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ASSESSMENT OF BOKO HARAM INSURGENCY AND ITS IMPLICATION ON SECONDARY EDUCATION IN ADAMAWA STATE

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Abstract

Boko Haram insurgency has affected almost all sectors of the Nigerian economy and education is not an exception. The paper is designed to assess the implications of Boko Haram insurgency on secondary education in Adamawa State. Three research objectives were formulated for the study. The research design adopted in this study was a descriptive survey design. The area of the study is Adamawa State, Nigeria. Adamawa State is located in the North-Eastern part of Nigeria and occupies an area of about 36, 917 square kilometers with a longitude and latitude of about 9.3250N, 12.4381E of which Yola is the designated capital. The population for this study is 391 principals from the five education zones with 391 Post Basic Schools and 230,994 students in the five education zones of Adamawa State. Using Taro Yamane a sample of 597 respondents was selected for the study which comprises 198 principals and 399 students. The simple random sampling techniques were used to select the 598 respondents for the study. The instrument for this study is a structured questionnaire. The data for the study was collected through the use of structured questionnaires. The questionnaire consists of 15 items designed using a 4-point Likert scale with 1 point (strongly disagree) to 4 points (strongly agree). The study discovered that the Boko Haram insurgency has significantly affected secondary education in Adamawa State. The effect of the attack has aftermath consequences on the staff, students, and educational institutions in the state. Based on the above, the paper recommended that the government at different levels, NGOs and philanthropists should assist the institutions in reconstruction and rebuilding the affected structures, so as to improve academic activities and Government should help in providing basic amenities such as accommodation, healthcare facilities, water, electricity, internet services and transportation. This can alleviate the level of suffering on campus.

Keywords: Assessment. Boko Haram. Insurgency. Implications. secondary education.

Introduction

An insurrection is a violent act by a group of people to oppose or resist the government's authority or the application of the law, or to take part in an insurrection against it (Ogwuche, 2013). The movement sought to topple an established government by using armed conflict and subversion. Since terrorism is a tactic used by many insurgent groups to further their agendas, insurgency and terrorism are frequently associated. Resistance movements, which are coordinated attempts by a segment of a nation's civil population to oppose the legally installed government or the occupying force in an attempt to upset the country's civil order and stability, are the precursors of insurgencies (Peter, 2009). Mohammed (2014) opined that Boko Haram is one of the security challenges affecting Nigeria in recent times.

The violent Islamist group Boko Haram first appeared in Nigeria in 2002 and has since caused a great deal of instability, especially in the northeastern part of the nation. The Hausa term for the group means "Western education is forbidden," and it symbolizes their opposition to secular education as well as their goal of establishing an Islamic state under Sharia law.

Unquestionably the most violent and destructive terrorist organization in terms of brutality and blatant disregard for the principles of peace and stability, Nigeria has been the target of a horrific confrontation and massive attack. Since 2009, the terrorist group Boko-Haram has been waging an insurgency in Nigeria. Every Nigerian has been filled with fear and horror by them. Numerous incidents of bombings and burnings of churches, mosques, and other public buildings have resulted in extensive damage to government property, including school burns. Since 2009, they have disrupted Adamawa State's school system, severely impairing basic education. The rebel group hates schoolchildren and participates in criminal activities like kidnapping pupils and attacking teachers in classrooms (Adeyemi, 2014). In the state, there is a lot of damage to educational activities. They have utilized underage females in the past to carry out suicide bombings at big shopping malls, movie theaters, and bus hubs. More recently, kidnappings of schoolchildren and the elderly have been regular in their ruthless attacks.

The insurgency has had far-reaching consequences, including loss of lives, displacement of people, and destruction of infrastructure. One of the most affected sectors is education, particularly secondary education in Adamawa State. Adamawa State is one of the 36 states in Nigeria and is located in the northeastern part of the country. It shares borders with Cameroon to the east, Taraba State to the south, Gombe State to the northwest, and Yobe and Borno States to the north and northeast, respectively.

Due to school attacks, teacher and student deaths, and infrastructure destruction, the Boko Haram insurgency has had a major negative influence on secondary education in Adamawa State. This has resulted in a decrease in student enrollment, a rise in dropout rates, and a teacher shortage. In Nigeria's Adamawa State, the Boko Haram insurgency has had a major effect on secondary education. The group's actions have resulted in extensive school destruction, teacher and student displacement, and an overall climate of fear and insecurity that has hampered the region's educational system. The purpose of the paper is to evaluate how the Boko haram insurgency has affected secondary education in Adamawa state.

Objectives of the Study

The main objective of the study is an assessment of Boko haram insurgency and its implication on secondary education in Adamawa state. Specifically, the study is designed to:

1. Identify the causes of the Boko Haram insurgency in Adamawa State
2. Examine the general impact of the Boko Haram insurgency in Adamawa State
3. Assess the impact of Boko haram insurgency on secondary education in Adamawa state.

Research Questions

The following research questions were raised to guide the conduct of the study:

1. What are the causes of the Boko Haram insurgency in Adamawa State?
2. What is the general impact of the Boko Haram insurgency in Adamawa State?
3. What is the impact of the Boko haram insurgency on secondary education in Adamawa state?

Review of Related Literature

Concept of Boko Haram and Boko Haram Insurgency

Adebayo (2014) claims that Boko Haram is a group of people who use bombs, killings, and kidnappings to impose their ideology on people, instilling fear and a sense of insecurity in the community. According to Marc (2014), Boko Haram is a cult, a network of criminal gangs, a violent insurgency, a radical religious sect, a terrorist organization, and a political tool. According to Eze, Wosu, and Agwanwo (2014), Boko Haram is a terrorist organization that carries out violent acts like bombings, kidnappings, and the killing of people. Aro (2013) asserted that the Boko Haram insurgency has not only led to the closure or abandonment of people's business activities within the affected region but also led to the movement of individuals from the affected region decreased the patronage of products from the northern region because of the rumor that Boko Haram are planning to send poisonous products to other parts of the country. According to Abimbola and Adesote (2012), Nigerian internal terrorism is manifested in the Boko Haram insurgency. Mohammed (2014) claims that Boko Haram is accustomed to disrupting the economic activities of any area in which it extends its tentacles and causing people to flee the affected area as a result of unrest.

Factors that gave Rise of Boko Haram insurgency in Nigeria

The emergence of the Boko Haram insurgency in Nigeria has economic, political, religious, and ethnic undertones. The above, main factors that gave rise to the Boko Haram insurgency in Nigeria are:

1. Economic Factors: According to Olojo (2013), economic hardship (poverty) is a major factor that has fueled the desire for violent extremism, as well as the recruitment and support of Boko Haram. Nigerian society is still plagued by a vicious cycle of poverty, with most of the population unable to pay for three square meals a day. Most people think that the youths joined the sect because of the poverty and long-standing economic inequality in the country's northeast.
2. Marginalization: According to Adesoji (2010), some radicalized scholars in Nigeria preached against the

government and democratic environment as a result of marginalization, unequal resource distribution, and implementation, which ultimately gave rise to the current Boko Haram insurgency.

3. Socio-cum-political factors: According to Liolio (2013), it's important to understand that the core causes of insurgencies frequently have to do with a complex series of issues that build up to uncontrollably escalating grievances and violent outbursts. These issues are political and socioeconomic, which is why insurgencies are more common in developing nations or those under corrupt regimes, as well as in places where there is social discord, ethnic discrimination, and religious intolerance.
4. Religious Factors: Hoffman (2006) noted that a number of terrorist and insurgent groups in Africa and around the world now use religion as their primary source of motivation. Gurr and Cole (2005) note that there is a noticeable increase in the number and importance of terrorist organizations with religious motivations. Zalman (2014) provided evidence to support the claim that religious fanaticism fosters hostile environments that encourage terrorism and religious insurgencies.
5. Proliferation of weapons: The proliferation of firearms and other WMDs—chemical, biological, radiological, and nuclear (CBRN) weapons—as well as their use have served to support insurgencies like Boko Haram and acts of terrorism. According to Sani (2011), quoted in Mu'azu (2011), Boko Haram's rise can be partially attributed to the spread of weapons in the northeast as a result of the civil war in Chad and illegal immigration.
6. The Almajiri Factor: The Almajiris are children scattered all over the streets with calabash in their hands for alms begging, they are very dirty, hungry, and thirsty and in traffic hazards. In northern Nigeria, the Almajiris were seriously neglected. This makes them ready prey for the Boko Haram insurgents who are used as foot soldiers and suicide bombers.

The General Impacts of Boko Haram Insurgency in Nigeria

The effects of the heinous activities of the Boko Haram insurgency in Nigeria is overwhelming and devastating including:

1. Destroying Lives and Property: Since the sect's operations took terrifying new heights in 2009, innumerable innocent lives and properties valued at billions of naira have been wantonly destroyed. Through bombing attacks, Boko Haram has willfully destroyed property valued at several billions of naira (Oluwaseun, 2012).
2. Effects on education: Boko Haram implicitly means a war against Western education, claim Aide and Lawson (2018). Over 882 classrooms were destroyed in Borno State, and from June to September 2013, all of Yobe State's schools were targeted by gunfire. On 6 March 2014, the federal government closed five Federal Colleges (Unity Schools) in Adamawa, Borno, and Yobe states, ordering their students to relocate to other schools. In addition to the above, parents fearing attacks have withdrawn their children from schools in a region that is the most educationally backward in the country. More the Boko Haram insurgency has affected the present and future development of education in the country through attacks on the few available schools and educational

facilities, kidnapping of school girls, and killing of students and teachers.

3. Threat to National Security: The country's security, peace, and national interests are seriously threatened by the scourge of Boko Haram. The sect's threat to kill, kidnap, and detonate bombs poses a serious national security risk, forcing many Nigerians to relocate and postpone a number of events and programs. In certain states, the government was even forced to postpone several regular events and celebrations, such as the Independence Day and Children's Day celebrations (Aide and Lawson, 2018).
4. Economic Effects: Aro (2013) claims that because the Boko Haram insurgency in Nigeria disrupts economic activity, it has a negative economic impact on both the state of Nigeria and its citizens. Isakpa (2011) stated that "there can be no real progress made in any economy that is hostage to security" in reference to the detrimental effects of the Boko Haram insurgency on the economy.
5. Religious Effects: The group's dangerous attacks have caused Christians and Muslims to stand against each other because of their reckless destruction of churches in Northern Nigeria and disregard for the country's secularism. This puts the nation's religious harmony in grave jeopardy because, should things get out of hand, Christians may start attacking Muslims elsewhere in the nation as retaliation. The consequences of these effects highlight how urgent it is to resolve the crisis permanently (Akinbi, 2015).
6. Instilling Fear among the Citizens: Due to the Boko Haram insurgency, which has resulted in a significant number of fatalities as well as damage to infrastructure and property through bombing, assassinations, and genocide, Nigerians are currently living in fear. According to Jimmoh (2011), Igbokwe (2012), Okpaga, Chijioke, and Eme (2012), the list of fatalities since 2009 is endless. No organization was safe from the Boko Haram mayhem, not even the security services, foreign organizations, the media, private citizens, emirs, churches, or mosques. No one is safe in the nation, which has led to a fearful situation.

Impact of Boko Haram Insurgency on Secondary Education

The impact of Boko Haram insurgency on Secondary education are numerous. Some of these impacts are:

1. Staff and Students Displaced as Internally Displaced Persons: Millions of people have been forced from their homes and campuses as a result of the Boko Haram insurgency. The rebels have taken control of numerous educational institutions (Phukan, 2013). Insecurity, food scarcity, psychological depression, lack of housing, and inadequate healthcare are among the issues faced by displaced students and staff (CITAD, 2014, Amnesty International, 2014, and UNESCO, 2014).
2. According to UNESCO (2014), Boko Haram activities were to blame for a string of bombings and threats against Nigerian educational institutions, which resulted in numerous casualties and a decline in student enrollment. Ismail (2014) stressed that Boko Haram attacks have affected and crippled teaching, learning, research and community services as part of the academic

activities. The attacks culminate in poor student's performance because learning is characterized by threat.

3. The infrastructure and workforce in Nigeria's educational institutions have suffered greatly as a result of Boko Haram's frequent attacks on personnel and facilities. Academic and non-academic employees of educational institutions have been killed, maimed, or forced to flee as a result of Boko Haram's intermittent attacks. Due to growing Boko Haram threats, educational institution employees in several states in northeastern Nigeria were forced to leave their communities (Ugwumba, 2014, Olanyi, 2015).
4. Staff Relocation and Student Withdrawal: According to Ibrahim (2015), there has been a significant staff withdrawal and student withdrawal in several educational institutions in Adamawa, Borno, and Yobe States. Academic exchanges with other Nigerian universities have all but stopped.
5. It can be inferred that Boko Haram means "war against western education." Over 882 classrooms in Borno State had been destroyed by the attacks, and Yobe State's schools had been shot at from June to September 2013. The federal government ordered the students of five Federal Colleges (also known as Unity Schools) in the states of Adamawa, Borno, and Yobe to transfer to other educational institutions on March 6, 2014. In addition to the aforementioned, parents in one of the nation's most educationally deficient regions have pulled their kids out of school out of fear of attacks. Furthermore, the Boko Haram insurgency has impacted the country's educational landscape both now and in the future through attacks on the few schools and educational facilities that are still open, the kidnapping of schoolgirls, and the deaths of teachers and students.
6. In summary, Bilyaminu (2017) stated that Boko Haram insurgency indirectly and significantly affects human capital investment through school enrolments, school attendance and school infrastructure.

Methodology

A descriptive survey design was used as the research methodology in this study. Studies with a survey design collect data on a target population and use facts, features, and characteristics to describe the data in an organized way. Because the study seeks information on the evaluation of the impact of the book haram insurgency on secondary education in Adamawa state, Nigeria, this design was deemed appropriate. The study's focus is Nigeria's Adamawa State. Yola is the official capital of Adamawa State, which is situated in northeastern Nigeria and covers an area of roughly 36, 917 square kilometers. Its longitude and latitude are roughly 9.3250N and 12.4381E. Adamawa State is one of the nine states created on the 27th of August, 1991. It was carved out of the former Gongola State, with Yola as capital

391 principals from the five education zones, which include 391 Post Basic Schools and 230,994 students overall, make up the study's population (Adamawa State Post Primary Schools Management Board, 2023). A sample of 597 respondents—198 principals and 399 students—was chosen for the study using Taro Yamane's methodology. The 598 study participants were chosen by basic random sampling techniques. A structured questionnaire served as the study's instrument. Structured questionnaires were

utilized to gather data for the research. There are fifteen items on the questionnaire, which are rated on a four-point Likert scale from one (strongly disagree) to four (strongly agree).

To ensure the validity of the instruments the instrument was face validated by experts from the Department of Physical Sciences Education, Faculty of Education, Modibbo Adama University, Yola

In order to ascertain the reliability of the instrument the researcher administered 30 copies of questionnaire to three (3) principals and 27 teachers in three public secondary schools. 30 copies of questionnaire were given to the selected respondents to answer and were collected back by the researcher the same day of visit to each of the three secondary schools. Data were collated and analyzed for reliability using Cronbach Alpha Statistic. Cronbach Alpha Statistics was used because it helped the researcher to determine the internal consistency of items of the instrument. A reliability coefficients of 0.88 was found which was considered high enough and reliable to be used for the study

Descriptive and inferential statistics were used in analyzing the data. Specifically, descriptive statistics of Mean and Standard Deviation were used in answering five research questions raised for the study. While chi-square method of data analysis was used in testing the three hypotheses raised for the study,

Result and Discussion

Analysis for Answering the Research Questions

Research Question One: What are the causes of Boko Haram insurgency in Adamawa State?

Table 1: the causes of Boko Haram insurgency in Adamawa State

S/N	Item	Mean	Decision
1	Boko Haram insurgency is caused by Economic Factors	3.20	Accepted
2	Boko Haram insurgency is caused by Marginalization	2.79	Accepted
3	Boko Haram insurgency is caused by Socio-cum-political factors	2.82	Accepted
4	Boko Haram insurgency is caused by Religious Factors	2.92	Accepted
5	Boko Haram insurgency is caused by Proliferation of weapons	2.95	Accepted
6	Boko Haram insurgency is caused by The Almajiri Factor:	3.04	Accepted

Sources: Research Survey 2024

From the analysis in table one above it is clear that the causes of Boko Haram insurgency in Adamawa State are: Economic Factors, Marginalization, Socio-cum-political factors, Religious Factors, Proliferation of weapons and the Almajiri Factor. This is supported with calculated mean scores of 3.20, 2.79, 2.82, 2.92, 2.95 and 3.04 respectively.

Research Question Two: What are the general impact of Boko Haram insurgency in Adamawa State?

Table 2: the general impact of Boko Haram insurgency in Adamawa State

S/N	Item	Mean	Decision
1	Boko Haram insurgency led to the Destruction of Lives and Properties	2.62	Accepted
2	Boko Haram insurgency led to the Threat to National Security	2.60	Accepted
3	Boko Haram insurgency led to the Economic Effects	2.77	Accepted
4	Boko Haram insurgency led to the Religious Effects	2.85	Accepted
5	Boko Haram insurgency led to the Instilling Fear among the Citizens:	2.77	Accepted

Sources: Research Survey 2024

From the analysis in table two above it is clear that the general impact of Boko Haram insurgency in Adamawa State are: Destruction of Lives and Properties, Threat to National Security, Economic Effects, Religious Effects and Instilling Fear among the Citizens. This is supported with calculated mean scores of 2.62, 3.01, 2.60, 2.77, 2.85 and 2.77 respectively.

Research Question Three: What are the impact of Boko haram insurgency on secondary education in Adamawa state?

Table 3: the impact of Boko haram insurgency on secondary education in Adamawa state

S/N	Item	Mean	Decision
1	Boko Haram insurgency led to the Displacement of Staff and Students as Internally Displaced Persons	2.82	Accepted
2	Boko Haram insurgency Lowered students' enrolment.	2.82	Accepted
3	Boko Haram insurgency led to the shutting down of many educational institutions in Adamawa,	3.11	Accepted
4	Boko Haram attacks have affected and crippled teaching, learning, research and community services as part of the academic activities.	3.11	Accepted
5	Boko Haram insurgency led to the loss of both academic and non-academic staff	3.01	Accepted
6	Boko Haram insurgency led to the Withdrawal of Students and relocation of staff	3/00	Accepted

Sources: Research Survey 2024

From the analysis in table three above it is clear that the impact of Boko haram insurgency on secondary education in Adamawa state are: Boko Haram insurgency led to the Displacement of Staff and Students as Internally Displaced Persons. Lowered students' enrolment, shutting down of many educational institutions in Adamawa, crippled teaching, learning, research and community

services as part of the academic activities, loss of both academic and non-academic staff and Withdrawal of Students and relocation of staff. This assertion is supported with calculated mean scores of 2.82, 2.82, 3.11, 3.11, 3.01 and 3.00 respectively.

Discussion of Findings

Based on the analysis presented in Table 1, it is evident that the following factors contribute to the Boko Haram insurgency in Adamawa State: marginalization, socio-political factors, economic factors, religious factors, proliferation of weapons, and the Almajiri factor. The results of Olojo (2013), Adesoji (2010), Liolio (2013), Hoffman (2006), Zalman (2014), and Sani (2011), as reported in Mu'azu (2011), were in agreement with this finding. The general effects of the Boko Haram insurgency in Adamawa State are evident from the analysis in Table 2 and include: destruction of lives and property; threat to national security; economic effects; religious effects; and instillation of fear among the populace. According to Oluwaseun (2012), Aro (2013), Isakpa (2011), Akinbi (2015), Jimmoh (2011), Igbokwe (2012), Okpaga, Chijioko, and Eme (2012), this finding was in agreement with their findings.

The Boko Haram insurgency severely impacted teaching, learning, research, and community services as integral parts of academic activities. It also resulted in staff and student displacement as internally displaced persons, decreased student enrollment, the closure of numerous educational institutions in Adamawa, the loss of both academic and non-academic staff, and the withdrawal and relocation of students. These are just a few of the effects of the insurgency on secondary education in Adamawa state. This result was consistent with research conducted by CITAD (2014), Amnesty International (2014), UNESCO (2014), Ismail (2014), Ugwumba (2014), Olanyi (2015), Ibrahim (2015), and Bilyaminu (2017). (2012)

Conclusion and Recommendations

The study discovered that Boko Haram insurgency has significantly affected secondary education in Adamawa State. The effect of the attack has aftermath consequences on the staff, students and the educational institutions in the state.

Based on the above, the paper recommended that:

1. Government at different levels, NGOs and philanthropists should assist the institutions in reconstruction and rebuilding the affected structures, so as to improve academic activities.
2. Government should help in providing basic amenities such as: accommodation, healthcare facilities, water, electricity, internet services and transportation. This can alleviate the level of suffering on campus.
3. Government should provide adequate support to staff and students of the institutions who are suffering from aftermath consequences of Boko Haram. Adequate security should be provided to tackle the reoccurrence of the insurgency in the affected areas.
4. The study also discovered that staff and students face problems in their coping strategies after resumption.
5. The study discovered that academic activities in the institutions were affected due to Boko Haram attack.

Governments should assist the institutions and improve the state of manpower by employing senior academics and junior staff should be encouraged for further studies.

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