ANALYSIS OF THE IMPACT OF BOKO HARAM INSURGENCY ON EDUCATION IN ADAMAWA STATE, NIGERIA

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ABSTRACT

The study examined the impact of Boko Haram insurgency on education in Adamawa state. The data is primary in nature, sourced through the distribution of 372 questionnaires to the affected local governments. Structural Equation Model (SEM) was the model was used in analysis data collected. The findings indicated that, educational output (human capital investment) is affected by school enrolment, school attendance and school infrastructure by 71%, 84% and 82% as a result of any 1% increase in Boko Haram. It also revealed that, extreme religious beliefs, unemployment, and illiteracy contributed to the occurrence of Boko Haram insurgency. The study concluded that Boko Haram insurgency indirectly and significantly affects human capital investment through school enrolments, school attendance and school infrastructure. The study therefore recommended that, Government should provide employment opportunities for the citizens and encourages self-reliance in programmes such as agricultural borrower's schemes. Free education to increase literacy rate to every citizen, and government should be in constant dialogue with religious scholars/leaders (Muslims and Christians) on religious issues.

Keywords: Boko Haram, Insurgency, Human Capital Investment and Education.

INRODUCTION

Boko Haram has been identified as a one of the factors that facilitated various levels of destructions of many economic activities, including educational infrastructure in most locations in northern Nigeria. According to Odinkalu (2014) the closing down of schools have far reaching consequences, including ending the education of many students and the opportunity to get to high education. According an official of education ministry, 85 schools were closed down in Borno state, affecting about 120,000 students after a frequent attack by Islamic militants in areas which has the country's most illiteracy rate, and more than 200 school girls were kidnapped on the night of April, 2014 (The Guardian 2014). From the beginning of 2012, about 70 teachers and more than 1000 school children have been killed while some were wounded; 50 school were burnt and more than 60 others have been forced to close. Many children were forced out of school across communities - in Yobe, Kaduna, Adamawa and Borno states. Many teachers were forced to migrate to other locations for safety (The Guardian 2014).

Education in the modern economy has become a determinant for growth of the national economy. This is because, education is seen as an important factor of human capital investment. It has been discovered that, after the second world war, several economists, including Friedman and Kuznets (1945) in Barr Nicholas (2016), Becker, G. S. (1970), were instrumental in the development of the human capital theory to determine the importance and benefits of education for individuals in particular and society in general.

Education in Nigeria, especially North-eastern part of the country is confronted with the challenges of Boko Haram insurgency. This is because the Boko Haram insurgency has led to the destruction of many schools which have made the affected states to close down school and colleges for a long period of time. It has affected education in the north eastern state - low school enrolment, especially for girls as well as high number of out of school children. The main objective of the study is examined the impact of Boko Haram insurgency is school attendance and enrolment.

Furthermore, it has been observed that, most of the studies reviewed were concerned merely with the positive or negative effect of Boko Haram insurgency broadly. Like the studies of Oladujoye and Omemu (2013), Mohammed (2015), Awortu (2015). This study however, examined the degree of responsiveness of educational output as result of the occurrence of Boko Haram insurgency using Structural Equation Model (SEM), which none of the study adopted as a method of analysis, in order to determine whether its impacts significantly or insignificantly affects.

LITERATURE REVIEW

The emergence of the Boko Haram sect, whose objectives or ideology is to introduce their ideology on people through bombings, slaughtering, and abduction of human beings, creating fear and sense of insecurity in the society to achieve their aims. Their strict ideology was enforced by radical religious beliefs, a terrorist outlook, a network of criminal gangs, and a political tool to 'colonized' territories with the aim of propagating their ideology (Eze, Wosu & Agwanwo (2014). According to Mohammed (2014) Boko Haram destroy economic activities of any place they spread their tentacles as well as led to movement of people from the affected place due to restiveness. The trademarks of the Boko Haram are destruction of lives and property with reckless attitudes, through bombings, abduction and slaughtering of human beings especially in North eastern part of the country and other places. This has created fear and sense of insecurity in the polity, as opined by Anthony (2014).

Anomie theory

The Anomie theory developed by the French sociologist Emile Durkheim in 1897 and Merton adopted and seen as relevant for this in this study. Durkheim argued that, the source of anomie is the breakdown of the social structure caused by social change. The social structure normally regulates human endeavors for various economic activities and structure. Therefore, valid regulation of behavior loses their function which may leads to deviant behavior in one form or another if such structure collapse. Merton (1983) connect anomie with deviance and opined that, it is not the collapse or breakdown of the social structure that course anomie but that anomie is an inherent part of a society itself. Anomie emerges when the culture of communities prescribes specific objectives to the majority of his members, but the social structures do not provide the legitimate means to achieve these objectives to a portion of them. Hence, anomie results from the disagreement between objectives and means. Therefore, deviant behavior or action (behavior that is regarded as illegitimate by the respective community) emerges because of social pressure, as individuals are expected to reach some goals but do not have the means to do so. The predisposition to anomie relies on an individual's specific position in a particular society – defined by sex, age, religion and ethnicity. Anomie can occur on different levels (different subsystems to which a person belongs) and can also be of different degrees.

Therefore, the study underpinned by the above theory (Anomie theory) in the case of Boko Haram insurgency. This is because, the study is to examine the state of anomie or insurgency caused by Boko Haram sect as critical problem which become also a major issue. Insurgency has led to the collapse of education as well as norms and values of the people. The possession of arms, ammunition and small light weapons by the group for supposedly to Islamize Nigeria has led to the destruction of lives and properties and so many people displaced. Moreover, the economic, the cultural and economic heritage of the people is destroyed. The Boko haram attack which is now a major problem in Nigeria has created critical consequences that have destroyed the education in the North, especially North eastern part of the country. However, the relevance of anomie theory has been justified in the study on the emergence of non-state armed groups such as the possession of arms and ammunition by the Boko Haram insurgent group.

Empirical Literature Review

There are other empirical literatures that are important for this study. Some of these are: Oladunjoye and Omemu (2014) examined the effect of Boko Haram on school attendance in northern Nigeria. The data was analyzed using Pearson correlation coefficient statistic. The result show that there is no significant different in school attendance among male and female. There is a significant different in school attendance among rural and urban schools and as well in school attendance among primary according this study. Oladunjoye and Omemu found out that both secondary and tertiary institutions in areas that were affected by Boko Haram attacks. Similar studies tagged "Global Coalition to Protect Education from Attack" reporting to the Nigerian Union of Teachers (NUT) president that about 171 teachers were killed since 2009 at the hand of insurgents. On the effect of this, they noted that the synergy of low pay and risk of attacks may weaken Nigerian education system.

Other studies done by Umaru and Terhemba (2014) examined the effects of insecurity on primary school attendance in Damaturu. Multistage sampling technique was used to select 225 parents and teachers in 10 primary schools in Damaturu. The result indicated that the effect of insecurity has reduced the level of primary school attendance in Damaturu. There was also other study by Awortu, (2015) which also analyzed the Boko Haram insurgency and its impact on development of Nigeria as a nation. Primary source of data collection was used. The study analyzed the data collected using Qualitative technique to assess the impact of Boko haram insurgency on the development of Nigeria. It was discovered that Boko Haram insurgency has led to the developmental challenges through destruction of live and properties, destruction of schools which have led to the closing down of so many schools and destruction in business, reduction in government revenue, and political instability among others in the north eastern part of the country.

Mohammed (2015) also examined the effect of insurgency on girl's education in north eastern Nigeria. The finding revealed that the insurgency has affected girl-child education negatively in north eastern Nigeria, because the school girls have been hurt in the present of other follows student during attack in their school, as such female student were afraid from going to school.

Bankole (2014) on the other hand studied the achievement of universal primary education under the auspices of the millennium development goal in Nigeria. The data for the study were generated through the use of instrument of questionnaires. Qualitative technique was used in analysing the data collected. The study indicates the factors affecting qualitative education which include low funding unqualified and also insecurity. Ugwumba and Ikoku
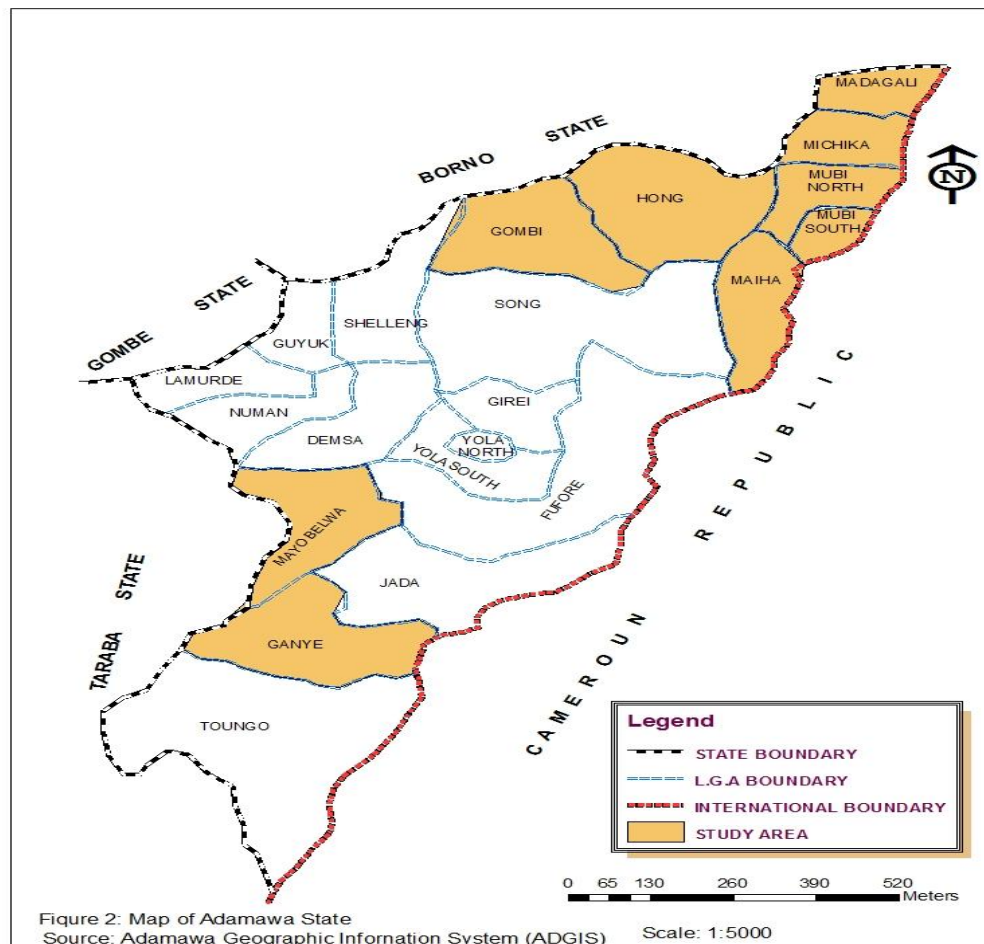
(2014) studied the Boko Haram insurgency: a peril to the achievement of education for all in Nigeria. Descriptive analysis, using mean and standard deviation were used in analysing the data collected. The study indicates that many teachers were forced to leave their job or flee the areas.

METHODOLOGY
Study Area
Adamawa is a state in north-eastern Nigeria, with twenty-one (21) Local Governments areas. It lies between 800 N and 11N and longitude 11.50 and 13.50 E. It was formed on the 27th of August, 1991 from part of Gongola State with four administrative divisions namely: Adamawa, Ganye, Mubi and Numan. It is one of the thirty-six (36) States which constitute the Federal Republic of Nigeria.

The State derives its name from Madibbo Adama, a Fulani leader who led the 19th Century Jihad in Upper Benue Region. Modibbo Adama, the son of Ardo Hassan, was born at Wuro Chekke in Borno State around 1770. He had his early Islamic studies under his father and later proceeded to Birnin Ngazargamu, then capital of Borno Empire, for further studies.

Figure 2: Map of Adamawa State
Source: Adamawa Geographic Information System (ADGIS)   Scale: 1:5000

Type and Source of Data
The type of data for this study is primary in nature, which was sourced through the use of structured questionnaire. In order to avoid neutral responses from the respondents, five (5) points Likert scale of varying degree ranging from strongly Agree (5), Agree (4), Undecided

(3), Disagree (2), and Strongly disagree (1), as adopted by Salome, Osita & Marcal (2012), Adeoti, Olawale & Abdulkareem (2014), Ahmed, Mohammed, Faosiy & Daud (2015). Method for data analysis is the structural equation (SEM) model. SEM is a path analysis. It is a multivariate method used in testing hypothesis regarding the influence among interacting variables. SEM has both a structural model to test the entire structural equations and a measurement model – the entire structural equation model diagrammes which the researcher proposed. It can also be used in observing latent variables (which cannot be measured).

Population and Sample Size

The population of this study consists of three hundred and sixty (360) government secondary schools and government tertiary institutions of nine (9) affected local government in Adamawa State. On the other hand, the sample size of the study is one hundred and eighty-six (186) out of three hundred and sixty (360) total population of the study, Sakaran U. (2003).

The sampling frame is a targeted population with varying degrees of Boko Haram destructive effects shown in table 3.1. The required sample is 186. According to Krejcie and Morgan, (1970), quoted in Sakaran (2003) – for a population of 360, the required sample is 186.

Table 3.1: Sampling Procedure

Senatorial Zone	Affected Local Government Areas	Total number of Schools/Tertiary Institutions (population)	number of selected Schools/Tertiary Institutions sampled	Number of Respondents
Central	Gombi	43	22	44
	Hong	70	36	72
North	Mubi north	35	18	36
	Mubi south	30	16	32
	Madagali	36	19	38
	Michika	53	27	54
	Maiha	22	11	22
South	Ganye	29	15	30
	Mayo-Belwa	42	22	44
Total	**09**	**360**	**186**	**372**

Source: Generated from Secondary School's Statistical Data, Adamawa State, Yola (2017)

3.2 Model specification

$$Y^* = X^*\beta^* + \varepsilon^* \text{---(1)}$$

Where:

Y^* = Endogenous variables, which include, SCE, SCA, SCIEXR, ILT and UNP

X^* = Insurgency (i.e. Exogenous variable X_1)

$\beta^* = \beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6, \beta_7$ (parameter estimates)

$\varepsilon^* = \varepsilon_1, \varepsilon_2, \varepsilon_3, \varepsilon_4, \varepsilon_5, \varepsilon_6, \varepsilon_7$ (Error Terms)

SCE = School Enrolment

SCA = School Attendance

SCI = School Infrastructure

EXR = Extreme Religious Believe

ILT = Illiteracy

UNP = Unemployment

The Structural Equation Model (SEM) can therefore be expressed further as:

$$Y = X_1\beta_1 + X_1\beta_2 + X_1\beta_3 + X_1\beta_4 + X_1\beta_5 + X_1\beta_6 + X_1\beta_7 + \varepsilon_1 + \varepsilon_2 + \varepsilon_3 + \varepsilon_4 + \varepsilon_5 + \varepsilon_6 + \varepsilon_7 \text{-----} (2)$$

RESULTS AND DISCUSSION

Measurement Model

The SA (school attendance), SE (school enrolment), and SF (school infrastructure) were used as dependent variables in this study, while the IN (insurgency) stand as the independent variable. As such, six (6), seven (7), five (5) and four (4) relevant questions were theoretically raised to stands for a latent construct of the school enrolment (SE), school attendance (SA), school infrastructure (SF) and insurgency (IN). However, the latent constructs satisfied the series of pre estimation test of model fitness, reliability and validity as shown in Table 4.1, and Figure 3. The entire factor loadings are significantly higher than 0.6 and the covariance of the observed variables are all less than 0.8. This shows that all the factor loadings are within the acceptable range based on the decision rule.
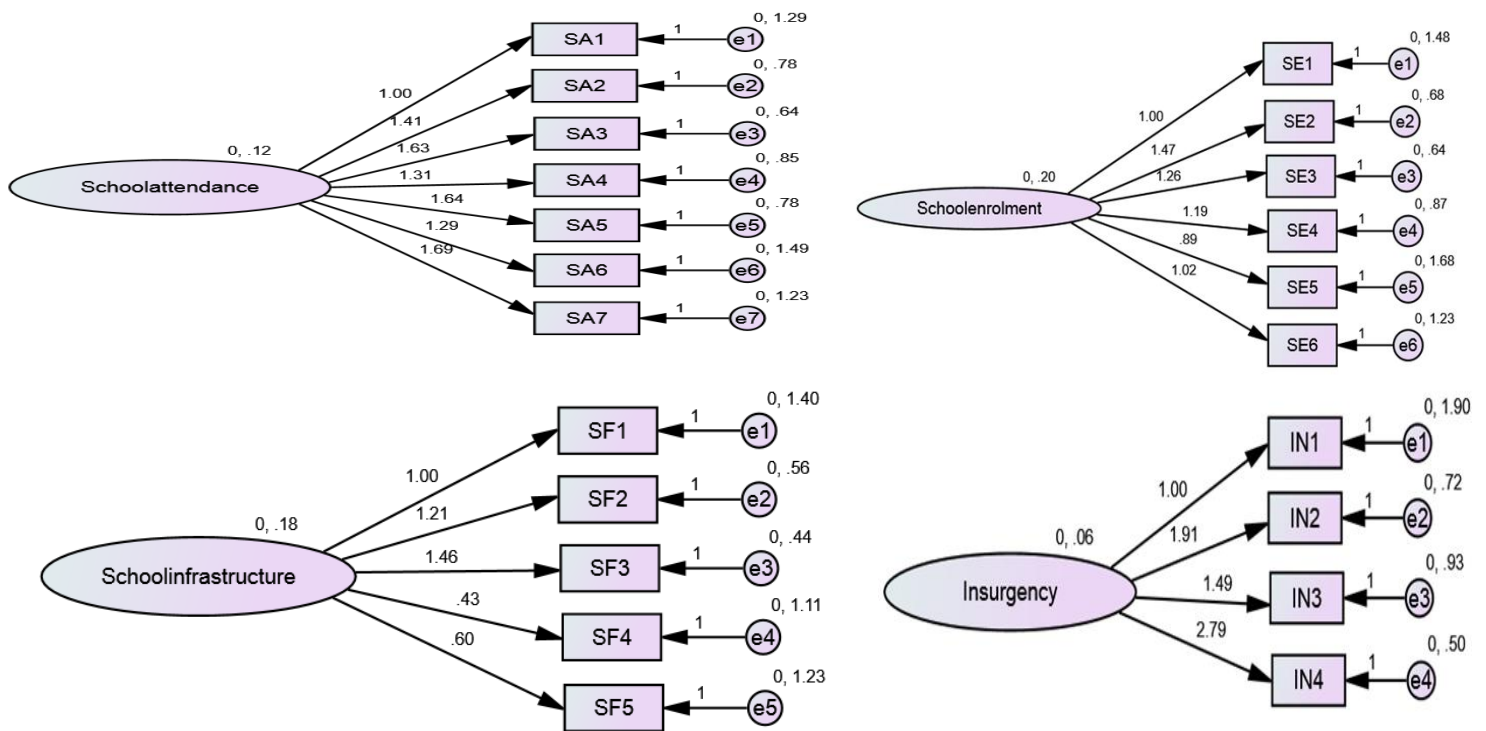

Figure 3: Measurement Model
Source: Generated using Amos, version 22 Figure 3: measurement model

**Table 4.1: Confirmatory Factor Analysis CFA (Model Fit) and Reliability Test**

Variables	RMSEA	GFI	AGFI	CFI	TLI	NFI	CHISQ/DF	PV	Cronbach α
School attendance	0.084	0.991	0.942	0.966	0.968	0.999	3.352	0.00002	0.728
School enrolment	0.046	0.921	0.917	0.932	0.937	0.913	1.656	0.0437	0.791
School infrastructure	0.047	0.999	0.907	0.902	0.994	0.989	4.601	0.065	0.701
Insurgency	0.061	0.987	0.905	0.911	0.948	0.919	2.569	0.036	0.773

Source: Generated using Amos, version 22

Table 4.1 presented the results which were obtained through Confirmatory Factor Analysis (CFA) to provide support for the issue of unidimensional issue, validity and internal reliability. The result for the CFA shows relatively a reasonable fit of the four factors model on the basis of a number of fit statistics. The table shows that the models are of good fit: the ratio of Chi-square to degree of freedom, RMSEA, GFI, AGF, CFI, TLI and NFI are all within the acceptance range. The Cronbach Alpha for SA, SE, SF, and IN were 0.728, 0.791, 0.701 and 0.773. All the Cronbach Alpha exceeds the minimum value of > 0.7. Model fitness results were also clearly indicated in Table 4.1 showing RMSEA=0.084 for SA, 0.046 for SE, 0.047 for SF and 0.061 for IN.GFI= 0.991, 0.921, 0.999 and 0.987 for, AS, SE, SF, and IN respectively. While the AGFI=0.942, 0.917 and 0.907 and 0.905 for all the variables. The CFI for SA= 0.966, for SE= 0.932, for SF= 0.902, and 0.911 for IN. The TLI for the all variables were 0.968, 0.937, 0.994, and 0.948. The NFI also for the all variables were 0.999, 0.913, 0.989 and 0.919. Finally, the (CHISQ/DF) results also satisfy the requirement of acceptance level as indicated in the Table 4.1. The results were 3.352, 1.656, 4.601 and 2.569 for all variables.

Structural Model

The structural models in regard to this study are first of all subjected to the stated hypotheses. two (2) hypotheses are formulated from the objectives of the study, thus: (i). Ho:1, that Boko Haram doesn't have effect on school attendance, (ii). Ho:2 Boko Haram doesn't have effect on school enrolment. Base on the objectives of the study which were subjected to the stated hypothesis above, Structural Equation Model (SEM) shown in Figure 4 and Table 4.2 in order to determine whether null hypothesis is answered or not.
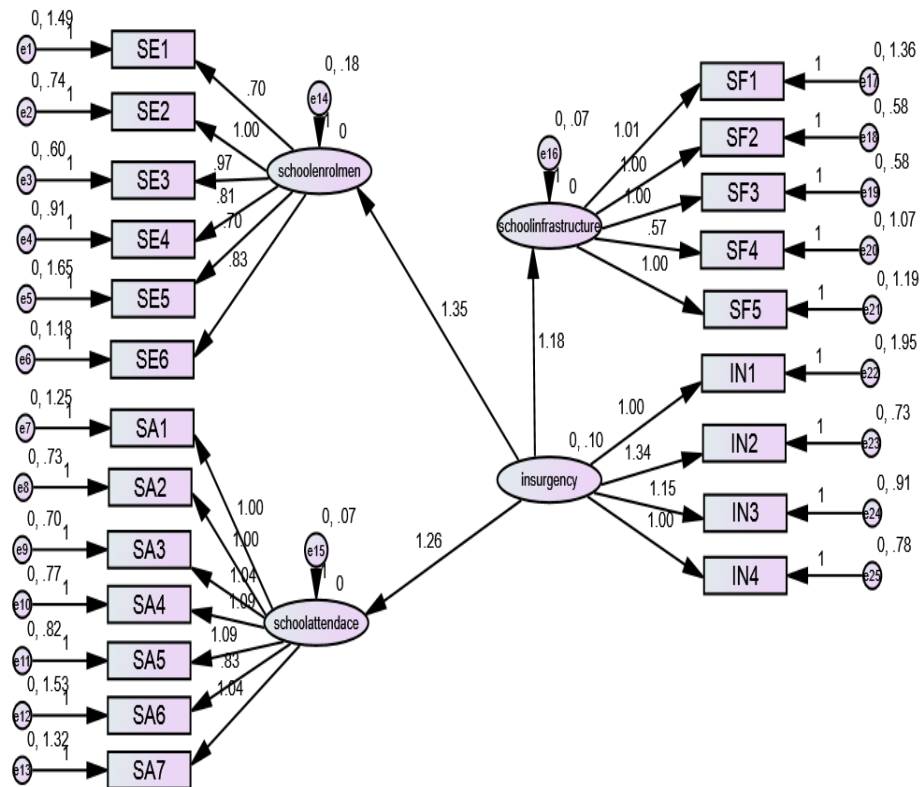
Figure 4: Structural Model on the Relation between the Dependent Variables School Enrolment (SE), school attendance (SA), school infrastructure (SF) and the independent variable IN (insurgency).

Source: Generated using Amos version 22

Table 4.2: Regression Weights: (Group Number 1 - Default Model)

			Estimate	S.E.	C.R.	P	Label
School infrastructure	<---	Insurgency	1.181	.221	5.343	***	par_15
School enrolment	<---	Insurgency	1.347	.279	4.824	***	par_16
School attendance	<---	Insurgency	1.256	.247	5.076	***	par_17
SE1	<---	School enrolment	.703	.156	4.503	***	par_1
SE2	<---	School enrolment	1.000				
SE3	<---	School enrolment	.966	.141	6.838	***	par_2
SE4	<---	School enrolment	.813	.139	5.834	***	par_3
SE5	<---	School enrolment	.896	.162	4.300	***	par_4
SE6	<---	School enrolment	.834	.152	5.482	***	par_5
SA1	<---	School attendance	1.000				
SA2	<---	School attendance	1.000				
SA3	<---	School attendance	1.044	.157	6.666	***	par_6
SA4	<---	School attendance	1.092	.164	6.648	***	par_7
SA5	<---	School attendance	1.094	.167	6.558	***	par_8
SA6	<---	School attendance	.827	.189	4.378	***	par_9
SA7	<---	School attendance	1.036	.189	5.474	***	par_10
SF1	<---	School infrastructure	1.012	.196	5.170	***	par_11
SF2	<---	School infrastructure	1.000				
SF3	<---	School infrastructure	1.000				
SF4	<---	School infrastructure	.969	.162	3.505	***	par_12
SF5	<---	School infrastructure	1.000				
IN1	<---	Insurgency	1.000				
IN2	<---	Insurgency	1.342	.278	4.830	***	par_13
IN3	<---	Insurgency	1.151	.269	4.271	***	par_14
IN4	<---	Insurgency	1.000				

Source: Generated using Amos version 22

Figure 3 and Table 4.2 shows that school attendance, school enrolment and school infrastructure are affected by the Boko Haram insurgency. The effects indicate significant as shown by the values of the probabilities and value of CR in Table 4.2. Furthermore, the Figure 3 and Table 4.2 also confirms the reliability of the latent variables for each of the latent construct as indicated by the significance probabilities of all the latent variables. Furthermore, the observed variables (extreme religious believe IN1, unemploymentIN2 and illiteracyIN3) significantly predict the occurrence of insurgency as also indicated by their respective probabilities. The various estimates in Table 4.2 cannot be reported because, it is unstandardized estimation. But the estimates in Table 4.3 can be reported because, it is standardized estimation.

Table 4.3: Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
School infrastructure	<---	Insurgency	.821
School enrolment	<---	Insurgency	.714
School attendance	<---	Insurgency	.841
SE1	<---	School enrolment	.731
SE2	<---	School enrolment	.879
SE3	<---	School enrolment	.805
SE4	<---	School enrolment	.663
SE5	<---	School enrolment	.714
SE6	<---	School enrolment	.824
SA1	<---	School attendance	.897
SA2	<---	School attendance	.793
SA3	<---	School attendance	.717
SA4	<---	School attendance	.715
SA5	<---	School attendance	.805
SA6	<---	School attendance	.808
SA7	<---	School attendance	.900
SF1	<---	School infrastructure	.975
SF2	<---	School infrastructure	.921
SF3	<---	School infrastructure	.723
SF4	<---	School infrastructure	.848
SF5	<---	School infrastructure	.693
IN1	<---	Insurgency	.926
IN2	<---	Insurgency	.853
IN3	<---	Insurgency	.763
IN4	<---	Insurgency	.744

Source: Generated using Amos version 22

Table 4.3 shows the parameters estimate of insurgency in relation to school attendance, school enrolment and school infrastructure. The values of the parameters estimate of insurgency to school infrastructure is 0.821, insurgency to school enrolment is 0.714 and insurgency to school attendance is 0.841. This implies that school infrastructure, school enrolment and school attendance were significantly affected, as shown by their respective probabilities in Table 4.2 by 82%, 71% and 84% as a result of every 1% increase in the Boko Haram attack and activities. Factor loading of all the latent constructs for school enrolment SE (SE1= 0.731, SE2= 0.879, SE3= 0.805, SE4= 0.663, SE5= 0.714 and SE6= 0.824); school attendance SA (SA1=0.897, SA2= 0.793, SA3= 0.717, SA4= 0.715, SA5= 0.805, SA6= 0.808 and SA7= 0.900), school infrastructure SF (SF1= 0.975, SF2= 0.921, SF3= 0.723, SF4= 0.848 and SF5= 0.693) and insurgency IN (IN1= 0.926, IN2= 0.853, IN3= 0.763, and IN4= 0.744) are all above the decision rule ($\geq$0.6). This confirmed the significant impact of Boko Haram insurgency on education in Adamawa state. This finding is in line with the findings of Ugwumba and Ikoku (2014), Ekereke (2013), Abdullahi, U., Atsua, T. G. Amuda, B. G. & Ago, A. H (2013), and Hamman, Atsua, Amuda and Nwachukwu (2013).

However, educational output which is an investment in human being is seriously and significantly affected by Boko Haram insurgency through school attendance, school enrolment and school infrastructure as indicated by the above analysis. As such, the null hypothesis (H_0) is rejected (Boko Haram insurgency does not have significant effect on

education) and the alternative hypothesis (H_1) is accepted (i.e Boko Haram insurgency have significant effect on education).

CONCLUSION AND RECOMMENDATIONS

Educational output (human capital investments) is influenced by Boko Haram insurgency. It is concluded that the level of investment in human being required to be achieved a given educational level will not be attained with the of Boko Haram insurgency, this is because, Boko Haram insurgency resulted to a high level of student's dropout.

Improving the level of school enrolment: school's attendance and school infrastructure significantly determine the level of educational output. That is, the higher the level of school enrolment, school attendance and school's infrastructure, the higher the level of educational output. This implies that educational output will increase with the increase in the level of school enrolment, school attendance and school's infrastructure.

Recommendations

1. The study recommended that government should provide informal employment opportunities for the citizens and encourage them to be self-reliance. This can only be done through giving them loans and building entrepreneurial skill for different types of businesses. This may have effects people and will not easily be brainwashed to involve in any activities that is characterize as insurgency.
2. The study also recommended that government should provide free education and make it mandatory to each and every citizen. This will help in limiting the level of illiteracy.
3. Government should be in periodic dialogue and interactions with religious scholars (Both Muslims and Christians scholars) on any sensitive issues of religion.
4. Government should provide infrastructure and enabling environment for private sector investment for employment generation amongst the youth.

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