

## INSURGENCY AND BASIS EDUCATION IN NIGERIA EDUCATION



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### ABSTRACT

*Every country on earth works hard to provide its citizens with a high standard of living and education, to provide a robust and diversified economic basis, to foster internal cohesion, and to preserve political stability. It is impossible to achieve this goal unless there is peaceful cohabitation and an environment that supports and fosters progress. The attacks by Boko Haram on educational institutions have led to the destruction of schools and the infliction of hardship on both the pupils and the professors who work at these kinds of establishments. Since 2009, Boko Haram has targeted schools, students, and instructors in the states of Borno, Yobe, Adamawa, and Kano with assaults that have gotten more savage. Because of the fighting, there has been a significant reduction in the number of children who have attended school or who have not attended school at all. The fact that Nigeria's security forces have used schools as military outposts is one of the factors that have contributed to the situation. Between the years 2009 and 2015, Boko Haram was responsible for the destruction of more than 910 educational facilities and the closure of at least 1,500 schools, according to reports by Human Rights Watch (HRW). "2,295 educators were slaughtered in attacks by terrorists in the North-east," Nigeria's Minister of Education Adamu Adamu is quoted as saying in a statement that was released by the government. Nigeria (Premium Times, June 6, 2018), where an additional 19,000 people were compelled to flee their homes for fear of being murdered, as a result of the violence. The organisation is responsible for the abduction of around 2,000 people, including a considerable number of students as well as a number of women and girls.*

*Keywords:* insurgency, basis education, Nigeria education

## INTRODUCTION

These victims include women and girls. (EDT Nigeria, 2016). Since the country's independence, Nigeria has had to cope with a variety of various sect-related issues, but the conflict involving Boko Haram is one of the most unusual, unexpected, and challenging of these issues. " According to what the author has said, "the distinctiveness of the organisation in Nigeria is not in the criminality of its purpose but rather the sectarian character of its agenda." This distinguishes it from the dynamics of resource-driven localised violent conflicts between different ethnic groups in Plateau state, or the ethnic claims of insurgent groups such as the O'odua People's Congress (OPC), the Movement for the Emancipation of the Niger Delta (MEND), and the Movement for the Actualization of the Sovereign State of Bia. "This makes it different from the dynamics of resource-driven localised violent conflicts between different ethnic groups in Plateau state" (Mac-Antoine, 2014). A radical Islamic organisation in Nigeria known as Jama'atu Ahlus-Sunnah Lidda'Awati Wal Jihad, commonly known as Boko Haram in the rest of the world. Jama'atu Ahlus-Sunnah Lidda'Awati Wal Jihad. This gang is responsible for causing devastation on our people in some sections of Chad, Cameroon, and Niger, as well as in the northeastern portion of Nigeria, which includes Abuja. They are also responsible for this destruction in other areas. The terrorist organisation known as Boko Haram has been the focus of several books, some of which are diametrically opposed to one another in their perspectives. Its origins, intentions, and future aspirations are all subjects of ongoing discussion among academics. Femi, (2014). (2014). (2014).

According to the findings of Dr. Ahmad Murtada of the Islamic Studies Department at the University of Bayero in Kano, who conducted research on the organisation, the name of the movement should not be interpreted literally from the Hausa language; rather, it should be understood as meaning "navigating the Western system of education is forbidden" in English. This is in accordance with the findings of the research that Dr. Murtada conducted. Ahmad, (2012). (2012). (2012). But the people living in remote villages and those who aren't familiar with the political climate of the state are the ones who suffer the most as a result of the activities of Boko Haram.

## THEORETICAL /CONCEPTUAL FRAMEWORK

This inquiry is based, initially and first, on Sara Ahmed's thesis of state fragility, which serves as its basis (2008). The phrase "state fragility" is used to describe countries that are having difficulty overcoming severe challenges to their economic and political growth. Inadequate institutional capacity, bad governance, political instability, high unemployment rates, severe poverty, and a low degree of economic growth are examples of some of the difficulties that may be encountered. Some fragile states suffer from the curse of having an abundance of natural resources, while others have a history of failing to provide even the most fundamental services to their population. A fragile state is one that is mired in a cycle of violent uprising and abject poverty; some fragile states suffer from the curse of having an abundance of natural resources, while others have a history of failing to provide even the most fundamental services to their population. An insurgency may be thought of as a kind of unconventional warfare that takes place over an extended period of time and is characterised by guerrilla cells, terrorist actions, and even direct conflict with government soldiers on occasion.

The Department of Defense of the United States of America supplied the following definition of an insurgency in the year 2005: "an organised organisation that tries to overturn an existing government through the use of subversion and armed warfare." According to Ajah (2011), in order to further their cause, members of the Boko Haram terrorist group deliberately target and destroy educational institutions. According to Awojobi (2014), rebels initiate assaults against and destroy schools, which results in the displacement of thousands of people from their homes. According to Tolulope (2012), the insurgency in Northern Nigeria has posed a threat to the nation's security because insurgents have made schools a target of their attacks, and as a consequence, classrooms have been destroyed as a result of fire, bombing, or shelling. In addition, Tolulope (2012) states that this has resulted in a lack of adequate education for the population of Northern Nigeria. The progression rate is the ratio of the number of students who were enrolled in the grade directly preceding the one in which they are now enrolled to the number of students who were enrolled in the grade immediately prior to that one. According to O'Malley (2010), falling levels of progression may be caused by the cumulative effect of teacher and student distraction, lost days due to closures, teacher shortages, and failure to repair damage to schools, all of which are caused by insurgency. Insurgency also contributes to the fact that schools are not able to repair any damage. Furthermore, O'Malley (2010) suggests that insurgency may result in harm to educational

institutions. According to research conducted by Save the Children Fund, a reduction in the number of teachers has the potential to have a significant impact on the rate at which students progress in their studies (2013). This is because of the crucial part that instructors play in the process of learning in every context.

A primary right of human beings is to be afforded educational opportunities. Because education is so important, the United Nations has made it a requirement that all member states must make it accessible to their citizens at whatever cost. This is because receiving an education is necessary in almost every circumstance. There is no room for doubt about the importance that education plays in a person's life. Education is a means of acquiring the qualities, skills, and abilities necessary for a meaningful existence in society and for making a contribution to the expansion of the country, and it is the single most important factor in determining whether or not a person will succeed in achieving these goals (Obanya, 2011). There are three distinct levels of education that may be pursued in Nigeria: primary education, secondary education, and tertiary education. On the other hand, due to the fact that it acts as a bridge between primary and secondary education as well as between secondary school and university education, secondary education is sometimes referred to as the transition education.

A terrorist group that is without a doubt the most vicious and destructive is responsible for the brutal clashes and big assaults that have taken place in Maiduguri. These events have taken place as a direct result of the ongoing conflict in the region. Because of the impunity with which the organisation produced disorder in the state, many families were left bewildered as a consequence of the fact that many children were forced to stop attending school, which resulted in many of those youngsters being forced to stop attending school. Even though the fight against terrorism is still going on in the Northern part of Nigeria, it should not come as a surprise that the rate of children who are not currently enrolled in school is 13.5 million, as reported by UNESCO. This number should not come as a surprise because it should not come as a surprise because it is 13.5 million (2018). This is the highest proportion of children found anywhere in the world that are not currently enrolled in any kind of formal schooling. More than one hundred thousand kids in the state of Borno did not attend school even only in 2014, while more than nine hundred educational institutions were burned down (GCPEA, 2014). The situation was exactly as dreadful as it had been when the organisation grabbed control of all 27 local government councils and schools were forced to close out of fear that more people would be killed. The state is now going through a time of

relative peace, which has led to a rise in the number of social activities, such as the restoration of normal life and the operating of schools. This is one of the results of the relative calm. It is predicted that as a direct consequence of this, there will be an increase in the number of students enrolling in educational programmes offered by the state.

To be successful in reaching this objective, it is vital to lay primary emphasis on complying to the policy statements made by the nation regarding elementary and secondary education. In line with the National Policy on Education, the term "basic education" refers to the education that is made available to children between the ages of 0 and 15 years old (2013). Included in this are the first 10 years of obligatory schooling as well as early childhood education, which spans the years from birth to age four. In this sense, early childhood education is said to be divided between the ages of 0 to 4 years, which are believed to be located in day care or creches and are entirely in the hands of the private sector and social development services, and the ages of 5 to 6, which are considered to be within the formal education sector. In this way, early childhood education is said to be separated (NPE, 2013). On the other hand, the policy as a whole does not include any provision that is in the interest of the common good for the education of any kid in the state, including children who have special educational needs. This is the case regardless of the kind of educational requirements the child may have. This is indeed the situation. It is hard to assume that the educational system in Borno state is accountable to the students and children of Borno state given that residents of Borno state have a healthy respect for the diverse set of values, beliefs, and traditions practised by others. In spite of this, there has been a tremendous surge in enrolment ever since the government and non-governmental organisations launched their proactive enrollment initiatives. According to information compiled by reliefweb.int as of the end of 2017, the total number of children enrolled in one of the state's 1,627 educational institutions hit a new all-time high of 687,733 kids, breaking the previous record set in 2012. Prior to this period, the primary contributors to the high rate of school dropouts in Borno were factors such as the great distances between schools, the requirement that students pitch in with chores at home, and the high costs associated with obtaining an education.

## LITERATURE REVIEW

HASSAN, Umaru (2018) In the areas that have been severely affected by the violence that has led to the deaths of thousands of people and the subsequent assaults on schools, both the teaching staff and the pupils are in a state of chaos. This is because the violence has resulted



in the deaths of thousands of people. The recent violence that has been inflicted by Boko Haram in Nigeria and the countries that border it has led in the deaths of at least 2,295 educators, according to figures that have been supplied by UNICEF. This study's objective is to evaluate the influence that Boko Haram's activities have had on educational institutions in order to better understand the magnitude of that damage. What sort of effect, if any, may the growing worry have on some of the girls and women kept in captivity's attempts to pursue their education in light of the fact that there is evidence suggesting that some of them have been radicalised? A well-structured questionnaire as well as several interviewing strategies were used in order to facilitate the sorting of the responses that were collected from this research. A sample of two thousand (2000), all of whom are presumed to be former Boko Haram abductees or members, will be used in the study. This sample will be obtained through the use of a purposeful sampling technique that will be applied to the 21 registered Internally Displaced Persons (IDP's) camps and those living with their relatives across the northeast. These people will be moving in with their family and will be relocating from various locations around the northeast. It is of the utmost importance that it be made clear to the military that they are not permitted to use schools as forward operating bases; this will guarantee that educational institutions are not singled out for assault. Children should not be prevented from receiving an education in schools or other secure learning environments; the government needs to beef up safety precautions at educational institutions in the North-East. Children should not be prevented from receiving an education in schools or other secure learning environments.

It is necessary for the government to also guarantee that the parents and relatives of the girls who have gone missing are kept informed about the efforts that are being made to bring back their loved ones; failure to do so just adds to the anguish that they are currently experiencing. The girls have been reported missing by their families. It is envisaged that the results of this study will play a part in directing decision-making and the creation of policies in respect to victims of Bok Haram.

Olowoselu Abdulrasheed (2016) The purpose of this study was to investigate how the insurgency in Borno State had an effect on the state's system of providing free and compulsory education. Children in Nigeria begin their academic careers at the primary 1 level of the basic education system, which continues all the way to the basic 9 level, which corresponds to the junior secondary school level. This is where the children get their first formal education. However, in order for the state of Borno to be able to educate all of the

children in Nigeria, there must first be a secure environment in which instruction and education may take place. The purpose of this study was to investigate the effect that insurgent actions, such as kidnapping kids and assaulting instructors, have had on the educational system in the primary schools located in Borno State. As participants in the study project, a total of 270 teachers who were employed in elementary schools provided their feedback. These teachers were selected in such a way that there were 10 individuals from each of Borno State's 27 local government areas at the workshop. A questionnaire with the title Effect of Insurgency on Basic Education Questionnaires was used as the instrument for collecting the data needed for the study. The questionnaire contained a total of 20 questions (EIBEQ). In the wake of the formulation of two research questions, the information that was gathered was first turned into a mean and a standard deviation before being used to the task of answering the research questions.

As a consequence of this, it was proposed that the government of Nigeria should make it obligatory for all children who have been internally displaced inside Borno State to get an education, in addition to making it fully free of charge for such children. This should be achieved by providing scholarships to students for all levels of education, beginning with elementary school and continuing through university. In order to put an end to the insurgency in the state and to guarantee that schools have proper security, the government has to show a firmer commitment to activating the armed forces. In addition, it was proposed that prominent members of the religious community should speak out against acts of violence in the communities in which they are prominent.

Aernan Athanasius Yawe (2014) The goal of this study was to ascertain the level of impact that the insurgency in Nigeria's North Central Zone has had on the management of secondary schools in that region. Two research questions and three research hypotheses were investigated during the length of the study, and a significance level of 0.05 Alpha was used to evaluate the results of each investigation. Regarding this specific piece of research, a descriptive survey research method was chosen as the appropriate strategy. The sample for this study included 5,976 school administrators and vice principals from institutions situated in Nigeria's North Central Zone. For the purpose of selecting the sample, a technique that is known as proportional stratified random sampling was used. The questionnaire used to gather the data for the study was titled the Impact of Insurgency on the Management of Secondary Schools Questionnaire (Impact of Insurgency on the Management of Secondary Schools Questionnaire for short) (IIMSSQ). The use of the validated questionnaire resulted in the

acquisition of a reliability score of 0.70 on the Cronbach alpha scale. An examination of the gathered data using the mean and standard deviations provided the answers to the research questions that were presented at the beginning of the study. The hypotheses were evaluated using the statistics of the t-test, with a 0.05 cutoff for the significance level of the alpha value. With the use of the ANOVA statistical analysis, a comparison of data sets that included various groups was carried out. Post hoc analyses were carried out in attempt to get to the bottom of why there was such a large disparity in the results. According to the data, the effect of the insurgency on the advancement rate is large, although the influence of the insurgency on the quality of the educational facilities is very little. It was suggested that the government should form partnerships with the communities that are home to schools in order to safeguard those schools. Additionally, it was suggested that the government should place a greater emphasis on capacity building and devise indicators in order to evaluate the level of advancement made by schools. The outcomes of the research that was carried out provided the foundation for these suggestions and recommendations.

## RESEARCH MYTHOLOGY

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

## DATA ANALYSIS

To begin, the researcher came to the conclusion that the real sample size should be increased by 10% in order to account for those that the researcher was unable to reach (Hamilton, 2009). As a result, the revised sample size was calculated to be 327, including 86 members of the YOSUBEB staff, 93 members of the teaching faculty, 1 principal and 1 headmaster, and 146 members of the PTA and community. However, the researcher handed out a total of 327 questionnaires, but they were only able to collect 312 of them with the right information filled out and answers provided. The total retrieval rate was therefore calculated to be 95.5%. According to Amin (2005), if the answer retrieval rate is more than 70 percent, it is acceptable to go on with the data analysis and proceed with the process.

## Respondents Gender



Items	Frequency	Percentage
Male	288	73.1
Female	84	26.9
Total	312	100
Source; Field Survey (2017)		

#### Age Bracket Of The Respondents

Items	Frequency	Percentage
19-25	70	22.4
26-35	89	28.5
36-45	121	38.8
46 and above	32	10.3
Total	312	100
Source: Field Survey (2017)		

According to the findings of the research, which are summarised in table 4.2, the majority of respondents (121, or 38.8%) were between the ages of 26 and 45 years old. This was followed by those who were between the ages of 26 and 35 years old (89, or 28.5%); 70, or 22.4%, of the respondents were between the ages of 19 and 25, and only 32, or 10.3%, were

46 years old and older. This demonstrates that the majority of respondents in the survey were into the age ranges of 36 to 41 years, 26 to 35 years, and 19 to 25 years accordingly.

### Work Experience Of The Respondents

Items	Frequency	Percentage
1-10 years	64	20.5
11-20 years	149	47.8
Above 21 years	99	31.7
Total	312	100
Source; Field Survey (2017)		

### Descriptive Survey Showing The Perception Of The Respondents On Boko Haram's Violence On Western Schools.

Boko Haram violence onwestern schools	Mean	Std.dev	Decision
Boko Haram insurgents attack schools resulting in the loss of teachers, personnel, killing and kidnapping of schools children	3.12	0.838	High
Boko Haram attacks on schools also lead to the destruction of school infrastructure such as class rooms and instruction materials	3.32	0.8 18	High
Boko Haram have proved their anti—western	2.71	1.003	High

education stand by expanding their attacks from								
state and security forces to schools and other								
educational institutions as their prime target								
Boko Haram have recruited children of school age					2.68	1.067	High	
as wives and suicide bombers/spies								
Boko	Haram	attacks	on	schools	have	3.21	0.90 1	High
psychologically traumatized students, teachers and								
other personnel, making them afraid of going to								
schools for fear of being attacked								
Average Mean					3.008	0.9254	High	
Source: Field Survey, (2017)								

The second goal of this research was to determine how the violence perpetrated by Boko Haram has impacted western schools located in Yobe State, in the North-Eastern region of Nigeria. The majority of respondents agreed that this score is rather high. This is due to the fact that the overall average of means was 3.008, ranking it third, with the associated standard deviations totaling 0.9254. According to the findings presented in the table 4.7 that can be found above, the majority of the respondents were in complete agreement that the Boko Haram insurgents' attacks on schools and the subsequent kidnapping of schoolchildren lead to the loss of teachers and other personnel, in addition to the destruction of infrastructure and teaching and learning materials. In addition, the results strongly agreed that Boko Haram have proven their anti-western education stand by expanding their attacks from the state and security forces to schools and other educational institutions as their primary targets. This was demonstrated by the fact that they expanded their attacks from schools to schools and other educational institutions. In a similar vein, the respondents were certain in their belief that educators, pupils, and other employees have been exposed to psychological trauma, which

has resulted in their being confined to their homes. It is also clear from the aforementioned findings that the respondents firmly agreed to all of the issues that were stated in the table, and this illustrates how Boko Haram's violence has badly impacted schools. The replies of the major interviewees and informants have been substantiated by this evidence. The replies of the participants on the qualitative items were based on the second purpose of this research, which was to determine how the violence caused by Boko Haram has impacted western schools in Yobe State, which is located in North-Eastern Nigeria. As a result, the researcher posed the following question to the key informants: "What has been your most significant encounter with school violence as a result of insurgency?"

"It is obvious and crystal clear to everybody that the violent destruction of schools and the abduction of school children's as well as the killing of teachers which means Boko Haram (Western Education is forbidden) to them, is aimed at expressing their objection to western education. This is the case because it is obvious and crystal clear to everybody." (Principal Source of Information, Head of School) 7 Another participant who was interviewed shared a similar sentiment, lamenting that: "Several lives of teachers have been lost and kidnapping of school children has become an order of the day, schools infrastructures and teaching materials have been destroyed indiscriminately, and the condition is so pathetic as a result of group terrorism such as Boko Harain, thereby making the school environment a dangerous place for learning" (Key informant, Head of School-repeated interview). In addition, a participant in an interview with the Basic Education Authority stated the following: "My brother as you are talking with me now, I have lost my sister who was kidnapped innocently from school and I don 't know whether she's alive or dead since February 25,2014 in Government College Buniyadidue to violence on school by Boko Haram terrorism. (Key informant, Staff YOSUBEB). 8" The findings from both the respondents' responses who filled in the questionnaires as well as the key interviewed informants revealed that the majority of the respondents found greater effects of the Boko Haram insurgency on schools and as a result have paralysed almost all western educational development in its ramifications due to constant attacks in Yobe State. This was discovered by looking at both the responses of the respondents who filled in the questionnaires as well as the key interviewed informants.

### **Descriptive Survey Showing The Perception Of The Respondents Responses On The Effects Of Boko Haram Violence On Standards Of Western Education**

Constant attack on schools have led to loss of trained teachers and head of schools who are either killed or prefer to run away from schools are insurmountable obstacles to teaching and learning	3.27	0.914	3	High
Frequent attack on schools by the insurgents has infrastructures destroyed and drastically reduced the schools attendance and enrolment	3.18	0.956	3	High
Boko Haram attacks are causing psycho-social effects on both teachers and students thus led to poor academic performance on pupils due to threat on schools environment	3.09	0.811	3	High
Education management and supervision of basic schools program do not conduct periodic inspections as most schools have been closed due to attack	3.19	0.939	3	High
Boko Haram insurgency has lead to poor funding of education while more funds are allocated to security	2.76	1.025	3	High
Average mean	2.46	0.929	3	High
Source: Field Survey, (2017)				

The third purpose of this research was to investigate the impact that Boko Haram's violence has had on the quality of western education in Yobe State, which is located in the north-

eastern part of Nigeria. According to the findings that were compiled in table 4.5 , which was provided earlier, insurgency has had a negative impact on the quality of western education in Yobe State. The respondents gave this a high rating, with an average mean of 2.46 and standard deviations of 0.929 respectively. There is a greater percentage of those who said that the teachers and school leaders in the most impacted regions of the state were either slain or chose not to go to work because they did not want to risk their lives going to school. This indicates that the vast majority of the instructors, heads of schools, and other people are presently displaced, and the loss of these individuals is having a negative impact on the education provided by western schools in the state. The results also show that a large number of respondents are in agreement with the statement that the destruction of school infrastructure has drastically decreased the availability of an access to western education for a large number of children, which has resulted in poor student performance due to the fact that learning occurs in an environment that is fraught with danger. More than that, the findings showed that the attacks on schools carried out by the insurgents have traumatised instructors, employees, and pupils, leading to a dread of attending schools out of concern that they may also be targeted. As a result, it is going to be tough for them to complete their work to the best possible levels. The research also brings up the possibility that teaching and learning processes cannot be adequately carried out in a school setting that is hazardous, given that the majority of education managers, schools supervisors/inspectors were unsafe in the state at the time of the study. This demonstrates that the managers and inspectors of the education schools programme in Yobe State are unable to carry out an inspection that is both effective and timely to determine the level of school standards in the state.

## CONCLUSION

The primary purpose of this research was to evaluate the impact that the Boko Haram insurgency has had on Western education in Yobe State, which is located in the Northeastern region of Nigeria. We can generally come to the conclusion, based on the findings of this study as well as those from other researchers who have done work in the past, that the return to democratic governance in Nigeria in 1999 resurrected a great number of ethnic sentiments and demands, some of which include Niger delta militancy, MOSSOB, and OPC, amongst others. This is a conclusion that we have reached based on the findings of this study as well as those from other researchers who have done work in the past The states of Jos plateau, Benue, and Taraba have been experiencing ongoing conflict between Fulani herders and local farmers. There have been ongoing land conflicts between different ethnic groups in the north-



central and north-east zone, as well as numerous other issues in the form of ethno religious crises. None of them have been as debilitating and destructive as the conflict that Boko Haram has been waging. Boko Haram poses a danger to peace and sustainable development on both a national and international scale. Since the Boko Haram insurgency began, peace has not been experienced in Nigeria, particularly in Yobe State, which is located in the north-eastern part of the country. In a manner that is only comparable to the civil war in Nigeria, these assaults have resulted in the destruction of the infrastructure of Basic schools as well as the loss of numerous lives, including those of students, instructors, and employees. Nigeria is facing a significant obstacle in the form of the Boko Haram insurgency, which has slowed down the country's capacity to accomplish the Sustainable Development Goals (SDGs), Education for All (EFA), and has also prevented Nigeria from achieving its vision for the year 2020.

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