

Impact of Insurgency on Universities in North East Nigeria.

ABSTRACT

The study was on the impact of Insurgency on Universities in North East Nigeria. Three objectives which were translated to three research questions guided the study. Descriptive survey research design was adopted for the study. The population of the study was 15,502 academic and non-academic staff in the 15 universities in the region. Purposive sampling was used to select a sample of 1,501 respondents with 1011 academic staff and 490 non-academic staff. The instrument for data collection was a structured questionnaire with a 4-point rating scale. The instrument was validated by three experts. In order to check for the reliability of the instrument, the instrument was pilot tested on fifty-two staff of Federal polytechnic, Mubi using test-retest method. Pearson Moment Correlation Coefficient was used to test for the reliability and a reliability index of 0.69 was obtained. Data obtained was analyzed using mean and standard deviation. Results from the study revealed that brain drain impacted negatively on the universities in the north east due to insurgency and also, there was drop in the enrolment rate of students due to insurgency. It was recommended among others that: the government at both federal and state levels should make effort in recruiting more staff in the universities in the north east Nigeria.

Keywords: Insurgency, Brain drain, Enrolment, Infrastructure, North east.

Introduction

Higher education is regarded as the highest peak of education. It is the education that is anchored on teaching, research and community services. Higher education is designed to operate in a peaceful environment. The objectives of higher education can only be realized in a peaceful and safe environment. Unfortunately, higher institutions have been affected by the insecurity challenges facing the country. (Mahmood, 2021) noted that matters of insecurity are topical issues in today's Nigerian education sector. Insecurity in higher institutions is a social problem that cannot be over-emphasized because of its far reaching implications and dire consequences on education, the economy and society in general. It is an issue that should be seriously tackled as Nigerians endeavor to forge a strong, just, democratic and egalitarian society. Although the issue of

insecurity has attracted much public interest over the years, interest in solving the insecurity equation appears to be waning and even when the issue is addressed, little emphasis seems to be paid to the gory educational, socio-economic, political, and spiritual implications (Abdulganiyu, 2022)

Insecurity have been defined by Hassan et al (2018), as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury, etc. Sabo et al, (2020), also viewed insecurity as a state or condition in the life of a social unit, system, organization or society in which the existence of a; problem assumes critical dimension to the extent that the survival or existence of the social system or structure is threatened. Insecurity is general seen as “the state of fear or anxiety stemming from a concrete or alleged lack of protection. This definition shows the physical insecurity which is the most visible form of insecurity, and it feeds into many other forms of insecurity such as economic security and social security. Nwosu, & Okonnu (2014) posited that insecurity is concerned with feelings of uncertainty, dangers or threats to life. Insecurity is a negative feeling involving fear, anxiety, uncertainty and injustice, among others.

When an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed, the result may be frustration or insecurity. Insecurity is a threat to learning. Prevailing conflict within communities around the schools often has ripple effects on the teaching and learning activities of such schools. From the above, tis paper sees insecurity as the any situation that creates fear, uncertainty, danger and threat to life. Insecurity occurs when an individual or group of individual cannot carry out any normal functions because of fear of attacks and threat to life. Oluwa and Basse (2014) outlines the following as types of insecurity in Nigeria which include: Militancy in the Niger Delta Region, clashes between fulani herdsmen and farmers, ethnic conflicts, religious conflicts, cold war among ethnic nationalities, area boys’ syndrome, gang conflicts and cult wars. Also, Abdullahi and Orukpe (2016) reported that theft, cultism, kidnapping, rape, room break-in, office break-in, cellphone snatching, stealing, violent demonstration by students, vandalism and other forms of assaults are major security challenges on campuses.

Problem Statement/Justification

Nigerian Tertiary Educational Institutions or higher education was set up to provide quality education and to bring about the overall development of the society at local and global scales. Statistics have shown that many Nigerian tertiary institutions are finding it increasingly difficult to achieve these set-out goals as a result of the high level of insecurity in the country. Insecurity is a breach of peace and security whether historical, ethnic, religious, civil, political or psychological that has contributed to prevalent conflicts the country has witnessed over the years, resulting in war and destruction and loss of lives and properties in which the education sector has not been left untouched. Insecurity continues to threaten basic school, secondary schools and higher education in Nigeria to the extent that university managers, lecturers and students have all got their pains from the insecurity problem in the country. The insecurity threat has become a pain in the neck of the country and has engulfed all sectors of the economy. Lecturers don't have students to lecture again, students do not have schools to attend again and so on. It is in view of this that the study is carried out to determine the impact of insurgency on universities in the north east Nigeria.

Objectives of the Study.

The general objective of this study was to determine the impact of insurgency on universities in north east Nigeria. Specifically, the study sought to:

1. examine the impact of brain drain due to insurgency on universities in north east Nigeria
2. assess the impact of destruction of infrastructural facilities due to insurgency in universities in north east Nigeria
3. analyze the impact of reduction in student's enrolment due to insurgency in universities in north east Nigeria

Research Questions

The following research questions were answered by the study:

1. How does the impact of brain drain due to insurgency affect universities in north east Nigeria?
2. To what extent does the impact of destruction of infrastructural facilities due to insurgency affect universities in north east Nigeria?
3. How does the reduction in enrolment of students due to insurgency affect universities in north east Nigeria?

Literature Review

Concept of Insurgency

Insurgency is when individuals rebel against the constituted authority due to unrecognition or inability of the government to meet their demands. The trademarks of the insurgents are wanton destruction of properties of government and individuals through bombing and also destruction of lives through abduction, slaughtering or suicide bombing in the north east region of Nigeria (Mahmood, 2021). According to Miller and Mullins (2017), insurgency is the use of force or violence illegally by an individual or an organized group of people against government or individual property or even with the aim of intimidating governments or the people in the society, frequently for accomplishing ideological, economic, and political reasons. Hassan (2014) posited that insurgency can be seen as a battle politically motivated rather than a military combat and hence not amenable to a solely military solution without succumbing to levels of violence unacceptable in today's global environment.

Impact of Insurgency on Tertiary Education

There are many effects of insurgency on tertiary education in north east Nigeria. Some of them include; destruction of infrastructural facilities, loss of manpower, brain-drain, reduction in enrolment of students and so on.

Loss of Manpower/ Brain Drain

Another effects of insecurity on the tertiary education in North-east political zone in Nigeria is that is reducing the manpower in the various institutions. Many academic and non-academic staff have been killed by bandits and insurgents. Nwosu and Okonnu (2014) noted that many students and academic staff of higher institutions have been attacked at different times resulting in their death within the campus. The higher institutions environment is unsafe for students and lecturers.

Loss of manpower according to Harrison et al (2020) refers to moving away of staff from their institutions to other institutions or equivalent institutions due to security challenges, entrepreneurship opportunities or where their services are better rewarded. The problem of loss of manpower in north east states is caused by the problem of insecurity. Institutional deterioration and salary erosion during the past decade have prompted substantial brain drain of academic staff

and impeded new recruitment. Loss of manpower also known as brain drain is also described by Docquier and Rapoport (2006) as the international transfer of knowledge and resources in the form of human capital and applies to the migration of academics, skilled professionals, technical manpower and experts from developing to developed countries. The term “brain drain” is used in a narrower way in the non-academic literature to refer to the migration of physicians, academics, scientists, engineers and skilled labor with university training. Ogunade & Ishaya (2021) posited that insecurity problem is one of the major problem facing both the academic and non-academic staff of the public universities in Nigeria. Nigeria is facing insecurity challenges which is affecting all public institutions especially the higher institutions in the country.

Many public universities administrators have been killed and kidnapped within the universities staff quarters. Mahmood (2021) observed that many schools have closed down due Boko Haram activities and lack of talented lecturers? Teachers have abandoned their schools for other schools in another peaceful states leading to brain drain in such regions. More than 800 school buildings have been affected in the North leading to some students having their classes under trees and canopies. Ogunade and Ishaya (2021) confirmed that the insecurity problem ravaging the higher institutions and the continuous killing of academic staff by bandits and insurgents is leading to displacement of academic staff across the country. Many lecturers are leaving states with high security risk to states where the security risk is lower.

Destruction of Infrastructural Facilities

Insecurity in the North-East states in Nigeria have led to the destruction of infrastructural facilities of educational institutions especially the tertiary institutions. Ogunade and Agboo (2021) views school Infrastructural facilities as social capital within the school environment. They include school buildings/complexes such as classrooms, tables, exam hall, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, farms, gymnasia, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc., Institute/centers’ specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities, interactive boards, magnetic boards and chalk board.

Reduction in Enrolment of Students

The enrolment of students to tertiary institutions across the north east region dropped due to the insecurity challenges facing the zone. Many parents have decided to send their children to other parts of the country where there is peace and safety of lives and properties while many have even decided to abandon their higher education dream since they cannot afford to travel out. This problem has reduced the capital inflow of tertiary institutions in the zone because the higher the enrolment of students, the higher the revenue of the various institutions. Sabo et al (2020) acknowledged that one of the effects of insecurity in the North-East tertiary institutions is the reduction in the enrolment of students into various programmes across the learning institutions.

Disruption of Academic Programmes

The insecurity problem in the North-east states have affected the academic program of tertiary institutions across the region. The continuation attacks by Boko haram members and bandits in different occasion have led to the suspension of academic program in the zone. For instance, Mahmood (2021) noted that the attacks on University of Maiduguri have led to suspension of teaching program several times. Higher institutions are closed down whenever there is an insecurity problem within the campuses caused by either internal or external actors. Attacks on tertiary institutions in Nigeria and attacks on academic staff across the country is leading to disruption of academic activities of the institutions. Ohiare & Rauf (2021) also submitted that the most worrisome of the insecurity is the school closure which have affected the academic calendar of different higher institutions in the country.

Methodology

The design for the study was descriptive survey. The study was carried out in the north east geopolitical zone of Nigeria. The region is made up of six states which include: Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe state. These states emerged from a single state known as the North-Eastern state of Nigeria before it got splatted into various states at different periods starting from 1976. The north east geopolitical has 15 universities which are owned by federal, state government, and private individuals. The population of the study was 15,502 academic and non-academic staff in the 15 universities in the region. Purposive sampling was used to select a sample of 1,501 respondents with 1011 academic staff and 490 non-academic staff. The instrument for data collection was a structured questionnaire with a 4-point rating scale. The instrument was validated by three experts with one from the Department of Science Education, Adamawa State

University, Mubi, the other one from the Department of Vocational Education, Modibbo Adama University, Yola and the last from the Department of Science Education, Federal University of Kashere, Gombe. Their comments and observations were used to produce the final copy of the instrument. In order to check for the reliability of the instrument, the instrument was pilot tested on fifty-two staff of Federal polytechnic, Mubi using test-retest method. Pearson Moment Correlation Coefficient was used to test for the reliability and a reliability index of 0.69 was obtained. The researcher and three research assistants administered and collected back the questionnaire from the respondents. Mean and standard deviation were used to answer the research questions.

Results and Discussion

The results of the study are presented as follows:

Research Question 1: How does the impact of brain drain due to insurgency affect universities in north east Nigeria?

Table 1: Mean and standard deviation of respondents on the impact of brain drain due to insurgency on universities in north east Nigeria

S/N	Items	Mean	Std. Dev	Remark
1.	Many staff resigned from universities in the north east due to insurgency	3.55	1.74	Agreed
2.	Some university staff in the north east were killed by insurgents	4.68	0.80	Agreed
3.	Staff of universities in the north east were abducted by the insurgents	3.50	1.48	Agreed
4.	Insurgency led to the shortage of hardworking academic staff in universities	4.56	0.50	Agreed
5.	Insurgency led to the shortage of hardworking non-academic staff in universities	4.16	1.06	Agreed
6.	Insurgency has led to poor quality university education due to brain drain	4.31	0.96	Agreed
7.	Universities in the north east produce low quality graduates due to brain drain	3.88	1.16	Agreed
8.	Brain drain has led to poor quality researches in the universities in north east	3.82	1.50	Agreed
9.	Insurgency has led to poor programme planning and development in the north east universities	3.87	1.70	Agreed
Grand Mean		4.01	1.20	Agreed

Table 1 presented mean and standard deviation on the impact of brain drain due to insurgency on universities in the north east Nigeria. From the table above, it appears that the item with the highest mean was 4.68 indicating that some university staff in the north east were killed by insurgents. Item 4 had the second highest mean of 4.56 indicating that insurgency led to shortage of hard working academic staff in universities in the north east. Item 3 had the lowest mean of 3.50 indicating that staff of universities in the north east were abducted by insurgents. Generally, grand mean of responses on research question one was 4.01 indicating that brain drain impacted much on universities in the north east due to insurgency.

Research Question 2: To what extent does the impact of destruction of infrastructural facilities due to insurgency affect universities in north east Nigeria?

Table 2: Mean and standard deviation of respondents on how the impact of destruction of infrastructural facilities due to insurgency affect universities in north east Nigeria

S/N	Items	Mean	Std. Dev	Remark
10.	Destruction of classrooms by insurgents affected universities in the north east	3.56	1.74	Agreed
11.	Destruction of learning materials by insurgents affected universities in the region	4.67	0.82	Agreed
12.	Burning down of administrative offices by insurgents affected the running of universities in the north east	3.40	1.46	Agreed
13.	Burning down of laboratories by insurgents affected the academic activities of universities in the north east	4.56	0.54	Agreed
14.	Burning down of libraries by insurgents affected the academic activities of universities in the north east	4.26	1.02	Agreed
15.	Burning down of staff quarters by insurgents affected the academic activities of universities in the north east	4.21	0.96	Agreed
16.	Burning down of hostels by insurgents affected the academic activities of students in universities in the north east	3.98	1.13	Agreed
17.	Destruction of electric power supply facilities affected the running of universities	3.62	1.53	Agreed
Grand Mean		4.01	1.20	Agreed

Table 2 presented mean and standard deviation on the impact of destruction of destruction of infrastructural facilities due to insurgency affected universities in the north east Nigeria. The result showed that item 11 which is destruction of learning materials by insurgents affected universities in the north east had the highest mean of 4.67. Item 13 had the second highest mean of 4.56 indicating that burning down of laboratories by insurgents impacted much on the universities in the north east. Item 12 had the lowest mean of 3.40, the item was on burning down of administrative offices by insurgents and how it affected the running of universities in the region. Generally, results showed that destruction of infrastructural facilities due to insurgency affected universities in the north east Nigeria.

Research Question 3: How does the reduction in enrolment of students due to insurgency affect universities in north east Nigeria?

Table 3: Mean and standard deviation of respondents on how the reduction in enrolment of students due to insurgency affect universities in north east Nigeria

S/N	Items	Mean	Std. Dev	Remark
18.	There is reduction in students' enrolment in the universities due to insurgency	3.56	1.71	Agreed
19.	The rate of students' transfer from universities in the region has increased due to insurgency	4.46	0.83	Agreed
20.	Many parents and guardians withdrew their children from universities in the region due to insurgency	3.53	1.36	Agreed
21.	Internally generated revenue of the universities in the north east has reduced due reduction in enrolment of students	4.65	0.44	Agreed
22.	Income of traders within the university community has reduced due to reduction in enrolment of students	4.16	1.02	Agreed
23.	Some departments were closed due to lack of students in the universities in the north east	1.43	0.96	Agreed
Grand Mean		3.63	0.88	Agreed

Table 3 presented result on the mean and standard deviation of respondents on how the reduction in enrolment of students due to insurgency affected universities in the north east. Low enrolment affected universities in the north east as the grand mean was 3.63 which is above the cut off mean of 3.00. From the table, responses on reduction on internally generated revenue of universities in the northeast due to reduction in enrolment of students had the highest mean of 4.65 followed by responses on increase rate of students' transfer from universities in the region due to insurgency with a mean of 4.46. However, response most of the respondents disagree that same departments were closed due to lack of students in the universities in the region with a mean of 1.43 which was the lowest mean on table 3. This implied that departments in the universities were not closed due to the activities of the insurgents in the north east, Nigeria.

Discussion

Results from the study showed that brain drain due to the activities of insurgents had an impact on universities in the north east as some staff were killed, others resigned while other were abducted and later killed. This led to shortage of manpower and generally it affected universities in the region. This finding is in agreement with the finding of Hassan (2014) who found out in

their study that the activities of insurgents had made many teachers to leave their schools there. By causing vacuum for manpower in educational institutions in the north east, though they also found out that retired staff came to assist, but they could not fill up the vacuum created.

It was also revealed in the study that destruction of infrastructural facilities by the insurgents affected universities in the north east region of Nigeria. University facilities such as classrooms, office, laboratories, libraries and students' hostels were destroyed and it affected universities in the region. This finding is in agreement with the findings of Mahmood (2021) and Sabo et al (2020) who all found out in their studies the insurgents destroy infrastructural facilities in institutions of learning in the north east Nigeria and the destruction affected the running of the institutions.

Results also showed that insurgency had affected enrolment of students in the north east universities as many students refuse to enroll while others leave on transfer to other universities in other region of the country. Reduction in enrolment affected the internally generated revenue of the universities as most of them rely on school fees as their leading source of internally generated revenue. This finding is in agreement with the finding of Mahmood (2021) who found out in her study that insurgency affected enrolment in the north east region of Nigeria. Similarly, the finding is in line with that of Sabo et al (2020) whom also reported that insurgency affected students' enrolment in the north east Nigeria.

Conclusion

The study concluded that insurgency has negatively affect universities in the north east region of Nigeria as results revealed how it affected the manpower in the form of brain drain, how infrastructural deficit came up as a result of destruction of university up as a result of destruction of university structures and last how enrolment was reduced due to the activities of insurgents in the north east region of Nigeria.

Recommendations

Based on the findings of the study, it was recommended that:

1. The government at federal and state levels, should make effort in recruiting more staff in the universities in the north east.

2. The government at both federal and state levels should make efforts to replace destroyed university facilities in the north east.
3. Both federal and state government should create conducive environment in the universities to encourage enrolment of students.

REFERENCES

- Abdulganiyu, M. (2022) “Implications of „Boko Haram“ terrorism on national development in Nigeria”: A critical review. *Mediterranean Journal of Social Sciences*, 5(16), 480 - 489.
- Abdullahi & Orukpe (2016) “Impact of Boko Haram insurgency on lecturers, administrators and students in tertiary institutions in Maiduguri Metropolis, Borno State”, Nigeria. Paper presented at a conference on 100 years of higher education Nigeria organized by Faculty of Education, University of Port Harcourt.
- Docquire U. & Rapoport, E. (2006) A Peril to Achievement of Education for All in Nigeria”, *International Journal of Education Learning and Development*, Vol.3 (1), Pp. 1-11.
- Harrison, G. M., Oguntunde, G. A. & Iliya, D. (2020). The Role of Agricultural Science Teacher Educators in Entrepreneurial Skills Development among Nigerian Youths. *FUOYE Journal of Education*. 3 (1) 176-183. June, 2020. ISSN: 2705-4187.
- Hassan, U., Dauda, M., Moh’d, I. D. & Sale, A. C. (2018). The effect of insurgency on education in the north east Nigeria: Case of book haram. *Scientific Research Journal*. 6(10), 1-9.
- Hassan, M. (2014). Boko Haram insurgency and the spate of insecurity in Nigeria: manifestation of governance crisis. *Research on humanities and social sciences*, 4(18), 9-18.
- Mahmood, Z., S. (2021). Impact of book haram insurgency on educational activities in Borno state. *International Journal of Sustainable Development*. Vol.6(4), pp 19-29.
- Miller, J., & Mullins, C. W. (2017). The status of feminist theories in criminology. *Taking stock*, 217-249.

- Nwosu, B. and Okonnu, N. (2014) Terrorism and Insurgency in Northern Nigeria”: A Study of the Origins and Nature of Terrorism. *Research on Humanities and Social Sciences*, Vol.5 (12).
- Ogunade, A. Agboo, C. (2021) Comparative analysis of Effect of Boko Haram crisis on socio economic activities in Yobe and Borno State”, *Journal of social sciences and humanities invention*. Vol.1 (4).
- Ogunade, H. & Ishaya, A. (2021) Security Challenges and Development in Nigeria”. *International Journal of Academic Research in Public Policy and Governance* Vol. 1 (1).
- Ohiare & A. Rauf, J. (2021). National Insecurity in Nigeria: Issues and Challenges for Human Capital Development Paper Presented at the Annual Conference Organized by the Institute of Educational Managers, Abuja.
- Oluwa, O. & Basse, A. (2014) Terrorism and Insurgency in Northern Nigeria”: A Study of the Origins and Nature of Boko Haram. *Research on Humanities and Social Sciences*. 5 (12).
- Sabo, U., Abiso, A. & Kolo, A. (2020). Effect of book haram insurgency on educational infrastructural components of universal d\basic education programme in Maiduguri Metropolitan Council. *International Journal of Economics and Development Policy (IJEDP)*. 3 (2), 45-58.
- Solomon, E. & Solomon, M. (2021) Boko Haram Insurgency in Nigeria: Its Implication and Way Forward toward Avoidance of Future Insurgency”. *International Journal of Scientific and Research Publication*, 3(11). 1-8.