

Impact of Boko Haram Insurgency on Educational Infrastructure Development in Potiskum Local Government Area, Yobe State, Nigeria: A Perception Study

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ABSTRACT

Security threat is a phenomenon that is currently drawing the attention of everybody across the globe. However, the activities of Boko Haram insurgency in north-eastern Nigeria in recent time have significantly affected educational activities in the region. This paper focused on the Perception of secondary school teachers on the impact of Boko Haram insurgency on Government Senior Secondary School Infrastructure development in local Government in Potiskum, Yobe State. The study adopted survey research design. The population of the study comprised all teachers and school administrators in Government Senior Secondary Schools in Potiskum which amounted to 729. Samples of 248 respondents were randomly selected from the population. Questionnaire designed along a Likert scale was used for data collection. The data collected were analysed using both descriptive and inferential statistics, the descriptive statistics used include; mean, standard deviation and percentage, while graphs and charts were used to present the data. The Inferential statistics used was Paired-t-Test. The findings of the study revealed that, Boko Haram insurgency has negatively affected the school infrastructure in Government Senior Secondary Schools in Potiskum. Besides, the hypotheses tested at 5% were significant (sig-v. >P = 0.05). The study thereby concluded that, infrastructures, in Government Senior Secondary Schools in Potiskum have been affected by activities of Boko Haram. Finally, the study recommended that, government should make provision for infrastructures destroyed by Boko Haram insurgency.

Keywords: Boko Haram, Security threat, Perception, insurgency, infrastructure

INTRODUCTION

The increasing number of insurgent groups across the globe has become one of the major impediments to global peace and security. Insurgency is a threat to the economic, political and social security of the world. Insurgency is often associated with underdevelopment because it destroys both local and foreign investments. According to [1], insurgency reduces quality of life; destroys human and social capital, damages relationship between citizen and a state, undermining democracy, rule of law and ability of the world to promote development. United Nation Commission for Human Refugees [2], posited that hundreds of thousands of people were displaced due to insurgency globally every year. People were forced to flee their homes in search of protection, some were able to find place to stay with families and

friends but more were cramped into camps where they became victims of further violence, mental stress and diseases. The emerging trend to insurgency in the contemporary world has become a subject of concern both at national and international level [3]. The spite of insurgency in Africa clearly shows that, there is no definite number of insurgent or terrorist groups, because terrorism is an evolving phenomena being perpetuated by myriad of actors across the continent. The number of terrorist attacks being witnessed around the continent are well documented in literature and media. The most prominent insurgent groups that impose terror impact in Africa include among others, Boko Haram in Nigeria and Al-Shabaab in Somalia [4]. The presence of these terrorist groups, together with

their allies across Africa, has led to loss of lives, sustenance of injuries and loss of livelihoods [5]. In addition, terror activities on the continent contributes immensely to mass displacements of the civilian population. This growing issues of terrorists attacks which have resulted in the increase of movement of people across border, remains a major security challenge for policy makers in Africa [6]. There are numerous narrations about the origin of Boko Haram, some accounts maintained that it drew *inspiration* from the *Maitatsine* uprisings of the early 1980s in terms of objectives but its organizational planning, armed resistance and modus operandi are more in tune with Al' Shabab and Taliban [7]. Boko Haram is an insurgent and terrorist group traceable to Maiduguri where their leader Mohammed Yusuf in 2002 had sought to establish a state in which secular laws would be totally expunged and Sharia law would be used for governance. To actualize this, he recruited like-minded "people committed to the propagation of the Prophet's teachings and jihad" and adopted the Arabic terms "*Jama'atul Ahlil Sunna Lidda'arwatilwal-Jihad*" as the movement's official name. Believing that western education strongly propagates secular laws which oppose Sharia, the group views western education as sacrilege [8]. At early stage of its evolution, Boko Haram attacks were relatively restricted to cases of provocation. Its Initial target being the police, perceived as custodians of western laws; and also believed to have clamped down on insurgent's members for infringing on state laws and codes. At this point, attacks on police stations by Boko Haram

fighters were effected using fuel-laden motorcycles and bows with poisoned arrows. The group relocated to Yusuf's home state of Yobe in the village Kanamma near the Niger Republic border in 2004. At that point, Yusuf's membership recruitment tentacles were extended to neighbouring Chad and Niger predominantly Arabic speaking countries. Yusuf took advantage of the unemployment, poverty, corruption and insecurity among youths, citing verses of Quran and teachings of the prophet to buttress his ideology, making the youths refer to him as one capable of delivering them from the corrupt grip of the government [9-13]. Following series of crises between the group and the police in 2009, Nigerian government launched an investigation into the group's activities. Several members of the group were arrested, sparking deadly clashes with Nigerian security forces leading to nearly 700 human deaths [14-16]. The sect intended to create an Islamic state carved out of Nigeria where they could practice their religious beliefs [17-19]. On the other hand, the Federal Government of Nigeria interpreted the move as treasonable, unreasonable and unacceptable. In an attempt to curb the group's excesses, the founder and then leader Mohammed Yusuf was arrested and killed in police custody [20]. Apparently provoked by the death of their leader, the new leadership escalated the frequency and intensity of attacks, engaging suicide bombing, outright shooting and kidnapping into the Nigerian crime space [21].

Conceptual Review

The concept of Boko Haram insurgency

Boko Haram activities have been identified as one of the factors that facilitated various levels of destructions of many economic activities, including educational infrastructure in most locations in the northern part of Nigeria. According to [22], the closing down of schools have far reaching consequences, including high school dropout rates. According to Ministry of Education, many schools were closed down in Yobe State, affecting about 120,000 students after a frequent attack by [23]. From the beginning of 2012, about 70 teachers and more than 1000 school children were killed, some wounded; 50 schools burnt and more than 60 others forced to close. Generally, the Boko Haram insurgency, has led to the destruction of many schools which have made the affected states to close down schools and colleges for a long period of time. It has affected education in the North Eastern State - low school enrolment, especially for girls as well as high number of out of school children. Generally, many children were forced out of school across communities - in Yobe, Adamawa and Borno States; and several teachers were forced to migrate to other locations [24]. The emergence of the Boko Haram

sect, whose objectives or claims is to introduce their ideology on people through bombings, slaughtering, and abduction of human beings, creating fear and sense of insecurity in the society. Their strict ideology was enforced by radical religious beliefs, a terrorist outlook, a network of criminal gangs, and a political tool to 'colonize' territories with the aim of propagating their ideology [24]. According to [25], Boko Haram destroyed economic activities of many places they spread their tentacles as well as led to movement of people from the affected place due to restiveness. The trademarks of the Boko Haram are destruction of lives and property with reckless attitudes, through bombings, abduction and slaughtering of human beings especially in North Eastern part of the country and other places. This has created fear and sense of insecurity in the polity, as opined by [26]. Education is seen as an important factor of human capital investment. It has been severally reported that, after the Second World War, several economists, including [27-29], were instrumental to the development of the human capital theory to determine the importance and benefits of education

for individuals in particular and society in general. The main objective of the study is to examine the impact of Boko Haram insurgency in school attendance and enrolment. Furthermore, it has been observed that, most of the studies reviewed were concerned either with the positive or negative effect of Boko Haram insurgency broadly. Like the studies of [15]. This study however, examined the degree of responsiveness of educational output as result of the occurrence of Boko Haram insurgency using Structural Equation Model (SEM), which none of the study adopted as a method of analysis, in order to determine whether it has significant or insignificant impacts. [19]. Reported that, the

Historical Analysis of Boko Haram Insurgency

Boko Haram figurate implies that Western or Non-Islamic education is a sin [22]. They are very controversial, Nigerian militant Islamic group that seek for the imposition of sharia law in the entire northern states of Nigeria. [24], the official name of the group is Jama'atul Ahlis Sunnah LiddaAwatiwal jihad which is Arabic translated to people committed to the propagation of the prophet's teachings and jihad. From this, it is clear that Boko haram is a group of Islamism fundamentalist that are committed to carry out holy war (jihad) and Islamized northern state of Nigeria and probably conquer the entire country through jihad [26]. International journal of humanities and social science, vol. 21 No 5 March, 2012. Recently, global peace and security have come under severe stress on account of insurgent activities; also national peace and security have come under stress too because of insurgent activities carried out by the insurgent group (Boko haram) in Nigeria, especially by ultra-left wing Islamic groups who are desirous of creating a society of their own vision and dream [24].

In this respect, it becomes important to trace such activities known as Islamic insurgency or otherwise called Islamic terrorism which is synonymous to Boko haram set in the northern part of Nigeria. Islamic terrorism operates all over the world, though with different ideologies, but maintains a secret steeper cell, these steeper cell share intelligence and training hence, they believe in a similar cause, based on the fact that there is an affiliation between Boko haram Islamic sect in the northern part of the country (Nigeria) with other Islamic terrorist such as Hezbollah, al-Qaeda and Hamas [26]. In Nigeria, specifically, there is no history of insurgency or terrorism in the form of conditional attack to spread fear and underline the government of the country until recently. It is therefore, contended here that insurgency was imported into Nigeria by the Niger Delta militant

activities of Boko Haram sects have rubbished the image of Nigeria and have hampered the quest for achieving Millennium Development Goals (M D Gs') as well as vision 2020. However, according to [24], an insurgency is a systematic approach used by a group of people to kill, destroy and violently intimidate innocent citizens for their selfish interest because the insurgency has been a global menace which affects the economic and social status of the country experiencing it. Boko Haram is a terrorist group in which their aggression describes by observers as a violent extremist beyond a domestic agenda in which the observers characterised [27].

in the early 1999 as a means to influence international audience and secure commensurate compensation for the degradation of their environment through oil exploration and production. Since the amnesty deal in 2009, their menace seems to be in a suspended animation or holiday, thereby paving the way for the Boko haram insurgent to fill the vacuum created. To be sure, Boko haram which implies that western education is sinful was launched into existence in 2003 by a school dropout Mohammed Yusuf in the city of Borno as an amorphous Islamic sect seeking to purify Islam and spread it by force as well as dismantle western education and civil services across the northern state of Nigeria [27]. At the impatient stage, the group leader established a religious complex that includes a mosque and a school where many poor families from across Nigeria and neighbouring countries such as Niger, and Chad enrolled their children. Soon, the initially seemingly innocuous group began to work as a recruiting ground for future jihadists to fight the state. When the group became rather difficult to control, the then governor of Borno State Sen. Ali Modu Sheriff ask them to leave the state. Consequently, the group relocated to Kanamma, Yobe State in 2003 and name itself the Taliban. From its new location which they renamed Afghanistan, the group began the process of Afghanization of the north by launching force, dangerous and sporadic attacks on the citizens in the country including western institutions [26]. In retaliation to the killing of Mohammed Yusuf in police custody on July 30th 2009, the sect under its current leadership of Abubakar Shekau launched its first attack in Yobe State on 12th July 2009 that recorded the death of four people. Since then, the menace of the groups has escalated both in frequency and intensity to the extent of becoming a thorn in the flesh of Nigeria leadership [22].

Impact of Boko Haram Insurgency on School Infrastructure

One of the major school resources which facilitated effective teaching and learning is the classroom. Qualitative and good classroom environment is

very important because studies have shown that it can significantly affect student achievement in secondary schools [20]. Similarly, further views

were echoed based on a study in India, which observed that quality of classroom conditions has strong positive effects on students' academic achievement. [21] note that, many rural schools across African countries lack essential infrastructure as a result of insecurity situation, thus making the learning environment less safe, less efficient and less effective. Schools with poor physical environment that destroyed by the activities of Boko Haram are less likely to attract both teachers and students or pupils [22]. The damaging effects have been elaborated as follows: The destruction of and damaged classroom infrastructure and facilities grossly reduce the availability of an access to education of any students in Potiskum. Schools were burned down, it is not only the classrooms that are lost but also all the learning materials, equipment and school records leaving children with nowhere to learn. Access to education requires sufficient and proper classroom facilities and services are in place and that students can have access to adequate books and materials [24]. The effect of insecurity is not limited to students, teachers and the classroom infrastructure only, it is extended to even the educational management. For instance, the damaged or destroyed schools needed repairs for them to be put back to use. At present, very few labourers would agree to work in school affected areas to undertake schools repair for fear of attacks. Even State Governments in the affected areas are hesitant to repair the damaged classroom infrastructures out of fear of them being destroyed again. This fear has

been expressed by the Yobe State Governor when he lamented the situation, as follows:

I am sad that the resources we would have used to provide other infrastructure are now being channelled to the reconstruction of the schools [7].

It was reported by the Yobe State Ministry of Education that, as at June, 2014, over two hundred and nine (209) schools were destroyed by insurgents' attacks. Laboratory Infrastructure in Nigeria are grossly inadequate to meet the need of the population as results of frequent attacks on the schools by the Boko Haram insurgency [13]. Decaying nature of laboratory facilities ranging from collapse roads and inadequate electricity and water supply in the region are strangulating the velocity of economic growth of the region. Availability, which is one of the essential enablers of education, requires that all of the necessary infrastructure and learning facilities must be in place. The physical condition of a school has a direct positive or negative effect on a teacher's morale and effectiveness, and on the general learning environment. Inadequate educational facilities pose a threat to the right to education. Nigerian schools are ordinarily ill equipped and not conducive to learning, and the destruction of the available school facilities by the insurgents leaves basic education in a dire situation. Access to basic education in the north-eastern states has been badly affected by the targeted attacks on school facilities by Boko Haram. According to UNICEF (2012-2014), over 300 schools were destroyed and 314 children killed between 2012 and 2014.

Education

Education is a process of providing knowledge and information to an individual to help him or her develop physically, mentally, socially, emotionally, spiritually, politically and economically. It generally aims at providing knowledge, attitudes, skills, values and beliefs into an individual to assist him/her achieve a reasonable degree of competence in the various facets of everyday life. [12], noted that education embraces not only the deliberate process of schooling but includes indirect and incidental influences. This concept of education sees

education as going beyond the formal school system as it includes non-formal education which makes the whole process of learning a continuous one terminating at death. In a nutshell the main function of education is the provision of appropriate skills, abilities and competence of both mental and physical well-being as necessary equipment for the individual to live productively in the society. In every society education connotes acquisition of something good, something worthwhile.

Insurgency

An insurgent is a person who involves in the act of insurgency. Insurgency has been defined as an organised movement aimed at the overthrow of a constituted government through the use of subversion and armed conflict [16]. Insecurity, in a general term refers to a state of being subjected to fear, threat, danger, molestation, intimidation harassment etc., in all aspects. The state of insecurity featured prominently during the post-cold war era as well as post September 11 world

trade centre bombing when people views and attentions are more centred about the security. It is also referring to the systematic use of subversion and violence to seize, nullify, or challenge political control of a region. By its peculiar nature, insurgency is a pattern of symmetric violence. In effect, it involves the use of a combination of subversion, sabotage, guerrilla tactics, and sundry extremist machinations in a bid to attain a politically amenable objective [20].

Theoretical Framework

This study adopted two theories, the theory of [19] Social cultural theory and Frustration Aggression theory by [23]. The Lev Vygotsky social cultural

theory, stresses the fundamental role of social interaction in cognitive development of a child. Vygotsky believed that the role of the teacher in

education is crucial. In developing children abilities, teachers can guide them toward performing tasks which are just beyond their current capacity. With such guidance, children can perform beyond their own ability within certain limits. Vygotsky defined these limits as the zone of proximal development. Based on the fact that learning and development in Yobe state, should be collaborative activities between the society and school. Vygotsky believed that community plays a central role in the process of making meaning to children cognitive development [24]. The perceptual attention and memory capacity of children are transformed by vital cognitive tools provided by culture, such as history, traditions, language, religion and social context. For learning to occur, the child must first make contact with the social environment on an interpersonal level and then internalises this experience. This means that, what the child is able to do in collaboration today, the child will be able to do independently tomorrow. This makes the study to lend its credence on Vygotsky Social cultural theory because of the significance to culture and social context, while the Frustration Aggression theory by [25] but was expanded, improved and modified by [28], has been used in analysing the consequences of Boko Haram insurgency on educational development because the theory was design mainly from the psychological basis of motivation and behaviour in determining people actions and inactions towards a particular situation. The model provides explanation for violent behavioural disposition which coursed by the inability of individuals to fulfil their human desire. It is on the basis of the general premise that all individuals have basic needs which they seek to fulfil and that any distraction that can prevent them from gating these basic needs, they can create violent. The theory emphasizes the discrepancy

between what people feel they want and the difference however, between what is sought and what they get [29]. The model therefore, tries to explain the fact that violent response by individuals resulted from the prevention from achieving for his/her basic need. The theory also stressed that, in the face of frustrated expectations, an individual is normally embarking upon violent destructive behavior or be a ready army to be used to cause crisis ones their basic needs are not fulfilled. Therefore, this study underpinned by the frustration aggression theory in the case of Boko Haram insurgency because the study examined the state of insurgency caused by Boko Haram sect as critical problem that led to the collapse of education as well as norms and values of many people in the North eastern Nigeria. The possession of arms, ammunition and small light weapons by the group to Islamize Nigeria has led to the destruction of lives and properties and so many people displaced. Finally, the best theory among the two theories discussed so far is Frustration Aggression Theory because the theory stressed that, in the face of frustrated expectations, an individual is normally embarking upon violent destructive behavior or be a ready army to be used to cause crisis ones their basic needs are not fulfilled. Therefore, this study underpinned by the frustration aggression theory in the case of Boko Haram insurgency because the study examined the state of insurgency caused by Boko Haram sect as critical problem that led to the collapse of education as well as norms and values of many people in the North eastern Nigeria particularly Yobe State. The possession of arms, ammunition and small light weapons by the group to Islamize Nigeria has led to the destruction of lives and properties and so many people displaced [25].

Statement of the Problem

The activities of Boko Haram insurgencies cannot be over-emphasized; they were associated with massive destruction and killings of both civilians and security personnel, burning of schools and other government institutions, abduction of students, workers. Empathically, many government senior secondary schools in Yobe State particularly Potiskum Local Government area experienced several attacks from the Boko Haram insurgents; Schools were shut down for a long time. According to [26].suspected Boko Haram killed at

least 40 in Nigeria's Yombe state. The Islamist terrorist group has killed and abducted villagers in Borno state in Nigeria, a hotbed for militancy for over fourteen years [27]. The problem could probably be traced down to when the Boko Haram group used religion to set up attacks solely targeting schools in the state.

The objectives Is to examine the perception of secondary school teachers on the impact of Boko Haram insurgency on school infrastructure in Potiskum Local Government area.

Objectives of the Study

The main objective of this study was to examine the perception of secondary school teachers on the impact of Boko Haram insurgency on School Infrastructure Development in Potiskum Local Government, and the specific objectives were to:

- i. Examine the impact of Boko Haram Insurgency on school facilities in Potiskum Local Government.
- ii. Establish how the insurgency affected school Accommodation facilities in potiskum Local Government.

Research Hypothesis

In line with the objectives of the study, the following hypothesis has been formulated which was tested at 0.05 level of significance;

HO₁ Teachers perception on Boko Haram insurgency has no impact on school infrastructure in government senior secondary schools in Potiskum.

METHODOLOGY

This paper employed quantitative approach with the use of survey research design in order to investigate the perception of secondary school teachers on the impact of Boko Haram Insurgency on school infrastructure in Government Senior Secondary Schools in Potiskum Local Government Area, Yobe State. The design was used because it made use of standardized questions where reliability of the items was determined and the findings of the study can be generalized. The population of the study consisted of teachers and school administrators in five government senior secondary schools in Potiskum Local Government Area, which were 729. The target population of the study comprises all teachers and school administrators in five government senior secondary schools in Potiskum Local Government, which were 729 in number. The sample of the study was determined using [13] sample size determination table; giving a sample size of (248). The simple random sampling technique was adopted as the sampling method in selecting the respondents. In this paper, self-administered questionnaire method

was employed, that is, the questionnaire was distributed by the researcher himself. The researcher distributed the copies of the questionnaire to teachers and school administrators. This took place in the school premises by visiting their offices. The questionnaire was given to respondents on the basis of chance to whoever was available in the office. However, the questionnaires were collected back after one week by the researcher. The interval of one week was given to the respondents so that the respondents can have ample time to respond to the questionnaire [19]. In this paper, descriptive statistics tools of mean and standard deviation was used. These tools were used to analyse the data collected on the perception of the respondents on the impact of Boko Haram Insurgency on school infrastructure in Government Senior Secondary Schools in Potiskum Local Government Area of Yobe state. Five points Likert scale was used from strongly agreed to not decided. Besides, the postulated hypothesis was analysed by using paired -t- Test.

Where:

$$t = \frac{\sum d}{\sqrt{\frac{n(\sum d^2) - (\sum d)^2}{n-1}}}, (n-1)df$$

Value:

D = difference between paired value

N = Number of observation/sample

Data Presentation and Analysis

A total of two hundred and forty-eight (248) respondents were sampled for questionnaire administration out of which two hundred and forty-three (243) questionnaires were filled and returned by the respondents for analysis. The returned questionnaire represents 98.6% of the total questionnaire distributed to the respondents. Descriptive statistics tools of mean and standard

deviation was used. These tools were used to analyse the data collected on the perception of the respondents on the impact of Boko Haram Insurgency on school infrastructure in Government Senior Secondary Schools in Potiskum Local Government Area of Yobe state. Five points Likert scale was used from strongly agreed to not decided.

Table 1: Descriptive statistics on the perception of secondary school teachers on the Impact of Boko Haram Insurgency on School Infrastructures

| S/N | Questions | Choice | | | | | Statistic | | |
|-----|--|--------|----|----|----|----|-----------|--------|----------|
| | | SA | A | N | D | SD | Mean(x) | Std(x) | Decision |
| 1 | Boko Haram insurgency has destroys/affected school. Administrative offices | 200 | 40 | 0 | 3 | 0 | 4.79 | 0.45 | Agreed |
| 2 | Boko Haram Insurgency has affected school class room In Potiskum | 180 | 45 | 0 | 18 | 0 | 4.60 | 0.82 | Agreed |
| 3 | Boko Haram Insurgency has Affected school library | 160 | 80 | 3 | 0 | 0 | 4.65 | 0.51 | Agreed |
| 4 | Boko Haram insurgency has affected school laboratories | 180 | 40 | 3 | 0 | 0 | 4.79 | 1.38 | Agreed |
| 5 | Boko Haram insurgency has affected school hostels | 170 | 60 | 13 | 0 | 0 | 4.65 | 0.55 | Agreed |

Source; Researcher's field Survey, 2023

Table 1: revealed the impact of Boko Haram insurgency on school infrastructures. The first question focused on the Administrative offices in most of the secondary schools in the study area. At an average, 4.79 of the respondents as revealed by the analysis are of the opinion that, the school infrastructures have been affected with a standard deviation of 0.45. Thus, comparing this with the threshold of 3.0 which is the benchmark for decision making, we agreed that, the administrative infrastructures have been affected by Boko Haram insurgency in Yobe State. In the same vein, the study further examined how the Boko Haram insurgency has affected school classroom in Potiskum. In fact, there is no gainsaying that most of the school's classrooms have been affected based on the respondent's opinions. At an average 4.6 of the respondents with a standard deviation of 0.82 have agreed that classrooms have been affected. Based on the cut-off threshold of 3.0, it shows that the respondents have agreed that that the class rooms have been affected. Similarly, libraries in most of the schools in Yobe state were examined; table 4.6 revealed that Boko Haram insurgency has significantly affected them. The average response was 4.65 with a standard deviation of 0.51. This shows that the respondents have agreed that Boko

Haram has destroyed the libraries in the affected schools. More so, the study further seeks to know if insurgency has affected the school laboratories. The respondents view revealed that most of the laboratories were affected. The average response was 4.79 with a standard deviation of 1.38. Since the mean value of 4.79 is greater than the threshold value of 3.0 it implies that the respondents agreed that the activities of Boko Haram insurgents have affected laboratories in most of the schools in Yobe state. The study further examines the hostel as one of the critical infrastructure in most of the secondary schools in Yobe state, it is quite amazing that insurgents have done a lot of damage based on the respondents' view. At an average, 4.65 of the respondents with a standard deviation of 0.55 are of the pinion that Boko Haram insurgents have destroyed the hostel accommodation. This can be substantiated by comparing the average value of (4.65) with the threshold value of 3.0. In addition, the kitchen was equally x-rayed to see if Boko Haram insurgents have caused destruction in most of the school kitchens. Surprisingly, majority of the respondents give an average response rate of 4.67 with a standard deviation of 0.55. This shows that the insurgents have equally touched the powerhouse of the students.

Hypotheses Testing

The hypotheses were tested in line with the objectives of the study. A pair sample t-test was used to carry out the analysis. The choice of this research instrument was based on the fact that the treatment was given to the same person and the result can be quantified by numerical scores. Thus, a sample of two hundred and forty-three (243)

respondents was used for the analysis. The hypotheses were tested at 95% level of confidence.

H₀: Boko Haram Insurgency has no Impact on School Infrastructure in Government Senior Secondary School Potiskum.

Table 2: Paired Sample t- test of Difference in Infrastructure Before and After Insurgency

| | t-value | df | Sig-value | P-value |
|------------------------------------|---------|-----|-----------|---------|
| Before Insurgency-After Insurgency | 1.65 | 242 | 0.16 | 0.05 |

Source: Field Survey, 2023

From the table 2, the sig-value (0.16) is greater than the P-value (0.05). Therefore, from the test we can conclude that there is significant difference in

Discussion of the Results

The discussion of the findings was carried out on the basis of the objectives of the study. Thus, the finding revealed that Boko haram has affected school critical infrastructures particularly library, classrooms, kitchens, laboratories and administrative blocks during their attack on secondary schools in the study area. Many of these infrastructures were set a blazed in the affected schools. This is to ensure total prohibition of the ideology of western education and make sure that education is wind-swept in the state. Besides, insurgents may be doing this in order to discourage students and other stakeholders in educational development in Yobe State in order to promote their religious loathing for western education [8]. Consequently, this has not in small measures led to loss of valuable items that government and other stakeholders in education had termed educational tsunamis since the creation of the state. The challenge of this dastardly act has created a serious gap in the educational development of the state. Besides, Yobe state has been rated as one of the educational disadvantage states in Nigeria adjudges on the basis of their annual performance evaluation in public examinations such as West African Examination Council, National Examination Council and National Board for Technical

infrastructure of Government Senior Secondary Schools in Potiskum before and after the insurgency since (Sig-value= 0.16>P-value =0.05).

Examination. This level of infrastructural destruction by Boko Haram has in no small measure compounded this ugly scenario. This idea was further upheld by [10] on rural schools across African countries. They posited that lack of essential infrastructure as a result of insecurity situation, has make the learning environment less safe, less efficient and less effective. Schools with poor physical environment that was destroyed by the activities of Boko Haram are less likely to attract both teachers and students or pupils [9]. The damaging effects of Boko Haram on learning materials, equipment, school records, libraries, laboratories and their feeding materials has inadvertently short-changed the students in having access to adequate resources to eke out effective living standard as planned by government in Yobe State. This is in support of [18] who opined in literature that nearly all the infrastructure in most of schools attacked were burn down in Potiskum. More so, [20] opined in literature by supporting this argument that laboratory infrastructures in most of the schools are grossly inadequate to meet the need of the population as results of frequent attacked of schools by the Boko Haram insurgency in the study area.

Conclusion and Recommendation

Based on the findings of the study, Boko Haram Insurgency has negatively affected Education in Government senior secondary schools in Potiskum. Besides, the impact of the insurgency has affected some of the school's infrastructure. Boko Haram insurgency has significantly reduced Student Enrolment based on reduced classroom, library and science laboratory space. While at the same time led to Teachers withdrawal from School Services in Potiskum and its environs. Based on the findings of this study, I hereby recommending the following;

i. This study recommended that government should make provision for infrastructure destroyed by Boko Haram in

Government Senior Secondary Schools in Potiskum.

ii. Government should provide security in order to improve students' enrolment in schools, specifically in government senior secondary schools Potiskum.

iii. Lastly, government should return back the teachers that left the school services as a result of Boko Haram insurgency in order to improve the quality of Education in government senior secondary schools potiskum. Besides, qualified teachers should be recruited by government to enhance the death of teachers in the affected schools.

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