

Effects of Insurgencies on Girls Child Education in Yobe State, Northeast Nigeria

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Abstract

The study investigated the extent of impact of insurgency on girl's child education in yobe state, northeast Nigeria. Descriptive survey research design was used in the study. The population of the study comprised 225 participants selected from five local governments using proportionate stratified random sampling technique. A validated questionnaire with a reliability score of 0.70 Cronbach alpha was used in data collection. Data collected were analyzed using mean and standard deviations to answer the set research questions. Advance notifications informing residents of the study purpose and planned visit were made through their local administrators. Descriptive and inferential statistic were used to analyze the data. Results showed negative impact of insurgency on girl child education within the state. Based on the findings of the study, it can be recommended that sensitization campaign on the importance of girls' education should be launched and government should partner with host communities during the activity.

Keywords: Child, Effect, Education, Girl, Insurgency, Yobe and Nigeria.

DOI: 10.7176/DCS/12-6-04

Publication date: June 30th 2022

Acknowledgement

This study was fully founded by a grant from tertiary Education Trust Find (Tetfund). Authors therefore thank the fund for the support rendered.

1. Introduction

War is an intense armed conflict between states, governments, societies, or paramilitary groups such as mercenaries, insurgents and militias. It is generally characterized by extreme violence, aggression, destruction, and mortality, using regular or irregular military forces. Warfare refers to the common activities and characteristics of types of war, or of wars in general. Total war is warfare that is not restricted to purely legitimate military targets, and can result in massive civilian or other non-combatant suffering and casualties (Šmihula, 2013).

The scholarly study of war is sometimes called polemology, from the Greek polemos, meaning "war", and -logy, meaning "the study of". While some scholars see war as a universal and ancestral aspect of human nature, others argue it is a result of specific socio-cultural, economic or ecological circumstances (James and Friedman, 2006).

In order to address the poor health status and ensure that everyone has a right to health, 189 world leaders that belong to the United Nations (Nigeria inclusive) pledged in September 2000 to achieve eight goals by 2015 known as the Millennium Development Goals [MDGs] and three out of these goals are directly related to health.

Since then, the goals have become the main framework for Development Policy Worldwide. In a nutshell, these goals have been designed to address the pressing needs of the people globally in order to close a considerable part of the human development imbalance. It is, thus, a revolution universally to bring about development. The Millennium Development Goals designed to be achieved by the year 2015 as contained in the report of the United Nations' Secretary General (2001) includes assess to universal basic education.

Insurgency is a rebellion against authority, when those taking part in the rebellion are not recognized as belligerents (lawful combatants). An insurgency can be fought via counter-insurgency warfare, and may also be opposed by measures to protect the population, and by political and economic actions of various kinds aimed at undermining the insurgents' claims against the incumbent regime (Šmihula, 2013).

Boko Haram; Founded by Mohammed Yusuf in 2002, the group has been led by Abubakar Shekau since 2009. When Boko Haram first formed, their actions were nonviolent. Their main goal was to purify Islam in northern Nigeria. Since March 2015, the group has been aligned with the Islamic State of Iraq and the Levant. Since the current insurgency started in 2009, Boko Haram has killed tens of thousands and displaced 2.3 million from their homes and was at one time the world's deadliest terror group according to the Global Terrorism Index

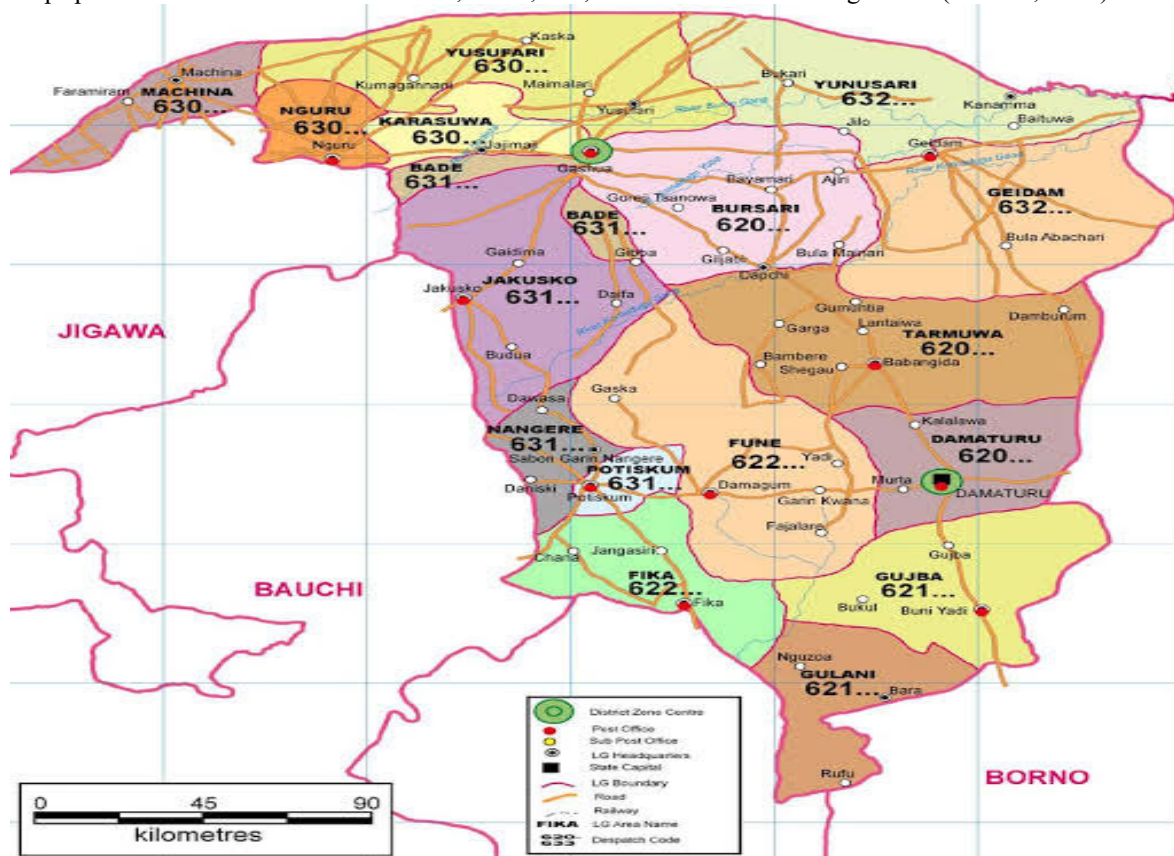
Boko Haram's targeted attacks on schools and the abduction of school girls, has been harmful for female student's access to education. A community-based study to assess the influence of the insurgencies on girl child school enrolments is in Yobe state, north east Nigeria is therefore necessary. This study will therefore provide a

baseline data on the effect of Boko Haram insurgencies on the enrolments of girls in western education across Yobe State

2. Material and Methods

2.1 Study Area

Yobe State formally came into being on August 27, 1991. It is situated in a semi-arid region located between latitudes 10.00°N to 11.30°E and longitude 12.00°N and 11.50°E. Yobe state is at 472.45 meters above sea level and bordered by Bauchi, Borno, Gombe and Jigawa State. It has a total land area of 45,502 square kilometers with estimated 1, 754, 200 hectares agricultural and over 70,000 hectares' forest vegetation and grazing land. The state is noted for its fairly stable climate with relatively minor changes in temperature and humidity (Stilwell, 2000). Agriculture is the mainstay of the economy involving at least 75% of the rural population. Important crops produced in the State include maize, beans, rice, corn and varieties of vegetables (Stilwell, 2000).



2.2 Sampling Techniques and Participants

The study was conducted as a multicenter survey in five different local governments (Yunusari, Gujba, Tarmuwa, Gulani and Geidam). In each local government, interviewees were selected using a multistage probabilistic sampling frame and random-walk technique. Firstly, all administrative regions that had been directly exposed to war activities, including bombing, artillery shelling, or combat fire were identified. In each of these regions, 3 localities with affected insurgency record were randomly selected, resulting in a selection of 15 localities across all 5 local governments. In each locality, 3 streets were randomly identified. Every fourth girl of school age will be selected until a maximum of 5 interviewees for one street were interviewed. Advance notifications informing residents of the study purpose and planned visit were made through their local administrators.

2.3 Inclusion Criteria

Selected interviewees were girls of school age who are domiciled within the territory of the affected communities; age between 8 and 20 years; experienced at least 1 war-related potentially traumatic event; no severe learning difficulty; and no mental impairment owing to a brain injury or other organic cause.

2.4 Exclusion Criteria

People who had not been in the local governments during insurgent's attacks and those who had experienced only secondary trauma (eg, hearing about the disappearance or murder of a family member or friend) will not be

included.

2.5 Procedures and Measures

All interviews were conducted face-to-face. Participants' age, educational level, family background and employment status of parents/guardian will be obtained on a brief structured questionnaire.

2.6 Statistical Analysis

Descriptive statistics was used to report experiences and characteristics of the samples in each local government. The prevalence rates of mental disorders will be calculated as percentages of participants with a positive diagnosis. Participant characteristics will be compared between local governments using chi square tests. Prevalence rates will be reported with standard errors. SPSS statistical package was used to analyzed the data.

3. Results and Discussions

3.1 Results

Table one below shows the socio-demographic characteristics of the study population. A total of 225 participants were selected across the five local governments under study. More than sixty percent of the respondents were aged between 13-16 years. 48.8 percent of the participants were in secondary school level while the least percentage (9.8) were in tertiary level. Furthermore, slightly more than half (52%) of the participant's parents/guardians were employed while (48%) of the participant's parents/guardians were not employed.

Table 1: Sociodemographic Characteristics of the Respondents

Parameters	Total (%)
Parent/Guardian Status	
Employed	117(52)
Unemployed	108(48)
Age group	
8-12	68(30.2)
13-16	119(52.8)
17-20	38(16.8)
Level of Education	
Not enrolled in school	41(18.2)
Primary School	52(23.1)
Secondary school	110(48.8)
Tertiary institution	22(9.8)

The effect of the insurgency on girl's child education was presented in figure 1. The figure shows negative effect of the insurgency on girl's education within the affected communities. It was found that more than 50 percent of the study population didn't go back to school after experiencing the insurgent attack. Majority of the study population also reported that the insurgency affects their cognitive learning ability.

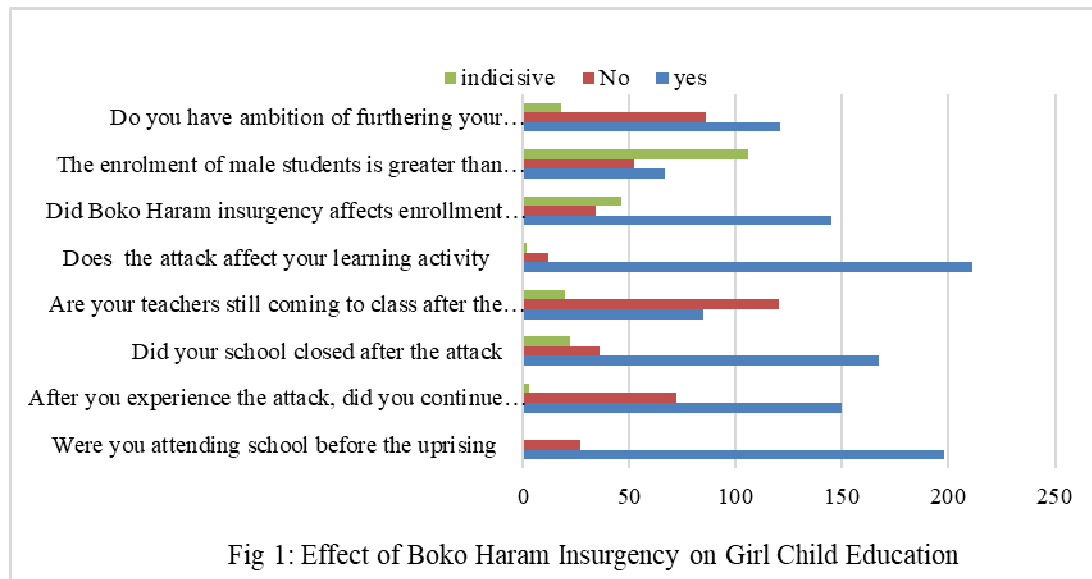


Fig 1: Effect of Boko Haram Insurgency on Girl Child Education

3.2 Discussion

Boko haram has displaced over one millions people in north eastern Nigeria (NEMA, 2019). It has also spread its activities to other parts of the country and have crippled the socio-economic activities between Nigeria and many neighboring countries like Cameroon, Niger Republic and Republic of Chad. (NCRM, 2018).

As a result of its activities, thousands of girls and young women have been abducted, including from their schools, many have never returned from captivity. Those who have returned report suffering abuse (Mark, 2018). Although the security situation has gradually improved since the peak of the conflict in 2013-15, the effect of the insurgencies on girl's education is still a subject of research by educationist.

A key component of Boko Haram's ideology is hostility toward secular education, and it has gained notoriety for its repeated attacks on schools and universities, as well as teachers, administrators and students, wreaking havoc on an already fragile education system of north eastern region particularly in Yobe state. The United Nations Children's Fund (UNICEF) estimates that more than 1,400 schools have been destroyed, damaged, or looted primarily in the northeast, and more than 600,000 children have lost access to education (UNICEF, 2017)

The study reveals that the insurgency has effected girls' education negatively in yobe state, Nigeria. Majority of the respondents shows that school girls have been hurt in the presence of other fellow students during attack in their schools, this has led to abandoning of western education by many girls of school age. Several studies have also reported similar results as a results of the insurgencies (Fatima and Olowoselu, 2015; Abdullahi *et al.*, 2013 and Umaru and Haruna 2015). In addition to attacking education generally, Boko Haram has targeted female students. What is more, the impact of attacks on education on women and girls is often different from that on boys and men. For these reasons, this study examined the specific impact on females.

4. Contribution from the study

- The effect of insurgency on the rates of girl child school enrolments in Yobe state was known.
- The relationship between war experiences and learning activities of girls to western education will was established.
- The finding of the study will help in making policies to meet the United Nations Children's Fund (UNICEF) recommendation for on girl education.

5. Conclusion

Conclusively, Boko Haram insurgency has directly and indirectly affects girl's child education in Yobe state in a negative manner. Thus, making the state to be classified as the first educationally backward state in the federation

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