



Impact of Insurgency on Universities in North East Nigeria

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

The study was on the impact of Insurgency on Universities in North East Nigeria. Three objectives which were translated to three research questions were answered by the study. The research design for the study was descriptive survey. The total population of the study was 15,502 teaching and non-teaching staff in the 15 universities in the region. The sample for the study was purposively selected with 1,501 respondents having 1011 academic staff and 490 non-academic staff. Data was collected using a structured questionnaire with a rating scale of 4-point. The validation of the instrument was done by three experts. In order to check for the reliability of the instrument, the instrument was pilot tested on fifty-two staff of Federal polytechnic, Mubi using test-retest method. The reliability test was carried out on the instrument using Pearson Moment Correlation Coefficient and a reliability index of 0.69 was obtained. The data obtained from the study was analyzed using mean and standard deviation. Results from the study revealed that brain drain impacted negatively on the universities in the region due to insurgency and also, there was drop in the enrolment

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rate of students due to insurgency. Recommendations made include: the government at both federal and state levels should make effort in recruiting more staff in the universities in the north east Nigeria.

Keywords: *Insurgency; brain drain; enrolment; infrastructure; North east.*

1. INTRODUCTION

Universities generally are institutions of higher education in Nigeria and the world at large. University education is the type of education that is hinged on research, teaching and community services. University education is expected to function in a calm and peaceful environment. The rationale for university education can only be realized in a calm, peaceful and environment that is free of threats. Unfortunately, institutions providing higher education have been affected by the insecurity challenges bedeviling the country. Mahmood (2021) reported that insecurity matters are serious issues in university education in Nigerian. Threat posed by Insecurity in universities today is a serious problem that cannot be over-emphasized. Although the issue of insecurity in Nigeria and the world at large has attracted much public concerns over the years, interest in providing solutions to the insecurity challenges seems to be given less attention, little efforts seems to be put in place to curb its educational, social, cultural, political and economic implications (Abdulganiyu, 2022).

Insecurity have been defined by Hassan et al (2018), as a state of people not being safe as a result of having conflicts, threats and intense violence that is characterized by physical fighting, destruction of properties, injury and even death. Sabo et al, (2020), posited that insecurity is a condition in which the survival or existence of a social structure or system is threatened. Nwosu, & Okonnu (2014) reported that insecurity is associated with the feelings of uncertainty, unsafe, dangers or threats to life. Insecurity is a feeling of being unsafe, fear of destruction to life and properties, anxiety, among others. Insecurity is generally a state of anxiety or fear coming up as a result of lack of protection. Where insecurity exist, the inhabitant live in fear of the unknown.

The feeling of insecurity affects the totality of university education in every part of the world where it exist. The whole education set up in such areas use to be slow due to destruction of educational facilities and withdrawal of manpower for the fear of being abducted or even killed by insurgents. Oluwa and Bassey (2014)

identified the types of insecurity in Nigeria to include: book haram insurgency, activities of *kalare*, fulani herders and farmers clashes, ethno-religious conflicts, and the menace of kidnappers. Also, Abdullahi and Orukpe (2016) posited that stealing, activities of cultist, kidnapping, raping, handset snatching, and vandalism are also serious major security challenges in universities. It is based on these that the study was carried out to determine the impact of insecurity on universities in the north east region of Nigeria.

1.1 Problem Statement / Justification

In Nigerian, universities providing higher education were set up to provide good and quality education to students and also to foster overall development of the society at national and international scenes. It has been observed that many Nigerian universities are finding it very difficult to actualize their goals as a result of the high level of insecurity brought about by insurgency most especially in the northern part of the country. The activities of insurgents have led to destruction of infrastructural facilities in various institutions of learning in Nigeria. Insecurity has led to death of many staff of universities in the north east where their activities are more pronounced. It has also led to migration of the general populace from areas worst hit to areas where there is more safety leading to reduction in the enrolment of students. It is in view of this that the study is carried out to determine the impact of insurgency on universities in the north east Nigeria.

1.2 Objectives of the Study

The general objective of this study was to determine the impact of insurgency on universities in north east Nigeria. Specifically, the study sought to:

1. examine the impact of brain drain due to insurgency on universities in north east Nigeria
2. assess the impact of destruction of infrastructural facilities due to insurgency in universities in north east Nigeria

3. analyze the impact of reduction in student's enrolment due to insurgency in universities in north east Nigeria

2. LITERATURE REVIEW

2.1 Concept of Insurgency

Insurgency is when individuals rebel against the constituted authority due to unrecognition or inability of the government to meet their demands. The guiding principle of the insurgents are wanton destruction of properties of government and individuals through bombing and also destruction of lives through abduction, slaughtering or suicide bombing in the north east region of Nigeria (Mahmood, 2021). Miller and Mullins (2017) viewed insurgency as the use of violence to illegally coerce an individual or an organized group of people against government or individual property or even with the aim of intimidating governments or the people in the society. Hassan (2014) posited that insurgency can be seen as a battle politically motivated for achievement of certain selfish ambitions of the political class.

2.2 Impact of Insurgency on Tertiary Education

The following impact of insurgency on teaching and learning institutions were discussed.

2.3 Loss of Manpower/ Brain Drain

One of the major effect of insurgency on the teaching and learning institutions most especially at the tertiary education level in the north-east geopolitical zone in Nigeria is the reduction in the manpower in the various institutions. A lot of teaching and non-teaching staff have lost their lives due to activities of insurgents. Loss of manpower according to Harrison et al (2020) refers to moving away of staff from their institutions to other institutions or equivalent institutions due to security challenges, entrepreneurship opportunities or where their services are better rewarded. Nwosu and Okonnu (2014) reported that so many staff of institutions of higher learning have been killed by insurgents either within the school premises or outside the school. They further reported that even students have been killed at various point in time.

Most of the problem of loss of manpower in north east region of Nigeria is caused by the

insurgency in universities. Loss of manpower also known as brain drain is described by Docquier and Rapoport (2006) as the transfer of knowledgeable resource persons in the form of human capital or the migration of personnel, technical manpower, skilled professionals and experts from one location to the other due to reasons not limited to security challenges. Ogunade & Ishaya (2021) posited that insecurity is among the major challenges that serve as obstacle to both the teaching and non-teaching staff in public universities in Nigeria most especially in the north east region.

Public administrators in universities in the north east were severally abducted and sometimes killed either in their offices, universities staff quarters or even in public places like market, religious caters and so on. Mahmood (2021) reported that a lot of teaching and learning institutions have closed because of threats posed by insurgents in the region. Ogunade and Ishaya (2021) posited that the problem of insecurity most especially as it relates to killing or abduction of university staff made so many of them to relocate to other universities in the country for safety reasons.

2.4 Infrastructural Facilities Destruction

Infrastructural facilities are important components of universities in the world at large. Their availability makes teaching and learning conducive to both the teacher and the learner. The activities of insurgents in the north east has led to the destruction of such infrastructural facilities that are crucial in the teaching and learning process. Ogunade and Agboo (2021) opined that school infrastructural facilities are social capital used for effective teaching and learning within the school environment. Destruction of university buildings such as lecture complexes, classrooms, staff offices, board rooms, workshops, laboratories, farms, studios, libraries, and so on have negatively affected the smooth running of tertiary institutions in the north east.

2.5 Reduction in Enrolment of Students

Generally, there is low enrolment rate of students in the north east across all institutions of teaching and learning (Harrison et al, 2023). The rate of student enrolment in tertiary institutions across the north east region of Nigeria lowered due to the threat posed by insecurity. A lot of parents and guardians have withdrawn their

children/wards from universities in the north east to other parts of Nigeria where there is relative peace and safety of their children/wards while some have even took the decision of abandoning their higher education dream for fear of their lives and low financial capability. The problem led to reduction in the internally generated revenue of tertiary institutions in the region. Sabo et al (2020) agreed that reduction in the enrolment rate of students in universities in the north east was as a result of insecurity Ohiare & Rauf (2021) also submitted that the most worrisome of the insecurity is the school closure which have affected the academic calendar of different higher institutions in various universities in the north east which subsequently made so many students to either drop out of school or transfer other universities in the country.

3. METHODOLOGY

The research design used in this study was descriptive survey. The design enable the researcher to collect data from the respondents easily. The study was carried out in the north east geopolitical zone of Nigeria. The region is made up of six states which include: Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe state. These states emerged from a single state known as the North-Eastern state of Nigeria before it got splatted into various states at different periods starting from 1976. The north east geopolitical has 15 universities which are owned by federal, state government, and private individuals. The total population of the study was 15,502 teaching and non-teaching staff in the 15 universities in the region. The sample was purposively selected with a total sample of 1,501 respondents with 1011 academic staff and 490 non-academic staff. Structured questionnaire served as the instrument for data collection with a 4-point rating scale. The instrument was validated by three experts with one from the Department of Science Education, Adamawa State University, Mubi, the other one from the Department of Vocational Education, Modibbo Adama University, Yola and the last from the Department of Science Education, Federal University of Kashere, Gombe. Their comments and observations were used to produce the final copy of the instrument. In order to check for the reliability of the instrument, the instrument was pilot tested on fifty-two staff of Federal polytechnic, Mubi using test-retest method. Pearson Moment Correlation Coefficient was used to test for the reliability and a reliability index of 0.69 was obtained. The researcher and three research assistants

administered and collected back the questionnaire from the respondents. Mean and standard deviation were used to answer the research questions.

3.1 Research Questions

The study was guided by the following research questions:

1. How does the impact of brain drain due to insurgency affect universities in north east Nigeria?
2. To what extent does the impact of destruction of infrastructural facilities due to insurgency affect universities in north east Nigeria?
3. How does the reduction in enrolment of students due to insurgency affect universities in north east Nigeria?

4. RESULTS

The results of the study are presented as follows:

Research Question 1: How does the impact of brain drain due to insurgency affect universities in north east Nigeria?

Table 1 presented mean and standard deviation on the impact of brain drain due to insurgency on universities in the north east Nigeria. From the Table 1, it appears that the item with the highest mean was 4.68 indicating that some university staff in the north east were killed by insurgents. Item 4 had the second highest mean of 4.56 indicating that insurgency led to shortage of hard working academic staff in universities in the north east. Item 3 had the lowest mean of 3.50 indicating that staff of universities in the north east were abducted by insurgents. Generally, grand mean of responses on research question one was 4.01 indicating that brain drain impacted much on universities in the north east due to insurgency.

Research Question 2: To what extent does the impact of destruction of infrastructural facilities due to insurgency affect universities in north east Nigeria?

Table 2 presented mean and standard deviation on the impact of destruction of destruction of infrastructural facilities due to insurgency affected universities in the north east Nigeria. The result showed that item 11 which is destruction of learning materials by insurgents

affected universities in the north east had the highest mean of 4.67. Item 13 had the second highest mean of 4.56 indicating that burning down of laboratories by insurgents impacted much on the universities in the north east. Item 12 had the lowest mean of 3.40, the item was on burning down of administrative offices by insurgents and how it affected the running of

universities in the region. Generally, results showed that destruction of infrastructural facilities due to insurgency affected universities in the north east Nigeria.

Research Question 3: How does the reduction in enrolment of students due to insurgency affect universities in north east Nigeria?

Table 1. Mean and standard deviation of respondents on the impact of brain drain due to insurgency on universities in north east Nigeria

S/N	Items	Mean	Std. Dev	Remark
1.	Many staff resigned from universities in the north east due to insurgency	3.55	1.74	Agree
2.	Some university staff in the north east were killed by insurgents	4.68	0.80	Agree
3.	Staff of universities in the north east were abducted by the insurgents	3.50	1.48	Agree
4.	Insurgency led to the shortage of hardworking academic staff in universities	4.56	0.50	Agree
5.	Insurgency led to the shortage of hardworking non-academic staff in universities	4.16	1.06	Agree
6.	Insurgency has led to poor quality university education due to brain drain	4.31	0.96	Agree
7.	Universities in the north east produce low quality graduates due to brain drain	3.88	1.16	Agree
8.	Brain drain has led to poor quality researches in the universities in north east	3.82	1.50	Agree
9.	Insurgency has led to poor programme planning and development in the north east universities	3.87	1.70	Agree
Grand Mean		4.01	1.20	Agree

Table 2. Mean and standard deviation of respondents on how the impact of destruction of infrastructural facilities due to insurgency affect universities in north east Nigeria

S/N	Items	Mean	Std. Dev	Remark
10.	Destruction of classrooms by insurgents affected universities in the north east	3.56	1.74	Agree
11.	Destruction of learning materials by insurgents affected universities in the region	4.67	0.82	Agree
12.	Burning down of administrative offices by insurgents affected the running of universities in the north east	3.40	1.46	Agree
13.	Burning down of laboratories by insurgents affected the academic activities of universities in the north east	4.56	0.54	Agree
14.	Burning down of libraries by insurgents affected the academic activities of universities in the north east	4.26	1.02	Agree
15.	Burning down of staff quarters by insurgents affected the academic activities of universities in the north east	4.21	0.96	Agree
16.	Burning down of hostels by insurgents affected the academic activities of students in universities in the north east	3.98	1.13	Agree
17.	Destruction of electric power supply facilities affected the running of universities	3.62	1.53	Agree
Grand Mean		4.01	1.20	Agree

Table 3. Mean and standard deviation of respondents on how the reduction in enrolment of students due to insurgency affect universities in north east Nigeria

S/N	Items	Mean	Std. Dev	Remark
18.	There is reduction in students' enrolment in the universities due to insurgency	3.56	1.71	Agree
19.	The rate of students' transfer from universities in the region has increased due to insurgency	4.46	0.83	Agree
20.	Many parents and guardians withdrew their children from universities in the region due to insurgency	3.53	1.36	Agree
21.	Internally generated revenue of the universities in the north east has reduced due reduction in enrolment of students	4.65	0.44	Agree
22.	Income of traders within the university community has reduced due to reduction in enrolment of students	4.16	1.02	Agree
23.	Some departments were closed due to lack of students in the universities in the north east	1.43	0.96	Agree
Grand Mean		3.63	0.88	Agree

Table 3 presented result on the mean and standard deviation of respondents on how the reduction in enrolment of students due to insurgency affected universities in the north east. Low enrolment affected universities in the north east as the grand mean was 3.63 which is above the cut off mean of 3.00. From the table, responses on reduction on internally generated revenue of universities in the northeast due to reduction in enrolment of students had the highest mean of 4.65 followed by responses on increase rate of students' transfer from universities in the region due to insurgency with a mean of 4.46. However, response most of the respondents disagree that same departments were closed due to lack of students in the universities in the region with a mean of 1.43 which was the lowest mean on Table 3. This implied that departments in the universities were not closed due to the activities of the insurgents in the north east, Nigeria (Solomon & Solomon, 2021).

5. DISCUSSION

Results from the study showed that brain drain due to the activities of insurgents had an impact on universities in the north east as some staff were killed, others resigned while other were abducted and later killed. This led to shortage of manpower and generally it affected universities in the region. This finding is in agreement with the finding of Hassan (2014) who found out in their study that the activities of insurgents had made many teachers to leave their schools there. By causing vacuum for manpower in educational institutions in the north east, though they also

found out that retired staff came to assist, but they could not fill up the vacuum created.

It was also revealed in the study that destruction of infrastructural facilities by the insurgents affected universities in the north east region of Nigeria. University facilities such as classrooms, office, laboratories, libraries and students' hostels were destroyed and it affected universities in the region. This finding is in agreement with the findings of Mahmood (2021) and Sabo et al (2020) who all found out in their studies the insurgents destroy infrastructural facilities in institutions of learning in the north east Nigeria and the destruction affected the running of the institutions.

Results also showed that insurgency had affected enrolment of students in the north east universities as many students refuse to enroll while others leave on transfer to other universities in other region of the country. Reduction in enrolment affected the internally generated revenue of the universities as most of them rely on school fees as their leading source of internally generated revenue. This finding is in agreement with the finding of Mahmood (2021) who found out in her study that insurgency affected enrolment in the north east region of Nigeria. Similarly, the finding is in line with that of Sabo et al (2020) whom also reported that insurgency affected students' enrolment in the north east Nigeria.

6. CONCLUSION

The study concluded that insurgency has negatively affected universities in the north east

region of Nigeria as results revealed how it affected the manpower in the form of brain drain, how infrastructural deficit came up as a result of destruction of university structures and lastly how enrolment was reduced due to threats posed on students by the activities of insurgents in the north east region of Nigeria.

7. RECOMMENDATIONS

Based on the findings of the study, it was recommended that:

1. The government at federal and state levels, should make effort in recruiting more staff in the universities in the north east.
2. The government at both federal and state levels should make efforts to replace destroyed university facilities in the north east.
3. Both federal and state government should create conducive environment in the universities to encourage enrolment of students.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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