

Boko Haram Insurgency: Repercussions on Educational Institutions in Adamawa State, Nigeria

Ahmed Rufa'i Usman^{1*}, Usman Ibrahim Dabai²

¹*Department of Sociology, Federal University, Dutse, Jigawa State-Nigeria*

²*Department of Sociology, Usmanu Danfodiyo University, Sokoto-Nigeria*

Abstract: *Boko Haram* attacks on educational institutions include assassination, attacks on students, academics, arbitrary arrest, torture, abduction and bombing. This is done through the use of Improvised Explosive Devices (IEDs), rocket attacks, suicide bombs, grenades and gun shootings. Education is under attack as the incidence of violence against educational institutions is on the rise in Nigeria due to *Boko Haram* which reduced school attendance among youths. Since 2009 *Boko Haram* has targeted educational institutions, killing hundreds of students and staff. *Boko Haram* has bedeviled the educational sector by attacking Universities, Polytechnics, Colleges, Secondary and Primary schools. Structures were destroyed and thousands of staff and students displaced by *Boko Haram* insurgents. The population of the study comprised students and staff of Adamawa State University, Mubi and the Federal Polytechnic, Mubi. Questionnaires and in-depth interview IDI were used as instruments of data collection. A sample population of 300 respondents was employed by the study. Cluster and accidental sampling techniques were used to draw the respondents. The study finds that the insurgents have affected academic activities, structures, manpower and coping strategies after resumption in the institutions. The study recommended that government should improve security situation and the affected institution should be assisted by the government, philanthropists and NGOs to improve academic activities.

Key words: Academics, *Boko Haram*, Educational Institutions, Insecurity, Insurgency

I. BACKGROUND TO THE STUDY

Insurgency is a security challenge to many nations, as it causes instability and confusion by disrupting peace and stability. Insurgent groups engage in armed uprising or revolt against an established civil and political authority. The goal of insurgency is to confront the existing government for the control of its territory, showing political power by competing with the government for popular support. The desire of most insurgent groups is to control a nation and establish political system base on their ideology.

Ogwuche (2013) opined that insurgency is a violent move by a group of persons to resist or oppose the enforcement of law or running of government or revolt against the constituted authority of the state or of taking part in insurrection. The movement aimed at the overthrow of a constituted government through the use of subversion and armed conflict. Insurgency is often linked to terrorism, as terrorism is a tool that many insurgent groups use to further their agenda. Insurgencies start off as a resistance movement, which is an

organized effort by some portion of the civil population of a country to resist the legally established government or the occupying power to disrupt the civil order and stability (Peter, 2009).

Educational institutions in north eastern Nigeria become affected with the activities of *Boko Haram*. Staff and students were displaced and structures were destroyed and set ablaze. This has negative consequences on academic activities in the affected institutions after resumption. The study examines the consequences of *Boko Haram* on educational institutions in Adamawa state.

Statement of the Problem

Mohammed (2014) opined that *Boko Haram* is one of the security challenges affecting Nigeria in recent time. The tactics used by the insurgents includes prison break, assassinations, suicide bombings and massive deployment of Improvised Explosive Devices (IEDs). Towns and villages were captured in the North-Eastern States by the insurgents; this affects the populace socially, politically, economically and educationally.

Tukur (2014) and Adamu (2013) opined that *Boko Haram* has invaded many educational institutions in Nigeria, particularly in the North East. *Boko Haram* was responsible for a series of threats and bombings of educational institutions. In 2011, about fifteen higher institutions of learning received messages from *Boko Haram*, warning them that their campuses were on the target list of bombing. Senior academics are leaving universities and colleges due to fear of *Boko Haram* and applications to North East institutions of higher learning declined due to the *Boko Haram* threat. Academic activities were affected due to long vacation due to activities of *Boko Haram* insurgents. This made many students abandon their studies and move to other educational institutions in peaceful areas.

According to UNICEF (2015) and Human Right Watch Report (2014) there are one million children and youth that are not attending schools in Nigeria, Niger, Chad and Cameroon as a result of *Boko Haram* attacks. Over 200 educational institutions are closed in North East due to the *Boko Haram* threat in the region. Thousands of students have been forced out of schools across communities in the affected States. Many teachers have been forced to flee for their safety to other States. In the Adamawa North Senatorial District, all

secondary schools and institutions of higher learning were forced to close. In North Eastern Borno, 85 schools were closed, affecting 120,000 students after *Boko Haram* attack. *Boko Haram* has become a threat to most parents, teachers and students. There are a series of cases of bombing and burning of schools. Adamawa State University, Mubi (ADSU) and Federal Polytechnic, Mubi were invaded by *Boko Haram* insurgents in 2014 which led to the closure of the institutions.

Objectives of the Study

This study examines the repercussions of *Boko Haram* insurgency on educational institutions in Adamawa state. The institutions were Adamawa State University, Mubi (ADSU) and Federal Polytechnic, Mubi. The following specific objectives are formulated:

- To examine the effect of *Boko Haram* displacement on educational institutions.
- To investigate the effect of *Boko Haram* insurgency on Academic activities.
- To find out the effect of *Boko Haram* on Manpower and Infrastructure in the institutions.
- To find out challenges face on coping strategies after resumption in the institutions.

II. LITERATURE REVIEW

Displacement of Staff and Students as Internally Displaced Persons

Phukan (2013), defined Internally Displaced Persons (IDPs) as those who have been coerced to vacate their homes suddenly or unexpectedly in large numbers, as a result of armed conflict, internal strife, systematic violations of human right or disaster, and who are within the territory of their own country. Students and staff of educational institutions in Adamawa, Borno and Yobe States became part of the Internally Displaced Persons (IDPs). One of the dire consequences of *Boko Haram* insurgency is the displacement of millions of people from homes and campuses. Many institutions of learning have been taken over by the insurgents, who maltreated people for no reason. Students and staff who were displaced suffer from problem of the non-availability of food, psychological depression, insecurity, lack of accommodation and healthcare (CITAD, 2014).

According to the Amnesty International (2014), students in the affected states were displaced, abducted, injured and killed. In 2014, about 276 school girls were abducted from Chibok Secondary School. According to UNESCO (2014), Nigeria has the world's highest number of out of school children due to *Boko Haram* insurgency. In Borno and Yobe States, some schools were closed for more than two years. More than 600 Nigerian teachers were killed. In 2014, about 59 students from Federal Govt. College, Buni Yadi in Yobe State were killed by the insurgents. In 2013, about 43 students and teachers were killed by *Boko Haram* at Government Secondary School, Mamudo in Yobe State. This has led to

displacement of thousands of students and staff in the affected states (Musa, 2015).

The Effects of Boko Haram on Academic Activities

According to UNESCO (2014) *Boko Haram* was responsible for a series of threats and bombings of educational institutions in Nigeria. Students and staff of educational institutions particularly in Adamawa, Borno and Yobe States were displaced due to increased attacks by *Boko Haram*. Attacks on educational institutions left many casualties and lowered students' enrolment in the North East. According Aminu (2014) many educational institutions were shut in Adamawa, Borno and Yobe States as a result of attack and campuses became empty and were seriously attacked.

Ismail (2014) stressed that *Boko Haram* attacks have affected and crippled teaching, learning, research and community services as part of the academic activities. Government has shut down schools in order to forestall sudden attacks on them by *Boko Haram* insurgents. The attacks culminate in poor student's performance because learning is characterized by threat. Academic activities thrive only in an environment devoid of threat. The threat of insecurity usually constitutes negative reinforcement due to the fact that teaching, learning and research cannot occur successfully in an environment characterized by threat. Bombing and shooting by *Boko Haram* insurgents destroy learning facilities, which are grossly inadequate due to poor funding by government. This affects academic activities in most schools, colleges and universities in Nigeria.

The Effects of Boko Haram on Manpower and Infrastructure

Man power and infrastructure are an integral part of educational institutions. Frequent attacks by *Boko Haram* on staff and infrastructure have done a lot of havoc to manpower and infrastructure in institutions of learning in Nigeria. The sporadic attacks by *Boko Haram* on educational institutions led to the loss of both academic and non-academic staff that are maimed, killed or displaced. In the North Eastern region of Nigeria states, staff of educational institutions were forced to leave their community because of increased threats of *Boko Haram* (Ugwumba, 2014) (Olanyi, 2015).

Ibrahim (2015) expressed that in some educational institutions in Adamawa, Borno and Yobe States, many students have withdrawn and staff relocated and academic exchanges even with other Nigerian universities virtually ceased. In 2014, Adamawa State University, Mubi was shut for a long period. The destruction and infrastructural damage by the insurgents reduce the availability of access to the education of many youth into universities and colleges in Adamawa, Borno and Yobe States. *Boko Haram* affects manpower in most of the educational institutions in Nigeria.

The Challenges face by staff and students in their Coping Strategies after Resumption

Staff and students of the affected institutions face challenges of coping on their campuses. *Boko Haram* has done havoc to the socio-economic activities of the affected states, which in turn affected staff and students of many institutions of learning in Nigeria. Students and staff face threats of attack by *Boko Haram*, which always create panic and uncertainty on the campuses. The activities of the insurgents have paralyzed almost every sector of the affected states. It hinders political development, economic growth and distorts national integration and subjected people to hardship (Oduah, 2015).

According to Idris (2015) and Ibrahim (2015) damage worth five billion naira was done to Mubi and many institutions in the town are not operating due to serious damage done by the insurgents. This has reduced commercial activities in Mubi as a commercial centre of Adamawa state. This has subjected students and staff of the educational institutions to hardship. Academic activities have been paralyzed; staff and students live in fear. Food items and other necessities of life are sold at exorbitant prices in the affected town. Banks, markets, petrol stations, houses and many institutions were affected. This make it difficult for the staff and students to cope when returned to their institutions for academic activities. The security situation and socio-economic activities of the affected towns have influence on academic activities. *Boko Haram* used Improvised Explosive Devices (IEDs) to destroy structures on campuses. This led to the shortage of infrastructure that creates hardship and affects the coping strategies of staff and students on campus.

According to United Nations High Commission for Refugee (2015), *Boko Haram* has displaced about 2.2 million people in their communities. This affects the socio-economic activities and coping strategies of the people when they returned to their communities as a result of different social problems that emanated. Tukur (2014) opined that staff and students of educational institutions, businessmen, politicians and civil servants were all affected. People faced different challenges against their coping strategies. This include: the break of families, security and safety, food and nutrition, human rights violation and inadequate healthcare facilities and structures. The challenges are found in universities, colleges and other institutions that resume work.

Some Selected Educational Institutions Affected by Boko Haram in Nigeria

Educational Institutions
Adamawa State University, Mubi
Bayero University, Kano
Gombe State University
University of Maiduguri
Federal Polytechnic, Mubi
College of Health Technology, Mubi

College of Education, Hong
Umar El-Kanemi College of Education, Bama
Muh'd Goni College of Legal and Islamic Studies
College for Arabic Studies, Ngala
Ramat Polytechnic, Maiduguri
Yobe State University, Damaturu
Federal College of Education, Potiskum
College of Administration and Business Studies, Potiskum
Mai Idris Aloama Polytechnic, Geidam
Federal College of Education, Kano
School of Hygiene, Kano
Federal College of Education, Kontagora
Primary and post-primary Schools
Compiled by Authors, 2018

III. RESEARCH METHODOLOGY

The study used both quantitative and qualitative methods of data collection. In an effort to study the effect of *Boko Haram* on educational institutions, questionnaires were administered and in-depth interviews were conducted. The population of the study comprises the students and staff of Adamawa State University, Mubi (ADSU) and the Federal Polytechnic, Mubi that were affected by *Boko Haram*. Cluster sampling was employed, faculties were the first clusters selected and departments were purposely selected as the second clusters. Accidental sampling was used to draw the respondents. A total of 300 respondents were selected from Adamawa State University, Mubi and Federal Polytechnic, Mubi for the administration of questionnaire. However, only 227 cases were valid and used for this study.

IV. DATA PRESENTATION

In this section, the effects of *Boko Haram* insurgency on the two educational institutions were addressed.

Displacement of Staff and Students by Boko Haram

This section analysis the effect of *Boko Haram* insurgency on the displaced staff and students from Adamawa State University, Mubi (ADSU) and Federal Polytechnic, Mubi

Table 1: Respondents Views on the Level of *Boko Haram* Displacement

Response	ADSU		Federal Poly	
	Frequency	Percentage	Frequency	Percentage
Very high	74	62.7	63	57.8
High	44	37.3	38	34.9
Low	-	-	08	7.3
Very low	-	-	-	-
Total	118	100.00	109	100.00

Source: Field Survey, 2018

Table 1 above revealed that 62.7% of the respondents from ADSU and 57.8 from the Polytechnic have the nation that the *Boko Haram* displacement was very high. This is due to the

fact that the entire people from Adamawa North Senatorial District that comprised of Mubi North, Mubi South, Maiha, Michika and Madagali were displaced. The findings revealed that *Boko Haram* displacement was very high from the two institutions.

Table 2: Respondents Views on Place of Departure after *Boko Haram* Attacks

Response	ADSU		Federal Poly	
	Frequency	Percentage	Frequency	Percentage
IDPs Camp	17	14.4	07	6.4
Nearest Community	97	82.2	87	79.8
Cameroon	04	3.4	15	13.8
Total	118	100.00	109	100.00

Source: Field Survey, 2018

Table revealed that 14.4% of the respondents from ADSU and 6.4% from Polytechnic moved to IDPs camp after displacement. While 82.2% from ADSU and 79.8% from Polytechnic moved to the nearest communities, while 17.2% from the two institutions moved to the Republic of Cameroon for safety. The study revealed that most of the respondents moved to the nearest communities that were not invaded by the *Boko Haram* insurgents such as Song and Yola. In an in-depth interview with an academic staff from ADSU on difficulties faced by staff and students after *Boko Haram* displacement revealed that:

When *Boko Haram* Insurgents attacked Mubi in October 2014, students and staff of all educational institutions in Mubi dispersed to many places. Some trekked to Maiha about 25km for safety. Some trekked to Hong and Gombi and were assisted to Yola by the communities. Many left their property and along the way some were robbed. We faced problem of transportation, food, shelter and water. In fact it was disheartening when I remember that tragedy; it was only God that saved us.

The Effects of Boko Haram on Academic Activities

This section analysis the effect of *Boko Haram* insurgency on academic activities in the two educational institutions in Mubi town

Table 3: Respondents Views on the Effects of *Boko Haram* on Academic Activities

Response	ADSU		Federal Poly	
	Frequency	Percentage	Frequency	Percentage
Very high	84	71.2	67	61.5
High	28	23.7	26	23.9
Low	06	5.1	16	14.6
Very low	-	-	-	-
Total	118	100.00	109	100.00

Source: Field Survey, 2018

Table 3 revealed that 71.2% of the respondents from ADSU and 61.5% from the Polytechnic agreed that the effect of *Boko*

Haram on academic activities was very high. While 23.7% from ADSU and 23.9% from Polytechnic agreed it was high. The study revealed that the effects of *Boko Haram* on academic activities were very high. This was due to the fact that the institutions were closed for one academic session.

Table 4: Respondents Views on the Effects of *Boko Haram* on Students Performance

Response	ADSU		Federal Poly	
	Frequency	Percentage	Frequency	Percentage
Excellent	03	2.6	-	-
Very Good	07	5.8	12	11.1
Good	03	2.6	08	7.4
Fair	93	78.8	43	39.4
Poor	12	10.2	46	42.1
Total	118	100.00	109	100.00

Source: Field Survey, 2018

Table 4 revealed that the majority of the respondents from ADSU 78.8% have the nation that students' performance was fair after resumption, while 42.1% from Polytechnic agreed that students' performance was poor. This was due to the effects done to the students, structures, staff, teaching aids and the campuses in general, which affected their performance after resumption. The study revealed that *Boko Haram* has affected students' performance after resumption. In an in-depth interview with an academic staff from Polytechnic revealed that:

Boko Haram has seriously affected teaching and learning in educational institutions in Mubi. Serious damages were done to structures, and equipments that were provided to aid teaching and learning in the institutions. Long vacation affects academic activities and this has affected students' performance after resumption. Problems encountered on campus such as inadequate facilities after resumption also affect students' academic performance.

The Effects of Boko Haram on Manpower and Infrastructure

This section analysis the effects of *Boko Haram* insurgency on manpower and infrastructure in the educational institutions in Mubi town

Table 5: Respondents Views on the Effects of *Boko Haram* on Infrastructure

Response	ADSU		Federal Poly	
	Frequency	Percentage	Frequency	Percentage
Lecture Theatres	19	16.1	07	6.4
Library	11	9.3	13	11.9
Laboratory	14	11.8	07	6.4
Hostel	17	14.4	12	11.0
Staff Quarters	13	11.0	08	7.4
Offices	12	10.2	04	3.7
All of the above	32	27.2	58	53.2
Total	118	100.00	109	100.00

Source: Field Survey, 2018

Table 5 revealed that 27.2% of the respondents from ADSU and 53.2% from the Polytechnic shared similar notion that all structures such as lecture theater, laboratory, hostel, staff quarters, and offices were all affected by *Boko Haram* when they invaded the institutions. The study revealed that structures from the two institutions were all affected.

Table 6: Respondents Views on the Effects of *Boko Haram* on Manpower

Response	ADSU		Federal Poly	
	Frequency	Percentage	Frequency	Percentage
Permanent staff	44	37.2	27	24.8
Visiting	13	11.1	07	6.4
Sabbatical	09	7.6	11	10.1
All of the above	52	44.1	64	58.7
Total	118	100.00	109	100.00

Source: Field Survey, 2018

Table 6 revealed that 44.1% of the respondents from ADSU and 58.7% from the Polytechnic agreed that all sort of manpower in the institutions were affected. The study revealed that both academic and non academic staffs from the two institutions were affected by *Boko Haram*. In an in-depth interview with a non academic staff in the university on the effect of *Boko Haram* on manpower revealed that:

Boko Haram is a disaster to educational institutions here in Mubi. It affected manpower and many academic staff that are on visit and sabbatical are no longer coming to Mubi. Both academic and non academic staff were all affected. This declined manpower in the institutions. In fact I knew staff that resigned because of *Boko Haram* threat and left Mubi. This becomes a disaster to all educational institutions in Mubi.

Challenges face by staff and students in their Coping Strategies after Resumption

This section analysis the challenges faced by the students and staff after resumption.

Table 7: Respondents Views on Challenges against Coping Strategies After Resumption

Response	ADSU		Federal Poly	
	Frequency	Percentage	Frequency	Percentage
Accommodation	21	17.8	17	15.6
Healthcare	14	11.9	05	4.6
Insecurity	23	19.5	18	16.5
Water/Electricity	19	16.1	26	23.9
Internet services	13	11.0	11	10.0
All of the above	28	23.7	32	29.4
Total	118	100.00	109	100.00

Source: Field Survey, 2018

Table 7 revealed that majority of the respondents from ADSU 23.7% and 29.45% from the Polytechnic have the notion that

they face problems in their coping strategies after resumption. The problems include inadequate accommodation, healthcare, insecurity, water/electricity and poor internet services in the institutions. The study revealed that students suffer from different problems after resumption due to damages done by the insurgents.

Table 8: Views of Respondents on Provision of Welfare Packages in the Institutions

Response	ADSU		Federal Poly	
	Frequency	Percentage	Frequency	Percentage
Very encouraging	04	3.4	12	11.0
Encouraging	17	14.4	11	10.1
Discouraging	76	64.4	68	62.4
Very discouraging	21	17.8	18	16.5
Total	118	100.00	109	100.00

Source: Field Survey, 2018

Table 8 revealed that majority of the respondents from ADSU 64.4% and 62.4% from the Polytechnic have the notion that provision of welfare packages in the two intuitions was discouraging. The study revealed that students face serious problems on their campuses after resumption due poor welfare provision. In an in-depth interview with a student on the problems and challenges face by the students after resumption revealed that:

Students and staff face serious problems after resumption. The major problem is insecurity because of *Boko Haram* threat in Mubi town. There are also problems of accommodation, water, electricity and at times members of the university community are harassed by the security on campus with the name of security check. Students don't trust each other because *Boko Haram* use different tactics to attack people and this create confusion among students. In fact we find it very difficult to cope after resumption.

V. CONCLUSION AND RECOMMENDATIONS

The study discovered that *Boko Haram* insurgency has affected teaching, learning, research, manpower, structures and community services in Adamawa State University, Mubi and Federal Polytechnic, Mubi that were invaded by the insurgents in 2014 and closed for one academic session. The effect of the attack has aftermath consequences on the two educational institutions. This affects students and staff in their coping strategies. The recommendations for this study are proffered based on the major findings:

- Government should provide adequate support to staff and students of the institutions who are suffering from aftermath consequences of *Boko Haram*. Adequate security should be provided to tackle the reoccurrence of the insurgency in the affected areas.
- The study discovered that academic activities in the institutions were affected due to *Boko Haram* attack.

Government at different levels, NGOs and philanthropists should assist the institutions in reconstruction and rebuilding the affected structures, so as to improve academic activities.

- The study discovered that manpower of the institutions was also affected by the insurgents. Governments should assist the institutions and improve the state of manpower by employing senior academics and junior staff should be encouraged for further studies.
- The study also discovered that staff and students face problems in their coping strategies after resumption. Government should help in providing basic amenities such as: accommodation, healthcare facilities, water, electricity, internet services and transportation. This can alleviate the level of suffering on campus.

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