

Effects of Boko Haram Insurgency on Basic Education in the Southern Part of Borno State of Nigeria

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Abstract

A place's level of educational development is determined by its society. The standard of education given determines a society's degree of political, economic, technological, religious, and cultural growth. The purpose of the study is to examine how the Boko Haram insurgency affects universal basic education (UBE) in the southern region of Borno State, which is affected by the insurgency in many ways. The researchers want to consider the mayhem of the rebellions on UBE. Forty-five basic schoolteachers, one from each of the nine local government units in the southern region of the state, made up the research sample. The research will pinpoint the difficulties the insurgency presents, explain its historical background, and set clear goals for progress. The study concept will be supported by a comprehensive evaluation of pertinent literature, and a comprehensive methodology will be used to collect data. The main methods for obtaining data from participants in nine local government regions will be questionnaires and interviews. Basic descriptive statistics will be used to evaluate the data to clearly illustrate the impact of the insurgency. Additionally, the study aims to provide practical suggestions to lessen the negative impacts of the insurgency on the advancement of education. To ensure the UBE program's sustainability and efficacy in areas affected by war, this study intends to help develop ideas for improving the program's functioning and resilience in the face of such obstacles.

Keywords: Boko Haram, basic education, educational resilience, insurgency, impact on education

INTRODUCTION

In the past, the current states of Borno and Yobe were part of the newly established Borno State in 1976. Nigeria was in a comparatively calm, cosmopolitan, and vibrant state before the onset of insurgency. The harmonious coexistence of the state's indigenous people and other Nigerians is made possible by the abundance of its natural and human resources. In 2009, Borno began experiencing the global phenomenon of insurgency [1]. This resulted in the horrific murders of defenseless Nigerians by the rebel organization Boko Haram. They have been upsetting the Borno State's educational system since 2009, which has severely impacted basic education. In addition to committing crimes, including kidnapping students and assaulting instructors at schools, the rebel group despises youngsters to go to school. The state's educational efforts were severely damaged. They have recently carried out suicide bombings of large shopping centers, movie theatres, and bus stops using young females. Furthermore, newer forms of senseless attacks have frequently involved the kidnapping of elderly people and schoolchildren.

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With a land mass area of 69,435 square kilometers and a location in the northeastern region of the country, the Borno State Government (BSG) claims that the state is the largest in Nigeria. In terms of education, the state serves as a hub for all its neighbors, both domestic and foreign, including the Republic of Niger, the southern region of Chad, and the northern region of Cameroun. The State

Basic Education Program in Nigeria has also helped many pupils from Adamawa, Gombe, and Yobe states. The “Kanuri,” a significant tribe in Borno State, make up the upper echelons of the state’s basic education administration. The Borno State’s workforce is primarily composed of farmers, fishermen, and herders, although they also send their children to primary education. Numerous senior secondary schools, elementary schools, educational institutes, polytechnics, and a traditional university known as the University of Maiduguri are located within the state.

Basic education is the type of education obtained from elementary school to junior secondary school, according to the Nigerian National Policy on Education. According to the Universal Basic Education Commission, basic education should aim to achieve the following goals:

1. Giving children who have dropped out of school scholarships through the basic education program.
2. Ascertain the appropriate level of literacy; life skills; manipulatives; and civic, moral, and ethical values necessary to provide the foundation for lifelong learning.
3. Develop fully realized citizens with a strong awareness of and dedication to education.
4. Provide free, universal basic education to all school-age Nigerians.
5. Reduce and drop out of the official school system by using more effective and pertinent courses.

In Nigerian society, the practice of transmitting knowledge from one generation to the next is known as universal basic education [2]. Its two main components are universal and basic education. The term “universal” describes a program intended for all societal groups, including the rich and the poor, those with physical impairments, and all of Borno State’s school dropouts. Obtaining the required skills, knowledge, and attitudes is referred to as basic education in a formal educational system. The purpose of this article is to examine the impact of the Borno State’s insurgency on universal basic education and to provide appropriate solutions for the issues that the state’s basic education system is now facing.

Background of Study

Since the inception of President Goodluck Jonathan’s government in Nigeria, security issues have become a source of contention, causing Boko Haram.

In favor of a rigorous commitment to Islam in its purest form, its philosophy urges the complete rejection of Western education, culture, and contemporary science. The ideology and objectives of the fundamentalist Islamic movement in Nigeria are embodied by Boko Haram. The Jama’atu Ahlis Sunna Lidda’awati wal-Jihad (those dedicated to the spread of the prophet’s teachings and Jihad) cult seeks to Islamize Nigeria using any method possible, regardless of human cost [3]. The horrific activities of this group were formerly limited to public buildings, churches, and security personnel in the northern states and the Federal Capital Territory. However, they have recently spread to schools, particularly to the northern Nigerian states of Borno, Yobe, and Adamawa.

The country’s present condition of insecurity has been aggravated by suspicions of cooperation between high-ranking security officials and the executive cabinet, with President Goodluck Jonathan publicly acknowledging that Boko Haram had infiltrated his administration.

The most recent spate of bombs has targeted elementary, secondary, and tertiary institutions, murdering and maiming students, teachers, and lecturers, while also burning down school buildings at whim, forcing many schools in the north to close, notably in the Borno, Yobe, and Adamawa states.

All Nigerians have been deeply concerned about the country’s trend of insecurity, particularly the activities of the militant Islamic group, Boko Haram. Significant political parties in the country have spoken about how to face the new security issues posed by the murderous Islamic sect. In light of this, this essay focuses on how the Boko Haram insurgency has negatively impacted the educational system, especially in the northern states of Borno, Yobe, and Adamawa. Some called for the group to be granted

amnesty, while others suggested working with international organizations and world leaders to eradicate terrorists from the nation.

STATEMENT OF PROBLEMS

Insurgent groups have assaulted several basic schools in Borno State, and others have been closed for two years, notably in the Baga communities in the state's north. The authors emphasized that insurgency should not be allowed to spread over any country, as it did in Nigeria through Borno State. The problem may be traced back to when the Boko Haram group used religion to create rules in a village without being noticed and then escalated it with violence to the state level, transforming it into an insurgent force that destroyed the state's peace. The authors suggested that this might have happened because of the then BSG's incompetence, acting as a warning to other African governments.

Additionally, prior to the insurgency, Borno State's basic education faced significant obstacles, such as a shortage of teaching and learning courses, teachers, and instructional resources [4]. This finding suggests that the state government does not adequately finance basic education. Many families are concerned about the lack of payment of teacher salaries, which has resulted in repeated strikes by basic school teachers. Furthermore, as the state is striving to solve current challenges, militants have emerged as a greater threat to the state, endangering many parents and school-aged children in Borno.

These circumstances prompted the researcher to conduct this investigation and offer substantiated responses regarding the influence of insurgency on Borno State's basic education. In addition to offering information for other countries wishing to assess the situation in Nigeria and steering clear of any pre-insurgency measures in their nation, the study's conclusions would be highly advantageous to Nigerian students in terms of the sociocultural value of education.

OBJECTIVES OF THE STUDY

This study aims to evaluate how the Boko Haram insurgency has affected the advancement of universal basic education in Borno. The objectives of this study are as follows:

- This study aimed to evaluate the impact of the Boko Haram bombing on students' academic performance.
- Determine the impact of federal government initiatives on improving student academic attainment.
- To underline the insurgency's impact on education in Borno State.
- Urging the government to solve the pressing issue in Borno State.

RESEARCH QUESTIONS

The research questions below were designed to steer and simplify the study to its fundamental relevance.

- Has the Boko Haram insurgency negatively impacted your pupils' academic performance?
- How free have your school's children and staff moved and functioned since the Boko Haram conflict began?
- Has the state established any schools since the start of the Boko Haram conflict?
- How has your school's population grown since the insurrection in the state?

LITERATURE REVIEW

This section reviews a few studies on the Boko Haram insurgency in Nigeria. A literature-based paradigm in "Boko Haram Insurgency and Democratic Consolidation in Nigeria" was used to examine the destructive impact of fundamentalist cults on the development of democratic norms in Nigeria [5]. However, the current study focuses not only on the impact of the Boko Haram insurgency but also on the larger Boko Haram problem. Abimbola and Adesote (2012) examine the Boko Haram insurgency as the latest instance of domestic terrorism in Nigeria in "Domestic Terrorism and Boko Haram Insurgency in Nigeria Issues and Trends: A Historical Discourse," while Adesoji (2010) examines the Boko Haram rebellion and Islamic revivalism in Nigeria [6, 7]. The present study is a continuation of

past efforts since the first concluded in 2012 and the second in 2010, and it will run until July 2015. Usman (2015) explored the relationship between poverty and the growth of Boko Haram in Northern Nigeria, whereas Sule et al. (2018) contrasted the Maitatsine and Boko Haram crises as expressions of Islamic extremism and sectarian violence in Nigeria [8, 9]. This study builds on earlier studies of the Boko Haram insurgency in Nigeria.

The Origin of the Boko Haram Insurgency in Nigeria

Boko Haram is an insurgent group comprised of rebels and anarchists, posing as religious fanatics. Boko Haram, also known as Jama'atu Ahlus-Sunnah Lidda Awati Wal-Jihad, is an insurgent group that causes a great deal of instability in Borno State, particularly in the northern and southern regions. Founded in 2001 in 'Maiduguri,' the capital of Borno State, Ustaz Mohammed Yusuf started the gang. According to Hausa, the term "Boko Haram" means "Western education is forbidden [10]."

The Hausa word "Boko" denotes "Western education," but "Haram" means "forbidden" in Arabic. Boko Haram despises both Western and Western culture. This is due to incorrect programming and ideas. The Boko Haram group wants the Sharia rule to be applied throughout the country, which the Nigerian government may find difficult to accept. They wore that they would prefer a separate Islamic state created in Nigeria so that they could freely practice their beliefs. In 2009, they began to attack police stations and burnt schools in Borno. The Federal Government of Nigeria considered these requests inappropriate and a threat to national peace in the country; the government swiftly dispatched the Nigerian Police to the conflict region. Certainly, to evict the organization from its distant location, the commander of the Boko Haram group was apprehended and ultimately died in custody in 2009.

METHODOLOGY

The research design used in this study was a survey. The targeted population of the study was the selected State Universal Basic Education teaching staff of all the local government areas of the southern part of Borno State. The study consisted of a sample of 1980 teachers, drawn from a total population of 200 teaching staff. The questionnaire was the main research tool used to gather pertinent data for this investigation. The questionnaire items were divided into four sub-sections. Four questions were drawn from each sub-section (factor), for a total of 16 items. It was expected that responders would strongly check the relevant responses. Strongly Disagree (SD), disagree (D), agree (SA), agree (A), or undecided (UD). In presenting the questionnaire to the respondents, a direct contact approach was adopted, thus enabling the researcher to personally assist the staff in filling in the questionnaire forms while explaining to them the purpose and significance of the study. All completed questionnaire forms were collected and analyzed to determine the difference in responses between the nine local governments selected using simple descriptive statistics that involved the use of simple percentages. This value was calculated using the following formula:

$$\text{Percentage} = \frac{\text{Obtained response}}{\text{Total response}} \times 100.$$

Based on the method of analysis, the option with the highest percentage of respondents was regarded as the majority decision, whereas the option with a low percentage was regarded as the minority decision.

Research Design

Research design is the structure of an inquiry aimed at identifying variables and their relationships; it is used to acquire data that allows the investigator to test a hypothesis or answer a research question by giving a procedural plan for doing research. As a result, it is an outline or system that might help a researcher produce data for his study. Consequently, the data for this study were collected using a descriptive survey approach, as shown in Tables 1–5. It was utilized to gather public opinion via a questionnaire to determine the impact of the Boko Haram rebellion on student academic success in selected schools in Borno's southern region, as shown in Tables 6–9.

Table 1. Shows school samples and the total number of respondents in Askira/Uba.

S.N.	School	No. of respondent	Total
1.	Askira central JSS	5	5
2.	Chul JSS	4	4
3.	Uba Central JSS	6	6
4.	Lassa Central JSS	6	6
5.	Uvu JSS	6	6
<i>Total</i>	5	27	27

Table 2. Shows school samples and the total number of respondents in Bayo.

S.N.	School	No. of respondent	Total
1.	Brihyel JSS	5	5
2.	Dali JSS	4	4
3.	Jauro Garga JSS	4	4
4.	Wuyo JSS	6	6
<i>Total</i>	4	19	19

Table 3. Shows school samples and the total number of respondents in Biu.

S.N.	School	No. of respondent	Total
1.	Biu Central JSS	5	5
2.	Tum JSS	4	4
3.	Yamarkumi JSS	4	4
4.	Mirnga JSS	4	4
5.	Buratai JSS	4	4
<i>Total</i>	5	23	23

Table 4. Shows school samples and the total number of respondents in Chibok.

S.N.	School	No. of respondent	Total
1.	Chibok JSS	5	5
2.	Mbalala JSS	4	4
3.	Pemi JSS	4	4
4.	Kople JSS	5	5
5.	Chibok Likami JSS	3	3
<i>Total</i>	5	21	21

Table 5. Shows school samples and the total number of respondents in Damboa.

S.N.	School	No. of respondent	Total
1.	Abulam JSS	5	5
2.	Ajigin JSS	4	4
3.	Azir JSS	4	4
4.	Baale JSS	6	6
5.	UBE Islamiyya JSS	5	5
<i>Total</i>	5	24	24

Table 6. Shows school samples and the total number of respondents in Gwoza.

S.N.	School	No. of respondent	Total
1.	Gwoza JSS	5	5
2.	Hambagda JSS	4	4
3.	Pulka JSS	4	4
4.	Gadamayo JSS	6	6
5.	Limankara JSS	4	4
<i>Total</i>	5	23	23

Table 7. Shows school samples and the total number of respondents in Hawul.

S.N.	School	No. of respondent	Total
1.	Marama JSS	4	4
2.	Kwaya-Bura JSS	4	4
3.	Shaffer JSS	4	4
4.	Yimirshika JSS	4	4
5.	Azare JSS	5	5
<i>Total</i>	5	19	19

Table 8. Shows school samples and the total number of respondents in Kwaya-Kusar.

S.N.	School	No. of respondent	Total
1.	Kwaya-Kusar JSS	6	6
2.	Jafi JSS	4	4
3.	Yimirdalang JSS	4	4
4.	Wandali JSS	5	5
5.	Gusi Pessingo JSS	4	4
<i>Total</i>	5	23	23

Table 9. Shows school samples and the total number of respondents in Shani.

S.N.	School	No. of respondent	Total
1.	Shani JSS	5	5
2.	Kubo JSS	4	4
3.	Wuro Jam JSS	4	4
4.	Walama JSS	4	4
5.	Bargu JSS	4	4
<i>Total</i>	5	20	20

Procedure for Instrument Development

To develop an instrument for data collection, certain processes were carefully followed. First, the researcher read widely and consulted relevant literature related to the effect of the Boko Haram uprising on students' academic achievement in some parts of southern Borno State, and had discussions with some students, teachers, principals, and parents within the area of study.

Method of Data Analysis

The goal of data analysis was to prepare raw data for statistical interpretation and visualization. A straightforward percentage analysis was used to examine the issues in the study. The use of percentages is advantageous in highlighting the situation under investigation because percentages can make it easier

to see at a glance whether the Boko Haram uprising affects students, teachers, parents, and society at large. Responses were therefore treated as part of a whole, which is of course 100, and is calculated to arrive at the percentage using the formula.

$$\frac{NR}{TR} \times 100\% \quad (1)$$

Where,

NR = Number of respondents for each data cell.

TR = Total number of respondents.

100 = the percentage (%).

While the hypotheses were tested using chi-square test statistics at a significance level of 0.05, the formula is given as

$$X^2 = \frac{\sum(f_o - f_e)^2}{f_e} \quad (2)$$

Where,

X^2 = Chi-square

f_o = Observe frequencies

f_e = expected frequency.

$\sum$ = summation

The null hypothesis is rejected or accepted by comparing the chi-square value obtained with the contingency value. If the value is greater than the table value, the hypothesis is rejected, but if it is less or equal, the hypothesis is accepted. The degree of freedom which is referred to as “df” is also needed in other to locate at what level to calculate frequency the formula is giving as follows:

$$df = (R-1) (C-1) \quad (3)$$

df = degree of freedom

R = number of rows

C = number of columns

Ethical Considerations

Because of the sensitivity of the information received from parents and teachers, as well as the documentary analysis, the researcher ensured that everything was treated with care and kept confidential. In the questionnaire, the researcher did not mention asking the respondents for their names. Furthermore, the researcher did not coerce or persuade respondents to share information.

DATA ANALYSIS AND RESULT

This article includes an analysis of the data obtained as well as a discussion of the findings concerning the study’s broad questions and hypotheses. The results of the returned questionnaires were collated and evaluated as follows.

Table 10 shows that 54.5% of the respondents were males while 45.5% of the respondents were females. Table 11 shows that most of the respondents were between the ages of 40 and above, constituting 54.5% of the respondents respectively.

Table 10. Distribution of respondents according to gender.

Gender	No. of respondents	Percentage
Male	109	54.5%
Female	91	45.5%
Total	200	100%

Table 11. Shows the age distribution of respondents and the percentage of students.

Age	No. of respondent	Percentage
15–20	12	6%
21–30	23	11.5%
31–40	56	28%
40 and above	109	54.5%
Total	200	100%

Table 12. Boko Haram uprising affects students' academic achievements.

S.N.	Items	Agree		Disagree	
		F	%	F	%
1.	Thousands of children have had their schooling disrupted due to school closures because of attacks.	200	100%	0	0%
2.	Students usually perform poorly in academics in an insecure area.	164	82%	36	18%
3.	There are many numbers of teachers leaving their jobs due to the Boko Haram uprising.	160	80%	40	20%
4.	Students and teachers are likely to be kidnapped when there is an attack on their schools.	168	84%	32	16%
5.	Schools were closed many times in southern due to insurgency.	184	92%	16	8%
7.	Students have dropped out of school because of fear of being attacked by Boko Haram.	151	75.5%	49	24%
8.	Teachers may seek to be transferred from insecure areas.	144	72%	56	28%
9.	Relocation of students to a strange environment is necessary if attacked by Boko Haram.	175	87.5%	25	12.5%

Table 13. Causes the Boko Haram insurgency in basic education in the southern part of the state.

S.N.	Items	Agree		Disagree	
		F	%	F	%
1.	The unfavorable state of the economy gives room for the emergence of Boko Haram.	132	66%	68	34%
2.	Boko Haram sect has external links with wider terrorist groups where they have adequate internal and external support for their continuity.	116	58%	84	42%
3.	Ignorance of the true teaching of the Islamic religion caused Boko Haram.	148	74%	52	26%
4.	Boko Haram comes because of corruption in schools and public administration.	168	84%	32	16%

Table 12 indicates that 200 respondents (100%) agree with item 1 of the questionnaire, 164 (82%) agree with item 2, 36 (18%) disagree with it, 160 (80%) agree with item 3, 40 (20%) disagree, 168 (84%) agree with item 4, 32 (18%) disagree, 184 (92%) agree, 16 (8%) disagree with item 5, 151 (75.5%) agree with item 7, and 49 (24.5%) disagree. Likewise, item 8 in Table 12 indicates that 144 respondents (72%) agreed that 56 respondents (28%) disagreed, and 175 respondents (87.5%) agreed with the statement of item 10 in the above Table 13, whereas 25 respondents (12.5%) disagreed with the item.

According to Table 12, the Boko Haram rebellion has had a significant impact on pupils' academic results, since the majority of respondents stated that thousands of children's schools had been disrupted, they performed poorly, their schools were closed many times, some students relocated, other teachers left their jobs, and several people were abducted as a result of the Boko Haram uprising.

Table 13 shows that 132 respondents representing 66% agree with item 1 of the questionnaire whereas 68 respondents representing 34% disagree with the statement of item 10, item 2 carries 116 respondents representing 58% answered agreed to it while 84 respondents consisting 42% disagree to it, 148 respondent representing 74% agreed to item 3 while 52 respondents representing 26%

respondents disagree, and 168 respondents representing 84% agreed to item 4 while 32 respondents representing 16% disagree.

The unfavorable state of the economy, ignorance of the true teaching of religion, Boko Haram sect's external link with the wider terrorist group where they have adequate internal and external support, and corruption in school and public administration caused the Boko Haram uprising. As can be observed, it constitutes a higher percentage than disagreement in Table 13.

Similarly, Orogun (2010) emphasized that in Nigeria, marginalization and unequal distribution or deployment of resources prompted certain radicalized intellectuals to preach against the government and democratic environment, giving rise to the current Boko Haram conflict [11].

Table 14 posits that a higher number of the respondents agreed with the statements of items 1, 2, 3, and 4 as against disagreed. This means a Military offensive on the insurgents and sometimes dialogue is necessary to rebuild or repair schools, replace lost staff, and replenish instructional supplies and furnishings, Security of schools and teachers should intensify before efficient and effective students' academic achievement can be realized.

As shown in Table 14, 156 respondents (78%) agreed with item 1 of the questionnaire, 44 respondents (22%) disagreed with the statement, 160 respondents (80%) agreed with item 2, 40 respondents (20%) disagreed, 120 respondents (60%) agreed with item 3, 80 respondents (40%) disagreed, 196 respondents (98%) agreed with statement 4 of the questionnaire, and only 4 respondents (2%) disagreed with the statement.

According to the respondents, to effectively end this insurgency, the government needs to raise the calibration of its security forces by equipping them with cutting-edge weapons and ballistics that would allow them to match Boko Haram's superior weaponry. Additionally, incentives must be properly set up to keep the operatives' fighting spirit high. Some people still hope that discussion is the only practical means of ending this insurgency. As some of these insurgents base their arguments on the negative consequences of leadership that are prevalent in society, some respondents, on the other hand, pointed out that the solution must be approached from the ground up by improving the general conditions of the populace, creating job opportunities, and reducing corruption and injustice.

Table 15 shows that 159 respondents (79.5%) agreed with item 1 of the questionnaire, 41 respondents (20.5%) disagreed with the statement, and item 2 constitutes 176 respondents (88%) agreed with the statement, 34 respondents (12%) disagreed with the statement, 172 respondents (86%) agreed with item 3, and 28 respondents (14%) disagreed. Finally, 184 respondents (92%) agreed with statement 4 on the survey, with 16 respondents (8%) disagreeing.

Table 14. Ways of ensuring efficient and effective students' academic achievements.

S.N.	Items	Agree		Disagree	
		F	%	F	%
1.	Military offensive on the insurgents and sometimes dialogue can address the Boko Haram uprising in southern Nigeria at large.	156	78%	44	22%
2.	Schools must be repaired or rebuilt, furniture and teaching materials restocked and lost personnel replaced for effective and efficient students' Academic Achievement.	160	80%	40	20%
3.	Employment opportunities reduce corruption, and injustice and can help stop Boko Haram.	120	60%	80	40%
4.	The security of schools and teachers should be intensified for smooth school administration.	196	98%	4	2%

Table 15. How Boko Haram assaults affected education in southern Borno State.

S.N.	Items	Agree		Disagree	
		F	%	F	%
1.	The education sector suffers significant expenditure as a result of targeted attacks on it during times of conflict, which results in inadequate funding.	159	79%	41	21%
12.	Access to high-quality education is hampered by Boko Haram's intentional threats to students, faculty, academic institutions, and educational facilities.	176	88%	34	12%
3.	One of the reasons given by parents for not enrolling their children was their concern for their safety during the commute to school.	172	86%	28	14%
4.	Infrastructures are destroyed whenever Boko Haram attacks an institution.	184	92%	16	8%

It also revealed that not only in some areas of Borno State, Nigeria is confronted with security challenges, but all phases of Nigerian states and institutions at large. Boko Haram has murderous campaigns against security, government institutions, religious clerics, and members of the public.

Hypothesis Testing

Hypothesis One

- *H01*: There is no significant relationship between the Boko Haram insurrection and students' academic achievements in some parts of southern Borno.
- *Decision*: Reject H_0 if $X^2_{\text{calculated}} > X^2_{\text{tabulated}}$.
- *Using the critical value approach*, as shown in Table 16, since the calculated $X^2_{\text{calculated}}$ (84.782) is greater than the $X^2_{\text{tabulated}}$ (12.592), the null hypothesis claimed that there was no meaningful connection between the Boko Haram insurgency and the scholastic performance of schoolchildren in Borno State's southern region.
- *Conclusion*: Since $X^2_{\text{calculated}}$ (84.782) is greater than $X^2_{\text{tabulated}}$ (12.592), the alternative hypothesis is that the Boko Haram uprising affects students' academic achievements in some parts of southern Borno State.

Hypothesis Two

- *H02*: There is no significant relationship between students' enrolment and the Boko Haram uprising in basic education in Southern Borno State.
- *Decision*: Reject H_0 if $X^2_{\text{calculated}} > X^2_{\text{tabulated}}$.
- Table 17 shows there is a significant relationship between students' enrolment and the Boko Haram uprising in the southern Area of Borno State. Since $X^2_{\text{calculated}}$ (28.972) is greater than $X^2_{\text{tabulated}}$ (5.991) and therefore the alternative hypothesis was accepted, and null was rejected. This hypothesis was tested with items.

Hypothesis Three

- *H03*: There is no significant relationship between the Boko Haram uprising and school administration in the southern Area of Borno State and Nigeria at large.
- *Decision*: Reject H_0 if $X^2_{\text{calculated}} > X^2_{\text{tabulated}}$.
- *Using the critical value approach*, Table 18 indicates that there is a significant relationship between the Boko Haram uprising and the school administration in the southern Area of Borno State and Nigeria. Because the calculated $X^2_{\text{calculated}}$ (102.663) is greater than the $X^2_{\text{tabulated}}$ (5.991), the null hypothesis, which maintained that there was no meaningful connection between the Boko Haram insurgency and the scholastic performance of schoolchildren in Borno State's southern region, was disproved.

Hypothesis Four

- *H04*: There is no relationship between school facilities and the ongoing Boko Haram attacks on education in the southern Area of Borno State.
- *Decision*: Reject H_0 if $X^2_{\text{calculated}} > X^2_{\text{tabulated}}$.

Table 16. Chi-square analysis of Boko Haram's impact on students' academic achievement in southern Borno State.

Variable	N	Mean	SD	DF	X ² _{Cal}	X ² _{Tab}	P-value
Agreed	7	169.4286	19.12988	6	84.782	12.592	0.000
Disagreed	7	30.5714					

Table 17. Chi-square analysis of the impact of the Boko Haram insurgency on students' enrolment in Southern Borno State.

Variable	N	Mean	SD	DF	X ² _{Cal}	X ² _{Tab}	P-value
Agreed	3	182.67	15.14	2	28.972	5.991	0.000
Disagreed	3	17.33					

Table 18. Chi-square analysis of the impact of the Boko Haram uprising on school administration in Southern Borno State and Nigeria

Variable	N	Mean	SD	DF	X ² _{Cal}	X ² _{Tab}	P-value
Agreed	3	151.0	43.6	2	102.663	5.991	0.000
Disagreed	3	49.0					

Table 19. Chi-square an analysis of the impact of school facilities on Boko Haram's attacks on education in southern Borno State.

Variable	N	Mean	SD	DF	X ² _{Cal}	X ² _{Tab}	P-value
Agreed	3	156.00	6.93	2	8.642	5.991	0.013
Disagreed	3	32.00					

- Using the critical value approach, Table 19 shows that the calculated $X^2_{\text{calculated}}$ (8.642) is greater than the $X^2_{\text{tabulated}}$ (5.991) null hypothesis, which suggests that there is no relationship between school facilities and the ongoing Boko Haram attacks on basic education in the southern Area of Borno State.
- Conclusion: Because $X^2_{\text{calculated}}$ (8.642) is greater than $X^2_{\text{tabulated}}$ (5.991), the alternative hypothesis is accepted. The Boko Haram uprising affected school facilities and education in the Southern Area of Borno State.

DISCUSSIONS

Hypothesis One

Data analyses showed a strong correlation between the academic performance of pupils in the southern region of the state and the Boko Haram insurgency. Students' academic performance is crucial to their academic development in the southern region of Nigeria's Borno State. The rate of academic success among students in schools may be affected by security crises. The academic performance of pupils in the southern region of Nigeria's Borno State is significantly correlated with the Boko Haram insurgency after an insurrection. "Any society characterized by any form of violence will not be conducive for any social interaction in the form of teaching and learning [12]."

Hypothesis Two

In southern Borno State, there is a strong correlation between the Boko Haram insurgency and student enrolment in basic education. Data analyses showed that the Boko Haram attack limited the number of pupils who could enroll. Their assault transcends national lines. Northern Nigeria has a low rate of school enrolment. Survivors of Boko Haram attacks, regardless of age, sex, or nationality, frequently fear remaining in such areas and may be reluctant to send their children to school, particularly if they are unsure of the security measures in place [13]. However, this explains why there is a substantial association between student enrolment and the Boko Haram revolt on basic education in the southern region of Borno State.

The results showed that elementary and secondary schools may have different rates of school attendance. Parents frequently advise and steer school-aged primary children. When there is a security issue, parents will safeguard their children by keeping them indoors, if feasible, and out of school for the duration of the incident, until the government implements proper security measures. Even though Oladunjoye and Omemu (2013) argued that secondary school students have minimal choice to choose whether or not to attend school, some may risk going to school during such an incident, while others may remain away for an extended period [14]. Tertiary school students are guided by a uniform academic calendar, such that the National Youth Service Corps period is uniform for all tertiary institutions in Nigeria. Therefore, students risk going to school regardless of the security situation, even though the federal government frequently beefs up security on campuses to ensure that the academic calendar is not disrupted. Boko Haram has given a devastating blow to enrolment in northern Nigerian schools. Parents and students live with constant fear of assaults, which may have a direct impact on school attendance.

Hypothesis Three

There is a significant relationship between the Boko Haram uprising and school administration in the southern Area of Borno State and Nigeria, as shown by the data analysis. The administration does not take place in a vacuum, and it requires a conducive working environment and compliance; however, it is quite unfortunate that an uprising caused by the sect denies a chance for this atmosphere.

Hypothesis Four

Data research shows a strong correlation between school facilities and continuous attacks on basic education by Boko Haram in the southern region of Borno State. This is because workers may put off fixing the damage caused by assaults, doing routine maintenance, and investing in education. After all, they are afraid of retaliation or do not dare risk rebuilding or restoring a school that has already been targeted. On the other hand, the government might not venture to build schools out of concern that the funds would be squandered if the assaults recur.

Olaniyan (2015) Insurgents from the Boko Haram bomb and shooting schools, destroying buildings that were initially woefully insufficient because of low government funding [15]. This foretells the dire repercussions for efficient instruction and learning, which are impeded by inadequate educational facilities. In the north, a school dormitory was doused with gasoline and set on fire [16]. This indicates that, when a cult attacks a school, the entire facility is destroyed.

Boko Haram militants destroyed school buildings, equipment, supplies, books, and furniture by setting them on fire [17]. These aspects of education make it possible for instruction to be far more successful than without them. This has an impact on education, as the infrastructure at the primary, secondary, and postsecondary levels of the Nigerian school system is already lacking and in poor condition. "Everything in the school system is in short supply, except for the students themselves" [18]. This suggests that the pupils' academic progress is in jeopardy. Boko Haram rebels have become so sophisticated that Nigerians must declare war on Boko Haram and unite with other nations to confront this terrorism in the country. Recognizing exceptional students' academic achievements.

CONCLUSION

This study demonstrates how the Boko Haram insurgency harmed basic education in southern Borno, Nigeria. It lists a number of obstacles that impact pupils' academic achievement, including teacher displacement, school closures, parental anxiety, and building deterioration. Students and teachers have been traumatized by insurgency for a long time, especially in northern Nigeria. The study concludes that rapid national action is required to address the persistent danger posed by Boko Haram and its detrimental consequences on education.

Therefore, one may conclude that a calm environment is the only way for students to perform well. As a result of the significant tactics required to counter the threat posed by the Boko Haram rebels in

Nigeria, their actions are detrimental to education. Therefore, the impact of the Boko Haram insurgency on the academic performance of children in southern Nigeria and other regions should be a concern for Nigerians and the government. Therefore, to increase education investment and the country's progress, significant methods must be implemented to improve the situation.

This study examined the security issues of the Nigerian government and how they affected academic performance. Therefore, this requires further attention. Rapt attention, not simply urgent attention This is the case since Nigeria's security issues are endangering both the country's stability and its education system. "The days of making excuses and taking shortcuts are long gone." However, "if they realize what true governance is, this current leadership can help avert disaster."

Recommendations

Along with other criminal vices, Boko Haram has had a detrimental effect on society to the point that people are afraid, which has decreased the academic performance, growth, and development of pupils in the southern part of Borno State, Nigeria. The government must address this threat primarily by preventing the Boko Haram group from receiving funding, training, or weapons and, above all, by providing proper human security measures. To quell the Boko Haram insurgency in the southern region of the state, the following suggestions are made.

- Redeploying instructors and taking the necessary precautions to protect their safety will provide access to high-quality education in the southern region.
- Instead of a total overhaul, Nigerian security institutions, particularly intelligence services, should be retrained in advanced and aggressive methods to reestablish security.
- Therefore, to stop these attacks on schools, the study suggests a workable reorientation on the part of Muslim radicals who have taken it upon themselves to view Western education as a sin.
- Since young people are easily recruited, the government must seriously consider youth employment. Reducing unemployment would prevent organizations such as Boko Haram from recruiting young people to their ranks.
- There should be protection at every school in Borno State, Nigeria, in both the northern and southern areas of the state.
- To improve the quality of education, the government must not only provide financial assistance to the educational system but also provide cultural and political education and orientation programs that aim to uphold democratic principles.

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