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## **Impact of Boko Haram Insurgency on Availability of Primary School Teachers in Maiduguri Metropolis, Borno State, Nigeria**

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### **Abstract:**

*The study determined the impact of Boko Haram insurgency on the availability of primary school teachers in Maiduguri Metropolis, Borno State, Nigeria. The purposes of the study were to determine the number of primary school teachers killed, injured and forced to flee by the Boko Haram insurgents in Maiduguri Metropolis, Borno State, Nigeria and the research questions were; what is the number of primary school teachers killed by Boko Haram insurgents in Maiduguri Metropolis, what is the number of primary school teachers injured by Boko Haram insurgents in Maiduguri Metropolis and what is the number of primary school teachers forced to flee by the Boko Haram insurgents in Maiduguri Metropolis, Borno State, Nigeria? The study adopted survey research design. The population of the study comprised of all the 54 public primary schools in Maiduguri Metropolis. A proforma was used in collecting data. The data collected through the profoma were analysed using frequency count and simple percentage. The results of the study revealed that insurgency had negative impact on the availability of primary school teachers as 0.2% of the teachers were killed in the year 2011, 0.44% in 2012 and 2.21% in 2013. 0.81% of the teachers were injured in the year 2011, 0.95% in 2012 and 1.03% in 2013. 0.59% of them were forced to flee in the year 2011, 3.65% in 2012 and 5% in 2013 in Maiduguri Metropolis, Borno State, Nigeria. The researchers recommend that government and the community should provide adequate security to the schools and government should employ more teachers to fill the gap created by the insurgency.*

**Keywords:** *Impact, boko haram, insurgency, availability, primary school teachers*

### **1. Introduction**

Primary education is the first six (6) years of the basic education that is, Universal Basic Education (UBE) in Nigeria. The National Policy on Education (FGN, 2013) defined basic education as the type of education received at the primary school level to the junior secondary school level. Insurgency refers to the activities of a group or groups seeking political power through armed conflict or other means illegally under the rules of the existing government. Insurgency is an international problem today. Many countries are experiencing the problem of insurgency ranging from religious, social, political to economic insurgency. The world is experiencing insurgencies in places like Mali, Afghanistan, Somalia, Iraq, Syria, Pakistan, Yeman and many other nations (Hakilu, 2010).

Eneasoba and Iro (2015) stressed that the disseminators of knowledge and roles models are teachers. Teachers in general are not spared by Boko Haram insurgents and therefore could not be able to properly disseminate knowledge to the students. In the midst of bombing and maiming, many teachers lost almost all their belongings and are living in hunger and poverty. In most attacks, the teachers are directly or indirectly affected.

In terms of death rates, the worst affected countries are Afghanistan, where 439 teachers, education employees and students were killed from the years 2006-2009; Colombia, where 117 teachers and students were assassinated from 2006-2009 and 435 education staff received death threats from 2007-2009; and Thailand where 119 teachers were assassinated from 2004-2009 and 56 teachers, students and education personnel were killed in 2007-2009 (O'malley, 2014). More than two-thirds of teachers in primary and secondary school were killed or forced to flee as a result of the Rwandan genocide (UNESCO, 2010).

Many teachers lost their lives because of the various attacks by the Boko Haram insurgents. Eneasoba and Iro's (2015) study shows that the Boko Haram have carried attacks to schools in the north. In the attacks, teachers were killed or injured and structures razed. Since the beginning of 2012, Amnesty International's (2014) research shows that about seventy

(70) teachers have been killed or wounded by the Boko Haram in north eastern Nigeria. Emeasoba and Iro (2015) reported that in the 2015 teachers' day, it was reported that 130 teachers were killed in Borno, Yobe and Adamawa states since the commencement of the insurgency.

Assessment findings of UNICEF (2015) on the impact of Boko Haram and armed conflict on schooling in Cameroon's far north indicate that the presence of Boko Haram and armed conflict impacts on the presence of teachers in the regions. Data provided by the regional educational authorities indicated that 14% of teachers were absent from their schools due to the activities of Boko Haram insurgents. The conflict (Boko Haram insurgency) has also had an impact on teacher presence, with 383 primary school teachers reported absent in the far north of Cameroon. Van Wessel and Van Hirtum (2013) also reported that many teachers have been forced to flee for their safety to other regions. In some places that have not been attacked but places close to schools attacked, schools have been suspended and teachers forced to abandon their classrooms.

Watch list on Children and Armed Conflict; WCAC (2004) in its study on the effect of war on Colombian children indicated that teachers are targets of murder, threat and displacement. WCAC (2004) went ahead to stress that Colombia's teachers' union and Federation of Colombian Educators (FECOE) documented a nearly unbroken year to year increase in the number of teachers and school employees assassinated for four years; 27 teachers including one university professor in 1999; 42 in 2000, 16 teachers in 2001 and 83 in 2002. In the first four months of the year 2003, an additional 13 teachers and some school employees were kidnapped or disappeared. Even in the absence of a detailed study on the educational effects of campaign to kill teachers, the climate of fear in which teachers work inevitably extends to the classroom (WCAC,2004).

Insurgents have attacked and frequently killed teachers and other education personnel ranging from janitors to school administrators. Between January 2004 and first week of September 2010, 108 government school teachers and other 27 educational personnel were killed in the southern border province of Thailand. Another 103 teachers and 19 educational personnel have been injured. In the period between January and early September 2010 alone, 14 teachers; 10 men and 4 women were killed. While most of those attacked were ethnic Thai Buddhists, the insurgents have also attacked Malay Muslim teachers who work at government schools or who teach at Islamic schools but resist insurgents' attempt to use the schools for indoctrination or recruitment of students (Human Right Watch, HRW, 2010).

Insurgency brings about shortage of teachers even after conflict. Burundi as a country suffered extreme teacher shortage as a result of the conflict in 1993. Since 1993, 25% of all primary school teachers in Burundi have either been killed or gone to exile. Regions seriously affected by violence do not attract qualified teachers; in these regions, teachers without qualification have been recruited and are being trained in basic teaching skills (Stoltz, 2011; Fountain, 2000). Singha (2014) argued that the conflict in India has resulted in the death and injury of many teachers and many teachers were placed on disabilities and psychological trauma by the conflict.

### *1.1. Purpose the Study*

The purpose of the study was to determine the impact of Boko Haram insurgency on the availability of primary school teachers specifically number of teachers killed, injured and forced to flee by the Boko Haram in Maiduguri Metropolis, Borno State.

### *1.2. Research Questions*

The following research questions were answered.

What is the number of primary school teachers killed by the Boko Haram insurgents in Maiduguri Metropolis, Borno State?  
What is the number of primary school teachers injured by the Boko Haram insurgents in Maiduguri Metropolis, Borno State?  
What is the number of primary school teachers forced to flee by the Boko Haram insurgents in Maiduguri Metropolis, Borno State?

## **2. Methods**

### *2.1. Design*

This study adopted survey research design which determined the impact of Boko Haram insurgency on the availability primary school teachers; teachers killed, injured and forced to flee in Maiduguri Metropolis, Borno State, Nigeria. According to Cohens, Manion and Morrison (2009) survey is used to scan a wide field of issues, population and programmes in order to measure or generalize and hence economical and efficient. The choice of survey enabled the researchers to determine the impact of Boko Haram insurgency on the availability primary school teachers; teachers killed, injured and forced to flee in Maiduguri Metropolis, Borno State, Nigeria.

### *2.2. Participants*

The population for this study comprised of all the public primary schools in Maiduguri Metropolis, Borno State, Nigeria. There are 54 public primary schools in Maiduguri Metropolis, Borno State, Nigeria (Borno State Universal Basic Education Board). All the 54 public primary schools in Maiduguri Metropolis, Borno State were used for the collection of the data on the number of public primary school teachers killed, injured and forced to flee by the Boko Haram insurgents in Maiduguri.

### 2.3. Research Instrument

A profoma was used for the collection of data for this study. The profoma was used to record the number of public primary school teachers killed, injured and forced to flee by the Boko Haram insurgents in Maiduguri Metropolis, Borno State for the period under study, that is, 2011 to 2013.

### 2.4. Procedure

The researchers wrote an introductory letter soliciting for permission from the heads of the Borno State Universal Basic Education Board, Maiduguri and the public primary schools where the researchers conducted the research and sought permissions from the heads of such organizations. After securing permissions from the Borno State Primary Education Board and the primary schools, the researchers collected the appropriate records for compilation of the required information on the profoma. The compilation of the information on the profoma was done within one month.

Table 1 presents the number and percentages of teachers killed by Boko Haram insurgents

Year	TNT	TK
2011	4523	13(0.28%)
2012	3863	17(0.44%)
2013	2798	06(0.21%)

*Table 1: Number Teachers Killed from the Year 2011-2013*

*Key: TNT - Total Number of Teachers TK- Teachers Killed*

Table 1 above shows that in 2011 there were 4,523 public primary school teachers in Maiduguri Metropolis, Borno State, Nigeria and out of these, 13 teachers representing zero-point twenty eight percent (0.28%) were killed, the table also shows that in 2012, there were 3,863 primary school teachers and out of these, 17 teachers representing zero-point forty four percent (0.44%) of the teachers were killed. The table equally shows that in 2013 there was a total of 2,798 teachers and out of these, 6 teachers representing zero-point twenty one percent (0.21%) of the population were killed.

Table 2 presents the number and percentages of teachers injured by Boko Haram insurgents

Year	TNT	TI
2011	4523	37(0.81%)
2012	3863	37(0.95%)
2013	2798	29(1.03%)

*Table 2: Number Teachers Injured from the Year 2011-2013*

*Key: TNT- Total Number of Teachers TI- Teachers Injured*

Table 2 above shows that in 2011 there were 4,523 public primary school teachers in Maiduguri Metropolis, Borno State, Nigeria and out of these, 37 teachers representing zero-point eight one percent (0.81%) were injured. The table also shows that in 2012, there were 3,863 primary school teachers in Maiduguri Metropolis, Borno State and out of these, 37 representing zero-point ninety five percent (0.95%) were injured, 29 teachers representing one point zero three percent (1.03%) were injured in 2013.

Table 3 presents the number and percentages of teachers forced to flee by Boko Haram insurgents

Year	TNT	TFF
2011	4523	27(0.59%)
2012	3863	141(3.65%)
2013	2798	140(5%)

*Table 3: Number of Teachers Forced to Flee from the Year 2011-2013*

*Key: TNT- Total Number of Teachers TFF- Teachers Forced to Flee*

Table 3 above shows that in 2011 there were 4,523 public primary school teachers in Maiduguri Metropolis, Borno State, Nigeria and out of these, 27 teachers representing zero-point fifty nine percent (0.59%) were forced to flee. The table also shows that in 2012, there were 3,863 primary school teachers in Maiduguri Metropolis, Borno State and out of these, 141 teachers representing three-point sixty five percent (3.65%) were forced to flee. The table equally shows that in 2013 there

was a total of 2,798 teachers in the public primary schools in Maiduguri Metropolis, Borno state. Out of these, 140 teachers representing five percent (5%) were forced to flee.

#### 4. Summary of Findings

The study found that; Insurgency had negative impact on the number of primary school teachers because teachers were killed as 13 (0.28%) were killed by the Boko Harm insurgents in the year 2011, 17 (0.44%) in 2012 and 06 (0.21%) in 2013.

Insurgency had negative impact on the number of primary school teachers because teachers were injured as 37 (0.81%) were injured by the Boko Harm insurgents in the year 2011, 37 (0.95%) in 2012 and 29 (1.03%) in 2013.

Insurgency had negative impact on the number of primary school teachers because teachers were forced to flee as 27 (0.59%) were forced to flee by the Boko Harm insurgents in the year 2011, 141 (3.65%) in 2012 and 140 (5%) in 2013.

#### 5. Discussion

The findings of this study with regard to research question one on the number of teachers killed in Maiduguri Metropolis, Borno State, Nigeria revealed that teachers were killed. This was revealed in table 1 which shows that teachers killed stood at 13 (0.28%) in 2011, 17 (0.44%) in 2012 and 06 (0.21%) in 2013. The findings of this study agreed with WCAC (2004) which conducted a study on the effect of war on children and indicated that teachers were killed in Colombia. The finding was also in line with Emeasoba and Iro (2015) who conducted a study titled; Boko Haram activities: a threat to business education in northern Nigeria. They found out that 130 teachers were killed in the north eastern part of Nigeria.

The findings of this study with regard to research question two on the number of teachers injured in Maiduguri Metropolis, Borno State, Nigeria revealed that teachers were injured. This was revealed in table 2 which shows that teachers injured stood at 37 (0.81%) in 2011, 37 (0.95%) in 2012 and 29 (1.03%) in 2013. The findings of this study also agreed with Human Right Watch, HRW (2010) which conducted a study on the impact of insurgency on education in Thailand. The study found that teachers mostly among the Thai Buddhists were injured.

The findings of this study with regard to research question three on the number of teachers forced to flee in Maiduguri Metropolis, Borno State, Nigeria revealed that teachers were forced to flee. This was revealed in table 3 which shows that teachers forced to flee stood at 27 (0.59%) in 2011, 141 (3.65%) and 140 (5%). The finding of this study was in harmony with Van Wessel and VanHirtum (2013) who conducted a study on the usage of schools as tactical targets in conflict. They found out that many teachers were forced to flee for their safety to other areas.

#### 6. Conclusion

The findings of the study revealed that there was negative impact of the Boko Haram insurgency on the availability of primary school teachers in Maiduguri Metropolis, Borno State, Nigeria as teachers were killed, injured and forced to flee by the Boko Haram insurgents. The researchers conclude that, there is shortage of primary school teachers as the study revealed that teachers were killed, injured and forced to flee during the insurgency.

#### 7. Recommendations

The following recommendations were made based on the findings of this study.

The Borno State Universal Basic Education Board should employ more teachers to fill the gap created as the findings revealed that teachers were killed, injured or forced to flee to other parts of the nation.

Government and the community should provide security to protect the teachers especially in the schools.

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