



Impact of Boko Haram Insurgency on Educational Performance Indicators in Senior Secondary Schools in Borno State, Nigeria

MUHAMMAD BABAGANA, I. B. BUKAR
University of Maiduguri, Nigeria

ASHEIK ALI KIME
Borno State University, Nigeria

Abstract. The study assessed Impact of Boko Haram Insurgency on Educational Performance Indicators in Senior Secondary Schools in Borno State, Nigeria. Its determined impact of Boko Haram insurgency on students' enrolment rate before and during Boko Haram insurgency on students' attendance rate before and during Boko Haram insurgency on students' dropout rate before and during Boko Haram insurgency and students' completion rate before and during Boko Haram insurgency in senior secondary schools in Borno State, Nigeria. Ex post facto research design was used. The population of the study were all the sixty three (63) affected senior secondary schools in Borno State, Nigeria. Disproportionate stratified random sampling technique was used to sample forty eight (48) schools to collect data. Observation, and proforma were used to collect data for the study. The data collected were analysed using t-test of paired sample. The study found that there was a significant difference in students' net and gross enrolment rate before and during Boko Haram insurgency in senior secondary schools in Borno State, and the difference was in favour of insurgency period. There was a significant difference in students' attendance rate before and during Boko Haram insurgency in the year 2005 and 2011, 2007 and 2013 and total before and during and not in the year 2006 and 2012, 2008 and 2014 in senior secondary schools in Borno State, and difference was in favour of insurgency period. There was a significant difference in students' dropout rate before and during Boko Haram insurgency in the year 2007 and 2013, and total before and during and not in 2005 and 2011, 2006 and 2012, and 2018 and 2014, in senior secondary schools in Borno State, and the difference was in favour of insurgency period and

there was a significant difference in students' completion rate before and during Boko Haram insurgency in senior secondary schools in Borno State, and the difference was in favour of pre insurgency period for the first year and insurgency period for the remaining years. Based on the findings of the study, it is concluded that there was a positive impact of insurgency on students' net and gross enrolment rate, and completion rate in senior secondary schools in Borno State. It is also concluded that there was inconsistency in the impact of Boko Haram insurgency on students' attendance rate and dropout rate in senior secondary schools in Borno State. The study recommended among others that Borno State Government should provide free education up to secondary school as the study shows that students' net and gross enrolment rate in favour of insurgency period. Federal and Borno State Government should deploy security agents to provide protection to schools to avoid future attacks as the finding indicates that the students dropout rate increased during the insurgency period despite inconsistency in results, and most schools outside the Maiduguri Metropolis were destroyed and the Federal and Borno State Government should provide scholarship for continuous education as the study shows that students completion rate favour of insurgency period and most of their parents were internally displaced.

Keywords: Boko- Haram insurgency, net and gross enrolment rate, attendance rate, dropout rate, and completion rate.

1. Introduction

The insurgent group called Boko Haram have put Nigeria in a serious crisis which calls the attention of the international community and a subject of research interests for researchers focusing on crises affecting education. Education enables individuals to acquire appropriate knowledge, values and skills for personal development and contributes meaningfully to the development of society (Fafunwa, 1990). The Constitution of the Federal Republic of Nigeria (as amended) (CFRN, 1999) draws the attention of government to it in Chapter II as a Fundamental Objective and Directive Principle of State Policy. Education has been recognised as a human right since the adoption of the Universal Declaration of Human Right in 1948. Nevertheless, enrolling children into school is insufficient, since that alone does not guarantee the type of education that makes them to achieve their social and economic objectives. This does not assure that the pupils will get the awareness, values and attitudes that bring about reliable and diligent citizenship.

With the Nigeria's adoption of the Universal Declaration of Human Right in 1948, the right to education has been on the worklist of the international community, and it is regarded as central in achievement of growth and social transformation. Consequently, Education for All was developed and goals were determined at Jomtien, Thailand in 1990 and supported in Dakar, Senegal at the World Education Forum in 2000.

Nigeria's acceptance of the Declaration of Education for All (EFA), MDGs is committed to the total extirpation of illiteracy. Nigeria realising the importance of education to national development has continuously attempted to reorganise its education system to meet the challenge of the time. Nigerian government, both Federal and State have always given the education sector priority attention with a view to making education universally accessible. In pursuit of these goals, government came up with several policy strategies that would ensure access to education by all citizens. Hence, the position is clearly stated in the National Policy on Education (2014), that any existing contradictions, ambiguities, and lack of uniformity in educational practice in different parts of the federation should be removed to facilitate an even orderly development of the country. The policy further maintained that Nigeria is expected to be one of the free and democratic, just and egalitarian, united, strong and self-reliant, with a great dynamic economy and above all a land full of bright opportunities for all the citizens. The National Policy on Education defines

senior secondary education as the education children receive after successful completion of basic education certificate examination (BECE) and junior Arabic and Islamic studies certificate examination (JAISCE).

One of the significant areas of politics of secondary education in Nigeria was the witnessing of government taking over of secondary schools from the missionaries in 1976. After the government taking over of schools, there was an increased agitation from the community for more schools and the number of school age children increased and the few boarding schools were over populated. In March 1978, the National Council on Education (NCE) agreed on the encouragement of community efforts to cater for students in the neighborhood. This resolution apparently arose as a result of rising cost of maintaining boarding schools and felt the need to encourage more Nigerians to receive secondary education in order to raise a generation of people who would be able to think for themselves, respect the views and feelings of others, respect dignity of labour and appreciate those values specified under the national aims and lives as good citizen (NPE, 2014).

Educational performance indicators in the context of this study are net and gross enrolment rate, attendance rate, dropout rate and completion rate in senior secondary schools in Borno state.

Impact of insurgency on enrolment reported by Hamman-Tukur, Atsua and Nwachukwu (2014), Abdulrasheed, Onuselogu and Obioma (2015), Sababa and Mbahi (2016), Ngohi and Saidu (2016), Osunyanmi, and Iwu, (2017), William, and Istifanus (2017), Galtimari (2017), Muhammad and Mohammed (2019), Moses and Omede (2020), Edemenang, Garba, Mande and Msheliza (2021), revealed that Boko Haram insurgency had negatively affected the enrolment of primary and secondary school pupils/students. Similarly, Bilyaminu, Baba and Purokayo (2017) reported that Boko Haram have significant impact on education in Adamawa State.

Review on the impact of insurgency on students attendance, revealed that studies by SINA (2013), Valente (2014), Patrick and Felix (2013), NDHS (2013), Walz and Jeanne (2013), Hamman-Tukur, Atsua and Nwachukwu (2014), Abdullahi, Atsua, Amuda and Habu (2013), Susan, Sebastine and Joseap (2015), Anon (2015), Abdulrasheed, Onuselogu and Obioma (2015), Borno State Ministry of Education (2015), Akintunde and Selzing-Musa (2016), Pindar and Petrol (2016), Ngohi and Saidu (2016), Sababa and Mbahi (2016), Osunyanmi, and Iwu, (2017), William, and Istifanus. (2017), Bilyaminu, Baba and

Purokayo (2017), Muhammad and Mohammed (2019), Moses and Omede (2020), Usman and Dabai (2020) and Edemenang, Garba, Mande and Msheliza (2021) found negative effect of conflict on school attendance. Only Ministry of Education (2015), Abdurashed, Onuselogu and Obioma (2015), and Anon (2015) were on Basic Education which call more empirical study on the impact of insurgency on students' attendance rate in senior secondary schools in the state and is worse hit by the activities of the Boko Haram insurgents in the North-eastern part of the country. While (2014), UNESCO (2015), Postgilione, Jiao and Oliang (2012) found significant impact of insurgency on attendance rate irrespective of the countries where the studies were conducted.

Literature reviewed on the impact of insurgency on students' dropout rate revealed that studies by Education for All (2015), OCHA (2015), Nicolai, Hine and Wales (2015), found negative effect of conflict on students' dropout, although these studies were conducted outside Nigeria. Similarly, Hamman-Tukur, Atsua and Nwachukwu (2014), Abdurashed, Onuselogu and Obioma (2015), Sababa and Mbahi (2016), Ngohi and Saidu (2016), Osunyikanmi, and Iwu, (2017), Galitimari (2017), Muhammed, Modu and Isa (2020) and Mohammed, Kawi and Kanami (2020) found significant negative impact of Boko Haram insurgency on dropout as some of students voluntary withdraw from the school as a result of the Boko Haram insurgency. However, UNICEF (2015), UNESCO (2015), UNESCO (2015), UNESCO (2018), reported that conflict in sub-Saharan African, civil war in Syria and other countries affected by conflict resulted in increase in the dropout rate.

It can therefore be inferred from the studies conducted by Shemyakina (2011), Sarah (2014), Hamman-Tukur, Atsua and Nkwachuku (2014), UNICEF (2014), Ohiweri, (2014), Ngohi and Saidu (2016), Sababa and Mbahi (2016), Osunyikanmi, and Iwu, (2017) and Edemenang, Garba, Mande and Msheliza (2021) found that insurgency decline, delayed and negatively affect completion rate. While Themner and Wallenstern (2013) and GMR (2019) found that school completion rate appears to be affected by the armed conflict irrespective of the countries where the study was conducted.

Senior secondary schools had experienced several attacks from the activities of Boko Haram insurgents which includes burning of schools, attacks on education personnel, teachers and students, occasional kidnaping of teachers and students, and threat to parents leading to the closure of schools and/or being used as army or IDP camps. The closure of such schools means pupils were not attending schools

because the schools were officially closed for several months by the government, (Borno State Government, 2015) this affected the operations of some schools in the rural areas, and subsequently, government had relocated schools in the rural areas to Maiduguri, the State capital, but facilities to accommodate the large number of students are inadequate as some schools have been converted to IDP camps. On the 24th June, 2013, Boko Haram attacked and killed nine students in Gamboru Ngala on their way to write examination. On the 7th April, 2014, Boko Haram attacked and killed a teacher in Gwange III primary school, on the 14th April, 2014 Boko Haram insurgent kidnapped two hundred and thirty four (234) girls in government secondary school, Chibok and burnt down the library, infrastructural facilities and teaching-learning facilities. Up to the year 2026, some of the Chibok school girls were yet to be released.

Investigation by the researchers revealed that prior to the Boko Haram insurgency, senior secondary schools in Borno State was operating successfully with most schools in good condition where students were attending classes regularly, while teachers were punctual to duty. Students' enrolment stood at 85.03% in 2007, 87.50% in 2008 and 78.62% in 2009, while students' attendance stood at 82.04% in 2007, 85.10% in 2008 and 77.11% in 2009 respectively. Students' dropout stood at 1.95% in 2007, 2.29% in 2008 and 2.50 % in 2009 while students' completion stood at 80.1% in 2007, 81.32% in 2008 and 68% in 2009 respectively (MoE, 2020).

The right to education guaranteed under the International Covenant on Economic Social and Cultural Right (ICESCR, 1966), Convention on the Right of Child (CRC, 1989), African Charter on the Rights and Welfare of Child (ACRWC, 1990) as well as other international instruments are not to suspended education in situations of armed conflict. Concerned about the consequences of brutal armed conflicts on education, Vernor Munoz, former special rapporteur on the right to education noted in his report that 'security in schools', meaning not only physical, psychological and emotional safety, but also an uninterrupted education in conditions conducive to knowledge acquisition and character development form part of the right to education. Hence, states have the obligation to respect, protect and fulfil the right to education whether or not an emergency situation exists. These concerns were raised and inform the study. The study tested the following hypotheses at 0.05 levels of significance

H₀₁: There is no significant difference in students' enrolment rate before and during Boko Haram

insurgency in senior secondary schools in Borno State, Nigeria,

Ho₂: There is no significant difference in students' attendance rate before and during Boko Haram insurgency in senior secondary schools in Borno State, Nigeria,

Ho₃: There is no significant difference in students' dropout rate before and during Boko Haram insurgency in senior secondary schools in Borno State, Nigeria,

Ho₄: There is no significant difference in students' completion rate before and during Boko Haram insurgency in senior secondary schools in Borno State, Nigeria.

2. Research Methodology

The study used ex post facto research design. The population of the study were all sixty three (63) affected senior secondary schools in Borno state. Out

of which forty eight (48) affected schools were selected as sample using disproportionate stratified random sampling technique. The study used proforma as an instrument in collecting data for the study. Paired sample t-test was used to analyze the data for the study.

3. Results

The study tested hypotheses on impact of Boko Haram insurgency on enrolment rate, attendance rate, dropout rate and completion rate in senior secondary schools in Borno State. The results and discussion are organized around these issues.

Ho₁: There is no significant difference in students' enrolment rate before and during Boko Haram insurgency in senior secondary schools in Borno State, Nigeria,

Table 1: Result of t-test of Paired Samples on Students' Net Enrolment Rate Before and During Boko Haram Insurgency in Senior Secondary Schools in Borno State

Pair	N	Mean NER	SD	DF	t-value	P-value	Remark
Enrolment rate before (2005)	36	.05	.04	35	-3.01	.005	Significant
Enrolment rate during (2011)	36	.08	.07				
Enrolment rate before (2006)	36	.06	.05	35	-3.13	.003	Significant
Enrolment rate during (2012)	36	.09	.07				
Enrolment rate before (2007)	36	.06	.04	35	-2.84	.007	Significant
Enrolment rate during (2013)	36	.08	.07				
Enrolment rate before (2008)	36	.07	.05	35	-2.50	.017	Significant
Enrolment rate during (2014)	36	.09	.07				
Total enrolment rate before (2005-2008)	36	.24	.18	35	-3.50	.001	Significant
Total enrolment rate during (2011-2014)	36	.34	.28				

Significant at P<0.05

The result of t-test of paired samples in table 1 indicates that there was a significant difference in students' net enrolment rate before and during Boko Haram insurgency in senior secondary schools in Borno State. The hypothesis is therefore, rejected and the difference was in favour of insurgency period.

Table 1.1: Result of t-test of Paired Samples on Students’ Gross Enrolment Rate Before and During Boko Haram Insurgency in Senior Secondary Schools in Borno State

Pair	N	Mean GER	SD	DF	t-value	P-value	Remark
Gross enrolment rate before (2005)	36	.09	.07	35	-2.18	.036	Significant
Gross enrolment rate during (2011)	36	.12	.10				
Gross enrolment rate before (2006)	36	.10	.08	35	-2.54	.016	Significant
Gross enrolment rate during (2012)	36	.13	.09				
Gross enrolment rate before (2007)	36	.11	.08	35	-2.57	.009	Significant
Gross enrolment rate during (2013)	36	.14	.09				
Gross enrolment rate before (2008)	36	.12	.09	35	-2.89	.007	Significant
Gross enrolment rate during (2014)	36	.16	.10				
Total gross enrolment rate before (2005-2008)	36	.40	.32	35	-2.89	.007	Significant
Total Gross enrolment rate during (2011-2014)	36	.53	.39				

Significant at $P < 0.05$

The result of t-test of paired samples in table 1.1 indicates that there was a significant difference in students’ gross enrolment rate before and during Boko Haram insurgency in senior secondary schools in Borno State. The hypothesis is therefore, rejected and the difference was in favour of insurgency period.

H₀₂: There is no significant difference in students’ attendance rate before and during Boko Haram insurgency in senior secondary schools in Borno State.

Table 2: Result of t-test of Paired Samples on Students’ Attendance Rate Before and During Boko Haram Insurgency in Senior Secondary Schools in Borno State

Pair	N	Mean AR	SD	DF	t-value	P-value	Remark
Attendance rate before (2005)	36	.09	.09	35	-3.29	.002	Significant
Attendance rate during (2011)	36	.12	.09				
Attendance rate before (2006)	36	.26	.99	35	.803	4.27	Not Significant
Attendance rate during (2012)	36	.12	.10				
Attendance rate before (2007)	36	.09	.09	35	-2.93	.006	Significant
Attendance rate during (2013)	36	.13	.11				
Attendance rate before (2008)	36	.10	.08	35	-1.64	.111	Not Significant
Attendance rate during (2014)	36	.12	.10				
Total attendance rate before (2005-2008)	36	.37	.33	35	-2.89	.005	Significant
Total attendance rate during (2011-2014)	36	.49	.39				

Significant at $P < 0.05$

The result of t-test of paired samples in table 2 indicates that there was a significant difference in students’ attendance rate before and during Boko Haram insurgency in senior secondary schools in Borno State. However, the study further revealed that there was no significant difference in students’ attendance rate. The hypothesis is therefore, rejected for first and third years and total attendance rate and was accepted for and the second and fourth years of insurgency period. The difference was in favour of insurgency period.

H₀₃: There is no significant difference in students’ dropout rate before and during Boko Haram insurgency in senior secondary schools in Borno State.

Table 3: Result of t-test of Paired Samples on Students’ Dropout Rate Before and During Boko Haram Insurgency in Senior Secondary Schools in Borno State

Pair	N	Mean DR	SD	DF	t-value	P-value	Remark
Dropout rate before (2005)	36	.09	.09	35	.910	.369	Not Significant
Dropout rate during (2011)	36	.13	.09				
Dropout rate before (2006)	36	.10	.09	35	-1.44	.158	Not Significant
Dropout rate during (2012)	36	.14	.10				
Dropout rate before (2007)	36	.10	.08	35	-2.31	.027	Significant
Dropout rate during (2013)	36	.14	.11				
Dropout rate before (2008)	36	.10	.08	35	-1.71	.097	Not Significant
Dropout rate during (2014)	36	.13	.11				
Total dropout rate before (2005-2008)	36	.22	.28	35	-2.41	.021	Significant
Total dropout rate during (2011-2014)	36	.29	.30				

Significant at P<0.05

Table 3 shows that there was no significant difference in students’ dropout rate for first, second and fourth years in senior secondary schools in Borno State. The hypothesis is therefore, accepted. However, the study also revealed that there was a significant difference in students’ dropout rate in the third year and total attendance rate before and during Boko Haram insurgency in senior secondary schools in Borno State. The hypothesis is therefore rejected. The difference was in favour of insurgency period.

Ho₄: There is no significant difference in students’ completion rate before and during Boko Haram insurgency in senior secondary schools in Borno State.

Table 4: Result of t-test of Paired Samples on Students’ Completion Rate Before and During Boko Haram Insurgency in Senior Secondary Schools in Borno State

Pair	N	Mean CR	SD	DF	t-value	P-value	Remark
Completion rate before (2005)	36	.05	.07	35	-3.39	.002	Significant
Completion rate during (2011)	36	.04	.05				
Completion rate before (2006)	36	.05	.08	35	-3.28	.002	Significant
Completion rate during (2012)	36	.07	.11				
Completion rate before (2007)	36	.05	.08	35	-2.94	.006	Significant
Completion rate during (2013)	36	.08	.11				
Completion rate before (2008)	36	.06	.09	35	-2.03	.050	Significant
Completion rate during (2014)	36	.10	.11				
Total Completion rate before (2005-2008)	36	.41	.34	35	-3.04	.004	Significant
Total Completion rate during(2011-2014)	36	.53	.39				

Significant at P<0.05

Table 4 indicates that there was a significant difference in students’ completion rate in senior secondary schools in Borno State. The hypothesis is therefore, rejected for all the period and the difference was in favour of pre insurgency for the first year and insurgency period for second, third, fourth and the total before and during insurgency period.

4. Discussion of findings

The finding on difference in students’ enrolment rate before and during Boko Haram insurgency revealed a significant difference in students’ net and gross enrolment rate before and during Boko Haram insurgency in senior secondary schools in Borno State and the difference was in favour of insurgency period. This finding concurred with Edemenang, Garba, Mande and Msheliza (2021) who reported that forceful recruitment of students as a child soldiers and suicide

bombers by insurgency lower enrolment. It also agreed with, Themner and Wallenstern (2013) study which hypothesises that conflict lead to a decrease in net and gross enrolment rate during conflict, as schools are unable to provide safe access to schooling for many children. It is also in agreement with UNICEF (2014) reports that in 2013, enrolment rate in secondary school are nearly one-thirds lower in conflict affected countries. Similarly, this finding corroborated the findings of William, and Istifanus (2017) who stated that many schools were closed down and this implies that there was no school enrolment during the period of the closure of the schools. Also Bilyaminu, Baba and Purokayo (2017), Abdulrasheed, Onuselogu and Obioma (2015) found that majority of the schools have been closed down indefinitely which affects pupils' enrolment. These significant differences in favour of insurgency period might be as a result of people not engaging in activities like farming and fishing as a result of the relocation of local government into the state capital.

With respect to the findings on difference in impact of Boko Haram insurgency on students' attendance rate in senior secondary schools in Borno State. The study found a significant difference in students' attendance rate before and during Boko Haram insurgency in the year 2005 and 2011, 2007 and 2013 and total before and during and not in the year 2006 and 2012, 2008 and 2014 in senior secondary schools in Borno State, and difference was in favour of insurgency period. These inconsistent differences might be as a result of displacement and relocation of the villages into the state capital. This is in agreement with findings of Moses and Omede (2020), UNESCO (2015), which revealed a negative impact of insurgency on school attendance rate in areas prone to Boko Haram attack. These findings were not in line with the result which revealed no significant difference before and during Boko Haram insurgency. This finding is consistent with that of Pindar and Petrol (2016), William, and Istifanus (2017), who reported that the state of insecurity as occasioned by the activities of Boko Haram insurgency have seriously affected school attendance among students of private schools in Maiduguri Metropolis. Similarly, the findings concurred with William, and Istifanus (2017) found that parents were afraid to let their daughters attend school because of fear and insecurity in public primary and secondary schools in the three senatorial zones of Adamawa State. Similarly, Abdullahi, Atsua, Amuda and Habu (2013) and Abdullahi, Atsua, Amuda and Habu (2013), Patrick and Felix (2014) found that level of school attendance under the crises situation in Maiduguri Metropolis has been low.

With regard to the findings on difference in students' dropout rate before and during Boko Haram insurgency in senior secondary schools in Borno State, the study found a significant difference in students' dropout rate before and during Boko Haram insurgency in the year 2007 and 2013, and total before and during, and not in 2005 and 2011, 2006 and 2012, and 2018 and 2014, in senior secondary schools in Borno State, and the difference was in favour of insurgency period. The finding which revealed significant difference is supported by Mohammed, Kawi and Kanami (2020), UNICEF (2015), UNESCO (2018), who reported that the activities of Boko Haram make parents to send their children away from the affected areas which resulted the children in becoming dropout of schools. The findings which revealed no significant difference is not in line with that of Ngohi and Saidu (2016) who stated that insecurity in Maiduguri Metropolis has a very devastating impact on secondary school education following voluntary withdrawal of students in secondary schools. However, the finding which revealed significant difference in students' dropout rate before and during Boko Haram insurgency agreed with Hamman-Tukur, Atsua and Nwachukwu (2014), Abdulrasheed, Onuselogu and Obioma (2015), Galtimari (2017), Osunyanmi, and Iwu, (2017), who reported that Boko Haram insurgency had negative impact on pupils' dropout as a result of Boko Haram insurgency. Abdulrasheed, Onuselogu and Obioma (2015) further confirmed that since most of the people were internally displaced, their children/wards become dropout of schools in areas affected by the insurgency in Borno State, whereas, the finding that revealed no significant difference is not in line with the findings of Ngohi and Saidu (2016), Galtimari (2017), Osunyanmi, and Iwu, (2017), Hamman-Tukur, Atsua and Nwachukwu (2014), and Abdulrasheed, Onuselogu and Obioma (2015).

Furthermore, the last finding revealed that there was a significant difference in students' completion rate in senior secondary schools, and the difference was in favour of pre insurgency period for the first year and insurgency period for the remaining years. This finding is in agreement with Themner and Wallenstern (2013), UNICEF (2014), Hamman-Tukur, Atsua and Nwachukwu (2014), Edemenang, Garba, Mande and Msheliza (2021) whose results indicated that insurgency had negatively affected the school completion. The finding contradicts with that of GPR (2019) who found that completion rate is improving with an estimated 4.9 million more children completing primary schools and 2.6 million more completing lower secondary schools over previous years in countries affected by fragility and conflict.

5. Conclusion

Based on the findings of the study, it is concluded that there was a positive impact of insurgency on students' net and gross enrolment rate, and completion rate in senior secondary schools in Borno State. It is also concluded that there was inconsistency in the impact of Boko Haram insurgency on students' attendance rate and dropout rate in senior secondary schools in Borno State.

6. Recommendations

The study recommended that:

- Borno State Government should provide free education up to secondary school as the study shows that students' net and gross enrolment rate in favour of insurgency period.
- Borno State Government should provide schools with infrastructural facilities and teaching-learning materials to accommodate learners' needs as the students' attendance rate in favour of insurgency period despite inconsistency results.
- Federal and Borno State Government should deploy security agents to provide protection to schools to avoid future attacks as the finding indicates that the students dropout rate increased during the insurgency period despite inconsistency in results, and most schools outside the Maiduguri Metropolis were destroyed.
- The Federal and Borno State Government should provide scholarship for continuous education as the study shows that students completion rate favour of insurgency period and most of their parents were internally displaced.

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