



The Effect of Boko Haram Insurgency on Tertiary Education in Mubi, Adamawa State Nigeria: a Test of its Psycho-Social Impact on Students and Institutions

¹Abdulrasheed .A. Aminullah, ²Abdulazeez Mohammed,
³David .A. Adekoya, ⁴Ijasini John, ⁵Abubakar .S. Yahaya,
⁶Yusuf Akande & ⁷Ibrahim Musa

^{1&7}Department of Business Administration and Management, Federal Polytechnic Mubi

²Consultant Psychiatrist, Federal Neuropsychiatric Hospital Kaduna

³Department of Languages, Federal Polytechnic Mubi

⁴Department of Agric. Science, Federal Polytechnic Mubi

⁵Rector, Federal Polytechnic Mubi

⁶Research Assistant, Federal Neuropsychiatric Hospital Kaduna

Abstract

Mubi town was one of the cities overran by the Insurgents in their active days in north-eastern Nigeria. The town was taken over by the insurgents on 29th October, 2014. Barely three months after, it was recaptured by federal troops along with its neighboring local governments of Maiha and Hong. Though the activities of the group appears to have been contained at the moment, this study is an attempt to document the psychological effects the twin events of the violent take over and consequent occupation has had on tertiary education in the area, with specific emphasis on the ones in Mubi, which are; The Federal Polytechnic Mubi, Adamawa State University and the College of Health Technology. Both the descriptive and inferential methods were used in analyzing data for the study. The SPSS mode of statistical analysis was used to analyze data obtained for the study, while significance was placed at 50%. This same margin of significance was used to test the hypothesis for the study, which is aimed at establishing whether there is a strong enough basis to conclude, that the population of the study exhibited evidence(s) of psycho-social reactions to the incident. The result upheld the study's hypothesis by as high as (94%) and its aim (95%) respectively. This led to the conclusion that beyond rescuing, and meeting the material needs of victims (which is social in nature), there is a need for concerned authorities to pay attention to the psychological needs of victims, especially those who are domicile in academic communities.

Keywords: Boko Haram insurgency, Tertiary education, Adamawa state, Psycho-social, Students and Institutions

Corresponding Author: Abdulrasheed .A. Aminullah

Background to the Study

Mubi the second largest local government and the commercial nerve center of Adamawa State Nigeria is one of the cities in North-Eastern Nigeria that fell into the hands of the Boko-Haram insurgents. The city was overrun by the insurgents on Wednesday 29th October, 2014, with the violence, and every other socio-economic consequence that attend a violent takeover of any city by an armed group. Though it may be a 'mission impossible' to account for every effect this attack and consequent occupation of the city has had on all victims, the world is however owed a debt of an account of what transpired, and the effect it has had on some critical elements of that society. It will amount to stating the obvious to say, that every aspect of the city's life: social, economic, religious and educational were affected by the attack and occupation, this study will however restrict itself to its impact on the education sector, with specific emphasis on the three tertiary institutions in the city, viz; The Federal Polytechnic Mubi, Adamawa State University and the College of Health Technology. The purpose is to test the hypothesis, that long after the guns have fallen silent in the city; the psychological effects of these actions continue to have strong impacts on educational institutions in the area.

BokoHaram is an Islamic sect popularly believed to have been founded by late Ustaz Muhammed Yusuf at Maiduguri in Borno State north-eastern Nigeria in the year 2008. The group became militarized, with the capacity to unleash unprecedented violence on their victims, following what the group termed, the extra judicial killing of their founder by the Nigerian Police. Studies however show that the group is an offshoot of a group known as SAHABA, founded in 1995 by one Lawan Abubakar. The group's leadership shifted to Ustaz Mohammed Yusuf when Abubakar left for Saudi Arabia for further studies.(Babatunde et al,2014). Others still traced the emergence of the group to one Shehu Sanni, a civil rights activist of northern extraction.

The name of the sect was later changed to 'jama't Ahlis Sunnah Lid-da wat wal jihad, which by interpretation means: a people committed to the propagation of the prophets teaching and jihad (Adibe, 2012). From information pieced together from 'repentant' members of the sect, and their sympathizers, the sect later adopted the Hausa appellation BokoHaram meaning Western education is forbidden, in reaction to the fact that western education and its by- products: democracy and government have not brought about the egalitarian society it promised, but has only succeeded in corrupting many, thereby making the society decadent. In its place therefore, the group vowed to impose the purest form of the Islamic code on society, thereby returning it to its pure and undiluted form.(Babatunde et,al). Haven successfully conquered and occupied the neighboring local governments of: Madagali, Michika and Uba in addition to its capture of a significant number of local governments in Borno, its state of origin, it was the turn of Mubi to taste conquest and occupation.

Mubi is a city in Adamawa State North-Eastern Nigeria with a land mass of about 2500 hectares, including the floodplains. (Max Lock 1976). It has a population estimated at 181,032(2006 population census of the federal republic of Nigeria). The town is located in the sub-sudan vegetation belt within latitude 10.27 and longitude 13.28. It stands at an

altitude of 600 meters above sea level at the foot of the Mandara Mountains that separates Nigeria from the Cameroons. The city is characterized by a pleasant weather and beautiful and scenic horizon. Confident of its size and basking in the knowledge of the fact that it has a functional barracks with at least a battalion of soldiers in it, it was a surprised and unprepared Mubi that was overtaken by the sect, and as can be imagined, the casualty was massive, especially among the students populace who were mostly from other parts of the country. The insurgent's first port of call was the barracks on entering the town at around 8:00am. After taking over the barracks, police stations/posts and the city's main entrance and exit, they went on a killing, looting and burning spree which continued into an almost three months of siege and occupation. Before the takeover of the city on 22nd December, 2014 by the gallant Nigerian troops, their activities had spread to the neighboring local government areas of Maiha and Hong and to some extent Gombi local government. Their target was Yola, the Adamawa State capital, for the strategic reason of taking over a city with an airport, having failed to take over Maiduguri, the Borno state capital. Had this feat been achieved, the activities of the sect would have been greatly enhanced. By June of the following year, Mubi, as well as a large part of the occupied territories was declared safe enough for educational institutions in the area to re-open. It was after this return, the researchers conceived the idea of studying the effect of the insurgents attack and occupation of Mubi on the three tertiary institutions in the city, using their students as its population.

Literature Review

The attack and occupation of Mubi town might be said to have come and gone and its account hopefully heading for the history books; its impact, especially on education in the area is a factor that may still be with us for a long time. As sad as it may be to acknowledge, this may not be the first time that violent attack on schools and institutions will be recorded; in fact, such incidences are fast becoming a global phenomenon. Their effects have also become the subject of academic enquiry. Vernom Munzo (2009) opines that one of the effects of such attacks is the promulgation of fear; subordination to others and the ideological effects is the removal of right to education and the denial of its purpose. Brenda (2010) in his contribution to the discussion on the issue observes that attacks on schools may lead teachers to leave their jobs or flee the area or even the country. He further stated that the psycho-social impact will affect students ability to learn, and where the attack persists, may lead to the students being kept at home from school, even if the school remains open. Such obstacles to access to education he observes can result in severe developmental problems. In his view, that students run the risk of never being able to return to school or completing their education, thus, diminishing their potential to contribute to the society.

This study will however lean heavily on the summary given by the Education For All Global Monitoring Report (2011) which states that: attacks on higher education and teacher training institutions may restrict research, teaching content and pedagogical training and cause drop-out, distraction, demoralization and traumatization of tertiary students and academics. This can in turn lead to restriction on teacher content, knowledge and teacher quality. Based on these assertions, this study is set to establish the

psychological impact of the attack on students and teachers of tertiary institutions in Mubi, with the aim of establishing whether it has led to cases of: drop-out, distractions, demoralization and traumatization (and other evidences of psychological reactions) among its population of study as asserted by the report.

Materials and Methods

The study used a combination of the descriptive and inferential method in analyzing the data obtained. In the descriptive method, the SPSS mode of statistical analysis and the percentile method was adopted to determine significance in the result of the study, while the inferential method was used to test the study's hypothesis.

Study Population: The study population consists of all students of the three tertiary institutions in Mubi: The Federal Polytechnic Mubi, Adamawa State University and College of Health Technology, with specific focus on continuing students whom it is reasonable to conclude were amongst those who experienced and survived the attack. As at the time of conducting this study which began in August, 2015 (three months after the institutions re-opened) the population of students' returnees was very low. In consideration of this, a sample population of 500, comprising of 200 for The Federal Polytechnic Mubi and Adamawa State University and 100 for the College of Health Technology were randomly selected and administered with the study questionnaire.

Material

The main instrument used for gathering data for this study, is the questionnaire. The instrument is divided two parts: the first part was designed to obtain personal information about the respondent, while the second part consists of questions carefully crafted by one of the research assistants (who is a psychiatrist) to probe into the minds of the respondents, to establish evidence of psychological reaction(s) to the insurgency. The presence of other by-products such as: concern for security and stability of mind were also tested. The first psychological reaction tested is what we term 'psychological distress'. Psychological distress by the study refers to a situation, where the respondent by their choice of answers confirm that they exhibit such traits as: inability to concentrate on their study, have sleepless nights/disturbed sleep, are depressed as a result of flashbacks, nurse fears of becoming a victim in the future, have fears of a reoccurrence of the incident in the future, feel insecure coming back to continue their study. A respondent that affirms an exhibition of any three of these psychological phenomenon via the means of gathering data for this study, viz the questionnaire, is tagged psychologically distressed. Another phenomenon tested, is what the study termed socio-educational distress. A case of socio-educational distress is opined by the study, if by their response a good percentage of the respondents affirm: that the insurgency: has had negative effect on students' performance in their particular institution, the insurgency has unnecessarily prolonged students' stay in school, that the insurgency has had impact on enrolment in their institution in the current academic year, 2015/2016. An acknowledgement of two of these phenomenon by a good percentage of the respondents in a particular institution is used as a basis. The level of significance is put at 50%.

Results and Discussion

Table I: Social-Demographic Characteristics of Sampled Students of Tertiary Institutions in Mubi Adamawa state (N=251).

Social-Demographic Variable	Frequency	Percent (%)
Gender		
Male	170	67.7
Female	81	32.2
Institution		
FPM	114	45.0
ADSU	95	38.0
COHT	42	17.0
Education		
BSc/HND	126	50.2
Diploma	115	45.8
Others	10	4.0
Work experience		
None	118	47.0
1-10 yrs	78	31.0
21-30 yrs	29	12.0
11-20 yrs	23	9.0
> 30yrs	3	1.0
Student need persuasion to resume school		
Yes		
No	127	50.6
Believes fellow students collaborating with BH		
Yes		
No	52	21.1
Psychological distress		
Yes	195	78.9
No		
Socio-education distress	233	92.8
Yes	6	2.4
No		
	245	97.6
	18	7.2

A total of 500 questionnaires were distributed, out of which 260 were returned. Nine of the returned questionnaires could not be used because they were not properly filled, and their responses were inconsistent. The mean and standard deviation of the ages of the students that participated was 25.5 ± 5.9 years. This puts their age range at 19 to 42.

Out of the 251 participants used for the statistical analysis of the study, 170 (67.5%) were males, while 81 (32.3%) were females. The greater response was from The Federal Polytechnic Mubi 114(45.0%), closely followed by Adamawa State University 95(38.0%). A significant (50.2%) of the respondents are Bachelor/ Higher National Diploma (HND) students. The number of students that indicated that they needed persuasion to resume school after the liberation of the city was significant 127(50.6%). This may not be unconnected to the fact, that some of the respondents 52(21.1%) believed that some of their

colleagues collaborated with the insurgents. The result also shows, that a significant 233(92.8%) and 245(97.6%) were identified with evidence of psychological distress and socio-educational distress respectively.

Table II: Psychological distress and effect of Insurgency on Education by gender among Sample Students of Tertiary Institution in Mubi Adamawa state Nigeria (N=251)

Factors	Frequency	Percentage (%)
Psychological effects		86.5
Having sleepless night	217	92.8
Feeling unhappy or depressed	233	87.2
Loss of relation(s) or fellow student(s)	219	68.1
Constant fear of possible recurrence	171	56.9
Ability to concentrate on studies	143	
Constantly thinking of self as possible victim		
	130	51.7
Socio-educational effect		
Insecurity has affected student performance		
Insecurity has affected students enrollment	237	94.4
Insecurity has prolonged students' stay		
Feel insecure to continue schooling	237	94.4
Suspected fellow students collaborated with	233	92.8
Insurgents	151	60.1
	52.0	20.7

The study further shows a significant evidence of psychological distress exhibited by most respondents; which are: "feeling depressed" 233(92.8%) and "having sleepless nights" 217 (86.5%). Evidence of socio-educational distress stood at: "insecurity has affected students' performance" 237(94.4%) and "insecurity has affected students' enrolment" 237(94.4%).

Table III: Factors associated with psychological distress among Students of Tertiary Institutions in Mubi Adamawa state, Nigeria (N=251)

	Yes		No		Or (95% CI)	P value
	N	%	N	%		
Psychological distress						
Female	72	88.9	9	11.1	0.4 (0.2-1.2)	0.05
Greater than secondary education	108	93.9	7	6.1	1.4 (0.5-20.1)	0.03
Had to be persuaded to resume school	124	53.2	109	46.8	5.7 (1.6-20.1)	0.01
Suspect student collaborated with BH	48	20.9	182	79.1	0.9 (0.3-2.7)	0.3
Socio-Educational Distress						
Gender	77	95.1			0.3 (0.04-1.3)	0.05
Greater than secondary education	113	98.3			1.4 (0.2-8.4)	0.38
Persuaded to continue studies	126	51.4	119	48.6	5.3 (0.6-46.0)	0.05
Suspected students collaborate BH	52	21.6	189	78.4	Undefined	

At the bi-variate level of analysis, only students being “persuaded to resume” school after the insurgency were associated with psychological distress OR=5.7, (95%) C.I (16-20.1). The level of female gender association with psychological distress was marginal OR=0.4, (95%) CI(0.2- 1.2). There was no statistical evidence to support socio-educational distress by gender OR=0.3, 95% C I (0.04-1.3) and students who were persuaded to continue their studies OR=5.3. 95% CI(0.6-4.6.0) were marginally significant.

Conclusion and Recommendation

This study set out to achieve two purposes, the first was to test the hypothesis, that violent attacks on a society, especially a tertiary institution may leave its victims with manifestations of psychological situations that are averse to learning, and also affect the fortune and social functioning in the institutions. The result of the study has confirmed these in the affirmative by very significant margins, thereby confirming that staff and students (especially students) who have returned to their studies and duties in these institutions in Mubi are operating under psychological situations that require some form of attention. In addition, the result of the study also exposed a possible dysfunctional social situation, where there is likely to be a break down in trust and social interaction. This is confirmed by the fact that some of the respondents believe that some of their colleagues collaborated with the insurgents. On the other broad side of the coin, is the effect the insurgency has had and may continue to have on enrolment in the institutions if certain drastic steps are not quickly taken. From the result, the pattern shown is that there is a significant drop not only in the rate of students who are willing to return to continue their studies in Mubi, but also in enrolment in the succeeding academic year.

Reference

- Adibe, J. (2012). Ideology of Boko Haram, *Journal of Islamic Education* 2(2) 31-34.
- Amnesty International (2013). *keep away from schools or will kill you right to education under attack in Nigeria*. London and Amnesty Limited.
- Brenda, O. (2010). *The long term impact of attacks on education systems development and fragility and the implication for policy responses education for all global monitoring report*.
- Babatunde, M. M, unwana-obong, U.D & Olare Waju, M.K. (2014). Historical antecedents of Boko Haram insurgency and its implication for sustainable and educational development in North Central Nigeria. *Journal of Education and Practice*, 5(22): 59-56
- Kish, L. (1965). *Survey sampling*. New York: John Weley and Sonsa
- Max, L. (2006). Mubi master plan. *Population and housing census of the Federal Republic of Nigeria 1*.
- Venor, M.V. (2009). Report on the special on the rights of educations United Nations Human rights council.
Retrieved on June 9, 2014 from <http://www.refworld.org/docid/496efd2.html>
- Yadeta, D., Jemal, E. & Tadesse, A. (2013). Mental distress among University students Ethiopia: A cross sectional survey: *The pan African Medical Journal*. 2013: 95. Doi: 10.11604/pamj.2013.15.95.2173