

Effects of Insurgent Activities on Post Primary Education in Borno State Nigeria

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ABSTRACT

The study was on effect of insurgent activities on post primary schools in Borno state. Two objectives with two corresponding research questions and hypotheses guided the conduct of the study. Relevant literatures relating to the research questions with empirical related studies on insurgent activities were reviewed. The study adopted the Powell and Abraham theory as its theoretical framework. The survey research was employed as the design for the study. The population consist of 25,915 subjects comprising of students, teachers and school administrators from two (North & South) education zones. Four (400) hundred respondents were sampled randomly out of those population through Yamani formula. A semi structured instrument was developed by the researcher and validated by experts in educational administration and planning. The instrument was pilot tested to establish its reliability which was found to be 0.74. The instrument was then administered by the researcher with the help of two trained research assistants. The instrument was collected and analysed using the descriptive and inferential statistics. Specifically, mean () and the standard deviation (SD) was employed in testing the three research questions while the z-test was employed in testing all the three null hypotheses at 0.05 level of significance. Findings from the study revealed that the causes of insurgency on post primary schools are known in Borno state, insurgency have devastating effects on students, teachers and educational administrators. The study therefore recommends among others that government should ensure equity and transparency in the distribution of resources and maintain fairness and justice in resolving conflicts and workshops on security and conflict resolution be organised for teachers, school administrators, and host communities and government should use poverty alleviation programmes to reduce unemployment crisis.

INTRODUCTION

Borno state was established on May 12, 1976 by the then Military Head of state General Yakubu Gowon and it consisted of Borno, present Yobe, Gombe, Adamawa, Taraba and Bauchi States. It was a land that was relatively peaceful but was suddenly affected by the activities of insurgents. Abdurashed, Onuselogu and Obioma (2015) reported that, “Geographically, according to Borno State Government (BSG, 2012) the State is the largest State in Nigeria in terms of land mass territory which covers 69,435 square kilometers, which is located in the north eastern corner of Nigeria. Educationally, the State is a centre for education to all its international and national neighbours such as the northern part of Cameroun, the southern part of Chad and Republic of Niger. Many students from Adamawa, Gombe and Yobe States in Nigeria had also benefited from the State basic education program.

The major ethnic group in Borno State is the “Kanuri” and other ethnic groups are; Bura, Marghi, Chibok, Michika and Gwoza which constitute the higher hierarchy in the management of basic education in the state. Occupationally, majority of the people in Borno state are farmers, traders, fishermen and herdsman but also send their children to the basic schools for western education.

It has been a center of Islamic Scholars ship that people come from far and near to seek for knowledge. Abdurrashid, Onuselogu & Obioma, (2015) further stated that, “prior to the advent of insurgency in the state, it has been a relatively peaceful, multicultural and dynamic State in Nigeria.” The State is fortunate to have human and natural resources, which have created many opportunities for its indigenes and other Nigerians to live in harmony. Borno State started experiencing the global trend of insurgency from 2009 (Adamu, 2014). Which led to the gruesome killings of innocent Nigerian citizens perpetrated by an insurgent group called Boko Haram (Adamu, 2014). Since 2009, they have disrupted the educational system in Borno State with huge negative impact on basic education. The insurgent group dislike children attending schools, and also committed criminal offences ranging from kidnapping of school pupils and attacking teachers in schools (Adeyemi, 2014). In recent past, they used under-age girls to carry out suicide bombing of major shopping mall, cinema halls and bus station. More so, Abduction of school children and the elderly were also common in their recent styles of mindless attack.”

Study conducted by Ugwumba, (2015) reveal that the negative effects of Boko Haram attacks on the education system in north east Nigeria occur in differing, yet generally closely interwoven forms include: falling enrolment or attendance of students, effects on teachers and teaching, impact on infrastructure, effect on education management and recruitment of school children as soldiers. The researcher will discuss each one by one.

Generally it has been recorded that between 2012 till date, the insecurity generated by the constant attacks and fighting by insurgent grSSoups in Borno 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 Borno state reportedly stated that “around 15,000 children in Borno state have stopped attending classes” following the increased insecurity in the state, including the attacks on schools. A teacher from one village in northern Borno state, hiding in Maiduguri in fear for his safety, told Amnesty International that there is no opportunity for children in the village to continue their education after the school was 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 Maiduguri to attend school from the village. They warned all the students to stop attending schools, except ‘Islamic schools’. A 25-year old teacher from old Bama 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).

Loss of Teachers: Attacks on schools may lead teachers to giving their job or flee the area, or even the country (Brendan, 2010). In the north eastern region of Nigeria, many teachers were forced to leave their community because of the increasing threat from Boko Haram. 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 their jobs well and has affected morale (Amnesty International, 2013). Education For All Global Monitoring Report 2011 (EFAGMR) reports that: “Attacks on higher education and teacher training institutions may restrict research, teaching content and pedagogical training and cause drop out, distraction, demoralization and traumatising of tertiary students and academics. This can in turn lead to restrictions on teacher content, knowledge and teacher quality” Persistent attacks on schools and teachers can also deter students from training to be a teacher. Similarly, attacks where teachers are killed in broad daylight, in some cases in full view of pupils, are likely to expose the children and other teachers to shock, distress and severe psychological trauma.

The destruction of and damage to school infrastructure and facilities grossly reduces the availability of an access to education of many children in Borno state. Schools are burned down, 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 and that students can have access to adequate books and materials. In some places schools that haven't 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.

Boko Haram insurgency has an adverse effect on the management of education. Repairs to damage from attacks and normal maintenance and investment in education may be put on hold either because labourers 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 insurgence. The Governor, Ibrahim Gaidam lamented, "I am sad that the resources we would have used to provide other infrastructure are now being channelled to their construction of the schools." The reconstruction of the schools has cost so much to the government. The Government Day Secondary School alone 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 insurgence across the state (Duku, 2014). The State Universal Basic Education Board of Borno state 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 (International Journal of Education Learning and Development, 2014).

As Boko Haram attacks in Nigeria escalates, the group is building an insurgency that increasingly includes children, a practice finding increasing favour among the latest round of uprising in Africa (Drew & Gbenga, 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 (Nina Strohlic, 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 and deprived of education and recreation as a result of being child soldiers. 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 Nigeria.

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 northeast of Nigeria have insurmountable obstacles to learning for large number of pupils'. The psychosocial impact will affect children's 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 (Brenda, 2010).

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 International Journal of Education Learning and Development fear, subordination to others and the ideological effects is the removal of right to education and the denial of its purpose. The destruction of large numbers of schools or sexual violence against schoolgirls is a rejection of the right of women. The result can be downgrading of women's position in society and a widespread abandonment of education by students, teachers and governments and the consequent dilapidation and collapse of educational infrastructure and dwindling of expertise on a scale that fuel loss of faith in government and set back in development. Oladunjoye, (2013) reported that, there is a significant difference in school attendance among rural and urban schools. There is also a significant difference in school attendance among primary, secondary and tertiary institutions in areas prone to Boko Haram attacks. Based on the findings, recommendations were made which include improved federal government commitment to beef-up security in schools in Northern Nigeria and a special orientation to sensitize the people on security matters in schools.

The effect of Insurgency on Education in Borno state can be summed up to include: falling enrolment or attendance of students, effects on teachers and teaching, impact on infrastructure, effect on education management and recruitment of school children as soldiers. These effects can be vividly seen in Borno state in that all of them have manifested practically for everybody to see.

The management of a school is a difficult task. Recent media reports from Gaza, Nigeria and Syria in Save the Children Fund (2013) clearly demonstrate the direct and immediate effects of armed conflict on children's access to school. Schools are destroyed, used by military forces or occupied by displaced people. Teachers and students are killed, kidnapped, injured and traumatised. Even where schooling continues, conflict has a knock-on negative impact on learning and the quality of education received by children. Evidence documented in the *Education under Attack* series of reports in (2011) demonstrates that several thousands of schools are affected by targeted attacks each year, with the education of hundreds of thousands of students being interrupted, in some cases permanently affected. However, the figures for Out-Of-School Children (OOSC) in conflict-affected countries number in tens of millions rather than hundreds of thousands (*Education under Attack* series of reports (2011)). Joda (2014) established that on April 14, 2014, abduction of over 200 Chibok girls in government secondary school Chibok took place and on December 7, 2014 abduction of 20 girls in Lassa town also in Borno State. She also affirmed that on December 18, 2014, Boko Haram abducted 40 girls in a village near Chibok town in Borno State. This study looks at the wider impacts of conflict, including collateral damage and indirect impacts on education, and finds that in quantitative terms, targeted attacks represent only the tip of the iceberg. This study looks at the wider impacts of conflict, including collateral damage and indirect impacts on education, and finds that in quantitative terms, targeted attacks represent only the tip of the iceberg.

The implications of insurgent activities on education are so enormous since it led to some teachers losing their jobs in that students are not attending school and the government can hardly keep on paying them. Also most schools have been merged as a result of the insurgent activities and therefore conflicts may ensue because of divided loyalty in a situation where two or three principals were brought together with their staff.

This has the tendency of leading to poor working condition because some hitherto administrators may have to go back to class as teachers or resign. The teachers themselves may be demoralized and may not put in their best since the line of authority is divided, congestion in the classes and staff rooms is also one of the problems that insurgency brought about because teachers will be overcrowded and there may be no convenient place for them to work.

Children who develop good attendance habit in the early years of education are more likely to continue throughout the school career. Similarly, children who do not attend school regularly would have missed carefully planned sequences of instruction. Children who develop good attendance habit in the early years of education are more likely to continue throughout the school career. Similarly, children who do not attend school regularly would have missed carefully planned sequences of instruction. This assertion is buttressed by Patrick (2012) that such children miss active learning experiences and class participations, the opportunity to ask questions and are more likely to fall behind and drop out of the school. It is in the light of this that Fafunwa, (1983) noted in the early 1980s that dropout was one of the most serious problems that has continued to bedevil the Nigerian educational system from the colonial administration up to independence in 1960 and even beyond.

STATEMENT OF THE PROBLEM

The immediate effects of insurgent attacks on secondary school students include threats to the lives of the students, school administrators and officials of the ministry of education who are directly involved in school monitoring and supervision of the ministry of education. As a result, the Borno state government had to close 85 schools thereby affecting nearly 120,000 students. Joda & Abdulrasheed (2015) stated that majority of the schools were closed indefinitely while most primary and secondary school teachers working in affected areas escaped during series of attack on their communities.

The closure had a consequential effect not only on the students, parents, community but the whole state. The educational administrators themselves are at a loss as to where to channel the resources earmarked for education which is either being diverted or misappropriated since most of the schools were either destroyed or some teachers and other school workers were killed and survivors had to desert the affected area for safety. With the desolate and pathetic conditions of schools in Borno State, one wonders what the resultant consequences or implications this negative development has on not only the schools in Borno state, but also its effects and implications for the entire educational stakeholders (students, teachers, parents and the educational administrators/ policy makers). This is the concern of this study. The devastating impact of these activities on post primary schools by the insurgents in Borno state is therefore what this study seek to find out.

PURPOSE OF THE STUDY

The general purpose of this study is an appraisal of insurgent activities on post primary schools in Borno State and its implications for educational administration. Specifically, the objectives of the study are to:

1. Find out the effect of insurgent activities on educational administrators in government post primary schools in Borno State; and
2. Examine the effects of insurgency on government post primary school students, parents and the communities in Borno State.

SIGNIFICANCE OF THE STUDY

It is expected that, the findings and recommendations of the study would guide the Federal government, Borno state government and international donor and NGO organisations on steps to take in quelling insurgency in the country. Other neighbouring states that are facing similar problems will also benefit from the findings and educational administrators will also find it handy in appraising similar problems.

The research would also act as a guide to the state governments that are entwined in the insurgent activities of Boko Haram in Nigeria in their quest to quell the problem of insurgency as it affects the education

industry of their states. The North eastern states, especially Borno, Adamawa and Yobe were the worst hit states by the insurgent activities. If these states would study the findings of this study, they would find it helpful in their efforts in curtailing the devastations of the insurgent activities on their schools.

It would also guide the educational administrators on how to face their duties in such times of trial. They are the ones that are directly affected since it is their place of work and the closure of schools due to the insurgent activities is directly in contrast with what they seek to achieve. Therefore, they would find the findings of this research work very helpful in that it directly addressed their problem.

More so, the work, theoretically, would be useful to writers, scholars, journalists etc, in order to add to their existing knowledge about effects of insurgency on education, particularly the insurgents' activities. Hopefully, the results of the study may serve as a guide to the government and all stakeholders in education to take the best possible precautionary security measures in all our schools to avoid future occurrence.

Finally, it is expected that the study may help the Nigerian Bar Association in understanding the measures they should take concerning the insurgents. Since they are affected through the laws that are made to curtail the insurgent activities, a thorough study of this work will make them grasp the reality of the insurgent activities since the study was made from the field of the insurgency.

RESEARCH QUESTIONS

The study was guided by the following research questions:

1. What are the effects of the insurgent activities on the administration of schools in Borno State?
2. What resultant effects have the insurgent activities had on post primary school students in Borno State?

Hypotheses

The following Null Hypotheses guided the study:

H₀₄: There is no significant difference in the perception of teachers and students on the effects of insurgency on post primary school administrators in Borno state.

H₀₅: There is no significant difference between the views of teachers and students on the effect of insurgency on students of post primary schools in Borno state.

METHODOLOGY

Research Design

Descriptive survey research design was adopted in this research using questionnaire considering the nature of the data. The American Statistical Association (ASA) defined survey research as “a method of gathering information from a sample of individuals (ASA, 2003a) and restricts it to three ways of data collection, that is mailed questionnaire, telephone and in-person interviews. In the Educational Research Method of National Open University of Nigeria (NOUN, 2004), defined survey as, “a data collecting technique in which information is gathered from respondents by having them respond to questions.”

Area of the study

The area in which the study was conducted was Borno state. The state shares borders with Gombe, Yobe and Adamawa states, all in the North East and Cameroon, Chad and Niger republic.

Population of the Study

The accessible population for this study comprised of 25,294 Students, 591 Teachers and 30 Administrators in Borno State making a total of 25,915.

Sample and Sampling Techniques

The sample for the study was 400 respondents out of the 25,915 population. The sampling technique used in selecting the respondents was proportionate random sampling since the insurgent activities cut across all the categories of the population (Administrative staff, Teaching staff, and Students).

Instrument for Data Collection

The instrument used for data collection was Insurgent Activities Impact on Education questionnaire (IAIE), a 20-item questionnaire; developed by the researcher. The questionnaire was prepared in a semi-structured form requiring the respondents to tick the respond where appropriate; the respondents' minds were directed to the object so as to report unbiasedly to the questions.

Validity of the Instrument

Nworgu (2015), validity is the degree to which a test measures what it purport to measure. Therefore before the questionnaire was administered, it was given to three experts from Department of Education Foundation faculty of technology education ATBU Bauchi and Gombe State University to ensure face and content validation. Their comments were used to revise the instrument.

Reliability of the Instrument

A pilot study was conducted to ascertain the reliability of the instrument as Uzoagulu (2001) stated, "Reliability is a measure of the degree to which a research instrument yield consistent results or data after repeated trial." The questionnaire was given out to twenty secondary school students, six teachers and four school administrators in Borno state to sample their views. The result was used in establishing the degree of reliability of the instrument. Therefore, it was only used because its reliability coefficient was found to be 0.74 and therefore ascertained as being reliable using alpha level.

Method of Data Collection

The instrument used for data collection was a semi-structured questionnaire developed by the researcher. The questionnaire required the respondents to tick the answer where appropriate. 25 questions were generated (5 for each research question) to ensure that the respondents' minds were reverted to the object so as to report unbiasedly to the questions.

Method of Data Analysis

The data collected for the study was analyzed using both the descriptive and inferential statistics. Specifically, the frequency count, mean and standard deviation were used to answer all the research questions, while the t-test was used to test the five hypotheses at 0.05 level of confidence.

RESULTS

Table 1: Impacts of the insurgent activities on the administration of schools in Borno State

S/N	Variables	Mean	SD	Decision
1	Most of the administrators do not visit schools again	2.23	1.60	Disagreed
2	Many teachers have resigned or transferred out of Maiduguri	3.50	1.16	Agreed

3	Administrators lives are at risk because of insurgency	4.04	0.81	Agreed
4	School programs are no longer in progress	3.88	1.13	Agreed
5	School administrators are no longer discharging their responsibilities as expected	2.80	1.36	Agreed
	Cluster mean	3.49	1.12	Agreed

Source: Field survey (2017)

Research question 1: What are the effects of the insurgent activities on the administration of schools in Borno State?

Table 7 shows the responses of the respondents on the implication of the insurgent activities on educational administrators in Borno state. The table reveals that the respondents agreed on the items having a cluster mean (x) of 3.49 and standard deviation of 1.12. However, the respondents disagreed on item statement number 1 that most of the administrators do not visit schools again with mean (x) of 2.23 and standard deviation of 1.60. The mean (x) of the other 4 items ranges from 4.04 to 2.80 with standard deviation ranging from 1.30 to 0.81

Table 2: The resultant effects of the insurgent activities on post primary school students in Borno State.

S/N	Variables	Mean	SD	Decision
1	Students accessibility to schools has dropped below average	3.57	0.93	Agreed
2	Students are no longer interested in learning	1.89	1.12	Disagreed
3	Administrators lives are at risk because of insurgency	3.93	1.22	Agreed
4	Many laboratories are burnt down and it affects student learning	4.45	0.80	Agreed
5	Most students WAEC/NECO results for the last three years are very poor as a result of insurgency	3.22	0.79	Agreed
	Cluster mean	3.41	0.99	Agreed

Source: Field survey (2017)

Research question 2: What resultant effects have the insurgent activities had on post primary school students in Borno State?

Table 2 shows implications of the insurgent activities on students’ access to post primary schools in Borno state. The table reveals that the respondents agreed on all the items having cluster mean (x) of 3.41 and standard deviation of 0.99. The table further reveals that on the basis of individual item mean (x), the respondents disagreed on items number 2 having a mean of 1.89 and standard deviation of 1.12.

Table 1: Differences in the views of teachers and students on the activities of insurgency on educational administrators of government post primary schools in Borno State.

Variable	x	Df	t-cal	P value	Decision
Male Student	1.03	387	2.44	0.00	Rejected
Female Students	107				

P<0.05 level of significant Source: Field survey (2017)

H₀₁ There is no significant difference in the view of teachers and students on the activities of insurgency on post primary schools educational administrator in Borno State.

The result of Table 3 on Hypothesis 4 reveals that the p value is less than the critical value tested at 0.05 and 0.01 alpha level. The null hypothesis is therefore rejected. This implies that there is a significant difference between the mean responses of teachers and students on the activities of insurgency on post primary schools educational administrator in Borno State.

Hypotheses 2

Table 2: Differences between the views of teachers and students on the effect of insurgency on access to post primary education in Borno State.

Variable	X	Df	t- cal	P value	Decision
Teachers	1.03	387	1.59	0.02	Rejected
Students	1.06				

P<0.05 level of significant Source: Field survey

H₀₂ There is no significant difference between the views of teachers and students on the effect of insurgency on access to post primary education in Borno State.

The result of Table 4 on Hypothesis 5 reveals that the p value is less than the critical value tested at 0.05 and 0.01 alpha level. The null hypothesis is therefore rejected. This implies that there is a significant difference between the mean responses of teachers and students on the activities of insurgency on post primary school student’s performance in Borno State.

DISCUSSION OF FINDINGS

This study also indicates that the insurgency has negative effects on government post primary school students in Borno State, specifically: many students have left school, students’ performance have become poor, many students have lost interest in school, the population of the students has dropped and the schools’ infrastructure have been destroyed. These findings are in line with that of Ugwumba, (2015) who revealed that the negative effects of Boko Haram attacks on the education system in the north east Nigeria occur in differing form, yet generally it has been recorded that between 2012 till date, the insecurity generated by the constant attacks and fighting in Borno 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 schools in 2013. An official in the Ministry of Education in Borno state reportedly stated that “around 15,000 children in Borno state have stopped attending classes” following the increased insecurity in the state, including the attacks on schools. This finding is in line with this study which reveals that as a result of insurgency many youths have left school and students’ performance is very poor in post primary school.

Regarding resultant effects of insurgency on government post primary school teachers, the finding reveals that as a result of insurgent activities teachers’ lives are at risk, many teachers have resign because of the fear and a lot more teachers had transferred out of the Maiduguri metropolis. But the finding also reveals

that teachers' population has not dropped to less than 50 % in government schools, and that teachers are committed as before. In this respect Brendan (2010) states that loss of teachers; attacks on schools may lead teachers to giving their job or flee the area, or even the country. In the north eastern region of Nigeria, many teachers were forced to leave their community because of the increasing threat from Boko Haram. Continuing assassinations of teachers and the issuing of death threats inevitably affect teachers' concentration and frame of mind for teaching. Insecurity has compromised the ability of teachers to perform their jobs well and has affected morale. Similarly (Amnesty International, 2013), reported that attacks on schools may lead teachers to giving up their jobs, result from this current study is contrary to above finding, in the sense that this study discovered that, teacher population is has not been affected only that teachers lives may be at risk in government schools and that teachers have been transferred out of the metropolis as a result of the insurgency.

About the implication of the insurgency activities on educational administration in Borno state the study reveals that administrators' lives are at risk because of insurgency, many administrators have resigned or transferred out of Maiduguri and the schools activities are no longer in progress. However, the study shows that most of the administrators do not visit schools and administrators are not functioning well. This support Duku (2014), who reported that the State Universal Basic Education Board of Borno state had to issue directives to all their staffs assigned to those areas to stop going to school for a period of 6 months until things calm down. Furthermore this study reveals that students' performance in Borno State is affected by insurgent activities, many laboratories are burnt down and that affect students' learning, students' performances have drop below average in the last three years and students lack instructional materials. These findings are in agreement with that of Adamu (2014), which explains that destruction and damage to school infrastructure and facilities grossly reduces the availability of an access to education of many children in Borno state. Schools are burned down, it is not only the classrooms that are lost but also all the teaching materials, equipment and school records leaving children with nowhere to learn (Adeyimi 2014). 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 educational 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 (Adamu 2009).

CONCLUSION

The results of this study revealed the impact and effects of insurgency on post primary schools in Borno state. The study proved that the insurgent activities have a serious negative impact on government schools in Borno state. During the course of the study up to now these problems are not dealt with. Based on the findings of this study and evidence from empirical studies it could be concluded that insurgency activities have significant negative influence on administrators, teachers and students in Borno state.

RECOMMENDATIONS

From the aforementioned findings and conclusions, the study recommends that:

1. Nigerian Government should address the root and symptom of the problem by eradicating poverty, providing employment to the people and enhancing security efforts. Government should ensure that there is equity and transparency in the distribution of resources and maintain justice and fairness in resolving conflicts.

2. Workshops on security and conflict resolutions should be mounted for teachers, school administrators and school communities. School Heads should enhance effective communication with all stakeholders in the school to minimize causes of conflict and ensure safe learning environment.
3. Government should apprehend and prosecute anybody found guilty for being directly or indirectly responsible for the devastating insecurity across the country in accordance to the law.

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