



## Effects of Boko Haram Insurgency on Girl Child Education in North Eastern Nigeria: The Borno State Experience

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**Abstract:** The phenomenon of Boko Haram Insurgency has become a serious threat to Nigeria National Security and undermining education in North Eastern Nigeria and Borno State in particular, against this backdrop, this study seek to investigate the effect of Boko Haram Insurgency on child education in Borno State, based on this premise two research questions were formulated to guide this study, a questionnaire designed to elicit information was used to elicit information from the respondent, the theoretical Platform employed for analyzing this study was relative deprivation. From the investigation carried out the study identify religious manipulation, disconnection between the people and the government, socio-economic hardship employment and abuse of human rights as the factors that drives Boko Haram Insurgency, the implications of this is the astronomical increase in insecurity which have adversely affect in the education system of which the child is the worst hit, from the findings, this study, suggested that government should address the issue that drives Boko Haram in the first place and engage the services of counsellors psychologist, psychiatrist to help restore the traumatize students in Borno State of Nigeria.

**Keywords:** Boko Haram, insurgency, education, girl child education, Borno state, Nigeria.

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### 1. Introduction

In contemporary times insurgency and terrorism have sprug up virtually in all regions of the world and this has posed to be an issue of grave concern to the security or the country concern, its neighbours and the world at large, ranging from All Qaeda, Islamic State in Iraq and Syria (ISIS) Boko Haram and Al Shabaab that are all currently listed as international terrorist group as their major collective aim is to intimidate and create an atmosphere of danger and insecurity in order to cripple all human activities which includes socio-political and economic lives in the targeted group and indirectly sends a signal to the government and a larger population.

In the case of Nigeria, since its return to civil rule in 1999, insurgency has posed a serious threat to smooth governance, it has tempered with the social, political and economic development of the country. Different militia group had at one point or the other held the country to ransom. The likes of Egbesue boys in the Niger Delta, Bakassi Boys in the South East, and now the Boko Haram in the Northern Nigeria [1].

The emergence of Boko Haram in Northern Nigeria is a major threat to peaceful co-existence and development of the Country, as it operates outside the confines of the established laws of the federation and often creates an atmosphere of tension and insecurity in the region, from being an obscure movement confirm to the North East, the sect has emerged as a major threat to the country's peace and development [2]. It is on records that Boko Haram has destroyed, many lives, displaced many and destroyed

properties worth millions of Naira in the Northern part of Nigeria, churches, homes, schools and even innocent children are not spared in the senseless destruction. This paper seeks to investigate the effect of Boko Haram insurgency on child education, the paper's objective is to promote national development.

### *1.1. Objectives of the study*

- 1) To find out the effect of Boko Haram on child education.
- 2) To prescribe measures as to enhance child education in the midst of Boko Haram activities.

### *1.2. Research question*

- 1) Does Boko Haram insurgency affect child education in Borno State?
- 2) How does Boko Haram Insurgency affect the psyche of the child in Borno State?

## **2. Theoretical Review**

### *2.1. Education*

Education stands as a cornerstone of individual and societal development, providing the scaffolding upon which societies grow, innovate, and progress. It extends beyond the mere acquisition of knowledge and skills, delving into the cultivation of critical thinking, ethical understanding, and the capacity for lifelong learning. The realms of education encompass formal settings like schools and universities, informal contexts such as family teachings and community learning, and non-formal avenues including vocational training and online platforms.

At its essence, education fosters the holistic development of individuals, nurturing cognitive, emotional, and social competencies that are pivotal for personal fulfillment and societal contribution. It equips learners with the tools necessary to navigate the complexities of the modern world, adapt to changing circumstances, and engage constructively in civic life. Moreover, education is instrumental in bridging disparities, promoting equality, and catalyzing social mobility, thereby serving as a key driver of economic development and social cohesion [3].

In the realm of formal education, structured curricula and standardized assessments are employed to facilitate systematic learning and evaluation. Schools and higher education institutions play a critical role in shaping young minds, instilling foundational knowledge, and fostering specialized expertise. Yet, the significance of informal education should not be understated. Through everyday experiences, cultural exchanges, and community involvement, individuals acquire valuable life skills and insights, contributing to their adaptability and resilience [4].

Non-formal education, encompassing various structured learning activities outside the traditional classroom setting, offers flexibility and accessibility, catering to diverse learning needs and preferences. Such forms of education are particularly crucial in addressing the learning requirements of marginalized groups, providing skill development opportunities, and supporting lifelong learning endeavors. In an era marked by rapid technological advancements and global interconnectivity, non-formal education channels, including online courses and vocational training programs, are increasingly recognized for their role in facilitating continuous personal and professional development [5].

To crown it all, education embodies a dynamic and multifaceted process of learning and development, integral to personal growth and societal advancement. Through its various forms—formal, informal, and non-formal—education enriches lives, fosters understanding, and empowers individuals and communities. As the world evolves, the concept of education continues to expand, embracing new methodologies, technologies,

and paradigms to meet the changing needs of individuals and societies, underscoring its enduring value and transformative potential [6].

## 2.2. Girl child education

The pursuit of girl child education is a pivotal aspect of global efforts to achieve gender equality and empower women and girls worldwide. This commitment reflects an acknowledgment of the transformative power of education for girls, not only as a fundamental human right but also as a catalyst for broad-ranging societal benefits. When girls receive education, they acquire the knowledge and skills necessary to make informed decisions, contributing to their personal growth, health, and well-being, and, by extension, influencing the prosperity and sustainability of their communities and nations.

Educating girls is instrumental in breaking the cycles of poverty and discrimination. It opens doors to opportunities and resources, equipping girls with the agency to overcome challenges, assert their rights, and participate fully in society. The impact of girl child education extends beyond the individual, fostering economic growth, reducing inequalities, and promoting social inclusion. However, despite significant strides in recent decades, numerous barriers continue to impede girls' access to education, including socio-cultural norms, economic constraints, and inadequate infrastructure and policies, highlighting the need for continued advocacy and action to ensure that every girl can learn and thrive [7].

Girl child education also serves as a cornerstone for achieving other development goals, such as improving maternal and child health, enhancing peace and security, and mitigating the impacts of climate change. Educated women are more likely to delay marriage and childbirth, have healthier children, and acquire a voice in their households and communities. They are better positioned to advocate for themselves and their families, influence policy-making, and lead change, underscoring the broader implications of girl child education for societal resilience and progress [8].

Furthermore, the content and quality of education are paramount in realizing its benefits for girls. An inclusive, equitable, and relevant education that addresses girls' specific needs and contexts, promotes their self-esteem and leadership skills, and challenges gender stereotypes is crucial. This entails curricular reforms, teacher training, and the creation of safe and supportive learning environments that encourage girls' participation and achievement. By investing in girl child education, societies can cultivate a generation of empowered women who are equipped to contribute to their communities and the wider world, paving the way for more just and equitable societies [9].

In sum, girl child education embodies a strategic and moral imperative, integral to the realization of gender equality and the advancement of global development agendas. It demands concerted efforts from governments, international organizations, civil society, and communities to dismantle the barriers that girls face and to champion the transformative potential of education. As the world strives toward a more equitable future, ensuring that every girl has access to quality education remains a critical priority, one that holds the promise of lasting change for individuals, communities, and societies at large [3].

## 2.3. Boko Haram

Epelle and Uranta [10] describe Boko Haram as a Nigerian Islamic group which seeks the imposition of Sharia law in the Northern state of the country. Having presently an undefined structure and chain of command, the official Arabic name of the group is Jama'ata Ahlis Sunna Lidda Awatiwal Jihad, which in English means "people committed to the propagation of the prophet's teaching and Jihad". It became known internationally following sectarian violence in Nigeria in 2009, but residents of Maiduguri where it was formed in 2002 dubbed it "Boko Haram".

Ideologically, Boko Haram equally opposes not only western education but western culture and modern science. Consequently, the group forbids the wearing of shirts and pants and the act of voting in elections.

Sani [11] on his part described Boko Haram as an Islamic sect which broke out from the Islamic Almajiri School (which forbids western education) found largely in the Northwestern part of Nigeria. The Boko Haram group began as Sahaba group in 1995. Their main leader then was one Abubakar Lawan who later left for the University of Medina to study when he left, the older clerics conceded the leadership to Muhammed Yusuf, who was young and versatile. But immediately Yusuf took over, the doctrine of the sect changed; he abandoned the older clerics and came up with Boko Haram “Western education is sin”.

### 3. Theoretical Framework

This section attempts to draw analogy between establish theories and the problem being investigated to see if such analogy drawn support the importance of the study, the theoretical framework for this study is draw from “Deprivation theory” which I believe provides a detail explanation of the effect of Boko Haram insurgency on child education, the theory was proposed and developed by Iain Walker and Heather Smith.

Deprivation theory is distinguishable into relative and absolute deprivation, physical abuse, starvation, and poverty are seen as forms of absolute deprivation, whereas relative deprivation is the discrepancy between what one expects in life and what one gets.

Iain Walker and Heather Smith [12] in their monumental work “Relative deprivation: specification, development and Integration” explain how political violence such as rioting, terrorism, civil wars and other instances of social deviance deprived people of things they deemed valuable in society. Over three years, Boko Haram Insurgency in North Eastern Nigeria especially in Borno State is posing severer socio-economic, political, and cultural decadence as well presents an impediment to education programme. To which the young especially the child believe they are entitled to.

This theory is fitting and appropriate in analyzing the effect of Boko Haram Insurgency on child education because the rising insecurity associated with the sect operation have crippled the educational system in Borno State of which the child is the worst hit. The child is killed on her way and back from school, kidnapped, raped, their teachers skilled and kidnapped, their school building and instructional materials that support learning destroyed. By this Schaefer [13] maintain that relative deprivation has important consequence for both behaviour and attitudes including feeling of stress. The central thesis of relative deprivation theory within the context of this paper is that the insecurity now ravaging the Borno State have relatively deprived the girl child in Borno State the right to education.

The theory of “Relative deprivation” to a large extent is relevance in the analysis of the effect of Boko Haram Insurgency on child education, the theory explain that the Insurgency operation have led to widespread insecurity in Borno State, as a result of the fear of being a victim of the attack majority of children of school age especially have been deprived of their right to education.

### 4. Review of Related Literature

This section examines studies conducted by scholars on effect of Boko Haram insurgency on girl child education on Northern region.

Olowoselu, Adaobi and Uzoechina [14], studied the effects of insurgency on universal basic education in Borno State. Research data were generated using effect of insurgency on Basic Education Questionnaire (EIBEQ), from 270 basic school teachers drawn through quota sampling technique from the 27 local government areas in Borno State.

Mean scores and standard deviations were used for data analysis. The result of the study reveals that the insurgency in Borno State has affected basic education negatively. Majority of the students have been hurt in the presence of their fellow students during Boko Haram attacks. Moreso, most students have been afraid of going to school since the abduction of chibok girls. It was equally revealed that most schools have been shut down indefinitely and their teachers are displaced or laid off, for the time being. Denga [15] in his empirical catharsis on the Nigerian education sector in the storm of security challenges averred that insurgency is a plague that has led to the wonton destruction of school children, teachers and valuable properties in Nigeria. This menace has culminated into a horrendous security challenge and made schools inaccessible to thousands of children in Northern Nigeria. The multifarious nefarious activities of Boko Haram, pose a serious threat to the peace, unity and economic prosperity of Nigeria [2]. In the face of biting hunger. Vahyala, Minnessi and Kabiru [16], investigated the effect of Boko Haram insurgency on food security in Adamawa. Data were collected using a customized questionnaire from 70 respondents drawn through quota sampling technique. Food security line, and jogit regression model were used for data analysis. The result of the study shows that Boko Haram insurgency instigates the shortage of food. This is a call for serious concern, as lack of food is deleterious and disastrous to our educational sector and Nation at large.

Umaru and Terhemba [17] conducted a research on the effect of insecurity on primary school attendance in Damaturu metropolis, Yobe State Nigeria Data were generated using effect of insecurity on school attendance questionnaire (EISAQ) from 225 parents and teachers drawn through a multi stage sampling technique from 10 primary schools in Damaturu. Simple percentages and independent t-test were employed in data analysis. The result shows that insecurity has a significance negative effect on primary school attendance in Damaturu. It was equally revealed that the attendance of male students was lower than that of female students.

In a nexus study, Patrick and Felix [18] investigated the effect of Boko Haram on school attendance in Northern Nigeria. Data were collected from 126 school heads in Yobe, Bauchi and Borno States using copies of a customized questionnaire. Independent t-test and analysis of variance statistics, were used for data analysis. The result of the study revealed that there is no significant difference in school attendance between boys and girls. However, it was found that locality and institution of study, such as, primary, secondary and university significantly influenced school attendances in Yobe, Bauchi and Borno States.

Abdulrasheed, Mbdulazeez, David, Ijasini, Abubakar, Yusuf and Ibrahim [19] investigated the effect of Boko Haram insurgency on tertiary education in Mubi. In order to ascertain its psychological impact on students and institutions. SPSS was employed in data analysis. The result of the study shows that Boko Haram insurgency has serious psychosocial effects on students and lecturers in Federal polytechnic Mubi, Adamawa State University and the state College of Health Technology.

Similarly, Fadekemi [20] investigated the influence of terrorism on girl child education in Nigerian school. Data was collected with questionnaire on influence of terrorism on Girl Child Education in Nigeria (QLIGE) from 800 students drawn through stratified random sampling from four tertiary and four secondary schools located in Gombe, Borno, Yobe and Adamawa States. Mean and standard deviation were used for data analysis. The result of the study shows that terrorism has hampered girl child education significantly in Nigeria. On this, Ojukwu [21] studied the effect of insecurity of school environment on the academic performance of secondary school students in Imo State. Data were generated, using a customized questionnaire from 1000 students, made up of 500 boys and 500 girls. Means standard deviation and independent t-tests were used for data analysis. The result of the study reveals that insecurity of school environment has a significant negative effect on the academic achievement of boys and girls.

Oluyemisi [22] examined the effects of insecurity and challenges on females education in Nigeria using secondary data. Oluyemisi's findings reveal that hundreds of female students have left school owing to rampart; raping, kidnappings and maiming of females. In a related study, Fatima and Olowoselu [23] investigated the effect of insurgency on girls education in North Eastern Nigeria. Data were obtained using Effect of Insurgency on Girls Education Questionnaire (EIGEQ) from 180 teachers drawn through quota sampling from the six states that constitute the North Eastern region of Nigeria. The generated data were analyzed using mean scores and standard deviation. The result of the study shows that insurgency has a significant negative effect on girl child education in the North Eastern region of Nigeria. The incessant attacks of insurgents in this region were found to reduce the attendance of female students in schools, traumatize them and destabilize educational activities for females. Insurgency therefore has become a serious challenge to Nigeria's national security, efforts towards sustainable development and our nation's building process [24].

Uguumba [25] theoretical insight on adult basic education and security challenges in Nigeria, reveals that Boko Haram attacks in Nigeria have caused series of setback to individuals and the entire nation educationally, economically, vocationally and socially. Concomitantly, Wosu and Amadi (2013) illumined that the insurgence of the Islamic sect Boko Haram, poses severe socio economic, political and cultural problems, as well as, presents an impediment to peaceful co-existence, investment culture, tourism potentials and loss of human capital to Nigeria. To this end, Okpo [2] epitomized that Boko Haram has handicapped the economy of Northern Nigeria and Nigeria by extension. It has equally caused the death of over 2,000 persons and wanton destruction of properties. A 2011 special rapporteur on the right to education revealed that the present state of insecurity in the North Eastern region of Nigeria has greatly affected children's school attendance, and this has a direct effect on their progress and completion of studies. As a result of the incessant attacks on schools, school children and teachers, UNICEF reports that over one million children have been deprived their right to education, as most schools have been shut down and converted to IDP camps [26]. Robinson and Obayori's [27] theoretical insight on Nigerian security challenges. The Boko Haram perspective reveals that the name Boko Haram simply means Western education is a sin. Thus, the group is committed to attacking school buildings, students and teachers interalia. An attack on education is a grave and rising concern in the world and Nigeria in particular [25]. Concerned about the incessant attacks on educational facilities in Cameroun, UNICEF in conjunction with the Ministry of Basic Education (MINEDUB) conducted a rapid assessment in the four departments most affected by Boko Haramic insurgency in Northern parts of Cameroun, such as, Diamare, Logone et Charia Mayo Isanaga and Maya Sava in the year 2014. Secondary data analysis allowed for purposive sampling of 110 targeted schools and 93 households in the area. The result of the study show that 120 schools were forced to close down in 10 districts in northern Cameroun. Thus, 33, 163 children (43% girls) are out of school. It is estimated that over 29,000 students are at the risk of losing the 2014 academic session. It was equally found that 30% of assessed host schools reported being occupied by displaced population since the onset of the conflict, 8% of such schools were occupied by armed groups, 18% of such schools were structurally damaged; 11% of such schools have been pillaged and 4% of such schools were stocked with improvised explosive device.

## 5. Method

Research design can be described as a framework or plan that is used as a guide in collecting data for study. To scholars like Kerlinger [28] research design is a plan, structure and strategy of investigation aimed at providing answer to research question, in this research, the researcher despite the numerous research design in political science choose the "survey research design". Osulla [29] defines a survey research method as a kind of research approach in which a group of people, objects, items or phenomenon is

studied by isolating and analyzing data from a few people, objects, items or phenomenon which are considered to be a fairly representative of the entire group of people, objects, items or phenomenon under reference.

#### 5.1. Study area

The geographical location of this study is Borno State, in Nigeria, the state was created in 3<sup>rd</sup> February 1976 with Maduguri as its state capital, it occupies an approximate of 57, 799km<sup>2</sup> square metres. According to National Population Commission (NPC) [30] the population of the state is about 5,925,668 (five million nine hundred and twenty-five thousand, six hundred and eight) people.

#### 5.2. Population of the study

The target population for this study is six hundred (600) made of teachers, traders, security personnel, religious leaders and students, that are residents within the study setting.

#### 5.3. Sample description

The sample of this study was chosen from fifteen local government area of Borno State, the local government areas include Jere Borno, Kega Nigeria, Konduga, Kukuwa, Maga, Maduguri, Magurmeri, Mobbar, Ngala, Abadam, Chibok, Damboa, Dikwa, Barma Borno and Biu Nigeria twenty-five persons each were selected randomly among parents/guardians who have children in primary and secondary school. While ten policemen were randomly selected from Maduguri metropolis bringing the total number to three hundred and eighty-five persons were used in the study.

#### 5.4. Source of data

Data for this study were obtained from two sources, primary and secondary data.

#### 5.5. Instrument for data collection

The main instrument employed in gathering data for the study was a well-structured questionnaire.

#### 5.6. Validity of measuring instrument

Logical validity was followed by expert opinions, the instrument was distributed to practitioners in the field of research. All the inputs of these people were taken into account before the final copy of the instrument was made and administered to the respondents.

#### 5.7. Reliability of measuring instrument

To test the reliability, 20 copies of the instrument were administered on 20 other respondents outside the original sample after two weeks of the test, the results when compared shared the same consistency as the earlier result obtained.

#### 5.8. Method of data analysis

The raw data from questionnaires were first categorized in tabular form and there analyzed using 5-point Likert scale strongly agreed (5), agreed (4), undecided (3), strongly disagreed (2), disagreed was used to analysis the views of respondent.

### 6. Results and Discussion

#### 6.1. Results of Research Question 1: Boko Haram insurgency affects the development of child education in

*Borno State.*

The researcher used 6 item statements in the instrument of the study to test this hypothesis.

**Table 1 (i).** Boko Haram insurgency has reduced the enrolment of students in Borno Schools.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Undecided</b>	<b>Result</b>
Respondents	184	181			20	385
%	47.8	47			5.2	100

Table 1 (1) shows that out of 385 respondents, 185 representing 47.8% strongly agree, 181 representing 47% agree, while 20 representing 5.2% are undecided.

**Table 1 (ii).** Boko Haramic insurgency has made many parents/guardians to withdraw their children/wards from school.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Undecided</b>	<b>Result</b>
Respondents	200	185			20	385
%	51.9	48.1			5.2	100

Table 1 (ii) evinces that out of 385 respondents, 200 representing 51.9% strongly agree and 185 representing 48.1% agree to the item statement.

**Table 1 (iii).** Boko Haramic insurgency has led to the wanton destruction of teaching and learning facilities meant for child education and/or main stream education in Borno State

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Undecided</b>	<b>Result</b>
Respondents	250	135				385
%	64.9	35.1				100

Table 1 (iii) eviscerates the responses of the respondents on the item statement. Out of 385 respondents, 250 representing 64.9% strongly agree while 135 representing 35.1% agree.

**Table 1 (iv).** Boko Haram insurgency has made resource persons for child education, such as; special educators, teachers, school counsellors, health workers, matrons and educational psychologists to run away or stay away from schools.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Undecided</b>	<b>Result</b>
Respondents	170	206			9	385
%	44.2	53.5			2.3	100

Table 1 (iv) evinces that out of 385 respondents, 170 representing 44.2% strongly agree, 206 representing 53.5% agree, while 9 representing 2.3% are undecided.



**Table 1 (v).** Boko Haramic insurgency inhibits child education in Borno State

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Undecided</b>	<b>Result</b>
Respondents	150	130	64	30	11	385
%	38.96	33.77	16.62	7.79	2.86	100

Table 1 (v) showcases that out of 385 respondents, 150 representing 38.96% strongly agree, 130 representing 33.77% agree, 64 representing 16.62% disagree, 30 representing 7.79% strongly disagree, while 11 representing 2.86% are undecided.

**Table 1 (vi).** Boko Haramic insurgency engenders early marriage and/or forced marriage which are inimical to child education.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Undecided</b>	<b>Result</b>
Respondents	250	135				385
%	64.9	35.1				100

Table (vi) shows that out of 385 respondents, 250 representing 64.9% strongly agree, while 135 representing 35.1 percent agree to the item statement.

## 6.2. Results of Research Question 2: Boko Haramic insurgency affects the psyche of “children”, towards formal education.

The researcher used four item statements in the instrument of the study to test this hypothesis.

**Table 2 (i).** Boko Haramic insurgency has made most students of school age to become afraid of formal education in Borno State.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Undecided</b>	<b>Result</b>
Respondents	190	121	62		12	385
%	49.4	31.4	16.1		3.1	100

Table 2 (i) shows that out of 385 respondents, 190 representing 49.4% strongly agree, 121 representing 31.4% agree, 62 representing 16.1% disagree, while 12 representing 3.1% are undecided.

**Table 2 (ii).** Boko Haramic insurgency has made most children of school age to dislike formal education in Borno State.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Undecided</b>	<b>Result</b>
Respondents		24	240	121		385
%		6.23	62.34	31.43		100

Table 2 (ii) showcases that out of 385 respondents, 14 representing 6.23% agree, 240 representing 62.34% disagree, while 121 representing 31.43% strongly disagree.

**Table 2 (iii).** Boko Haramic insurgency has demoralized most students in Borno State

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Undecided</b>	<b>Result</b>
Respondents	50	62	105	168		385
%	12.99	16.1	27.27	43.64		100

Table 2 (iii) evinces that out of 385 respondents, 50 representing 12.99 percent, strongly agree, 62 representing 16.1 percent agree, 105 representing 27.27 percent disagree and 168 representing 43.64 strongly disagree.

**Table 2 (iv).** Boko Haramic insurgency has generated psychoneuroses (minor mental illness characterized by inner struggles and disturbed social relationship) among students in Borno State.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Undecided</b>	<b>Result</b>
Respondents	180	150	44		11	385
%	47	39	11		3	100

### 6.3. Discussion

On the basis of the data, collected and collated, this section discusses and/or interprets the resultant findings for apt understanding.

Responses in Tables 1 (i), (ii), (iii), (iv), (v) and (vi) were used to test question one, which proposes or supposes that: Boko Haramic insurgency affects the development of child education in Borno State. The results obtained from these tables evince that majority of the respondents assented to the proposition. This was deduced from the high percentage of positive response of fifty percent (50%) and above which were obtained in each of these tables.

The responses in Tables 2 (i), (ii), (iii) and (iv) were used to test question two, which postulates that: Boko Haram insurgency affects the psyche of the girl child in Borno State. An overview of the table shows that on the average, Boko Haramic insurgency affects the psyche of the child in Borno State.

A synthesis of these eligible questions signifies that Boko Haramic insurgency has a significant negative effect on child education in Borno State. As it reduces the enrolment of female students, makes parents to withdraw their children from school and destroys teaching and learning facilities, scares or drives away resource persons for child education, inhibits child education and engenders early or forced marriage. Makes students to be afraid of attending schools and causes psychoneuroses among female students. This result confirms the findings of [23], regarding the effect of Boko Haram insurgency on education in North Eastern Nigeria. It equally advances the findings of Abdulrasheed, Abdulazeez, David, Ijasini, Abubakar, Yusuf and Ibrahim [19] on the issue at stake.

The present study uncovered that Fedekemi [20] on the insurgency has generated psychoneuroses in the psyche of students in Borno State. This is injurious, because; psychoneuroses are mental illness characterized by internal disharmony/acrimony. The victim of psychoneuroses is beleaguered by anguish owing to Obsessional psychical-struggles. A psychoneurotic individual cannot concentrate on a given task. And he/she exhibits bits of abnormal behaviours, such as; deviance, distress, and dysfunction. They tend to experience phobia, paranoia illusion, delusion, obsession and compulsion, inter alia. From the above exposition, it is crystal clear that the existent fear of formal education among students in Borno State is psychoneurotic. It fuels psychoneuroses and is fueled by psychoneuroses.

Boko Haram insurgency is a threat to the health of Nigerians and the wealth of Nigeria. This is so, because, Boko Haramic insurgents make the lives of parents, students

and teachers in the North miserable and/or unbearable by maiming, kidnapping and killing them [27]. The activities of these insurgents have had a great toll on the wealth of Nigeria, as it has led to a wanton destruction of human and material resources. It has equally affected the fiscal policy of Nigeria, as it gulps billions of naira, which are used to promote internal security, rebuild destroyed schools and accommodate internally displaced persons. This is deleterious to our already fragile economy (Okpo, 2014).

In a nutshell, Boko Haram which translates as formal education is evil, is an evil to formal education, by all intents and purposes. Nevertheless, there is still a glimpse of hope, as most female students in Borno State expressed optimism about going back to school as they still like schooling.

#### 6.4. Summary

Boko Haram insurgency has a significant negative effect on child education in Borno State. By implication, it poses a serious challenge to universal basic education. It equally sabotages concerted efforts aimed at education. Eradicating illiteracy, early marriage, sexual abuse and vaginal fistula in Borno State. And it equally causes psychoneuroses amongst the female folks in the area, owing to non-enrolment of eligible females in schools, forceful withdrawal of students from school, senseless destruction of lives and learning facilities brain drain, and forceful marriage. The effect appears break for child education in Borno State.

### 7. Conclusion and Recommendations

To this paper, effort has been made to examine the effect of Boko Haram Insurgency on child education in North Eastern Nigeria with Borno is our focus, the study argues that Boko Haram Insurgency is a product of religious manipulation, disconnection between the government and the governed, social economic injustice, collapse of public education, massive employment abuse of human rights by the Nigerian State.

The study further posits that, the insecurity occasioned by the activities of the sect have which the federal government have not been able to effectively contained have adversely affect education system in Borno State.

To contain Boko Haram Insurgency the submits the federal government should address the issues that propel the emergence of Boko Haram.

Finally, Government should provide adequate security in and around schools in Borno State, in addition to engaging the services of counsellors, psychologist, and psychiatrist help in restoring the traumatized female in Borno State.

Based on these findings, the study recommends the following:

- 1) The government should seek for, and adopt, the crime de la crème approach to obliterate the root causes of Boko Haram, such as; religious manipulation, disconnect between the government and the governed, socio-economic injustice, collapse of public education, massive unemployment and gross abuse of human rights in the Nigerian State.
- 2) Trained mental health professionals, such as; counsellors, psychologists, psychotherapists and psychiatrists should be deployed to the primary, secondary and tertiary institutions in Borno State, to help restore the mental health of traumatized students.

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