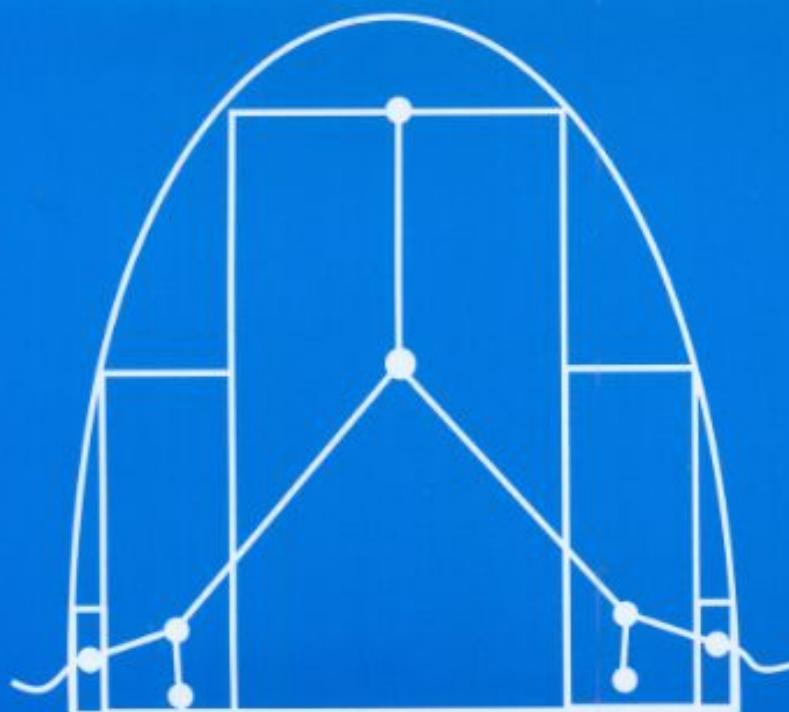


INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM)



VOLUME 12 No. 1, 2014

Published by

**DEPARTMENT OF EDUCATIONAL MANAGEMENT,
UNIVERSITY OF ILORIN, ILORIN, NIGERIA**

**INTERNATIONAL JOURNAL OF
EDUCATIONAL MANAGEMENT
(IJEM)**

VOLUME12 No. 1, 2014

ISSN: 079447684

Published by
Department of Educational Management,
University of Ilorin, Ilorin, Nigeria.

INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM)

*Department of Educational Management,
University of Ilorin, Ilorin, Nigeria*

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, without the permission of the copyright owners.

Printed in Nigeria by

Adesesan Graphic Press Ltd.

Off Asa Dam Road, (Behind NNPC Mega Station),
P. O. Box 4692, Ilorin, Kwara State, Nigeria.
Tel: 0805-675-3560

© IJEM 2014

INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM) 2014

Board of Editors

Editor-in-Chief

Dr. A. O. Sofoluwe

Managing Editor

Prof. Afusat T. Alabi

Associate Managing Editor

Dr. S. Oyeniran

Business Editor

Prof. N. B. Oyedeji

Editors

Prof. D. O. Durosaro

Prof. Nike Y. S. Ijaiya

Dr. Rhoda O. Oduwaiye

Dr. Y. A. Fasasi

Dr. Patricia A. O. Etejere

Consulting Editors

Prof. J. B. Babalola

University of Ibadan, Ibadan, Nigeria.

Prof. (Ven) Mon Nwadiani

University of Benin, Benin-City, Nigeria.

Prof. Tahir Gidado

University of Abuja, Abuja, Nigeria.

Prof. J. A. Opare

Institute of Education, University of Cape Coast, Ghana.

Prof. Justina O. Osa

Department of Doctoral Studies, Professional Education Unit,
Virginia State University, U.S.A.

Dr. Victoria B. Landu

Argosy University, Atlanta Georgia, U.S.A.

Dr. Hairuddin Bin Mohd Ali

Institute of Education, International Islamic University,
Malaysia (IIUM)

INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM) VOLUME12 No. 1, 2014

CONTENTS

Editorial Policy	...	...	...	...	...	iii
Kilishi A. Abdulhakeem - A Study of University Entrance Requirements and Implications on Students' Academic Performance	...	...	...	...	...	1
A. S. Omosidi - Attrition of Female Students in Mathematics in Senior Secondary Schools	...	...	...	...	...	17
Surajudeen Adéwálé Badru; Abubakar Saidu - Teachers' Perception of the Content of Upper Basic Education Yorùbá Language Curriculum in Oyo North Senatorial District, Nigeria	...	...	...	...	...	29
Oluwatoyin Bolanle Akinola - Secondary School Teachers' Perception of Principals' Leadership Skills and School Effectiveness in Nigeria	...	...	...	...	...	43
Abdul - Funding of Basic Education in Kwara State: Emerging Challenges	...	...	...	...	...	56
H. T. Yusuf; A. O. Odutayo; A. Omoragbon; T. T. Ambali - Effects of Concept Mapping Instructional Strategy on Students' Academic Performance in Economics	...	...	...	...	...	75
S. O. Oniyangi; Falaye Elijah Kayode; Nihilola Ajoke Abdulmalik; Joke Felicia James; T. K. Ijaodola - Impact of National Health Insurance Scheme (NHIS) on Health Care Delivery of Residents in Ilorin South Local Government Area, Kwara State	...	...	...	...	...	87
R. N. Tilije - Open and Distance Learning: An imperative to Women Empowerment in Nigeria	...	...	...	...	...	98
Ajayi, O. Samson; Halima Sarkin Fada; Shobayo M. A. - How do students acquire knowledge and character at school: School Culture as Predictor of Student Engagement	...	...	...	...	...	109
Abdulaziz, I.; Akintola, M.; Balogun, A. O.; Iyekolo, A. O. - Opinion of Teachers on the Forms, Factors and Prevention of Violence against Girls in Secondary Schools in Lagos State, Nigeria	...	...	...	...	...	127

Musa Siddiq Abdullahi; Masud Oniye - Impact of Boko Haram Crises on School Attendance in Yobe State, Nigeria	...	...	...	137
Samson Tope Abiodun - Innovation capability as a panacea to barriers of internationalization and export development: A Case study of export performance of Nigeria	...	...	...	149
Dr. Olokoba, A. A.; Musa Abdulkareem - Principals Leadership Styles and Job Performance of Teachers in Ilorin Emirate Secondary Schools, Kwara State, Nigeria	...	...	...	167

Impact of Boko Haram Crises on School Attendance in Yobe State, Nigeria

M. S. Abdullahi

and

M. I. Oniye

Department of Arts Education, Faculty of Education,
University of Ilorin, Ilorin, Nigeria.

Corresponding Email: alfulaty2013@gmail.com

oniye.MI@unilorin.edu.ng

08034846194, 08033850768

Abstract

This study assessed the Impact of Boko Haram crises on school attendance in Yobe state. All the schools in the state constituted the study population, while schools with high rate of Boko Haram insurgency constituted the study sample. The purposive sampling technique was used to select 10 schools with high rate of Boko Haram insurgency. A researchers-designed questionnaire titled "Boko Haram Crises and School Attendance Questionnaire (BHCSAQ)" was used to elicit information from the respondents. Four hypotheses were formulated to guide the study. Both face and content validity was done by 3 experts in the field of measurement and evaluation Department of Social Sciences Education, University of Ilorin, and the test re-test method was employed to ascertain reliability of the instrument within an interval of three weeks. A reliability coefficient of 0.67 was obtained. The data collected were analysed using percentage, frequency and the t-test statistic appropriately. The analysis revealed that the insurgency of Boko Haram had negative impact on the students' attendance in the schools in the state; there was no significant difference in school attendance among male and female students; there was no significant difference in school attendance in rural and urban schools in favour of urban area. Based on the findings, it was recommended that the government should sensitise the people to the importance of security matters in the schools; the school management should beef-up security as a way of reducing unexpected attack on the schools in future; the federal government should improve security in schools in the state; and rehabilitate the schools destroyed during the insurgency.

Keywords: Boko Haram, Insurgency, School Attendance, Yobe State

Introduction

Nigeria is undergoing massive assault and confrontation from a group regarded as the most blood-thirsty, barbaric and destructive, both in terms of mindless savages and disobedience to the existing peace and stability of the country. The boko Haram sect insurgency started in 2002. The sect originated in Borno State, Nigeria. The Northern State in general, and the North-east in particular (Borno, Bauchi, Adamawa and Yobe States), experienced insurgency from this terrorist group. The group unleashed terror and fear in the minds of every Nigerian. It destroyed government properties, bombed churches, mosques and other public places, massacred prominent individuals, burnt schools and shot innocent citizens.

Etymologically, the word "Boko Haram" is a Hausa word which refers to "Western Education". Boko evolves from the English word "book" and Haram is an Arabic word that penetrated into Hausa language and means "forbidden". Therefore, literally, Boko Haram means Western education is sinful "western education is forbidden" (Danjibo, 2009).

The official name of Boko Haram that is the focus of discussion in this paper is Jama'atu Ahlis Sunna Lidda' awat wal – Jihad which means "people of the way of Prophet Mohammed (peace be upon him) and community (of Muslims) in line with the earlier generation of Muslims" and not Boko Haram which simply means "western secular education is Islamically prohibited". (DCCN, 2009).

Before 2009, Nigeria witnessed several forms of terrorism that were deliberate and systematic use of violence to destroy, kill and intimidate the innocent to achieve a goal and draw national or international attention to demands which may be impossible or difficult to achieve under normal political negotiation or on the battle field.

Boko Haram was founded in 2002 in Maiduguri by Ustadh Mohammed Yusuf. In 2004, it moved to Kanamma, Yobe state, where it set up a base called "Afghanistan". This base was used as a channel to attack nearby police station, killing police officers, burning schools and many more with a vow that the war will continue as long as the political and educational system was not changed. The group prefers the shariah law applied all over the country. Of course, this will be seriously difficult for the government to comply. with Obioma (2012) noted that some of the terrorist attacks are politically motivated even though some may have other ancillary motives such as religion, economy or social. Before President Yar'adua declared amnesty for the Niger Delta Youths in 2005, the youths are Movement for the Survival of Ogoni People (MOSOP), Movement for the Emancipation of the Niger Delta (MEND) Niger Delta People Volunteer Force, the Egbesu Boys, and Niger Delta Vigilante with a long history dating to the Adaka Boro movement in the 1960s. This group launches agitation against

environmental degradation, unemployment, poverty, deprivation and marginalization in the Niger Delta areas of Nigeria. In the East, the Bakasi Boys and Bakasi Movement for the Actualization of the Sovereign State of Biafra (MASSOB) are also terrorist groups fighting for equal right and security of N'digbo true federalism, autonomy and political relevance of the Igbo people in Nigeria, having been ravaged by the civil war and abandoned thereafter. The Odua People's Congress (OPC) is the militant wing and mouth-piece of the Egbe-Omo-Odudua for the Yorubas in the western region of Nigeria. It was used by dominant political parties in the west to advance their courses and achieve sanity. The Arewa People's Congress in the northern region was also a formidable group.

Abiye (2011) noted that domestic terrorism arose in Nigeria because emergent militant groups took advantage of governments inefficient actions and inactions in dealing with the fundamental elements of nationhood. Factors such as injustice, corruption, ethnicism, sycophancy, favouritism and marginalization made terrorism ethnicized in Nigerian. Presently, the nation is undergoing high spate of insecurity especially in northern Nigeria by a group of terrorists known as Boko Haram.

Musa (2011) stated that the Boko Haram has been in existence since 2001 but did not become popular until 2009, when they participated actively in the sectarian violence which occurred in northern Nigeria. Yusuf (2009) stated that the belief that the world is a sphere is contrary to Islam and should be injected along with Darwism and the theory that rain comes from water evaporated by the sun. Adamu (2009) stated that Mohammed Yusuf, the leader of Boko Haram was killed in 2009 and since that year, following the assumption of a new leadership headed by Abubakar Shekau, Boko Haram reinvented violence and began what can best be described as the bombardment of northern Nigeria, with such frequency and intensity that are quite unprecedented in the history of violence in Nigeria.

Stephaine (2009) noted that Boko Haram is ideologically isolated and lacks popular support of the population and Muslim leaders. Though, this is contentious, referring to the condemnation of the movement by Islamic bodies like the Nigerian umbrella body of Muslims, Jama'atul Nasirul Islam (JNI) that categorically dissociated Islam from the activities of Boko Haram.

Education is the worst hit by the Boko Haram activities, against the backdrop that the fight is directly against western education that is widely practiced in Nigeria. Schools were established in every nook and cranny of the nation, yet, it remained the bedrock of human and capital development particularly in the north and in Nigeria at large.

It is obvious that there is imbalance in education between the northern and southern part of the country; while the north embraced Islamic education, the south welcomed western education. In 1914, western education became a

unifying tool for the two regions (north and south). Thenorth had fully embraced Islamic education before this year and found it very difficult to welcome western education, but it was accommodated lately. This created a gap between the south and the north in the area of western education. Despite the fact that the government was trying to bridge the gap by establishing Almagiri schools around the 11th century. This involved sending male children to faraway places to acquire Islamic education at a tender age between the age of four and nine years. The success recorded in the past was because the host community took interest in the children's welfare. Yakubu (2012) explained that in April, 2012, there were over 9.5 million Almajiri children who were denied the right to basic primary education in Nigeria.

Pertinently, northern Nigeria is suffering from low enrolment rate especially at the primary education level. Ruquyyatu (2013) attributed this to the effect of Islamic education, as most parents were yet to embrace western education. They strongly believe that western education is tied to the bible and is a way of changing their religion. The issue of insecurity in northern Nigeria cannot also be neglected.

The constant threat posed by Boko Haram which started in 2009, and other extremist religious sects like the Jama'atu Anbarul Muslimina fi Biladis-Sudan, undermines efforts at improving education in the region. These groups have carried out several attacks and issued threats to schools in the north. In some of these attacks, teachers were killed or injured and schools razed. Table 1 shows the negative impact of Boko Haram insurgency on schools in Yobe State.

Table 1: *Series of Attacks by Boko Haram Sect on Schools in Yobe State*

S/N	Date	Type of Violence
1.	June 17, 3013	7 students and 2 teachers were killed in Government Secondary school, Damaturu.
2.	July 6, 2013	41 children and 1 teacher were killed in Government Secondary School, Mamudo.
3.	Sep.29, 2013	40 Students of College of Agric were killed while 150 sustained injuries.
4.	Feb. 25, 2014	Many Students of Federal Government College, Buni Yadi, were killed.
5.	June 17, 2014	Many children were killed near a viewing centre in Damaturu.

Source: The Nation Newspaper, 29th January, 2013

Reports also revealed that the rate of children who have never been to school is also alarming despite government efforts to provide education for all. Table 2 reveals that 42% of the children in Yobe State have never been to school. The Boko Haram insurgency has drastically reduced the percentage of school children in the state.

Table 2 : *School attendance in some states in Nigeria*

Highest Number in School		Lowest Number in School	
Anambra state	117 out of every 120	Ondo state	119 out of every 120
Abia state	113 out of every 120	Plateau state	113 out of every 120
Borno state	29 out of every 120	Sokoto state	42 out of every 120
Cross river state	114 out of every 120	Zamfara state	28 out of every 120
Delta state	113 out of every 120	Yobe state	42 out of every 120
Kebbi state	34 out of every 120		

Source: Federal Ministry of Statistics (2011)

Table 2 reveals that the area with the lowest number of students in schools are in the northern state of Nigeria as they are worst hit by Boko Haram attack, especially Yobe State. The level of education could also be regarded as the bases for such group to emerge. Testing parental understanding of education almost 78% of parents in Yobe State cannot read and write in English (The Nation, 2011). This may be the major cause for such states becoming a breeding ground for Boko Haram.

Boko Haram has dealt a fatal blow on enrolment and schooling in Yobe state. Parents, pupils/students and other citizens live in perpetual fear of attacks and this caused negative impact on the educational system in Yobe State.

Some studies in the direction of this study are Abimbola, and Adesote (2012), Peterside (2014), Anyadike (2013), Fred (2014), Alao (2012), among others. All of these studies were either surveys on National security or Boko Haram and Terrorism in North-east. Although much work has been done to date, more studies need to be conducted especially to fill part of the gap in ascertaining the impact of Boko Haram crises on school attendance in Yobe State.

Objectives of the Study

The following are the objectives of the study

1. To find out if the activities of Boko Haram have impact on school attendance in Yobe State.
2. To determine if the insurgency has affected school attendance on the basis of gender.
3. To examine if the insurgency has affected schooling in rural and urban schools in Yobe State.
4. To investigate if the insurgency has affected schooling in primary, secondary and tertiary institutions in Yobe State.

Research Question

1. How have Boko Haram activities influenced school attendance in Yobe State?

Research Hypotheses

The hypotheses of the study are:

- HO₁:** there is no significant difference in school attendance among male and female pupils/ students in Yobe State.
- HO₂:** there is no significant difference in school attendance among rural and urban schools in Yobe State.
- HO₃:** there is no significant difference in school attendance among primary, secondary and tertiary institutions in Yobe State.

Methodology

The design of the study is a descriptive survey to find out the impact of Boko Haram on school attendance in Yobe state, Nigeria. Ten primary schools (five rural and five urban) and ten secondary schools (five each from rural and urban areas) were randomly selected. A researcher -designed questionnaire titled "Boko Haram and School Attendance Questionnaire" (BHSAQ) containing 30 items was used for the study. Both the face and content validity of the instrument was done by experts in the field of test and measurement of the Faculty of Education, University of Ilorin, Nigeria. The reliability of the instrument was ascertained through a test-retest method within a three-week interval, using 110 students who were not part of the sample. The data obtained was subjected to the Pearson product moment correlation coefficient yielding 0.67 reliability coefficient which shows that the instrument was reliable.

Data Analysis Techniques

Copies of the instrument were administered to 150 students and collected on the spot. The data collected were analysed using percentage and frequency counts for bio-data of the respondents and research question, while t-test and Analysis of Variance (ANOVA) were employed to test the hypotheses postulated.

Results

Research Question: How have Boko Haram activities influenced School attendance in Yobe State

Table 3

Frequency and Percentage on how Boko Haram activities influenced School Attendance in Yobe State

Variables	No	Percentage
Yes	102	68.0
No	48	32.0
Total	150	100%

Table 3 shows that out of the 150 respondents, 102 representing 68.0% agreed with the statement that Boko Haram insurgency affected the students' attendance in schools in the state while 48 representing 32.0% disagreed with the statement.

Hypothesis 1: *There is no significant difference in school attendance between male and female pupils/students in Yobe State.*

Table 4

Analysis of School Attendance among Male and Female Pupils/Students

Variables	No	Mean	Std.	df	Cal.t-Value	Sig. (2-tailed)	Decision
Male	90	55.08	7.56	148	0.59	0.55	Accepted
Female	60	54.28	8.55				

P<0.05

Results on table 4 shows t-value = 0.59 with p-value = 0.55 > 0.05 alpha level. Since 0.55 was greater than 0.05 alpha level, hypotheses one is thus accepted. This indicates that there is no significant difference in school attendance based on gender with summary computation of $t(148) = 0.59$, $P > 0.05$.

Hypothesis 2: *There is no significant difference in the school attendance between rural and urban schools in Yobe State.*

Table 5

School Attendance between Rural and Urban Pupils/Students

Gender	No	Mean	Std.	df	Cal.t-Value	Sig. (2-tailed)	Decision
Rural	69	55.29	7.99	148	0.75	0.45	Accepted
Urban	81	54.31	7.93				

P<0.05

Results on table 5 shows t-value = 0.75 with p-value = 0.45 > 0.05 alpha level. Since 0.45 was greater than 0.05 alpha level, hypothesis three is thus not rejected. This indicates that there was no significant difference in school attendance based on school location with summary computation of $t(148) = 0.75, P > 0.05$.

Hypothesis 3: *There is no significant difference in the school attendance among primary, secondary and tertiary institution in urban schools in Yobe State.*

Table 6

ANOVA Table on School Attendance among Primary, Secondary and Tertiary Institution Students

Source of Variance	Sum of Square	df	Mean of Square	F	Sig.	Decision
Between Groups	1386.100	4	346.525	6.256	0.000	Not Rejected
Within Groups	8031.260	146	55.388			
Total	9417.360	149				

p>0.05

Results on Table 6 shows F-value = 6.256 with p-value = 0.000 < 0.05 alpha level. Since 0.000 is less than 0.05 alpha level, hypothesis three is thus rejected. This indicates that there is a significant difference in school attendance between primary, secondary and tertiary institution pupils/students in Yobe State, with summary computation of $F(4,149) = 6.256, P < 0.05$.

Table 7

Scheffe's post hoc Table for the School Attendance in Primary, Secondary and Tertiary Institutions in Yobe State

Institution	N	Subset for alpha =0.05		
		1	2	3
Primary		18.09		
Secondary			30.09	
Tertiary Institution				51.01

The Table 7 shows the scheffe's post hoc for difference between school attendance among primary, secondary and tertiary institution students in Yobe State and it was revealed that the attendance were significantly different. Tertiary institution has the highest mean score of 51.01 in subset 3, followed by secondary school with a mean score of 30.09 in subset 2, followed by primary school with a mean score of 18.09s in subset 1.

Summary of Findings

Based on the analysed data and the results, the following represents the summary of the findings:

1. School attendance is affected in areas affected by Boko Haram insurgency.
2. There was no significant difference in the school attendance between male and female students.
3. There was no significant difference in the school attendance of students in urban and rural areas prone to Boko Haram attack.
4. There was also significant difference in the school attendance among primary, secondary and tertiary institution.

Discussion

As shown in the results of the analysis, Boko Haram insurgency affected school attendance in Yobe State. This is because the insecurity in the state was so tense that wards/children were not allowed to go to school.

As can be seen in the results of the analysis, there is no significant difference in school attendance between male and female pupils/students, with male having the highest negative response once there is a security crisis. This finding agrees with Akintoye (2010) who opined that irrespective of age, sex and nationality, once there is an attack by the Boko Haram, the survivors often dread staying in such places and many hesitate sending their children to school especially when they were not too sure of the security measures put in place.

On the impact of Boko Haram insurgency in urban and rural areas, the findings indicated that probably because students from urban areas were more secured than those from rural areas, attendance of urban students was higher than the rural because security was tighter in urban areas. This is in support of Ajayi (2011) who stated that good security measures were always put in place in the urban centres as it houses all government parastatals and structures. As soon as there was an attack in the urban area, the Joint Task Force (JTF) a special military force was mobilized to ensure adequate security. This justifies the significant difference between school attendance in the urban and rural areas.

On the school attendance of primary, secondary and tertiary schools, the findings indicate significant difference in the attendance. Parents of primary school students often asked their wards not to attend schools when there is insecurity. They kept them indoors until adequate security measures were put in place by government. The secondary school students revealed that there was little or no freedom to decide whether or not to go to school. The tertiary school students were guided by the uniform school calendar such that the period of the National Youth Service Corps was the same for all the tertiary institutions in the country and that the federal government often beefs-up security situation in higher institutions of learning. Their attendance was not much affected so as not to disrupt their academic calendar. So, most students risk attending classes.

Conclusion

From the findings of this study, the following conclusions can be derived.

1. The Boko Haram crises in the area have crippled the educational system and denied children of the area access to basic education.
2. The intensity of the crises, has affected schooling among children, while some indigenes/non indigenes were forced to relocate and change schools.

Recommendations

Based on the findings, the following recommendations are made:

1. The federal government should take up the responsibility of ensuring the security of the schools from primary to higher institutions of learning in Yobe State.
2. Parents should sensitize their children to the importance of security and guard them against following the path Boko Haram.
3. The school head(s) should be given adequate orientation on how to face the challenges of Boko Haram and similar groups in Yobe State.
4. Rural schools should be more secured and protected as the most attacks centered on them in the State.

5. Nigeria immigration department should take up their responsibility in checking the movement of people in and out of the country.
6. Government should renovate the schools destroyed during the insurgence of Boko Haram in Yobe State.
7. Security education should be fully implemented in the school curriculum as it is already incorporated.
8. The school should keep all the school records properly not only that, but know the importance of records in schools in the State.

References

- Amadu, S. (2011). School attendance falls in Northern Nigeria, *The Guardian*, 24th April, 2012. 2 (1) 17.
- Analysis: understanding Nigeria's Boko Haram radicals, (n.d.) retrieved 22nd April, 2015 from <http://www.irinnews.org/reports>.
- Danjibo, N.D. 2009. Islamic Fundamentalism and Sectarian Violence: The 'Maitatsine' and 'Boko Haram' Crises in Northern Nigeria. Peace and Conflict Studies Paper Series, Institute of African Studies, University of Ibadan, 1-21 Da'wah coordination of council of Nigeria, (2009). The Boko Haram tragedy, Minna, Niger State.
- Mohammed, D. (2014). The effect of Boko Haram crisis on socio economic activities in Yobe State. *Valley International Journals. The Journal of Socio Sciences and Humanities Invention*, 1, (4), 251-257.
- Musa, P. (2011). Boko Haram History in Nigeria. *Journal of Arts and Social Sciences* 4, (2), 18-21.
- Oladunjoye, P. & Omemu, F. (2013). Effect of Boko Haram on school attendance in Northern Nigeria. *European centre for research training and development UK*, 1, (2) 1-9.
- Ruquyyatu, A. R. (2013). Declining enrolment in primary education in Nigeria. Press Conference, March, 11, 2013.
- Stephaine, S. (2009). "Nigeria: the Boko Haram battle". *International Relation and security Network* cited in <http://www.isu.ethz.ch/isn/security-watch/Articles/Details11?lng=en&id=105612>. Accessed July 2, 2015.
- Yakubu, T.Y. (2012). Boko Haram activities in Northern Nigeria, *The voice*, 4(2) pp 13-16.
- Yusuf, L. (2009). *The principle and practise of Islamic religion*. Lagos: NOK Publishers Nig. Ltd.