

TERRORISM AND PUBLIC SERVICE DELIVERY IN NIGERIA: PERSPECTIVES FROM BORNO STATE MINISTRY OF EDUCATION

Chinedu Josiah Charles chinedujcharles@gmail.com
University of Maiduguri, Borno State

and

Ihiaso Iheoma Augustina
iheomaugustina92@gmail.com
National Open University of Nigeria

ABSTRACT

In the last couple of decades, insurgency has become a recurring decimal in the Northern parts of Nigeria, most especially in Borno state, this has caused untold hardship to the people in that region due to the loss of lives and properties, farmlands, jobs etc. The purpose of this descriptive study was to examine the effects of terrorism in Borno state on its ministry of education. The study's theoretical framework was based on the relative deprivation theory; the theory was used to diagnose the problem of the recurring terrorism in the state and articulate possible alternative solutions. The central research question concerned the adverse effects of terrorism in the Borno State Ministry of Education. Data for this study were primarily collected through face-to-face interviews with a purposeful sample of 10 participants from the ministry of education. The findings of the study showed that there is collapse of Borno State's security system in the interior parts of the state, there is an undesirable and negative implications of terrorism on Borno State's education and general public service. Implications for positive social change include giving voice to voiceless Nigerians and providing the Nigerian security service, multilateral and bilateral organizations, and the Nigerian government with information necessary to understand the effects of terrorism on Borno State Ministry of Education and provide a way forward for the state government and also promote resilience in the people who have experienced terrorism.

Keywords: Terrorism, Insurgency, School, Ministry of education, Kidnap, Borno State.

1.1 Introduction

Terrorism attains its social or political goal through violent intimidation of people residing in a given location. Essentially terror attacks are meant to pressure the government to give political and/or social concessions. The ripple effect of the terror act often extends beyond the area targeted by the violence. Kruger (2007) posits that even though terrorism focuses on a small area of a country's capital stock, the

aftermath normally has outward-expanding political and economic consequences. In their study on countries' terrorism risk, the World Markets Research Centre's Global Terrorism Index (GTI) posited that any terrorist attack triggers several events that negatively impact the elements of political economy such as human and physical capital as well as trade. Terrorist attacks affect political economy by directly harming human capital through loss of life, injuries and/or forced migration; as well as destruction of physical capital by destroying infrastructure. The attacks also stifle trade by disrupting free flow of labour, goods and services (GTI, 2003). Chukwurah & Okechukwu (2015) pointed out that worldwide empirical data demonstrates that political economies of nations, including sub-nations, are adversely and variously affected by terrorist-related attacks. The effects are normally quantified in terms of money and vary according to nature of attack, size of area attacked and other intermediary factors.

The world has experienced numerous expensive terrorist attacks. For example, the effect of the 1993 Bishop-gate bombing in United Kingdom was estimated (ABI, 1993) at \$907 million insurance value. These numbers were quantified from estimations of damage to infrastructure, human casualties, and individual property damage. Security is one of the core areas of focus in the internal and external development of states' affairs (Marc, Mogaka, & Verjee, 2015; Rogers, 2011). Thus, at country and international levels, policy makers are setting up security measures in place to address issues of insecurity in order to create a safe environment for all. Events of threats and intimations have had excessive influence in creating instability and insecurity in their immediate environments and in neighboring areas. Borno State has recorded a significant amount of Boko Haram insurgency for more than two decades and as a result of the ongoing restiveness and insecurity, it has not been able to realize its full potential. In Borno and its neighboring Nigerian states, these scenarios have played out in recent years with the uprising and escalation of the activities of Boko Haram in the Northeast region of the country (Adesoji, 2010; Adibe, 2012; Ahmed-Gamgum, 2018; Alao & Atere, 2012; Imo, 2017). A number of studies have been done on the Boko Haram insurgency and its effects on different aspects of Nigeria's national life (Ali, Musa, & Fada, 2016). However, there is a lack in literature on the impact of terrorism on the public sector of Borno state, particularly the Ministry of Education.

The history of Borno antedates the 9th century, when Arabic writers in North African first noted the kingdom of Kanem, east of Lake Chad. The lake was much larger than the present day body of water, and its basin attracted settlements and encouraged exchange. A pastoral groups which were the ancestors of

the Kanuri people, established a centralized state over the territory (BSG, 2012). The Kanuri people governed themselves prior to the British colonial era. The amalgamation of Southern and Northern Nigeria as a one indivisible country in the 1914, collapses the Kanem Empire and transformed into a region in Nigeria (BSG, 2012). Kanuri people formed the dominant social cultural group in the present Borno State; there cultures permit every individual to acquired knowledge and respect the societal principles such as respect for woman, elders and children. Prior to the insurgency, the State is adjudged to be among the peaceful State in Nigeria, based on the reason that, there were no single cases of communal clashes in the State since Nigerian independent in 1960. Educationally, the State is far behind in terms of number of children in basic school attendance and also majority of the youths in the State were uneducated (FMOE, 2014). The researchers argue that, lack of basic education for higher numbers of children in the past, which left many youths uneducated presently, could easily be traced to the weakness of the state authority, which created loopholes for insurgency to penetrate in, and cause major setback to educational system in the State.

1.2 Research Questions:

1. What is the effect of terrorism related loss of teachers/administrators to the Ministry of Education Borno state?
2. What is the effect of terrorist destruction of school infrastructure on the Ministry of Education Borno state?
3. What is the effect of terrorist kidnap of students on the Ministry of Education Borno state?

1.3 Empirical Literature

When Boko Haram started its insurgency, its targets were mostly government buildings and security personnel. The terror group began their attack on worship centres, media houses, diplomatic buildings, and schools. From being an obscure movement confined to North-Eastern Nigeria

(Ali, Musa, & Fada, 2016), Boko Haram, at the height of its success, emerged as the most palpable threat to Nigeria's continual existence as an indivisible nation (Eme & Ibietan, 2012). The inability of the Nigerian government to engage and demystify Boko Haram's insurgency at its emergence created widespread fear of insecurity and probably irreversible damage to the nation's polity and development. According to Eme and Ibietan (2012), not only did the persistent attacks of the sect created widespread insecurity and fear, but the unrelenting deeds of the militant sect also stifled day-to-day economic and trade activities, particularly for the people of Borno State. Scholars have examined the root causes of Boko Haram's insurgency and its effects on psychological, socio-economic, and political aspects of life and living in Nigeria (Ali, Musa, & Fada, 2016). However, as Adepelumi (2018) noted, there are gaps in research and inadequate policy efforts to make for a comprehensive and effective response to the Boko Haram insurgency, particularly in regard to its impact on the lifestyle of people of Borno State in the social, economic, and political realms. The purpose of this study was to determine the extent of damage caused by Boko Haram on Borno state Public Sectors and using its ministry of education as a case study.

1.4 Implication of Social Constructivist Theory to Basic Education in Borno State

If Vygotsky is correct that children develop in socio-cultural settings. For teaching and learning to go on smoothly in Borno State, basic school teachers need to adopt constructivist teacher's ideas by creating a context for learning in which, students can become engaged in interesting activities that facilitates learning. The teachers may often guide students as they approach problems, may encourage them to work in groups, to think about issues and support them with advice as they tackle challenges that are rooted in real life situation. Basic education teachers in Borno State can apply the following four principles of Vygotsky theory of social constructivism, in their schools to enhance teaching and learning processes of the children:

- a) Learning and development is a social, collaborative activity in the society.
- b) The zone of proximal development can serve as a guide for curricular and lesson planning.
- c) School learning should occur in a meaningful context and not be separated from learning children develop in the "real world".

d) Out-of-school experiences should be related to the child school experience.

Certainly, this theory will be useful to basic school teachers because they can use it as a guide to a child's development. It also allows a teacher to know what a student is able to achieve through the use of mediator, and enables the teacher to help the students attain that level by themselves.

1.5 Theoretical Framework

This research work adopts as its theoretical framework the relative deprivation theory. In *Why Men Rebel*, Gurr (1970), argued that relative deprivation demonstrates a canyon or rift between expected and achieved socio-economic and political opportunities. He articulated different kinds of political insurgencies as a consequence of collective discontent associated with a sense of relative deprivation (Gurr, 1970). His analysis appears to mirror and corroborated the current Nigerian incidence of terrorism, discernably since the Boko Haram insurgency can be attributed to and explained in part as an expression of the country conditions of relative deprivation. According to Gurr (1970), relative deprivation is the inconsistency between what people think they are entitled to and what they actually think they can get; however, he postulates that “the potential for collective violence caries strongly with the intensity and scope of relative deprivation among members of collectivity” (p. 24). This argument holds some predictive value because the Northeast, which is the home of the Boko Haram terror group and the epicenter of the insurgency, is the most deprived in terms of socio-economic and political opportunities in Nigeria (Ewetan, 2014).

Relative deprivation is associated with the discontent individuals feel as a result of their circumstance in comparison to others and the realization that they have less than them, no matter how marginal the difference might be (Bayertz, 1999)

According to Schaefer (2008), relative deprivation is the conscious experience of a negative discrepancy between legitimate expectations and the present realities. When individuals or group believe that their legitimate rights have been denied or marginalized, this may cause a sense of anger, antagonism, and lack of trust towards the responsible party or entity that is responsible for the deprivation (Ewetan, 2014). The marginalized individuals or group(s) will engage any means necessary to restore a sense of social satisfaction (Morrison, 1971). Relative deprivation demonstrates a gap between anticipated and accomplished socio-economic and political fortuities. There are different kinds of violence as a result of accumulated discontent as a result of a sense of relative deprivation. The theoretical stance of relative deprivation gives credence to and corroborates the ongoing national incidence of terrorism in Nigeria. The Boko Haram insurgency in Nigeria can be explained in part as a manifestation and expression of the country's conditions of relative deprivation. The theory shows that terrorist activities and violence are as a result of socio-economic and political marginalization, deprivation, and unequal access to economic opportunities. The theoretical position of relative deprivation theory supports social inequality (Flynn, 2007; Runciman, 1966; Yitzhak, 1979). According to Yitzhak (1979), the Gini co-efficient is proportional to the feeling of deprivation. This premise is evident in the Northeast where the majority of the population is illiterate and live in extreme poverty (Yitzhak, 1979). The Northeast states are at the bottom on every social and economic index in comparison to other states (Yitzhak, 1979), which magnifies the degree of deprivation in that area.

According to Walker and Pettigrew (1984), relative deprivation provides a platform or framework for studying and understanding the psychology of how intergroup works; for instance, relative deprivation has been credited as one of the causes of the Civil Rights movement of the 1960s in the United States, and the theory was the framework which was used in studying and understanding the dynamics of the movement (Yitzhak, 1979). According to Walker and Pettigrew (1984), relative deprivation may be used to describe an individual or group of persons based on categorization and identity. The Civil Rights Movement was defined by the associated civil unrest of the 60s. The people of the State of Borno, in particular, and Nigeria, in general, have experienced bad governance and corruption, the commonwealth looted by inept and corrupt politicians. Lack of industries and infrastructures led to lack of employment opportunities while the youth remained unemployed. For quality education, health care and social services, they had politicians who acted with impunity and routinely harassed them. The people expected political and economic relevance and inclusion, but received economic deprivation and political

marginalization, making the place haven for acts of criminality. Political promises of economic development and inclusion into the political system are routinely not implemented as result of lack of visionary leadership, ineptitude, and political expediency. Their peaceful protests are often snuffed out by heavy handed military and police brutality and extrajudicial killings. These experiences further reinforced their feeling of deprivation and hopelessness, thereby encouraged and justified the use of violence as a means to fight the status quo.

1.6 Methodology

This paper adopted the descriptive survey design which is defined as a process of collecting data in order to answer questions concerning the current status of the subjects in a study. This approach is essential to the study in collecting data on behaviour, attitudes, values and characteristics (Mugenda, 2008). The survey design was appropriate because it allowed for use of both descriptive and inferential statistics. The target population comprised of teachers in the Ministry of Education Borno state and 10 teachers were randomly sampled for the study.

The primary and secondary data was grouped and rationalized to remove errors and ambiguities and ensure that the responses are complete, accurate and suitable for further processing. Qualitative data obtained from the open-ended interviews was analyzed and thematically grouped together. The results were presented in form of tables and percentages.

1.7 Discussion of Results

This session presents results of qualitative method of the study and descriptive survey design was used in analyzing data on the findings. A total of 10 respondents participated in the study. Table 1.1 dealt with the Demographic Characteristics of the Respondents which shows that 70% of the teachers were male, while 30% were female. This implied that most of the respondents were male. However, the difference between the two genders was not significant enough to negatively skew the responses.

Gender of the Respondents

Table 1.1: Socio-demographic profile of the respondents

Gender	Frequency	Percentage (%)
Male	7	70
Female	3	30
Total	10	100

Source: Researcher's Survey 2024

Table 1.2 shows that 40% of the teachers belonged to the age group of 31 to 40 years, 20% belonged to 21 to 30 years' age group, and 30% indicated the age group of 41 to 50 years, while 10% were aged between 51 and 60 years old. This implied majority of the teachers were aged 40 years or below.

Table 1.2: Respondents' age in years

Response	Frequency	Percentage (%)
21- 30 years	2	20
31- 40 years	4	40
41- 50 years	3	30
51-60 years	1	10
Total	10	100

Source: Researcher's Survey 2024

RQ1: What is the effect of terrorism related loss of teachers/administrators to the Ministry of Education Borno state?

This section presents the findings in respect of objective one which sought to establish the effects of terrorism related loss of teachers/administrators to the ministry of Education, Borno state.

Table 3 shows that majority of the respondents (50%) indicated that terrorist attacks had resulted in deaths to a large extent, 20% indicated that it was to a moderate extent another 20% indicated that it was to a small extent, if not to no extent. This implied that terrorism related activities resulted in death of teachers and administrators to a large extent. This can only lead to decline in teachers resource as going to teach has become life threatening, this in extension leads to reduction in human capital in Borno state.

Table 1.3: Extent of death

Response	Frequency	Percentage (%)
No Extent	0	0
Small Extent	1	10
Moderate Extent	2	20
Large Extent	5	50
Very Large Extent	2	20
Total	10	100

Source: Researcher's Survey 2024

RQ2: What is the effect of terrorist destruction of school infrastructure on the ministry of Education, Borno state?

Table 4 shows that majority of the respondents (60%) indicated that terrorist attacks resulted in the destruction of school facilities to a very large extent, 40% indicated that it was to a large extent. This shows that the Ministry of Education in Borno state has suffered a great deal with the insurgency, with the recurring destruction of academic facilities, this has only led to decline in academic activities and performance due to damaged resources and unavailability of teaching materials.

Table 1.4 *The extent of terrorist destruction of school infrastructure on the Ministry of Education Borno state*

Response	Frequency	Percentage (%)
Small Extent	0	0
Moderate Extent	0	0
Large Extent	4	40
Very Large Extent	6	60
Total	169	100

Source: Researcher's Survey 2024

RQ3 What is the effect of terrorist kidnap of students on the ministry of education, Borno state?

Table 1.5 kidnaping of students due to Terrorist Attacks

Response	Frequency	Percentage (%)
Small Extent	0	0
Moderate Extent	2	20
Large Extent	8	80
Total	100	100

The findings in Table 4.5 show that majority of the respondents 80% indicated that terrorism related activities resulted in kidnap of students to a large extent, 20% indicated the extent was moderate.

This shows that the life of children sent to school to study has been on the mercies of terrorists time and again. This can only result in a decline in class attendance by students, to avoid being victims.

6. Conclusion and Recommendation

Insurgency has displaced over one hundred thousand people in Borno (NEMA, 2015). It also becomes a threat to the entire northeastern region of Nigeria. Their activities have crippled the socio-economic activities between Nigeria, Cameroon, Niger Republic and Republic of Chad (Olowoselu, Onuselogu and Bello, 2014). Many Nigerian citizens are currently internally displaced in Borno State (NCRM, 2015). The insurgency in Borno State have slow down the nation abilities of achieving the Millennium Development Goals project (MDG'S), Education For All (EFA), and as well as Nigeria Vision 2020 programs. The frequent insurgent attacks have negative impact on socio-cultural values of the people in the State and wellbeing of other Nigerians (Olowoselu, Onuselogu and Bello, 2014). Presently, economic activity is low in the state, as foreign expatriate are relocating to other states in Nigeria due to the increasing security crisis. With the mindless bombings perpetrated by the insurgent, the researchers observed that most schools have been closed in Borno State.

Evidently, the current joint approaches of Nigerian government and African Union to end the insurgency have recorded tremendous success in the State. But we are also concluding that, the United Nation (UN) should aid Nigerian government and African Union effort, to put an end to insurgency in Borno State.

Authors of this article strongly agreed that, the level of educational development of a place depends on the society. The level of development of a society in terms of its politics, economy, technology, cultural values and religion depends on quality of education provided. Nigerian government should

take a pro-active approach in rebuilding all the basic school buildings been hatched by the insurgent group.

Nigerian government should provide free and compulsory education to all children in Borno State up to university level, because the future of society remains in the hands of the children. The Borno State government should provide scholarship for continuous education to all other dropped out school children who were internally displaced, and sheltering outside Borno State. This will enhance their continuous schooling in that state. Moreso, the federal government should ensure that all police personnel posted to guide all schools are well motivated properly. The religious leaders should be properly enlightened, to play active role in preaching against the senseless attacks perpetrated by the insurgent group.

Similarly, peace and security studies should be incorporated in to Nigerian school curricular. The Nigerian immigration service should be overhauled with new strategies, for effectively monitor and controls all Nigerian borders against in influx of illegal aliens that support insurgent group. All schools should be properly secured with a unit of Nigerian security force especially, the schools in the border communities in Borno State. This unit will also serve as security checks for intelligent information gathering on the activities of the youths in border communities.

On the schools internal security system, daily school attendance record books should be adopted by the all schools in Borno State, likewise students' movement record book should be introduced and kept by teachers with a daily report to the school head. This will make the school authorities to understand and control the student's movement during the school hours. Parents and religious leaders should play active role in encouraging all children in the Borno State to embrace basic education for the development of the individual and society at large.

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