

Effect of Boko-Haram Insurgency on Academics Skill Development of Selected Tertiary Institutions In Borno State

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Abstract: *Insurgency as a phenomenon is threatening global peace and stability. The devastation and destruction of human lives and property by the insurgents include the kidnapping of students and teachers, suicide bombing and incessant attack on schools. These have implication on the socio economic activities of among the affected local government in Borno state. It is against this background that the study will assess the effect of Boko-Haram insurgency on employee skill development in selected tertiary in Borno state.*

Keywords: *Effect, Boko-Haram, Insurgency, Employee, Skill, Development.*

INTRODUCTION

The menace of insurgency has been existing throughout history. It has earlier started in the nineteenth century which occurs between Percia and Rome (Brice 2003). In the Middle East, a breakthrough reaction against Israeli domination by Palestine and perceived injustice as well as the over bearing presence of the United States in the region. The consequent of the September 11, 2001 attacks on the US and others across the world have increased the tempo of insurgency across the world moving from the Middle East to North Africa called the Arc of Instability. These has pave the way for Insurgents groups such as; the Al-Qaeda; Al-Shabab; ISIS; Taliban that engaged in unsavory activities such as: kidnapping of innocent people as hostages; suicide bombing; incessant shooting of victims at close range; throat slitting and nocturnal attacks (Taiwo 2016). The majority victims are predominantly the most vulnerable of the society- children and women many of whom have been orphaned and widowed. These pose great challenge to socio economic development as it relates to loss in the means of livelihood of populace as well as the; destructions of teaching and structures and facilities which rendered educational goal defeated and which affects the socio economic development which thrives in situations where socio-economic exclusion, mal-administration, marginalization of the majority by a privileged few, oppression globally.

In the recent past, countries of Africa have witness numerous discontent and disenchantment among the various communities because of the inability or refusal of successive governments to resolve grievances arising from the state 's unresponsiveness and insensitivity to the people 's

plight over long periods (Shehu 2009). This generates despair and frustration in which leaders capitalize on to organize acts of defiance or incipient lawlessness. Activities of the insurgent groups like the Al-Qaeda, Al-Shabab, Islamic Salvation Front, the Central Africa Republic's Seleka coalition, the Tuareg rebels in Mali, Somali pirates, National Liberation Force in Burundi, Congolese Revolutionary Forces (DR Congo), Forces for the Liberation of Rwanda, West Sid Boys (Sierra Leone) the Lord's Resistance Army (Uganda) and Movement for the Emancipation of the Niger Delta (MEND) are the clear instances explaining how insurgency affect the socio economic development of most of this affected nations (Fafowora, 2012). These resulted in countless number of death and injuries, psychological stress and loss of means of livelihood. Africa had now become the theater of war and much more favorable for the insurgent activities to rein in countries like Sudan, Somalia, Burundi, Rwanda, Kenya, Algeria, Morocco, Tchad, Mali and Nigeria is no exception (Marc-Antoine 2014).

However, in Nigeria, history reveals that insurgency is not entirely new; the genesis of insurgency can be traced to the movement to liberate the Niger Delta person headed by major Isaac Jasper AdakoBoro, who is from Ijaw ethnic background from Niger Delta region of the nation. He was the first person to declare the Republic of Niger Delta (Muzan, 2014). The July 6, 1967 civil war was more of ethno-religious conflict and socio economic golf over the control of economic resources. Mr. Uwanrzurike's Movement for the Actualization of the Sovereign State of Biafra (MASSOB) which led to the upgrade of Biafran national flag and also the introduction of their local currency note as legal tender (Muzan, 2014). In the late 1970s and 1980s, there were intra-religious campaign in the northern Nigeria between Maitatsine sects let by Sheikh Muhammadu Marwa, the Jos indigene/settler crisis, the Southern Kaduna-Fulani cattle rustler's crisis, Offa- Erinle communal dispute in Kwara State, Benue-Fulani herdsman crisis, Warri in Delta state including control of territory, ethnic hegemony and political, economic, socio-cultural as well as religious which has long gestation period.

The dangerous nature of insurgents attacks has it impact on student education by instilling fear and anxiety; and thereby rendering the children not to develop interest in joining school; and some drop out of the school. It also affects the schools calendar through it unwanted activities thereby created fear, anxiety, trauma, emotion and psychological disturbances which lead to shutting down school for some certain period in their studies and lack of certainty of life. It is against this background that the study will assess the effect of insurgency on socio economic activities in Borno State.

Statement of the Problem

The threat and carnage caused by Boko Haram insurgents through it unsavory and indiscriminate acts ranging from kidnapping of innocent citizens; suicide bombing; destructions of building structures in schools, market places and places of worship, residents; attacks on highways; incessant shooting of victims at close range and throat slitting has resulted in making people homeless, children and women to becoming orphans and widows. These have serious implication on socio economic activities of Maiduguri metropolitan council, Borno State. However, despite the efforts made by Government such as public enlightenment campaign against violence and conflict; deploying of troops to the affected areas; and Amnesty given by the government insurgents, the problem still persists. This problem adversely impacted on socio economic activities as it relates to loss of means of livelihood, education and transportation in Maiduguri

metropolitan council, Borno state. It is in the light of the identified problem that the study will assess the impact of insurgency on socio economic activities in the state, especially, in Maiduguri metropolitan council, Borno State.

The findings of the study reveals that, the Boko Haram insurgent has really made effective security a challenging task to provide for the nation. &Abdul Rasheed (2015) conducted a study on effects of Boko Haram insurgency on universal basic education in Borno state. Lev Vygotsky's socio constructivist theory was adopts as a guide as well as survey and the use of secondary data was utilized as a methodology. In his study. The studies previously conducted are limited to assess its Impact on loss of means of livelihood, education and transportation which serve as the gap that this study will want to fill in. Therefore, it is against this background that this study will assess the effect of insurgency on socio economic activities in Borno State.

Objective of the Study

The objective of this study will assess the effect of Boko-haram insurgency on Employee skill development in selected tertiary institution in Borno state.

- i. examine the effect of Boko-Haram insurgency on employee skill development.

LITERATURE REVIEW

Concept of Insurgency

There are divergent approaches to conceptualizing insurgency. According to Stillman (2013), insurgency is an instrument, design for the attainment of some political, religious, or ideological goal. Paust (2011), views insurgency as a purposive use of violence or the threat of violence by the precipitators against an instrumental target in order to communicate to a primary target a threat of future violence so as to coerce the primary target into behavior or attitudes through intense fear or anxiety in connection with a demanded power outcome. Metz (2014), sees Insurgency as a strategy used by groups which cannot realize their political aims through conventional means of seizure of power. This strategy used is characterized by continued, asymmetric violence, ambiguity, the use of complex terrain such as jungles, mountains, urban areas; psychological warfare, and political mobilization which are designed to protect the insurgents and eventually affect the balance of power in their favor.

Mullins, (2017) sees insurgency as "the unlawful use or threatened use of force or violence by an individual or an organized group against property or even people with the intention of intimidating societies or governments, often for achieving certain ideological, economical, and political reasons". Furthermore, Jones & Smith (2015), views insurgency as a political-military campaign by non-state actors who seek to overthrow a government or secede from a country through the use of unconventional and sometimes conventional- military strategies and tactics. From the studies reviewed, conclusions have been drone from the findings of scholars. Paust (2011), Jones & Smith (2015) and Gompert and Gordon (2018) are conformity, who view insurgency as an attempt applied through violent means to undermine the state in various ways ranging from carving a local criminal niche in society to total overthrow of state. While Stillman (2013), and Şehirli, (2010) view goes contrary to the opinion of Paust (2011), Jones & Smith (2015) and Gompert and Gordon (2018) who observed insurgency not as a protracted violent

conflict but an instrument, design for the attainment of some ideology with or without violence. The study goes in conformity with the view of Paust (2011), Jones & Smith (2015) and Gompert and Gordon (2018) who define insurgency as an attempt applied through violent means to acquire socio political and economic power. Therefore, within the context of this study, insurgency can be seen as the activities of Boko Haram such as killings, suicide bombing, destruction of educational infrastructure, kidnapping of innocent people which has an effect on education especially in the areas of student's enrolment and students' academic performance.

Concept of Boko Haram

Studies previously conducted have established their findings regarding the concept of Boko Haram. According to Alexander (2015), Boko Haram is a terrorist group that earlier applies violent attack against security forces, politicians. However, at later time the groups attack changes to public places such as mosque, churches, schools, markets and any public gathering. Abugu (2009) contends that, Boko Haram sect are people with little or nothing to or for, who have no hope for, or faith in a better tomorrow, who feel shortchanged by life are almost always likely to offer themselves for use for nefarious purposes by persons who often masquerade as religious men but who only hide under religion to exploit others' weaknesses for personal aggrandizement. Adetiloye (2014), establish that Boko Haram sect violently attacked churches, mosques, schools, police station, public owned facilities and any public gathering. In his study, he concluded that the sect is among the most dangerous insurgent group of the world.

. Okoro (2012), pointed out that, Boko Haram sect is deadly group which appears to see western attribute such as education, culture and modern science as sinful act. Peterside (2014) sees Boko Haram as a movement which condemns western cultures and education. These redirect their target towards every individual that result in the bombing of mosques and churches, police stations, educational institutions, government and private establishments, killings and abduction of innocent's citizen as a measure of fulfilling their unclear objectives.

Causes of Insurgency

Scholars have provided multitude points of view as regard the causes of insurgency. According to Lawson (2001), the resistance against an oppressor is the major cause that will lead to insurgency. He remarks that, the dominance of insurgent's land and their people from any oppressor are apparent to have high chances of outbreak of attacks by the insurgent's members. Keet (2003) observes that, social stratification and disproportion of division of limited resources such as food, water and clothing is among the major causes of insurgency. Borum (2004) opines that, the remedies of an injustice were the essential motivation for insurgency as it can help them to get their revenge back and the best motivation is to help others to avenge but not themselves. Similarly, Newman (2006) suffices that, factors such as poverty, population explosion, social inequality and exclusion, dispossession, urban migration, political grievance as well as oppression and human right abuse falls among the crucial causes of insurgency. Bjorgo (2005) opines that the causes of insurgency are categorize into (4) four levels these includes; Structural cause, Facilitator, Motivational and Trigger causes. The structural cause are causes which affect people's live in ways that they may or may not comprehend at a rather abstract macro level such as increasing individualism with rootlessness and atomization and relative deprivation. Facilitators are the second category which insurgency attractive and possible. These include the evolution of modern news media, weapons technology and weak states controls of territory. Motivational causes are the actual grievances that people experience personally which drive their motive to develop the negative ideology. Trigger causes, are the direct precipitant of insurgency.

These include factors such as leadership, Funding, state sponsorship, political upheaval serves as the causes of insurgency.

Furthermore, Ahmad (2013) posits that, the underlying causes of insurgency include political, administrative and legal vacuum; illiteracy, unemployment and underdevelopment and legacy of the past policies. Insurgency, restiveness, terrorism and the like are as a result of frustration and apathy among majority of the citizenry which often leads to unimaginable anti-social activities.

Furthermore, Briscoe & Van Ginkel (2013), opines that, insurgency in many societies came on board as a result of stimulated drive related to economic deprivation, abject poverty and economic dislocation of livelihoods. This has drastically reduced the options of many youth. Deducing from the structural violence paradigm, individual and group grievances, such as poverty, unemployment, illiteracy, discrimination, and economic marginalization, can be used as mobilizing instruments by sinister groups to find support and recruits for insurgents' agenda. Mohammed (2012) asserts that, one of the immediate causes of insurgency was the restriction of movement of motor cycles at night, the attempt at enforcing the use of crash helmets and the shooting by the policemen to the 17 unarmed people who are on their way to a funeral erupted the group to be ready for a confrontation. From the studies reviewed, this research goes in conformity with the view of Ahmad (2013) and Briscoe & Van Ginkel (2013), who observed the root causes of insurgency as the structural violence paradigm, individual and group grievances, such as poverty, unemployment, illiteracy, discrimination, and economic marginalization.

Concept of Human Capital Development

Human capital is one of the important factors for a national economic growth in the modern economy. Rustogi (2002) conceptualizes that human capital is knowledge, competency attitude and behaviour embedded in an individual. According to Rodrigues and Loomis (2007), human capital is a fundamental; source of economic productivity and an investment that people make themselves to increase their productivity. Similarly, Molgon (2005), suggested that human capital is the stock of skills and knowledge embodied in the ability to perform labour so as to produce economic value.

In the same vein, Sheffin (2003), states that human capital simultaneously includes both of the instrumental concept to produce certain values and endogenous meaning to self-generate it. In order to create these values, there is no doubt that learning through education and training can be important in terms of defining the concept of human capital.

The human capital of an organisation consists of the people on whom the success of the business enterprise depends. Personnel and material success is increasingly related with the possession of skills; skilled individuals can authorize a high salary in period of high economic activity. World over, unemployment level remains high while organisations has difficulty in filling vacancies that required specific experts.

Human capital has been defined in various ways: the general definition giving by the United Nations Economic Commission for Africa (2011), encapsulates global view on the concept that human capital refers to the knowledge, skills, attitudes, physical and managerial effort required to manipulate capital, technology, and land among other things, to produce goods and services for human consumption.

Human capital development is the process of acquiring and increasing the number of people who have skills, education and experience that are crucial for the sustainable growth, and development of a country. Therefore, the economic benefits of human capital development arise from making people more productive by improving their nutrition, health, education and other social variables through adequate and proper investment. Contributing further to the topic issues, Nel (2003), Sullivan and Steven (2004), opined that Human Capital development (HCD) is about recruiting, supporting and investing people through education, training, coaching, mentoring, memberships, organisational development and human resources management. In this country human capital management recognizes that the development and growth of people in organisations and businesses are important and necessary assets to the organisation 's future success.

Insurgency and Employee Skills Development

European Commission (2010), stated that skills development is the key to stimulating a sustainable development process and can make a contribution of facilitating the transition from informal to formal economy. It is, also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalisation. The principle and values of decent work provide guidance for design and delivery of skills development and have effective way of efficiently managing socially just transition. Meanwhile, International Labour Organisation (ILO) (2009), sees skills development as the basic education for employability. It is the initial training that provides core work skills and the under planning knowledge, industry based and professional competence that facilitates the transition in to the world of work. However, Morel (2004) started that skills development is not equated with formal technical, vocational and agricultural education and training alone, but is used more generally to refer also to the productive capacities acquired through all levels of education and training. Occurring international, non-formal and non-the-job settings, which enable individuals in all areas of the economy to become fully and productively engaged in livelihoods and to have the opportunities of the economy and labour market. Morel (2004) also observed that skills development does not refer to the circular or programmed source of education or having itself but to productive capacities that are required through these skills courses programs.

The acquisition of these capacities is dependent on many factors including good quality education/training and the presence of a supportive environment. Therefore, skills development needs to widen its focus; it must include non-manufacturing/organisation section manufacturing skills. These points help highlight the central paradox before us which is the problem of an army of education unemployed and main employable persons on the one hand and acute shortage of skilled people on the other (Lal and Dunnewojk, 2008). Furthermore, Palmer (2004), suggested that the skills development result from the capacities that are acquired through different levels and types of education and training. So also, Johnson (2005), viewed that skills development resulting from the general education and training. It is a vital part of package needed to advance productivity, raise income, reduce poverty and make the transition to more productive. It outcome at all levels is obviously determined by many other things such as the quality of the education and training and the state of enabling environment surrounding skills development.

The view of Morel (2004), Lal and Dunnewijk (2005), Palmer (2000 and Johnson 2005), indicates that skills development as a designed and sequential transformation of the way an

individual behaves by a way of learning, keeping him/her abreast of development, happenings and so on. The effect of it all according to them is to achieve highest level of skills, knowledge and ability to be able to perform effectively in the work environment. Skills development therefore, results in improving employee performance, bring about job satisfaction and increase employee loyalty.

Frustration – Aggression Theory

Frustration-Aggression Theory of Conflict The frustration-aggression theory has its root in the works of Dollard, Doob, Miller, Mower and Sears (1939). Dollard led a research group at the Yale Institute of Human Relations and published a monograph that is useful in explaining human conflict behavior. It is based on a simple and straight forward hypothesis that human frustration may lead to aggressive behavior. Since the development of the theory, several scholars have analyzed it. For example, it was observed that frustration ultimately leads to aggression and aggression always implies that frustration has occurred at some previous time (Lawson, 1965). The theory suggests that individuals become aggressive when there are obstacles (perceived and real) to their success in life (van de Good et al., 1996). Aggression is any behavior intended to harm another person who does not want to be harmed (Bushman & Huesmann, 2010).

Methodology

The study will be an opinion survey, where questionnaire will be administered to respondents in two (2) local governments from each of the three (3) senatorial constituencies while interview will be conducted to the community leaders to compliment the questionnaire. Purposive sampling was utilized to select the respondents. One hundred and fifty (150) respondents will be selected from each local government. The data collected will be sorted, coded and tabulated using Statistical Packages for Social Science (SPSS) for analysis of data obtained. This will consist of simple percentage, frequency distribution and table.

Research Design

The study was carried out in Borno State, Nigeria. Borno State shares borders with Adamawa State to the south, Yobe State to the west and Gombe State to the southwest. It also shares international borders with Cameroon Republic to the east, Chad Republic to the northeast and Niger Republic to the north. The State has a land mass of about 69,434 kilometers. Administratively, it has 27 Local Government Areas (LGAs). The State is divided into three agro-ecological zones; Sahel to the north, Sudan Savannah in the central and southern parts of the State and Guinea Savannah in the southern part. The major occupation of the inhabitants is farming. Food crops commonly cultivated include millet, sorghum, maize, groundnut, cowpea, rice and wheat. Fruits and vegetables grown include mango, orange, guava, tomatoes, onion, pepper, carrot, amaranths and garden-egg. Its major cash crops include: groundnut, cotton, cowpea, sorghum, wheat, sweat potatoes, maize and sugar cane.

RESULT AND DISCUSSION

Distribution of the respondents based on the effect of Boko Haram insurgency on Employee Skill Development in selected Tertiary Institutions

S/N	STATEMENT	RESPONSES				
		SA	AG	UD	DA	SD
1	I do not attend regular conference during insurgency.	158 (49.22%)	128 (39.88%)	13 (4.05%)	22 (6.85%)	0 (0.00%)
2	Boko Haram Insurgency limit my attitude to concentrate on job.	169 (52.65%)	117 (36.45%)	15 (4.67%)	20 (6.23%)	0 (0.00%)
3	Boko Haram insurgency led to non-assigning of responsibility	157 (48.91%)	160 (49.84%)	4 (1.25%)	0 (0.00%)	0 (0.00%)
4.	Boko Haram insurgency lead to non-assigning of responsibilities	162 (50.47%)	113 (35.20%)	12 (3.74%)	23 (7.17%)	11 (3.43%)
5.	Boko Haram insurgency affects my emotional stability	188 (58.57%)	113 (35.20%)	7 (2.18%)	11 (3.43%)	2 (0.62%)

Table, above revealed that 286(89.10%) of the respondents agree that they do not attend regular conference during insurgency, 286(89.10%) of the respondents also agree that Boko Haram Insurgency limit their attitude to concentrate on job, 317(98.75%) of the respondents agree that Boko Haram insurgency led to non-assigning of responsibility, 275(85.67%) of the respondents agree that Boko Haram insurgency lead to non-assigning of responsibilities and 301(93.77%) of the respondents agree that Boko Haram insurgency affects their emotional stability. Therefore, majority of the respondents are of the view that Boko Haram insurgency has affected employee skill development in the tertiary institutions.

Discussion of the Finding

One of the findings revealed that there is correlation between employee skill development and Boko Haram insurgency in the area of study. This finding is in agreement with that of European commission (2010) that skill development is the key to stimulating a sustainable development process and can make a contribution to facilitating the translation from informal to formal economy. It is also to address the opportunities and challenges to meet new demand of changing economics and new technologies in the context of globalization. The principles and value of decent work provides guidance for the design the delivery of skills development and are effective way of efficiently managing socially, just transition.

Summary and Conclusion

The study examined the effect of Boko Haram insurgency on the academic stability of selected tertiary institutions in Maiduguri, Borno State, Nigeria. From the findings of the study, it reveals that Boko Haram insurgency has significant relationship between academic stability in selected tertiary institutions. This implies that insurgency caused by Boko Haram affects the performance of employees in their respective tertiary institutions. The study also reveals that Boko Haram insurgency has significant effect between academic calendars, meaning that employees' capacity has been affected which resulted in job dissatisfaction, reduction in employee performance, change in individual behaviour and loyalty. It was discovered that Boko Haram insurgency has significant relationship between employee turnover in selected tertiary institutions in the study area, that is, most employees of tertiary institutions migrate to get shelter from where there are no incidence of insurgency, some are pushed to leave the job due to dissatisfaction in their present work place.

Recommendations

From the findings of this study, the following recommendations are made:

1. Government should address the incessant attacks by Boko Haram insurgency so as to improve the conceptual skills of the employees in the institutions.
2. Government should provide CCTV to various institutions of learning to avoid the surge in the activities of insurgency in the school, since society are in the era of technological development, therefore, it will augur well if government will equally use technological advancement in the fight against insurgency.
3. Government should recruit more security personnel in the fight against insurgency, as the personnel at hand had been overstretched and they are no longer interested in fighting the insurgents.
4. Government should in the meantime while the fight against book Haram is on, ensure strong protective measures to install confidence in the students and works.
5. Government should intensify efforts to bring the Boko Haram insurgency to end because by so doing, it would help reduce high level of turnover in the tertiary institutions in Borno State.

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