 26-35 ☐ 3. 36-45 ☐ 4. 46 and above ☐
3. Marital status: 1. Married ☐ 2. Single ☐ 3. Divorced ☐
4. Qualifications: 1. Grade II ☐ 2. SSCE ☐ 3. DIP ☐ 4. NCE ☐
5. HND ☐ 6. Degree ☐ 7. Master/PhDs ☐
5. Work experience: 1. 1-10 years ☐ 2. 11-20 years ☐ 3. 21+ ☐

PERCEPTION OF RESPONDENTS ON BOKO HARAM INSURGENCY AND WESTERN EDUCATION.

You are required to tick in the box that contains the right rating of your choice using the given scale.

4 = Strongly Agree (SA), 3= Agree (A), 2=Disagree (D) and 1= Strongly Disagree (SD).

S/N	INDICATORS	4=SA	3=A	2=D	1=SD
	SECTION B: EXAMINE THE CAUSES BOKO HARAM INSURGENCY				
1	Boko Haram in my view are clamoring for the total Islamization of Nigeria.				
2	Boko Haram is rejecting western education and seeking for the adaptation of sharia law.				
3	Poor governance, unemployment and poverty were the leading causes of Boko Haram insurgency				
4	Factors such as crumbling family structures, child abuse, present Almajiri schools system and low social standings are also some of the causes of Boko Haram insurgency				
5	Boko Haram are political thugs created by politicians such as “ECOMOG boys” in Yobe/Borno, “Sara- suka” in Bauchi, “Yan kalare ” in Gombe states who were subsequently dumped by the politicians but remained heavily armed				
	SECTION C: ESTABLISH HOW BOKO HARAM VIOLENCE HAS AFFECTED WESTERN SCHOOLS				
6	Boko Haram insurgents attack schools resulting in the loss of teachers, personnel, killing and kidnapping of schools children				
7	Boko Haram attacks on schools also lead to the destruction of school infrastructure such as class rooms and instruction materials				
8	Boko Haram have proved their anti-western education stand by expanding their attacks from state and security forces to schools and other educational institutions as their prime target				
9	Boko Haram have recruited children of school age as wives and				

	suicide bombers/spies				
10	Boko Haram attacks on schools have psychologically traumatized students, teachers and other personnel, making them afraid of going to schools for fear of being attacked				
	SECTION D: EXAMINE THE EFFECTS OF BOKO HARAM VIOLENCE ON STANDARDS OF WESTERN EDUCATION				
11	Constant attack on schools have led to loss of trained teachers and head of schools who are either killed or prefer to run away from schools are insurmountable obstacles to teaching and learning				
12	Frequent attack on schools by the insurgents has infrastructures destroyed and drastically reduced the schools attendance and enrolment				
13	Boko Haram attacks are causing psycho-social effects on both teachers and students thus led to poor academic performance on pupils due to threat on schools environment				
14	Education management and supervision of basic schools program do not conduct periodic inspections as most schools have been closed due to attack				
15	Boko Haram insurgency has lead to poor funding of education while more funds are allocated to security				

APPENDIX III: INTERVIEW GUIDE

PERCEPTIONS OF PARTICIPANTS ON INTERVIEWS

OBJECTIVE 1: Interview guide on the causes of Boko Haram insurgency in Yobe State, North Eastern Nigeria.

1. Do you think Boko Haram's clamor for the total Islamization of Nigeria, rejecting western education, and adoption of Sharia Law were its leading causes?
2. Do you think socio-economic and political factors were the major influences responsible for the emergence of Boko Haram?

OBJECTIVE 2: Interview guide on how Boko Haram violence has affected western schools in Yobe State, North Eastern- Nigeria.

1. Why do you think were the consequences of Boko Haram attack on schools?
2. What do you think are the effects of Boko Haram violence attack on schools?

OBJECTIVE 3: Interview guide on the Effects of Boko Haram violence on standards of western education in Yobe State, North Eastern- Nigeria.

1. How do you think the constant attacks by Boko Haram have influenced the decline of schools infrastructure, poor finding as well as the inadequate schools management?
2. How do you think that, the constant attack on western education schools by Boko Haram can affect students turn out/enrolment, poor academic performance and the loss of trained teachers?



KAMPALA INTERNATIONAL UNIVERSITY

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF DEVELOPMENT, PEACE AND CONFLICT STUDIES

APPENDIX IV: QUESTIONNAIRE/INTERVIEW CONSENT FORM

Student: Alhaji Duna Dachia

This research is being conducted on the behalf of Kampala International University for the award of Masters Degree in Conflict Resolution and Peace Building.

1. I agree to be respondents or participants for the purposes of the research named above.
2. I understand that participation in this research is voluntary and I will not be paid for my participation.
3. The purpose and nature of the research questionnaire and interview has been explained to me, and I have read the information sheet as provided.
4. I agree that the interview may be electronically recorded.
5. I acknowledge that during any stage of the research I have the right to withdraw my participation.
6. I understand that during the filling of questionnaire and/or interview I have the right to decline to answer any question or to end the interview.
7. Any questions that I have asked about the research and interview have been answered to my satisfaction.
8. I understand that I will not state my name during the process and I have total anonymity.

Signature of interviewee: _____ Date: _____

9. I have explained the research and the implications of being a respondent/participants to them and I believe that consent is informed and that he/she understands the implications of participation.

Name of interviewer: **Alhaji Duna Dachia**

Signature _____

APPENDIX V: INTRODUCTOION LETTER



KAMPALA
INTERNATIONAL
UNIVERSITY

Ggaba Road, Kansanga * PO BOX 20000 Kampala, Uganda
Tel: 0772365060 Fax: +256 (0) 41 - 501974 E-mail:
dhrinquiries@kiu.ac.ug * Website: <http://www.kiu.ac.ug>

Directorate of Higher Degrees and Research Office of the Director

Our ref. 1163-06286-08559

Wednesday 6th December, 2017

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR ALHAJI DUNA DACHIA
REG. NO. 1163-06286-08559

The above mentioned candidate is a student of Kampala International University pursuing a Master's Degree in Conflict Resolution and Peace Building.

He is currently conducting a research for his dissertation titled: *"Boko Haram Insurgency and Western Education in Yobe State, North Eastern Nigeria"*.

Your organization has been identified as a valuable source of information pertaining to the research subject of interest. The purpose of this letter therefore is to request you to kindly cooperate and avail the researcher with the pertinent information he may need. It is our ardent belief that the findings from this research will benefit KIU and our community.

Any information shared with the researcher will be used for academic purposes only and shall be kept with utmost confidentiality.

I appreciate any assistance rendered to the researcher.

Yours Sincerely,

Dr. Claire M. Mugasa
Director

C.c. DVC, Academic Affairs
Principal CHSS

EXPLORE THE HEIGHTS

The work was
received and off-
ice for identifica-
tion on the above
mentioned.

YAKUBU Y. DAKWU
DATE 15/12/17

"Exploring the Heights"

APPENDIX VI: ACCEPTANCE LETTER FOR DATA COLLECTION

YOBE STATE UNIVERSAL BASIC EDUCATION BOARD
(YSUBEB)



Commissioners' Quarters,
Off Bukar Abba Ibrahim Way
P. M. B. 1090,
Damaturu - Yobe State

Our Ref: _____

Date: _____

Your Ref: YB/SUBEB/TRA/I

08/12/2017

KAMPALA INTERNATIONAL UNIVERSITY,
Directorate of Higher Degree of Research
OFFICE OF THE DIRECTOR

RE-INTRODUCTION LETTER IN RESPECT OF ALHAJI DUNA
DACHIA WITH REG. NO. 1163-06286-08559

Sir,

The above student by name Alhaji Duna Dachia was wit the Universal Basic Education Board (SUBEB) for is course study, Masters Degree on "Boko Haram Insurgency and western education in Yobe State, North Eastern Nigeria"

The Board has assisted the student on the topic presented.

The Board may wish your school and look for further helps if the needs arises.

Thanks


Yakubu Y. Dokshi
DSS

FOR: Executive Cairman

APPENDIX VII : INTERVIEW TRANSCRIPT

Participant's code:

Interviewee 1 Interviewee 3 Interviewee 5 Interviewee 7 Interviewee 9

Interviewee 2 Interviewee 4 Interviewee 6 Interviewee 8 Interviewee 10

Interviewer

The first interview was conducted with a member Yobe State House of Assembly

Sir, Do you think Boko Haram's clamor for the total islamization of Nigeria, rejecting western education, and adoption of sharia law were its major causes?

Interviewee 1

As you can understand Nigeria generally is a secular country, but the secularity does not overshadow the belief of Nigerians. Many Nigerians do uphold and hold on to their doctrines, this among others marginalized the country a lot. As you can see in the country some of the regions were concentrated with a particular religion in which they didn't tolerate any activities of any other religion as much as I can actually tell you that religions is not the main factor behind Boko Haram as some people claimed but also religion contributed to the magnitude of the insurgents activities" (key informant, House of assembly member).

Interviewee 2

in essence all what am trying to point out is that Nigeria isa country sensitive of religion a lot, even our tradition in the system of government gives room for religion consideration you must understand that religion is emotional, people often get moved any time they challenge their religion. Religion is not the root cause of group insurgency in this area but this alone has given religion sentiment and contributed to the problem. This happens because the people behind this group found religion as one of the best channel to aggravate the problem" (key informant Nigerian military officer)

Similarly, one interviewed participants lamented that:

Interviewee 3

One of the factors responsible for the Islamic fundamentalist Boko Haram was that the parents were not conscious of their children's movements and the kind of clerics they contacted in their quest to learn Islam. The children's follow groups such as Boko Haram in

good faith to learn more about their religion. However, they end up being trapped and used, and their thinking hanged into something else like the present yusuffiyaBoko Haram. In those days sheik's who taught children were those established by community as those whose line of thinking and ideologies were known and accepted as non-violent. The most extreme sheiks we see nowadays preach in the name of religion but exploit the youths' (Key informant, PTA/Community member).

Interviewer

Sir, Do you think socio-economic and political factors were the main influences responsible for the emergence of Boko Haram?

Interviewee 4

I will say this bodily that poverty, joblessness, bad governance occasioned by leadership deficit, high illiteracy, corruption and injustice were seen as the major root causes of Boko Haram insurgency. Though, the main root cause is very hard to be figured out+(key informant, Intelligent officer).

Interviewee 5

Boko Haram in North Eastern Nigeria is simply a fight to cause disruption in the governance and to make the political and socio-economic system unstable. If truly have convincing objective, they could have come up with any form of negotiation with the government. I think the major cause of Boko Haram in the region is poverty and unemployment. I say this because most of our young people are poor and do not have any formal employment and therefore are always feel free to join any radical group as long the pay is good" (key informant, senator).

Interviewee 6

To me personally and based on my experience, the Yusufifiya Boko Haram group are neglected political private army who were used in the 2003, 2007, 2011 and 2015 genaral elections by political aspirants such as ECOMOG boys in Yobe and most States of North eastern Nigeria, left high and dry having achieved their primary purpose, the politicians left them to their fate since they could no longer continue funding them. As consequence, they teamed up to fight back at the society as Boko Haram" (key informant, member House of Representative).

Interviewer

Sir, What do you think are the effects of Boko Haram attack on schools?

Interviewee 7

It is obvious and crystal clear to everybody that the violent destruction of schools and abduction of school children's as well as killing of teachers which means Boko Haram (Western Education is forbidden) to them, is aimed at expressing their objection to western education. (Key informant, Head of school).

Interviewee 8

Several losses of teachers' lives and kidnapping of school children have become an order of the day, schools infrastructures and teaching materials were destroyed indiscriminately and the condition is so pathetic as a result of group terrorism such as Boko Haram thereby making the school environment a dangerous place for learning. (Key informant, Head of School).

Interviewee 9

My brother as you is talking with me now, I have lost my sister who was kidnapped innocently from school and I don't know whether she's alive or dead since February, 25, 2014 in Government College Buniyadidue to violence on school by Boko Haram terrorism. (Key informant, Staff YOSUBEB).

Interviewer

Sir, How do you think the constant attack by Boko Haram have influenced the decline of schools infrastructure, poor funding as well as the inadequate schools management?

Interviewee 10

Certainly, these attacks on schools are very serious obstacle to learning while government allocations of funds to education and general management of schools have dropped because more attention have been turn to issues of security and safety"(Key Informant, Director Schools Services YOSUBEB).

Repeated Interviewee

As I'm talking to you now, the outbreak of this insurgency have led to high level of insecurity and has hampered children's' access to all forms of education be it formal, non-

formal or adult education. Thus, do to frequent attack, many schools have been physically destroyed, burnt down and closed as such we have not been able to carry out effective and efficient monitoring and supervision of all schools in Yobe State for the last 4 year” (Key informant, Top Education Manager YOSUBEB).

Interviewer

Sir, How do you think that, the constant attack on western education schools by Boko Haram can affect students turn out/enrolment, poor academic performance and the loss of trained teachers?

Repeated Interviewee

In facts, attack on schools in Yobe State and the neighboring states are causing a serious loss of teachers, turn around and low enrolments of school children. As you can see, this is a school that before had 264 total enrolments with 36 teachers in 2012 from JSS1-3 but ended up in having only 77 students and 19 teachers due toBoko Haram’sattacking schools” (key informant, Head of School).

Repeated Interviewee

The attack is that learning activities are constantly disrupted leading to serious drop in academic performance of pupils as the teachers and school are forced to shut down for many years”(Key Informant, PTA/Community Member).

Repeated Interviewee

The constant attack by Boko Haram has causes manydestruction and damage to schools infrastructural facilities and have grossly reduces the access to education for many children in Yobe state. Because of insurgency, it is hard to find schools functioning in the affected areas in Yobe state where they manage to operate, the fear of the unknown keeps schools children away” (Key informant, Director schools services YOSUBEB).

APPENDIX VIII: TIME FRAME

ACTIVITY PLAN	TIME
Research Topic/Title Defense	December, 2016
Research Proposal Defense	May, 2017
Research Correction of Proposal errors after Defense	June, 2017
Research Field Data Collection	August, 2017
Research Data entry and Analysis	October, 2017
Research Report writing	October, 2017
Research Presentation and Interpretation of Results	November, 2017
Research Dissemination of Results	December, 2017
Research Work in progress hearing	January, 2018
Research Correction of progress work errors after hearing	January, 2018
Research Printing/ copy and binding as well as submission to external/internal examiners for final assessment.	January, 2018
Final corrections after all examiners certification and binding with hard cover.	March, 2018

APPENDIXIX : BUDGET

ACTIVITY	REQUIREMENT	AMOUNT(UGx)
Hand in of Proposal to Supervisor	Transport	10,000
Corrections of Proposal from Supervisor	Typing and Printing	70,000
Field data collection	Trnapor, accommodation, printing, typing, internet, photocopying of interview guide	1,500,000
Data collection and analysis.	Desk work/ tools/consultation	70,000
Writing of chapter 4 and 5.	Typing and Printing	50,000
Handing of chapter 4 and 5 to Supervisor.	Transport	15,000
Correction from Supervisor on chapter 4 and 5.	Typing and Printing	30,000
Printing of dissertation copies and binding for progress hearing.	Binding/printing 5 copies	150,000
Corrections from penalist on progress hearing .	Typing and printing	20,000
Final dissertation copies and submission to external/internal examiners.	Typing and printing	150,000
Final corrections from both examiners and hard cover binding.	Typing, printing and hard cover binding	150,000
Total		UGX 2,215,000/=