

The effect of boko haram activities on educational development in Madagali local government area of Adamawa State

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Abstract

The study is titled "the effect of Boko Haram activities on educational development in Madagali Local Government Area". The objectives of the study are; to assess the destructive activities of Boko Haram in Madagali LGA and to examine the socio-economic implications of the death of education in Madagali LGA. Questionnaire was used to collect the data from a convenience sample of 100 persons in the study area (Madagali LGA). Linear Probability and logistic regression technique was used. This study reveals that there is a weak negative correlation between educational development and abducted female students, and between educational development and destruction of school facilities. The study recommends that schools that are destroyed by Boko Haram should be rebuilt and scholarship should be provided to motivate and encourage students go back to school. It also recommends that welfares should be provided to improve the lives of the rural communities in the form social amenities. Government should take measures to curb the problems of Boko Haram by providing security in the area.

Keywords: Madagali LGA, boko haram, education, development, correlation, logit regression

Introduction

Nigeria is a multi-ethnic and a multi-religious state with a population of over 160 million people cutting across the divides of ethnicity and religious beliefs. Comprising 36 states, a federal capital territory (FCT) and 774 local government councils, it is a complex, multi-religious and multi-ethnic nation state according to (Oyeniyi 2012) ^[18]. The complexity of Nigeria as a nation state is centred on its political formation, economic, social and religious inclinations. As a nation state, the country since independence has experienced several ethnic and religious crisis of various degrees and magnitude (Gilbert, 2013). Grappling with such political and economically motivated crises, successive administrations in Nigeria have been criticized by either the Muslim or Christian faithfuls when they are not favoured.

The current Boko Haram insurgency in the North-east geopolitical zone of Nigeria that originally took the form of sectarian religious violence has escalated into terrorist activities with international linkages and affiliations making it a relatively difficult nut for the Nigerian government to crack (Gilbert, 2014) ^[18]. Consequently, Nigeria has not known peace for about six years now. The emergence of the fundamentalist Islamic sect, has led to the flight for safety and security of most Nigerians residing in the North East. Since the commencement of the terrorist operations of the sect, they have adopted several methods to unleash terror on the people. And most states of Northern Nigeria have experienced their dastardly activities, but the worst hit have been Adamawa, Bauchi, Bornu, FCT (Abuja), Kaduna, Kano, Plateau and Yobe (Nwakaudu, 2012) ^[14].

Nigeria has witnessed harsh and severe confrontation and massive assault from terrorist groups which is obviously

the most blood-thirsty and destructive, both in term of demonic brutality, mindless savagery and flagrant disobedience to the principles of peace and stability. Nigeria has witnessed insurgency from this terrorist group called Boko Haram from 2009. They unleash terror and fear in the minds of every Nigeria which witnessed wanton destruction of government properties, bombing of churches, Mosques and other public places, assassination of prominent individuals, burning of schools occasioned by sporadic shooting of innocent citizens.

Boko Haram is a terrorist organization with its roots in northeastern Nigeria, linked to insurgency stemming from north Cameroon, Chad and Niger Republic. It is a Hausa name which translates roughly as "Western education is forbidden", while the real Arabic name translates as "The Congregation of the People of Tradition for Proselytism and Jihad".

After its founding by the late Mohammed Yusuf, Boko Haram's increasing radicalization led to a violent uprising which its leader was summarily executed. Its unexpected resurgence, following a mass prison break in September 2010, was accompanied by increasingly sophisticated attacks, initially against soft targets, and progressing in 2011 to include suicide bombings of police buildings and the United Nations office in Abuja. The government's establishment of a state of emergency at the beginning of 2012, extended in the following year to cover the entire northeast of Nigeria, led to an increase in both security force abuses and militant attacks.

On 22 May 2014 Boko Haram was officially declared a terrorist group affiliated to Al-Qaeda and Al-Qaeda in the Islamic Maghreb by the United Nations Security Council. International sanctions including asset freeze, travel ban and arms embargo were imposed against the Islamist extremist group.

2.3 million People have been displaced by the conflict since May 2013. 250,000 have left Nigeria and fled into Cameroon, Chad or Niger. Boko Haram has killed more than 17,000 people since 2009, and estimate of over 10,000 were killed in 2014. The group has carried out mass abductions including the kidnapping of 276 schoolgirls from Chibok in April 2014. Corruption in the security services and human rights abuses committed by them has hampered efforts to counter the unrest.

Despite all the security measures undertaken by the country since the inception of the sect, violent attacks have escalated in terms of both frequency and intensity. The focus of this research therefore, is to study the effect of Boko Haram activities on educational development in Madagali Local Government Area of Adamawa State.

Attendance to school is dependent on the encouragement from parents, readiness of the child, provision of school materials, distance to school and above all the security of the child. Boko Haram has become a threat to most parents and pupils/students in Madagali Local Government Area. There are series of cases of bombing and burning of schools, churches and houses in Madagali LGA, for instance the Minor Seminary School Shuwa.

It is not news that Boko Haram abducted more than 200 school girls in Northern Nigeria. Boko Haram evil activities have forced the educators as well as so many children in the northern part of the country out of school. Because of the security challenges, many children from Borno, Yobe and Adamawa do not go to school again, etc. This is a disaster not only to the affected states but Nigeria at large. It is on the sad note that most secondary schools in Borno state where those 200 girls were kidnapped have closed. Statistics reveals that over 14 schools have been burnt down in Maiduguri the state capital of Borno state of Nigeria forcing over 7,000 children out of schools (European Center for Research and Development, 2013) ^[6].

Although the on-going terrorism of Boko Haram in northern Nigeria has elicited numerous publications such as, Adesoji (2010) ^[2]; Isa (2010); Umar (2011) ^[21]; Onuoha (2012); Agbibo and Maiangwa (2013), there is yet to be a more constructive analysis that adequately accounts for the effect of the activities of Boko Haram on educational development of Madagali Local Government Area of Adamawa State. This paper is arguably the first systematic attempt to draw on the effect of the activities of Boko Haram on educational development in Adamawa in general and Madagali in particular.

The main objective of this study is to investigate the effect of the activities of Boko Haram on educational development of Madagali Local Government Area of Adamawa State.

Considering the fact that Boko Haram activities has been a major obstacle to educational development in Madagali LGA and that government has put in place different security measures to eradicate Boko Haram, but the incidence continue to linger. Therefore, this study is very significant to the government based on the fact that it aims at determining the basic measures to be under taken in order to enhance educational development in Madagali LGA.

The study is significant to other states facing similar

cases of the activities of the sect, to know the possible problems dwindling academic development and taking appropriate measures to eradicate Boko Haram activities in their own regions. The study will as well be significant to the populace as the recommendations of this research will be channeled towards enriching effective educational development. Many studies have been conducted in relation to this study. But most if not all did not conduct research on the effect of Boko Haram activities on education performance in Madagali local government area of Adamawa State. This is what makes this study to be unique from other studies. Lastly the study shall be significant to other researchers in the field as it will serve as a point of reference to them.

Following this introduction, the study is organized as follows: section two deals with the literature review and review of empirical studies; section three is the methodology which contains sources and methods of data collection, description of the study area, model specification, and techniques of analysis; section four contains analysis and discussion of results; while section five is the summary of the findings, conclusion and recommendations.

Literature Review and Empirical Studies

The sect was founded in 2002 by the late Mohammed Yusuf who was captured and executed by Nigerian security forces in 2009. Until the government clamped down on the sect's activities in 2009, the operations conducted by the sect were more or less peaceful. Since Abubakar Shekau, a former deputy to Yusuf's era, violent attacks have escalated in terms of both frequency and intensity.

It is a militant Islamist movement based in the north-east Nigeria, who are pressing to forcefully establish an Islamic state against the Federal Republic of Nigeria. Boko Haram has received funds and training from Al-Qaida in the Islamic Maghreb. Membership has consistently and continuously been increasing on daily basis in spite of the high rate of death recorded with the confrontation from Nigerian Army. Though, Nigerian army has equally lost some gallant soldiers who the Boko Haram has severally ambushed.

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The authors classified Boko Haram as a group of persons who are terrorists. Terrorism is a great obstacle in our economic prosperity, political stability, geo-strategic sustainability, energy security and for education as well. Rise of terrorism is self-generated threat of Nigerian due to its weak policies, corruption and political instability. Terrorism is an art of demanding its own prescribed rules from any government and authority as in the case of some local government areas captured by Boko Haram in Adamawa State where they have introduced Sharia laws. Education is the process of facilitating learning. Knowledge, skills, values, beliefs, and habits of a group of people being transferred to other people, through

storytelling, discussion, teaching, training, or research. Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning. Autodidacticism or self-education is the act of learning about a subject or subjects in which one has had little to no formal education. "In its broadest meaning, self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes." (Knowles, 1975, p. 18). Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Education is commonly and formally divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship. The methodology of teaching is called pedagogy. Pedagogy (etymology and pronunciation) is the discipline that deals with the theory and practice of education; it thus concerns the study and practice of how best to teach. Its aims range from the general (full development of the human being via liberal education) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).

A right to education has been recognized by some governments. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes the right of everyone to an education. Although education is compulsory in most places up to a certain age, attendance at school often isn't, and a minority of parents choose home-schooling, sometimes with the assistance of modern electronic educational technology (also called e-learning). Education can take place in formal or informal settings.

Formal education occurs in a structured environment whose explicit purpose is teaching students. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject. Most school systems are designed around a set of values or ideals that govern all educational choices in that system. Such choices include curriculum, physical classroom design, student-teacher interactions, methods of assessment, class size, educational activities, and more.

Informal learning is one of three forms of learning defined by the Organization for Economic Co-operation and Development (OECD). Informal learning occurs in a variety of places, such as at home, work, and through daily interactions and shared relationships among members of society. For many learners this includes language acquisition, cultural norms and manners. Informal learning for young people is an ongoing process that also occurs in a variety of places, such as out of school time, in youth programs at community centers and media labs.

Informal learning usually takes place outside educational establishments, does not follow a specified curriculum and may originate accidentally, sporadically, in

association with certain occasions, from changing practical requirements. It is not necessarily planned to be pedagogically conscious, systematic and according to subjects, but rather unconsciously incidental, holistically problem-related, and related to situation management and fitness for life. It is experienced directly in its "natural" function of everyday life and is often spontaneous.

The concept of 'education through recreation' was applied to childhood development in the 19th century. In the early 20th century, the concept was broadened to include young adults but the emphasis was on physical activities. Jacks L.P (1932), also an early proponent of lifelong learning, described education through recreation. Education through recreation is the opportunity to learn in a seamless fashion through all of life's activities. The concept has been revived by the University of Western Ontario to teach anatomy to medical students.

Review of Theoretical Literature

The Poverty Theory can be used to explain one of the main causes of Boko Haram insurgency in Madgali LGA. According to Liolio (2013), the successful recruitment of the people into the group depend on the nature of the economic and poverty level in the area as it relates insurgent members by claiming their struggle is for the people and that they would provide basic necessity for the general population if supported. The insurgent may succeed if such society embedded by poverty, illiteracy, ineptitude, corruption, discrimination to modernization and globalization, which create artificial poverty to many underdeveloped countries, making such countries a recruitment target of the terrorists. Liolio (2013) further stated that, it is significant to know that the root causes of the insurgency often relate to a long cloudy set of problems culminating into uncontrolled grievances and exploding violence. Such problems are socio-economic and political, that is why insurgencies are more rampant in underdeveloped countries or countries engulfed by corrupt regime, ethnicity, social prejudices as religious and disparities in the distribution of resources or even lack of it.

Also, Olojo (2013) ^[17] contends that one significant factor that has stimulated the drive towards violent extremism, recruitment and support for Boko Haram are economic deprivation. Several scholars believed that poverty and longstanding economic disparities in the northeast part of the country made the youth join the sect. Similarly, Adesoji (2010) ^[2] stresses that, in Nigeria the marginalization and imbalance distribution or implementation of the resources made some radicalized scholars to preach against the government and democratic setting, which later gave birth to the present Boko Haram insurgency.

The Poverty Theory further explains that domestically the politicization of religious traditions and the radicalization of religious communities are likely in times of economic decay, social disintegration or state collapse. In present times, there are many violence uprisings around the world, some transformed into full terrorist organizations like the Boko Haram. The theory shows the significance of socioeconomic factors in explaining religious insurgency like Boko Haram.

Furthermore, Nigeria a country with more than 160 million people nearly 330 ethnic and more than 250 languages. Poverty is what is seen by many observers and analysts as the root causes most of the ethnoreligious crisis in northern Nigeria which Boko Haram insurgency is among. With the death of infrastructured development, 90% of Nigerians are permanent of crippling poverty. The country was ranked 153th out of 177 poor economic countries on the human development index (2008), despite its rich cultural endowment and abundant human and natural resources (Adenrele, 2014). Northern Nigeria in particular has the highest figure of relative poverty in comparison with south-west and south-east zones that have relative poverty of 67.0% and 59.1% respectively. The northeast and north-west zones have the higher figure of 76.3% and 77.7% relative poverty respectively (NBS, 2012) ^[11].

In addition, International Fund for Agricultural Development (IFAD, 2007) said “despite Nigeria’s plentiful resources and oil wealth, poverty is widespread to the extent that the country is ranked one of the 20 poorest countries in the world”. Indeed over 70 percent of the population is classified as poor, with 35 percent living in absolute poverty (Andenrele, 2014).

A country with legacies of economic stagnation, a higher level of unemployment and uneven economic development, such country is a fertile ground on which terrorist seed can flourish (Umar, 2013) ^[21]. Moreover, individuals and group grievances such as poverty, unemployment, illiteracy, discrimination, and economic marginalization can be used as mobilizing instruments by sinister group to get support and recruit for terrorist violence. This explains how economically deprived youth can easily be recruited by the extremist group, due to the economic hardship in the region (Umar, 2013) ^[21].

The increasing rate of unemployed youth in the region, which was economically deprived, mostly was the recruiting target of Boko Haram. Some scholars pointed out that the connection between poverty, illiteracy and terrorism is indirect and complicated. The huge number of young people living on the margins of Nigeria society intensified these linkages (Olojo, 2013) ^[17]. In 2013 the federal government released some detainees of Boko Haram mostly wives and children of the sect members, some children confessed of providing kegs of fuel to Boko Haram to set school and other buildings ablaze in Maiduguri for the sum of 5000 naira (Olojo, 2013) ^[17]. These show how the people in the area were living in absolute poverty due to the failure of the government to provide education and economic opportunity in the area for more than a decade. These socio-economic problems contributed to the escalation of Boko Haram violence in Madagali LGA.

Review of Empirical Literature

It is obvious that Boko Haram abducted about 276 school girls in Nigeria. Boko Haram evil activities have forced the intending educators as well as so many children in the northern part of the country out of school. Many of them are not willing to go back to school, most especially students/pupils from Madagali LGA. This is a disaster not only to the affected states but Nigeria at large. The

sect has claimed responsibility of incessant bombing and crisis in Nigeria. It is on the sad note that most secondary schools in Borno state where those 276 girls were kidnapped have been closed. A reasonable number of Nigerian youths who are supposed to be in school are not in school today.

Statistics reveals that some schools have been burnt down in Madagali Local Government Area of Adamawa State and for instance St. Joseph Minor Seminary Shuwa, forcing over 700 children out of schools. Again, the Boko Haram militant has equally captured and declared their Islamic state over Michika, Uba, Hong, Maiha, and Mubi in 2014. Nigeria army have equally recaptured from them and recovered so many equipments from the Boko Haram insurgents. Though, on 29th May, 2014 the Boko Haram’s leader Abubakar Shekau, following military claims that the group had been halted, released a video clip to buttress his facts that they had not lost grip of anything to the Nigerian army. In the video he showed charred military vehicles and body dressed in military fatigues. He therefore, called on muslims from Iraq, Pakistan, Afghanistan and Syria to join his jihad, he stated this in Hausa and Arabic languages. Under this dispensation, no teaching and learning can take place.

According to Ruquyyatu (2013) ^[19] the constant threat posed by Boko Haram which started in 2009 and other extremists religious sect like the Jama’atu Anbarul Mmuslimna FinBadilas Sudan, undermines efforts at improving education in the region. These groups have carried out several attacks and issued threats to schools in the North and in some of these attacks, teachers were killed or injured and structure razed. On the 12th of March, 2012, gunmen linked to Boko Haram attacked Hausawa – Danmaliki primary school in kumboso local government area of Kano state. Several pupils and teachers were killed. In September, 2013, a school of Agriculture in Yobe stated was also attacked at night by the Boko Haram and more than sixty students were killed (vanguard, 2013). These are among the several attacks on schools by the Boko Haram. From the above so far, there is no right thinking parent that will still send his or her own children to schools when these attacks are taking place. According to late Bob Marley “he who fights and runs away, live to fight another day”), therefore, he or she who runs away from school today, stay alive to go back to school another day. In support of this, Nigeria Education Data survey (2011) showed a gloomy picture of education particularly in the North West and North East parts of Nigeria. According to the report, 12 percent of children in Borno state are not in primary school while in Zamfara state, the percentage of out-of-school children is 68 percent. The two states have the highest numbers of out-of-school children. The report also revealed that the rate of children who have never been to school is also alarming and that 72 percent of children in Borno state have never been to school, with 4 percent in the Federal capital territory. Out of over 120 children, the report revealed that Zamfara have an average of 28 children in school. Borno state have 29 children in school out of every 120 children, Sokoto 34, Yobe 42, while Plateau State has the highest number of children in school with 113 of every 120. British Journal of Education vol. 1, no.

2. Pp. 1-9, December, 2013 published by European Centre for Research Training and Development U.K. Boko Haram has dealt a fatal blow on the enrolment of pupils and students to schools in the Northern Nigeria. Parents and pupils live in perpetual fear of attacks and this may have direct effect on school attendance. How then do we expect to have a healthy education for students/pupils in those affected communities in the near future?

The negative effects of Boko Haram attacks on the education system occur in differing, yet generally closely interwoven forms include:

Generally it has been recorded that between 2014 till date, the insecurity generated by the constant attacks and fighting in Madagali LGA and other local government areas in Adamawa state led many parents to send their children away or leave the state, disrupting their education.

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 were 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;

Attacks on schools may lead teachers to giving their job or flee the area, or even the country (Brendan, 2010). In Madagali LGA, 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). According to Education For All Global Monitoring Report 2011 (EFAGMR): “Attacks on higher education and teacher training institutions may restrict research, teaching content and pedagogical training and cause drop out, distraction, demoralization and traumatization 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 Madagali LGA. Schools are burned down, for instance, St. Joseph’s Minor Seminary, Shuwa in 2014 and other schools . 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 have not been attacked have equally been 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. This is because 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 insurgency. The Governor, Ibrahim Gaidam lamented, “I am sad that the resources we would have used to provide other infrastructure are now being channelled to the reconstruction 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 insurgency 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.

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) ^[3].

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.

Methodology

This chapter describes how the problem of the study is investigated and the procedures and method used in conducting the research and how the information gathered are analyzed. It deals with the description of the Study area, Population and Sample of the study, sources and method of data collection, validation of instrument for data collection, estimation techniques, econometric or statistical model specification and expected contribution to knowledge.

Description of the Study Area

Adamawa State of Nigeria is one of the States that was formed on the 27th of August 1991 by General Ibrahim Babangida Military administration. The state was created out of the former Gongola State with Yola as the capital. Adamawa state which is also known as land of beauty, sun shine and hospitality derives its name from Modibbo Adama, a Fulani leader who led the 19th century Jihad in upper Benue region.

Adamawa is one of the largest states of Nigeria and occupies about 36,917 square kilometers. It is bordered by the states of Borno to the northwest, Gombe to the west and Taraba to the southwest. Its eastern border also forms the national eastern border with Cameroon. Topographically, it is a mountainous land crossed by the large river valleys - Benue, Gongola and Yedsarem. The valleys of Cameroon, Mandara and Adamawa mountains form part of the landscape. It has a total population of 3,168,101 as of 2006 it has 21 local government areas.

Madagali local government area is one of the local governments in Adamawa State. The LGA was created in 1991 when Taraba State was created out of Gongola State. It borders Michika to the north, Askira uba to the west, Gwoza local government area to the south and the Republic of Cameroon to the east. There are many ethnic groups but Marghi and Fulani are the major ethnic languages.

Population and Sample of the Study

Population

For the purpose of this study, the population comprise of all the parents of students, students, indigenes, settlers, academic and non-academic staff of some schools in the study area. Since the local government is a large crowd that cannot be easily assessed, the researcher decided to prune the figure by attempting to reach at least 100 people from which samples were drawn

Sample of the Study

The total population of Madagali local government stood at 156,230 as projected by National Population

Commission of Nigeria 21-03-2011. In line with this, the researcher administered a total number of 100 questionnaires, which stood at 0.06% of the total population. 35 questionnaires were given to both academic and nonacademic staff and students of some schools. 40 questionnaires were given to indigenes and settlers. 25 questionnaires were given to the parents of students.

Sources and Method of Data Collection

The data used for this research comprised of both primary and secondary data. The primary data was sourced from questionnaire, a total of number of 100 questionnaires were distributed to the parents, indigenes/settlers, students and academic and nonacademic staff of some schools in the study area.

On the other hand, the secondary data was obtained from other source that has already been published, such as seminars, newspapers, journals, magazines, internet and text books for more accuracy and clarification of the research work.

Estimation Techniques

The information obtained from the questionnaire will be analyzed using frequency, simple percentage as well as logit regression technique.

Statistical Model Specification

The main techniques of analysis in this are the linear probability and logistic regression techniques. The linear probability model for estimating the effect of Boko Haram activities on educational development in Madagali LGA is specified as follows:

The functional relationship between the dependent and independent variable is given as:

$$ED_i = F(DSF, AFS, EBS, TSJ, ICL \dots\dots\dots) \quad (i)$$

Linear probability model

$$Y = \beta_1 + \beta_2 X_{i2} + \beta_3 X_{i3} + \beta_4 X_{i4} + \beta_5 X_{i5} + \dots\dots\dots + \beta_k X_{ik} + \mu_i \dots\dots\dots \quad (ii)$$

Specifically, the following models will be considered for estimation.

$$ED_i = \beta_1 + \beta_2 DSF_i + \beta_3 AFS_i + \beta_4 AGE_i + \beta_5 TSJ_i + \beta_6 ICL_i + \mu_i \dots\dots\dots \quad (iii)$$

Where, $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5,$ and β_6 are the parameters to be estimated. μ_i = the error term

The logistic or logit model to be estimated is specified as: Logit Model

$$ED_i \left(\frac{P_i}{1-P_i} \right) = \beta_1 + \beta_2 DSF_i + \beta_3 AFS_i + \beta_4 EBS_i + \beta_5 EIC_i + \beta_6 TSJB_i + \mu_i \dots\dots\dots \quad (iv)$$

Where,
 DSF = Destruction of school facilities by the Boko Haram
 1 = if destructed
 0 = if not
 AFS = Abducted female students
 1 = if abducted
 0 = if not

EBS = Encourage boarding school
 1 = if encourage
 0 = if not
 ICL = Income Level
 1 = if yes
 0 = if not
 TSJB = Teacher/student joined Boko Haram
 1 = if join
 0 = if not
 ED = Educational development
 1 = if BH activities affected educational development
 0 = otherwise
 P_i = Probability that $ED_i = 1$
 $(1-p_i)$ = Probability that $ED_i = 0$
 A priori expectation

$$\beta_2 < 0, \beta_3 < 0, \beta_4 > 0, \beta_5 < 0, \beta_6 > 0$$

Analysis and Discussion of Results

In order to achieve the objectives of this study, the data collected have been analysed using correlation analysis, linear regression analysis and logit regression analysis.

Correlation Analysis

Correlation analysis has been conducted to determine the degree of inner relationship between educational developments in Madagali (EDM), Abducted Female students (AFS), Destruction of school facilities (DSF), teacher/student joining Boko Haram (TSJ), and age (AGE) and income level (ICL). The result of the correlation analysis is presented in correlation matrix in table 4.1.

Table 4.1: Correlation Matrix

. correlate edm afs dsf tsj age icl (obs=149)							
	edm	afs	dsf	tsj	age	icl	
edm	1.0000						
afs	-0.0173	1.0000					
dsf	-0.0534	0.7844	1.0000				
tsj	0.6042	-0.0807	-0.1182	1.0000			
age	0.0949	-0.1070	-0.0213	-0.0458	1.0000		
icl	0.3054	-0.0396	0.0229	0.1586	0.3603	1.0000	

Source: Author’s Computation using STATA 13

The result in table 4.1 shows that there is a weak negative correlation between educational developments in Madagali and abducted female students as indicated by the correlation coefficient of -0.0173. Similarly there is also weak negative correlation between destruction of school facilities and educational developments in Madagali as suggested by the correlation coefficient of -0.0534. The correlation between teacher/student joining Boko Haram and educational developments, age and educational developments, income level and educational developments in Madagali is positive as suggested by the correlation coefficient of 0.6042, 0.0949 and 0.3054 respectively.

The correlation between abducted female students (AFS) and destruction of school facilities (DSF) is a strong positive one as indicated by the correlation coefficient of 0.7884. This means that destruction must not be done on school facilities whenever female students are in school and vice versa. However there is weak negative correlation between abducted female students (AFS) and teacher/student joining Boko Haram (TSJ), abducted female students (AFS) and age as well as abducted female students (AFS) and income level as indicated by the coefficient correlation of -0.0807, -0.1070 and -.0396 respectively.

The result also show that there is a negative correlation between destruction of school facilities (DSF) and teacher/student joining Boko Haram (TSJ) and between destruction of school facilities (DSF) and age as indicated by the coefficient correlation of -0.1182 and -0.0213 respectively. There is a weak negative correlation between destruction of school facilities and income level as shown by the coefficient of 0.0229.

The correlation between teacher/students joining Boko Haram (TSJ) and age is a weak negative one as suggested by correlation coefficient of -0.0458 while the correlation between TSJ and income level as a weak positive one as indicated by the correlation coefficient of 0.1586. The correlation between age and income is also weak and positive as indicated by the correlation coefficient of 0.3603.

Regression Analysis

In order to determine the impact of Boko Haram activities on educational development of Madagali, linear probability model is being estimated using the ordinary least squares method. The ordinary least square method is used to estimate the linear probability model and the result is presented in table 2 below

Table 4.2: Linear Probability Regression Result

. regress edm afs dsf tsj age icl					
Source	SS	df	MS		
Model	15.3884432	5	3.07768864	Number of obs = 149	
Residual	21.6585367	143	.151458298	F(5, 143) = 20.32	
Total	37.0469799	148	.250317432	Prob > F = 0.0000	
				R-squared = 0.4154	
				Adj R-squared = 0.3949	
				Root MSE = .38918	
edm	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
afs	.0896594	.1050737	0.85	0.395	-.1180389 .2973578
dsf	-.0585706	.1044934	-0.56	0.576	-.2651219 .1479807
tsj	.5810823	.0663382	8.76	0.000	.4499522 .7122125
age	.0105497	.012607	0.84	0.404	-.0143704 .0354698
icl	.0099331	.0035107	2.83	0.005	.0029936 .0168726
_cons	-.2464655	.36991	-0.67	0.506	-.9776636 .4847327

Source: Author’s Computation using STATA 13

The intercept is given as -0.2465 which gives the value of the effect of Boko Haram on educational developments in Madagali when abducted female students (AFS), destruction of school facilities (DSF), teacher/student joining Boko Haram (TSJ), age and income level (ICL) are zero. It means that when this variables are zero, the probability that the Boko Haram affects educational developments in Madagali is -0.246. This value can be treated as being Zero since there is no negative probability value.

The coefficient of the abducted female students (AFS) is 0.0897 which indicate that for every additional female student abducted, the probability that Boko Haram activities affects educational developments increases by about 8.97%, holding other variables constant.

The coefficient of destruction of school facilities is -0.0586 indicating that for a unit increase in DSF, on the average, the probability of the effects of Boko Haram on educational developments increases by about 5.86%.

The coefficient of TSJ is 0.581, which suggests that for every increase in teacher/student joining Boko Haram activities, the probability of the effects of Boko Haram

activities on educational development increase by about 58.11%, holding other variables constant.

The coefficient of age is 0.0105 indicating that for every one year increase in the age of the people, the probability of the effect of Boko Haram activity on educational developments in Madagali increases by about 1.05%. Similarly, if the income level increases by one unit, the probability of the effect of Boko Haram on EDM increases by about 0.99%.

Logit Regression Model

It is well established that there is a problem with estimating a binary dependent model using ordinary least squares method since the values can be negative or greater than which is against the conditions of probability values. Probability values cannot be negative and cannot be greater than 1. It is against this background that we estimate the impact of Boko Haram activities on educational development of Madagali using the logistic regression which is the appropriated technique for estimating a binary dependent variable. The result of this estimation is presented in table 4.3 below.

Table 4.3: Logit Regression Result

. logit edm afs dsf tsj age icl						
Iteration 0: log likelihood = -102.87252						
Iteration 1: log likelihood = -67.464455						
Iteration 2: log likelihood = -66.563323						
Iteration 3: log likelihood = -66.559541						
Iteration 4: log likelihood = -66.559541						
Logistic regression				Number of obs = 149		
				LR chi2(5) = 72.63		
				Prob > chi2 = 0.0000		
Log likelihood = -66.559541				Pseudo R2 = 0.3530		
edm	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
afs	.6553661	.7205831	0.91	0.363	-.7569507 2.067683	
dsf	-.3637829	.7115552	-0.51	0.609	-1.758405 1.03084	
tsj	3.188345	.5150857	6.19	0.000	2.178795 4.197894	
age	.0900494	.083583	1.08	0.281	-.0737702 .253869	
icl	.0679273	.0244445	2.78	0.005	.0200169 .1158377	
_cons	-5.222701	2.571591	-2.03	0.042	-10.26293 -.1824756	

Source: Author’s Computation using STATA 13

Looking at the result in table 4.3, the coefficient of abducted students is 0.6554 which indicates that for a unit increase abducted female students, on the average, the estimated logit increases by about 0.6554 units holding other variables in the model constant. If the

antilog of this value is taken, we get 1.9259. This means that for every one additional female student abducted, Boko Haram activity is 1.93 times more likely to affect educational developments in Madagali local Government.

The slope coefficient on DFS of -0.3638 means that for a unit increase in school facility destruction on the average, the estimated logit decreases by about 0.3638 units. By taking the antilog of -0.3638 we get 0.695 which indicates that destruction of school facilities is 0.695 times less likely to affect educational developments in Madagali local government.

The slope coefficient on TSJ is 3.1883 which indicates that for every additional teacher/student joining Boko Haram, on the average, the estimated logit increases by about 3.1883 units holding other variables constant. If we take the antilog of 3.1883, we obtain 24.2472 meaning that teacher/student joining Boko Haram is 24.25 times more likely to affect the educational development of Madagali Local Government.

The slope coefficient on age of 0.0900 indicates that for every one year increase in age, on the average, the estimated logit increases by about 0.09 units holding other variables in this model constant. Taking the antilog of 0.0900 gives us 1.09 times more likely affects the educational developments in Madagali.

The slope coefficient on ICL of 0.679273 indicates that for a unit increase in income level, on the average, the estimated logit increases by about 0.0164 units holding other variables constant. Taking the antilog of 0.0164, we obtain 1.165 which means income level is 1.02 times more likely to affect the educational development of Madagali.

Discussion of Findings

The findings of the correlation analysis reveals a negative correlation between abducted female students and educational development in Madagali LGA. Similar result is obtained for the correlation between destruction of school facilities and educational development. The correlation between income and educational development is a positive one indicating that as the income level of the people increases, educational development also increases in the same direction and vice versa. Joining Boko Haram and educational development are negatively correlated.

The result of the linear probability model shows that abducted female students increases the probability of the effect of Boko Haram activities on educational development in Madagali LGA. Destruction of school facilities has a negative impact on educational development in Madagali LGA.

The logit regression result reveals that for every additional female student abducted, Boko Haram activities is 1.93 times more likely to affect the development of education in Madagali. This means that kidnapping female students has additional effect on the progress of educational development in the area. However, destruction of school facilities is less likely to affect the educational development of Madagali. Although this is contrary to the expectation since destruction of school facilities has a direct bearing on educational development. Joining Boko Haram is revealed to have increased the effect of the sect on educational development by about 24.25 times. The income level on the other hand is 1.02 times more likely to affect educational development in Madagali.

Summary

This study is undertaken to determine the effect of Boko Haram activities on educational development in Madagali LGA. The study used primary data for the analysis and the data were collected using questionnaires. The result of the analysis revealed a negative correlation between abducted female students and educational development. Destruction of school facilities and educational development are also negatively correlated. The result further shows that abducted female students increases the probability of the effect of Boko Haram activities on educational development in Madagali. The abducting female students is more likely to have significantly negative effect on educational development in Madagali LGA. It is also important to note that joining Boko Haram by youths is 24 times more likely to bring down the educational development i.e it seriously affects the educational development in Madagali Local Government Area.

Conclusion

Theoretically, it is a common sense to believe that insecurity and insurgency have a negative effect on educational development of every nation. To empirically justify this, it takes a host of analyses and results to prove the theory. This study therefore empirically proves that Boko Haram activities had a negative effect on educational development in Madagali LGA.

Recommendations

Based on the findings of this study, it is recommended that insurgent matters should not be taken for granted by the community, the security agents and the government since allowing it to mature will bring about devastating effect to the communities and the nation in general.

1. It is also recommended that the schools being destroyed by the Boko Haram should be rebuilt and children should be encouraged to go back to schools. Scholarships should be provided to students in Madagali so as to motivate and encourage them.
2. It is also recommended that measures should be taken to curb the problem of Boko Haram particularly by improving the lives of the rural communities in the form of providing basic social amenities such as health care facilities, educational facilities, electricity, water supply and motorable roads.
3. Agricultural activities should be highly improved and encouraged to drastically reduce the problem of unemployment by giving the rural community's soft loans, providing modern agricultural machineries, and providing ready market for their produce.

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