

## **EFFECTS OF INSURGENCY ON GIRLS EDUCATION IN NORTH EASTERN NIGERIA**

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**ABSTRACT:** *The study investigated effects of insurgency on girls' education in north eastern region of Nigeria. Girls' education is paramount to the national growth and societal development in Nigeria. However, achieving education for all Nigerian girls, the north eastern region need a safe, secured teaching and learning environment. The study examined the historical perspectives of previous insurgent groups in Nigeria. The sample for the study was 180 teachers of primary and secondary schools, selected on the basis of 30 teachers from each state of the 6 states that constitute north eastern region of Nigeria. The instrument for data collection was a 20 items questionnaire title: Effect of Insurgency on Girls Education Questionnaires (EIGEQ). Two research questions were formulated, data collected were converted to mean, standard deviation and used to answer the research questions. It was therefore recommended that the Nigerian government should provide free and compulsory girls education at all levels of education, show higher commitment in mobilizing the armed forces to end the insurgency in north eastern region and provide adequate security in schools. It was also recommended that the religious leaders should play active role in encouraging girls' education in their respective communities.*

**KEYWORDS:** Boko Haram, Girls Education, Insurgency, Terrorism.

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### **INTRODUCTION**

Nigeria, the giant of Africa continent has been a relatively peaceful, multicultural, dynamic and progressive nation, blessed with human and natural resources, which paved ways for many opportunities for its citizens and foreigners' to live in harmony from the colonial era, to the inception of Nigeria independence on October 1, 1960 to year 2000 where the country started experiencing the strange, and global trend of terrorism, insurgency which led to the gruesome killings of innocent Nigerian citizens, carryout by an insurgent group called Boko Haram. Since 2009, they have disrupts educational system in north eastern Nigeria with huge negative effect on girls education. North eastern region of Nigeria comprises of six States namely: Adamawa State, Bauchi State, Borno State, Gombe State, Taraba Sate and Yobe State. The group dislikes girls attending schools, and also committed criminal offences ranging from kidnaping of school girls,

killing of teachers, religious leaders both in Christianity and Islamic Faith; they have unleashed fear in the minds of every Nigerians living in the region. There is massive destruction of school activities in north eastern Nigeria. In recent past, they used local girls to carry out mindless bombing of major central market, shopping mall, cinema halls and bus station. They also involved in murdering of traditional rulers and prominent citizen in north eastern Nigeria. Abduction of school girls, the elderly and female teachers were also common in their recent styles of operations.

Certainly, before the current insurgency, Nigeria had witnessed several forms of terrorism which is a systematic use of violence to destroy, kidnap and intimidate the innocent in order to draw national attention to their demands with the Nigerian government. However, some of these past terrorist attacks are politically motivated, even though some may have other strong motives such as socio-economic and regional marginalization issues. Olowoselu (2014) posited that, before the declaration of amnesty for Niger Delta youths by the Nigerian Government in 2008, the Niger Delta region had militant groups such as Movement for the Emancipation of the Niger Delta (MEND), Movement for the Survival of Ogoni People (MOSOP), Niger Delta People Volunteer Force (NDPVF). These militant groups launched agitation against crude oil spillage, poverty and marginalization of the Niger Delta people of the South-South region of Nigeria.

The Oduduwa People's congress (OPC) is the militating wing and frontier of the Yoruba people in the South western region of Nigeria demanding for their political right. Passionately, the region served as entry point of western education in to Nigeria, they were educationally developed as most of the citizen past through formal education, which posed as a stumbling block that hindered the militia group from having a strong base in south western region of Nigeria (Olowoselu, 2014). In the South Eastern region of Nigeria, the Movement for the Actualizations of the Sovereign State of Biafra (MASSOB) and the Bakassi Boys were also militia groups fighting for equal rights and security of Igbo federalism, autonomy and political relevance of the Igbo people in Nigeria. Fundamentally, it was used by dominant political group in the region to advance their courses and achieve recognition. In 1981, the "Maitatsine" Jihadist group leader Mohammed Marwa, who came from northern Cameroon via Borno state in Nigeria. Mohammed Marwa proclaimed himself as a prophet of Islam, used violence to killed many citizens in Northern Nigeria to achieve their religious principles. He received negative response from the people, and could not actualize his dream as he was killed during gun battle with the Nigerian forces.

### **The Origin of Insurgent Group in North Eastern Nigeria**

Currently the nation is witnessing high spate of insecurity especially in the north eastern Nigeria by a group of insurgent called: The Jama'atu Ahlus-Sunnah lidda Awati Wal-Jihad popularly known as Boko Haram. This group was founded in 2001 in 'Maiduguri' the capital city of Borno State north eastern Nigeria by Mohammed Yusuf the pioneer leader and originator of Boko Haram group. The name Boko Haram is a Hausa statement, which upon translated into English mean "Western education is forbidden". This group is opposed to everything that have link to Western education; its ideologies, and systems. Additionally, "Boko" in Hausa language means western education, and "Haram" is an Arabic language which means "forbidden". Boko Haram group opposes western education and also western culture.

In 2004, it moved to Yobe State where it set up a base. This base was used to attack nearby police outposts, burning schools with a vow that the war will continue as long as the political and

educational system was not changed. The Boko haram group want the Sharia Law to be applied all over the country and this will be difficult for the government of Nigeria to comply with. They vowed that they would rather have a separate Islamic state carved out of Nigeria where they can practice their religion unhindered.

The Federal Government of Nigeria saw these demands as unacceptable, senseless, and as a traits to national stability, peace and harmony in the country, quickly deployed the Nigerian Police to the trouble area. Certainly, in an attempt to dislodge the group of its remote settlement, Mohammed Yusuf the leader of the Boko Haram group was arrested and later passes away in the custody in 2009. Adeyemi (2014) stated that from that 2009 year, and following the assumption of a new leadership headed by Abubakar Shekau, the insurgent group has continue to unlash violence and began what can best be described as the “soft target” capturing of border towns close to the Republic of Cameroon, Chad and Niger, killing un armed patriotic civilian population of north eastern states in Nigeria, forcefully abduction of girls of school age, kidnaping of women, frequent suicide bombing and sporadic shooting in public places.

### **Historical Analyses of Insurgent Attacks in North Eastern Nigeria (APRIL 2011 - FEBUARY 2015)**

- April 15, 2011 - The Independent National electoral commission was bombed in Maiduguri.
- May 29, 2011 - Multiple bombing in Borno State, north eastern Nigeria, killing 4 people.
- June 26, 2011 - Bombing of a social and relaxation center in Maiduguri, 25 people died.
- November, 2011 – Coordinated bombing and shooting attacks on police facilities in Potiskum and Damaturu in Yobe State, 150 died.
- April 30, 2012 – Suicide bomb blast hit a convoy of a commissioner in Taraba State killing 10 people and injured 22 people.
- September 16, 2013 – Bomb blast on school of Agriculture Yobe State killing 60 students.
- April 14, 2014 – Abduction of over 200 Chibok girls in government secondary school Chibok, Borno State.
- October 31, 2014 – Bomb blast in Gombe State central bus station killing 8 people, injured 17 people
- November 7, 2014 – Bomb blast in Azare town, Bauchi State killing 8 people.
- November 10, 2014 – Suicide bomber bombed government secondary school Potiskun, Yobe State killing 49 students and injured 69 students with 6 teachers
- November 15, 2014 – Attacks on Hong town of Adamawa State killing 4 people
- November 16, 2014 – Attacks on Gombi town of Adamawa State killing 10 people
- November 26, 2014 – Suicide twin bomb blast in Monday market in Maiduguri killing 15 people and injured 45 people.
- November 1, 2014 – Bomb blast occurred in Monday market in Maiduguri, Borno Sate.
- November 25, 2014 – Another twin bomb blast in Monday market killing 60 people, 120 people injured. Monday market is the main Maiduguri crowded market.
- December 5, 2014 – Raid on Lafarge cement company with Sporadic shooting in Gombe State.
- December 7, 2014 – Abduction of 20 girls in Lassa town, Borno State.
- December 18, 2014 – Boko Haram abducted 40 girls in a village near Chibok town, Borno State.
- December 19, 2014 – Attacks on Damagu town in Yobe State, destroying properties and houses.
- December 21, 2014 – Attacks on Geidam town in Yobe State, killing 8 people.

- December 22, 2014 – Suicide bomb blast attack in Dukku car station, central Gombe State killing 19 people and injured 8 people.
  - December 22, 2014 – Coordinated suicide bomb blast attack in Bauchi State central market, destroying goods worth millions of Naira.
  - January 10, 2015 – Female suicide bomber blast Monday market in Maguduri killing 4 people.
  - January 12, 2015 – Bomb blast in Potiskum in Yobe State, killing 2 policemen on duty.
  - January 13, 2015 – An insurgent killed 3 people outside Mosque in Gombe State.
  - January 14, 2015 – Military repel insurgent attack in Biu town, Borno State.
  - January 17, 2015 – Insurgents razed down 80 houses in Gombi town, Adamawa State.
  - January 25, 2015 – Attacks on Monguno town in Borno State, killing 8 people.
  - February 14, 2015 – Military repel insurgent attack in Gombe State.
  - February 15, 2015 – Bomb blast killed 10 people in a bus station in Damaturu, Yobe State.
- (Researchers Field work, 2015)

### **Statement of Problem.**

Girls education is depend largely on encouragement from families in the society, provision of school instructional materials and safety of girls to school. Insurgent has become a threat to many families and girls in north eastern States. There are frequent cases of kidnaping and abduction of girls of school age in the region. The researchers tend to study the effect of this insurgency on girls education in north eastern states of Nigeria.

### **Purpose of study**

The purpose of this study is basically to find out if the activities of the insurgent have a direct effect on girls' education more especially in the north eastern states of Nigeria.

### **The Research Questions**

- What are the challenges of girls education in north eastern Nigeria?
- What are the effects of insurgency on girls education in north eastern Nigeria?

### **METHODOLOGY**

The descriptive survey design was adopted for this study. The population of the study comprises of primary and secondary schools teachers in the north eastern states of Nigeria namely: Adamawa, Borno, Bauchi, Gombe, Taraba and Yobe states. Simple random sampling method was used to sample 30 teachers from each of the sampled 6 north eastern states that gave a summation sample size of 180 teachers. The instrument for data collection was a 20 items questionnaire Title: Effect of Insurgency on Girls Education Questionnaire (EIGEQ) was designed for the study. The instrument was validated by 2 experts from educational management unit, department of science education, Modibbo Adama University of Technology Yola, Nigeria. It was administered personally with the help of other 6 research assistants. All copies of the instrument administered were returned and found valid for analysis. A 4 point modified likert scale of strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SD) was used for the items.

The researcher adopted the test –retest method to determine the reliability of the instrument. A correlation coefficient of 0.81 was obtained at 0.05 level of significance postulating a high

reliability. The two research questions were answered using descriptive statistic of mean and standard deviation for the analysis. An item with a mean score of 2.50 and above was accepted, while an item with a mean score of less than 2.50 was not accepted.

## **FINDINGS**

The finding reveals that:

- The insurgent attacks have affected the girls education through mindless attacks on their schools.
- Frequent abduction of school girls in their dormitory, occasional kidnapping of school girls on their way to school have reduce their attendance in schools drastically.
- Most educational activities on girls education in mostly affected states has been suspended since most teachers and school heads in region are among the internally displaced persons.
- Female teachers and school girls were traumatize, and afraid of going to their schools on fear of attacks from insurgents.
- Educational planners and inspectors of girls education programme can't conduct periodic checking on schools as most education officers in the region were currently out of their states.

## **DISCUSSION OF FINDINGS**

Girls' education is the provision of quality and affordable education to all girls of school age. The finding reveals that, the insurgency has effected girls' education negatively in north eastern Nigeria. there are higher response from the respondents that, majority of the school girls have been hurt in the presence of other fellow students during attack in their schools, and also since the abduction of the Chibok school girls in April 14, 2014, the female students were afraid of being kidnapped which prompted them to stay away from school in the mostly affected states of the region.

The second discussion on finding posited that, Majority of the schools have been closed indefinitely while most primary and secondary school teachers working in affected areas had escape during series of attack on their communities. This means that majority of teachers are currently internally displaced, and Lack of teachers will affect girls' education in the region.

The third discussion on findings reveals that, many respondents agreed that, Teaching and learning processes can not be properly conducted in an unsafe school environment as most education officers in the region were currently out of their states for safety. This means that, inspectors of girls education programme can not conduct periodic checking to monitor the level of development on girls education programme in schools.

The above findings have revealed the extent of the effect of insurgency on girls' education in north eastern region of Nigeria.

## **CONTRIBUTION TO KNOWLEDGE**

1. The Study has drawn the attention of north eastern state governments' forum to see and response to the challenges of girls education and safety in their region.

2. The study has drawn attention of parents and religious leaders on the role to encourage girls education in every society
3. This article also outlined various ways in which the Federal Government can skew the insurgent group out of the north eastern region.
4. This article will also provide vital information to other researcher who will like to conduct study on insurgency in Nigeria.

## CONCLUSION

Boko haram has displaced over one millions people in north eastern Nigeria (NEMA, 2015). It also becomes a threat to the entire country. Their activities have crippled the socio-economic activities between Nigeria, Cameroon, Niger Republic and Republic of Chad. Many Nigerian citizens residing in Adamawa state, Borno state and Yobe states were currently internally displaced (NCRM, 2015). The Boko Haram insurgency in north eastern region of Nigeria, have slow down the nation abilities of achieving the Millennium Development Goals project (MDG'S), Education For All (EFA), and as well as Nigeria Vision 2020 programs. The senseless insurgent attacks have negative impact on socio-cultural values of the people of north eastern region and wellbeing of other foreign nationals (Olowoselu, 2014). Presently, economic activity is low in the region, as foreign expatriate are relocating to other regions in Nigeria due to the increasing security crisis. With the mindless bombings perpetrated by the insurgent, the researchers observed that most schools have been closed in Adamawa, Borno and Yobe states.

Furthermore, the current joint approach of Nigerian government and African Union to end the insurgency have recorded tremendous success, But we are also concluding that, the United Nation (UN) should aid Nigerian government and African Union effort, to put an end to insurgency in Nigeria.

## RECOMMENDATION

It is therefore recommended that:

- Nigerian government should provide free and compulsory education to all girls in north eastern region of Nigeria up to university level of education.
- The federal government should provide scholarship for continuous education to all dropped out school children who were internally displaced, sheltering outside north eastern Nigeria.
- The federal government should show higher commitment in mobilizing the armed forces to the north eastern region and provide security in all schools.
- The federal government should ensure that all police personnel posted to guide all schools are well motivated properly.
- The religious leaders should play active role in preaching against the senseless attacks perpetrated by the insurgent group
- Peace and security studies should be incorporated in to Nigerian school curriculum.
- The Nigerian immigration service should effectively controls the border against in influx of illegal emigrants that support insurgent group.

- All schools should be properly secured with security forces especially those in the boarder community with high security risk level.
- Daily school attendance record keeping should be adopted by the school leader, likewise students' movement record book should be introduce and kept by teachers with a daily report to the school head.
- The school host community people should be encourage to support the school on security issues as a way of collaboration in information dissemination to the security forces.
- The religious leaders should play active role in encouraging girls' education in their daily preaching.

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