

The effects of Boko Haram Insurgency on school enrolment in selected tertiary institutions in Damaturu Metropolis, Yobe State, Nigeria

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ABSTRACT

The Effects of Boko Haram Insurgency on school enrolment in selected tertiary institutions in Damaturu Metropolis is an empirical longitudinal study spanning six (6) academic sessions. It is based on quantitative method of research in which survey questionnaire was administered on the registry of The Federal Polytechnic Damaturu, Yobe State University Damaturu, and Shehu Sule School of Nursing and Midwifery Damaturu. The objective of the study is to examine the nexus between Boko Haram Insurgency. The declining rate of schools enrolment at the point in focus on one hand and the nexus between Boko Haram in the Northeastern region and intellectual flight on the other hand. Findings from the study revealed among others that: mass exodus of students and lecturers of non-northern Nigerian origin was observed; abrupt and then prolonged closure of schools was experienced successively since 2014 when seven months was lost to threats posed by insurgency; the beginning of the sharp drop in the students population was discovered to be from 2012/2013 academic session.

Keywords: Boko Haram, Insurgency, Damaturu, tertiary institution, north-eastern, Nigeria.

1. INTRODUCTION

Qualitative education and its easy access to the citizens is a responsibility of every government including the Federal Government of Nigeria. To institutionalize this, provisions were made as enshrined in the Fundamental Objectives and

Directive Principle of State Policy embedded in Section 18, Chapter 2 of the 1999 Constitution of the Federal Republic of Nigeria. Mozi (the ancient Chinese Philosopher, [c. 400s - 300s B.C.E.]), had a brand of social contract similar to the Lockean, Hobbessian and Rosseauean social contract, which empowers the sovereign to

occupy the privileged position which direct the affairs of the populace. But unlike the Hobbessian, Hobbes (1651) and Rosseauean brand, it does not confer on the sovereign's absolute power [1]. The Lockean theory was founded on the basic thrust of "two treatise on government", Studies stipulates that government rests on popular consent of the people, and revolution and rebellion is permitted, if government subverts the ends for which it is established, and the ends are protection of lives, liberty and property [2]. Sovereigns must with all sense of responsibility preserve the lives of the citizens, which are sacrosanct (Sacred).

Mozi's ideas, aside the social contract, is also similar to Locke's in the belief that all humans are inherently equal, born with no innate disposition "Tabula Rasa" [3]. The primitive human society was an environment of chaos, resulting from self-interests, which necessitated the need for a meritocratic, rather than hereditary leadership. Mohist moralist philosophy encourages frugality in leadership, being sternly against military aggression which he condemned as being unprofitable and immoral, even to the aggressor(s), while distinguishing between justified and unjustified warfare [4].

The wealth of nation at the disposal of sovereign should be deployed as prescribed in the mythical social contract for the good will of all in the line with the utilitarian tradition of Jeremy Bentham. It is the belief of nations that educational attainments determine the level of development. It is also a conventional cliché

that, good leadership of the future lies in well informed youths [5].

The protection of life and properties of the citizens is a cardinal responsibility of the government which guides against not only external attack, but also internal insurrection. The resistance or outright suppression of any threat to the sustainability of nationhood by the government in power ought to be done by all possible means.

The North Eastern part of the country is lately infested with apocalyptic large scale massacre of not only the Law Enforcement Agents. They are not only saddled with the maintenance of law and order but also infested with genocidal decimation of students in their dormitories [6].

All these smacks the barbaric act of the Athenian Sparta of the Ancient Greek City State, whose main preoccupation is wanton destruction of lives and properties in guerilla warfare [7]. They ended up meeting their waterloo, and became rendered into oblivion for their over-concentration on acts of warfare, devoid of acquisition of intellectual skills, just like the Boko Haram, which aggrandizes in self-delusion with their avowed hatred for western ideas, orientation, and democratic structures. Even in spite of the fact of their use of western products, vehicles, weapons, drugs, among many others, in their misdirected and camouflaged Jihad. Which kind of religion sanctions the killing of helpless and defenceless students? No 'sane thinking government' folds her arms while insurgents such as Boko Haram decimate her youthful but hopeful population.

In its bid to rise to the challenge of protection of the territorial integrity of this great nation, the government was left with no option than to declare a “state of emergency” on the three north eastern states of Borno, Yobe and Adamawa. It is culminating in the unabated allocation of large portion of the national budget for the purpose of ‘defense’, which is now beginning to yield the much desired effects. However, it is still very worrisome that over two hundred ‘schoolgirls’ abducted in Chibok, Borno State, are still under captivity, making the use of young girls for suicide bombing more mind-boggling [7-8]. This has in many ways lead to the apprehension of the citizens in avoiding crowded places such as schools, markets, cinema, banks etc.

Constitutional safeguard of the rights to qualitative education and the role of education in nation building

In the educational objective (Section 18) of the Fundamental Objectives and Directive Principles of State Policy (Chapter 2 of Constitution of the Federal Republic of Nigeria), the constitutional mention of the Government’s intention to create universal accessibility of Nigerians to adequate education was made. Section 18 subsection (1) states that, “government shall direct its policy towards ensuring that, there are equal and adequate educational opportunities at all levels”. Subsection (2) states that government shall promote science and technology, while subsection (3) states that, the state shall direct its policy towards ensuring that Government strives to eradicate illiteracy; and to this end, government shall as and when practicable provide:

- a. Free, compulsory and universal primary education
- b. Free university education
- c. Free adult literacy.

In the subsection three above, the drafters of the constitutions have craftily inserted a procrastinating phrase – “as and when practicable”. The phrase is calculated to be a justification for the neglect of the educational sector, or the systematic ruination of the public education for the privatization of the sector, as tutored by their neoliberal commanders. This indeed is a clear demonstration of a lack of willingness to eradicate illiteracy for national development.

The sanctity of the right of Nigerians to qualitative education cannot be over-emphasized, given the fact of the quest for home-grown development which the nation seeks to attain through her Vision 20 20 20. The educational objective in Section 18 of the constitution is key in the attainment of other fundamental objectives of the Nigerian state such as: Section 15 (2b), where it is explicitly stated that, “the security and welfare of the people shall be the primary purpose of government”, Section 16 (2b), where it is stated that, “the state shall direct its policy towards ensuring that the material resources of the nation are harnessed and distributed as best as possible to serve the common good. Moreover, Section 17 (3a and 3f) stated that, the state shall direct its policy towards ensuring that: (3a) All citizens, without discrimination on any group whatsoever, have the opportunity for securing adequate means of livelihood, as well as adequate opportunity to secure suitable

employment; (3f) Children, young persons and the aged are protected against any exploitation whatsoever, and against moral and material neglect.

How can security and welfare of the people be guaranteed in a society ridden with ignorance? Sound knowledge is the foundation of security and welfare of the people. The high level of security and welfare of western societies are by-products of their multidimensional intellectually progress.

Sociologists have linked the relationship between education and employability of the citizens. The quality of manpower in the labour force of any country determines its growth and competitiveness in the international arena. We can conveniently state here that: a government that has neglected the education of her citizens will definitely have no business securing employment opportunity for anybody, and the result – doom [9].

What Nigerians need is good governance, and good governance transcends the mere inscription of fundamental objectives in the constitution, and rendering them non-justiciable through technicalities such as the phrase – “as and when practicable”. The non-justiciability needs urgent revision for the sake of posterity. The link of qualitative education to the development of the youth who are often erroneously referred to as future leaders, when they stated that, all great leaders, all over the world achieved fame and fortunes in their youthful age.

The development of the Nigerian state in the past and at present is attributable to the vital

contributions of the “educated” youth. It may be argued that some youth have been agents of social unrest with its devastating consequences on the nation. This may be so, because of large-scale mis-governance, and the marginalization of the youths in their own affairs. In corroboration of Demehin and Aremu’s stance, Onoge 2004 commended the roles of The West African Student Union (WASU) as nationalists, who despite being rusticated, detained and jailed, often by the colonial authorities, who regarded them as dangerous nuisance. Some were murdered by the colonial police, yet, they fought on until the independence was attained.

Historically, on the morning of the independence, on 1st October, 1960, Nigerian students from the university of Ibadan (then, university college, Ibadan) and Yaba College of Technology, demonstrated fidelity to the legacy of the militant anti-colonialism, by physically disrupting parliamentary session in Lagos, to block the ratification of an Anglo-Nigerian Defence Pact, secretly imposed by the British Government, as conditionality for conceding independence. The essence of education is the facilitation of development. Thus, unconditionally qualitative education is a right for all Nigerians.

Boko Haram’s war against Education of Nigerians

There is a little doubt that the activities of Boko Haram insurgents have put paid to the declension of the educational standard in the north-eastern part of the country, which had hitherto been fundamentally disadvantaged in the educational rating among the regions of the

country. This educational disadvantage was due to the resistance of the people of the region (which are predominantly Muslims) to western styled philosophy, including western education, adjudged to be in conflict with Islamic tenets [10].

The adoption of western education among the people of the south-eastern and south-western Nigeria was preconditioned by conversion into Christianity of an overwhelming proportion of the population. The western education was introduced partly to facilitate the ability of the natives to read the holy bible, which would later aid evangelistic mission of the Christendom.

The arousal of the anti-Christian doctrine (anti-western) is somewhat a brutal reawakening of the clash of civilization, using the fault-line of religion. The philosophy of the Boko Haram insurgents is the same as the philosophy of the Athenian Sparta, whose whole energy were channelled to the perfection of belligerent skills and martial artistry, to the exclusion of the search for knowledge in educational terms.

2. METHOD AND MATERIAL

Research Design

This is a trend study which adopts longitudinal method of research spanning a period of six academic sessions: 2008/2009, 2009/2010, 2010/2011, 2012/2013, 2013/2014, and 2014/2015. The data upon which our analyses in this research work are based were gleaned from the Offices of the Registrar of the Federal Polytechnic Damaturu, Yobe State University Damaturu, and Shehu Sule School of Nursing and Midwifery Damaturu, The aim of the study was

to find out the effect of Boko Haram insurgency on students enrolment through structured survey questionnaires to obtain first-hand and relevant information.

Data Presentation and Analysis

This section deals with presentation and analysis of data collected on the effects of Boko Haram insurgency on students' enrolment in the Federal Polytechnic Damaturu, Shehu Sule School of Nursery and Midwifery Damaturu, and Yobe State University Damaturu between 2008/2009 and 2014/2015 session through the administration of questionnaire. The data were tabularly organized based on relevant research questions, as presented below:

- i. What is the total number of students' enrolment in the higher institutions of learning in Damaturu metropolis between 2008/2009 and 2014/2015 session?
- ii. What is the population of male and female students in the three institutions of learning between 2008/2009 and 2014/2015 session?
- iii. What are the effects of Boko Haram insurgency on the readiness of intellectuals to be committed to working in Yobe State?
- iv. What are the population of 'senior and junior academic staff' of the Federal Polytechnic, Damaturu; Shehu Sule School of Nursery and Midwifery, Damaturu; and Yobe State University, Damaturu between 2008/2009 and 2014/2015 session?

Table 1. Students' Enrolment into the Higher Institutions of Learning in Damaturu Metropolis between 2008/2009 and 2014/2015 Session

S/N	INSTITUTIONS	TOTAL NUMBER OF STUDENTS BETWEEN 2008 AND 2015						TOTAL
		2008/ 2009	2009/ 2010	2010/ 2011	2012/ 2013	2013/ 2014	2014/ 2015	
1	FEDERAL POLYTECHNIC	3735	3244	3524	2429	2355	NIL	12,446
2	SHEHU SULE SCH. OF NUR. & MIDWIFERY	050	055	048	98	100	080	431
3	YOBE STATE UNIVERSITY	530	519	511	366	599	699	3,184
	TOTAL	4315	3818	3597	1684	1968	779	16,016

- v. What are the efforts of government in ameliorating the conditions of the masses in the north-eastern part of the country?
- vi. What are the necessary measures taken by various higher institutions of learning, in order to forestall any suicide bomb attack within the school premises.

3. RESULTS AND DISCUSSION

The table 1 shows that there is drastic reduction in the students' enrolment from 2012 onward in the Federal Polytechnic Damaturu, and temporary setback for the Yobe State University, while the introduction of Midwifery as a new course of study, with a stipulated maximum enrolment of fifty (50) students for each of the programmes explains the stability in the students' population in the Shehu Sule School of Nursery and Midwifery Damaturu. Moreover, the fact that the Federal Polytechnic Damaturu was directly attacked could possibly, explain her dwindling student population from 2012/2013 session.

From the table 2, there is an evident disproportionate admission of more male than female students throughout the trend in Federal Polytechnic Damaturu and Yobe State

University, while the reverse is the case with the Shehu Sule School of Nursery and Midwifery Damaturu.

Table 3 shows that there is no significant reduction in population of academic staff in the three institutions of higher learning, despite the threats to their lives. This can be explained as a manifestation of the lack of adequate job opportunities in Nigeria.

The table 4 is a demonstration of top-lean and bottom-heavy status of academic staff composition of the three institutions of higher learning. There was manifest declension in the number of academic staff below the level of senior lecturer at the Federal Polytechnic Damaturu, from the 2012/2013 session, in the heat of Boko Haram insurgency.

Based on the findings from the field survey as represented on the tables one to four above, there exists a sharp drop in students' population from the 2012/2013 session, apparently due to threats physically experienced to their lives.

It was also discovered that the effect of Boko Haram insurgency is not only personal, but also systemic. Aside from state government's proclamation of suspension of academic

Table 2. Distribution of Students Population on Gender Basis

S/ N	SESSION INSTITUTIONS	TOTAL NUMBER OF MALE AND FEMALE STUDENTS IN 2008 - 2015												TOTAL
		2008/ 2009		2009/ 2010		2010/ 2011		2012/ 2013		2013/ 2014		2014/ 2015		
		M	F	M	F	M	F	M	F	M	F	M	F	
1	FEDERAL POLYTECHNIC	2153	1582	1990	1254	1750	1288	635	585	655	554	NILL	NILL	12,446
2	SHEHU SULE SCH. OF NUR. & MIDWIFERY	24	26	27	28	22	26	42	56	43	57	42	38	431
3	YOBE STATE UNIVERSITY	370	160	381	138	356	155	212	154	348	211	408	201	3,184
	TOTAL	2547	1768	2398	1420	2188	1469	889	795	1046	822	442	337	16,061

Table 3. The Population of Academic Staff of the Federal Polytechnic Damaturu, School of Nursing & Midwifery and Yobe State University

S/N	INSTITUTIONS	TOTAL NUMBERS OF NUMBER OF ACADEMIC STAFF IN 2008/2015						TOTAL
		2008/2009	2009/2010	2010/2011	2012/2013	2012/2014	2014/2015	
1	FEDERAL POLYTECHNIC	178	175	189	172	170	167	1051
2	SHEHU SULE SCH. OF NUR. & MIDWIFERY	31	28	28	35	35	38	195
3	YOBE STATE UNIVERSITY	107	153	187	193	202	239	1081
	TOTAL	316	356	404	400	407	444	2,327

Table 4. Distribution of Academic Staff on Junior and Senior Staff Basis

S/N	INSTITUTIONS	TOTAL NUMBER OF MALES AND FEMALE STUDENT IN 2008-2015												TOTAL
		2008/ 2009		2009/ 2010		2010/ 2011		2012/ 2013		2013/ 2014		2014/ 2015		
		SNR	JNR	SNR	JNR	SNR	JNR	SNR	JNR	SNR	JNR	SNR	JNR	
1	FEDERAL POLYTECHNIC	17	161	13	162	19	170	13	159	18	152	15	152	1051
2	SHEHU SULE SCH. OF NUR. & MIDWIFERY	03	28	03	25	03	25	6	29	06	29	6	32	185
3	YOBE STATE UNIVERSITY	04	103	08	145	12	175	18	175	17	175	15	224	1081
	TOTAL	24	292	24	332	34	404	37	363	42	365	36	408	2317

activities in all academic institutions, at all levels, all-over the state, the Federal Polytechnic Damaturu, though not directly affected by this proclamation, was abruptly closed down for seven months, as this culminated in the skipping of 2014/2015 academic session.

The effect of Boko Haram insurgency seem not to have affected Shehu Sule School of Nursing and Midwifery much because the school must not exceed the 50-students-quota imposed on it by the Nursing Council, whereas there are far more candidates seeking admissions, however, the insurgency has rather taken its toll on the non-northern students' population. Before the insurgency, the admission used to be based on

ratio 60:40 for the indigene and non-indigene students respectively. Similarly, the insurgency had taken its toll on the non-indigenous lecturers as well. Moreover, the introduction of mid-wifery in 2011/2012 session made the school to be more sought-after.

Yobe State University was also not much affected by the Boko Haram insurgency, being a newly established university, which is also limited by quota and carrying capacity of 500 students, as stipulated by the Nigerian University Commission (NUC). Thus, in 2008-2010, 80% of the admitted students were Yobeans, while the remaining 20% were from other states [11].

In 2012/2013, Boko Haram insurgency affected students' enrolment. More than 2000 students applied for admission, but only 366 students were admitted as a result of insurgency. In 2014/2015 session, the total number of admitted students increased, because admission through Direct Entry (D.E) which encouraged many applicants to apply to 200 level in the university, and Unified Tertiary Matriculation Examination (UTME) was open, making the total number of the students' enrolment to increase to 669 [12].

This study also revealed that the Federal Polytechnic Damaturu was attacked in 2012, while the school had been declared closed. The entire building of the school of environmental sciences was torched and bombed to rubbles [13-14].

In December 2014 Boko Haram attack, the Yobe State University was also attacked, leading to the burning and destruction of the Administrative Blocks while many of the university vehicles were stolen [15].

4. CONCLUSION

From the discoveries obtained via the survey, it is obvious that Boko Haram insurgency has been very abysmal to the educational development of the north-eastern Nigeria. It is unfortunate that prior to the insurgency, Yobe State was ranked as one of the most educationally backward states in Nigeria.

It is important that a review of the 1999 constitution in which the procrastinating phrase "as and when practicable" will be removed, to enable the government to do the needful and

positively impact on the eradication of illiteracy and facilitate holistic development as obtained in Nyerere's Tanzania. Massive funding of the educational sector is imperative, especially in the northeast where colossal damage has been done to the hitherto comatose system.

The modification of the Al-majiri system with the accreditation and certification of their teachers (Mallams) has been long overdue, as well as adequate coverage of the hitherto ungoverned spaces in Nigeria.

To forestall future intractable security challenges, adequate coverage of the hitherto ungoverned spaces in Nigeria must be achieved at all costs.

There is an urgent need for the overhauling of the Al-majiri system. This should include the rehabilitation of Al-majiri and their teachers, as well as their certification.

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NA

6. CONFLICT OF INTEREST

The authors have declared that there is no conflict of interest.

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