

Comparative Analysis on Primary School Enrolment Status before and During Boko Haram Conflict in Borno State, Nigeria

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Abstract

Boko Haram conflict posed a huge threat to basic educational enrolment status in Borno State. This is indicated through the cases of bombings, killings/displacement of teachers, destruction/closing down of schools, and abduction of children as child soldiers into Boko Haram and the dislodgements of inhabitants from their ancestral homes. This study is a comparative analysis of trends in primary school enrolment status before and during the wake of the Boko Haram conflict in Borno State as education is a panacea for addressing ignorance, illiteracy, violence, insecurity and political servitude. The wave of the conflict has not abated but has assumed a dangerous dimension threatening the foundation of primary school enrolment status. This study used primary and secondary data while adopting questionnaires; which were administered to parent, teachers, community leaders, security agencies and other aid workers, with Taro Yamane to determine the sample size of 320. The analysis of data using time series and T-test, reveals that there is an increasing trends in primary school enrolment status before Boko Haram conflict in Borno state while the Boko Haram conflict has negatively influencing primary school enrollment during the conflict period in Borno state. The research hypothesis established that Boko Haram conflict has a significant impact on primary school enrolment in Borno State. The study recommends that Government should continue to encourage formal education through primary school enrollment status amidst every challenging times so as to guarantee an effective human and materials resources and the government should put up a mechanism that would ensure that primary school pupils are properly monitored to ensure that they do not join Boko Haram foot soldiers.

Keyword: Boko Haram, Primary School Enrolment, Conflict, Borno State.

Introduction

About 72 % of children in Borno state North, Eastern Nigeria have never been to schools (UNESCO, 2019). After Nigeria's return to democracy in 1999, several armed and non-state actors have significantly undermined its internal security environment, largely using young men and children as foot soldiers (Alemika, 2016); among these groups is Boko Haram, which has grown to become a national among other things. Education Data survey, (2011) revealed that out of every 120 out of school children, Borno State contributed about 33 of them. One of the main goals of establishing the Universal Basic Education (UBE) programme is access to free, compulsory primary school education from Early Childcare Development (ECD) to all Nigerian children (UBEC, 2010).

It is against this background and motivation that this study carries out a comparative analysis on primary school education enrolment status before and during the wake of Boko Haram conflict in north east Borno State Nigeria from 1999-2018; Where the study utilised secondary data from the Federal Ministry of Education, Digest of Education

statistics Nigeria, 2006-2010, Borno State SUBEB report and UBEC Profile report 2010 among others. Boko Haram conflict has posed a huge threat to this basic educational foundation enrolment status in Borno State, with the cases of bombings, killings/displacement of teachers, destruction/closing down of schools, abduction/recruitment of children as child soldiers into Boko Haram and the dislodgements of inhabitants from their ancestral homes.

The Basic primary school education enrolment status is a child's right that depends on parental encouragement, the provision of school needs and security of the child. This ugly and dangerous dimension has threatened the core foundation of primary school education enrolment status which is a prerequisite to qualify any child for other levels of educational pursuit and as a panacea for solving societal problems such as ignorance, illiteracy, violence, insecurity and political servitude.

This study examine the enrolment trends before and during the Boko Haram conflict in Borno state in view of looking at strategies of managing the out of school children.

Research Questions

- i. What is the status of primary school enrolment before Boko Haram conflict in Borno State?
- ii. What is the status of primary school enrolment during Boko Haram conflict in Borno State?

Objectives of the Study

- i. To analyse the trends in primary school enrolment status before Boko Haram conflict in Borno State.
- ii. To determine the influence of primary school enrollment during Boko Haram conflict in Borno state.

Hypothesis

H₁: Boko Haram conflict has no significant impact on primary school enrolment in Borno State.

H₂ Boko Haram conflict has a significant impact on primary school enrolment in Borno State.

The Conflict Perspective

UNESCO, (2019) argues that it is very difficult to imagine a conflict free world and therefore, a conflict free society. It further posits that conflict as a concept is a natural disagreement arising between two or more people. It exists when they have incompatible goals and one or more believe that the behaviour of the other prevents them from their own goal achievement. It is a process in which one party (person or group) perceives that its interests are being opposed or negatively affected by the other party. Conflict historically, has been the motive force of all human societies.

Marx & Engels (1971), posit that the history of all hitherto existing societies is the history of class struggle". The struggle is usually waged between the dominant and the dominated classes which may either end in a revolutionary and fundamental reconstruction of a society or in a common ruin of the contending class. This underlies the pervasive and inevitable nature of the society. The general notion of conflict seems to be predicated on disagreement over values and more often than not, culminating in armed hostility between two or more parties. The disagreeing parties may either refuse to recognise the claim of one party to a particular value or goal, or perceiving the other party as unjustly denying her of her legitimacy to a claim. A conflict could be resource based,

environmental, religious, ideological, ethnic, communal or regional in nature. The intensity of any conflict however, largely depends on its nature.

This suggest in clear terms that when mutually agreeable solution to claims and counter claims is remote, there is rapid progression along the continuum from verbal expression of disagreement to outright physical violence. Conflict of this nature is therefore obviously disruptive and dysfunctional generally. Deutsch (1988) has identified three aspects of conflict as” bitter-end or joint survival, fundamental or accidental and manageable or unmanageable conflicts respectively.

- i. In the bitter end or joint survival conflict:- Either of two possible outcomes prevails. It is either that one of the adversaries brings about the bitter end of the opposing party or both would survive the violent confrontation.
- ii. In the fundamental or accidental conflict:- Emphasis is on the issue area of the conflict. For instance, if it is resource conflict, it is considered fundamental in the sense that expectation of speedy resolution would hardly materialize; opposing forces usually maintain an inflexible focus and position in a resource conflict situation which makes it exceedingly difficult resolving it on reasonable time.
- iii. In the case of accidental conflict:- The issue at stake may not be so sensitive and therefore may easily be negotiated and be resolved in that other.

The third variant as identified by Deutsch (1998) is the manageable or unmanageable conflict. A conflict is manageable if it is within the ability of the opposing forces to broker peace when condition is considered ripe for it. But in the case of unmanageable conflict, once and the moment there is an outbreak, the adversaries lose control over its duration. Deutsch’s (1998) classification of conflict could be collapsed into simply fundamental and accidental conflict in place of the three he has proposed.

This is no whether a conflict is bitter-end or joint survival, manageable or unmanageable is largely a function of perception of stake by the contending forces. If the stake is perceived as fundamental, the conflict is likely to bitter-end or unmanageable as opposed to when the stake is perceived as not so fundamental in which case, it is most probably a joint survival or manageable conflict.

However, it is not often possible to bring out neatly; conflict generating indices that would make us make a strict categorisation as Deutsch (1998) has done. In most cases, a plethora of factors combine in varying degrees to generate conflict in differing scope, intensity, duration and consequence.

What comes out from the proceedings is that conflict is an undeniable fact of human existence. It is as inevitable and pervasive as cooperation in human society. Conflict is inevitable largely because of the diversity of human nature, his upbringing and insatiable desire in life. Conflicts manifest itself either in verbal expression of disagreement or overt physical violence. Udo & Onoja, (2016) further affirm to the fact that Nigeria is largely a national conflict state because this refers to conflict within a nation, involving different groups within the nation.

This could be based on inter-ethnic, religious, resource control, political and territories and so on as in the case of Boko Haram. It is against the background of the said proceedings that; is the Boko Haram conflict a mere verbal expression of protest or overt physical violence as seen on the universal basic primary school education enrolment status in North East Borno state Nigeria, and has it a functional and positive or disruptive and dysfunctional consequence?

Conceptual Clarification on Education

Education is seen as a race course, the transmission of what is worthwhile from generation to generation, and the various ways in which a society transmits knowledge, including factual information and occupational skills, as well as cultural norms and values, to its members (Encyclopedia Americana 2001). Education is also seen as a process by which individuals are assisted formally through proper direction and guidance to develop their capacities not only for their own benefit but for the society at large (Okeke, 2003). Education is important for national security; as the Boko Haram conflict is festering because of negative ideology from lack of education as insecurity management from 2009 seems elusive (Babajide, 2018).

The major indicator of insecurity scenario in Borno State, is the Boko Haram conflict that has taken different dimension with children of primary school age as the prominent figure in the crusade of the crime; as they lack the requisite education that renders them generally vulnerable and difficult not to resist temptation to commit crime of any sort. The universal basic primary school education enrolment status and national security are inexorably linked together. Youdeowei&Uwandu, (2016) opined that the strength, security and wellbeing of Nigeria rest squarely on the quality of education having seen the correlation between education and national security. Babajide, (2018) corroborated that Governor Babagana Zulum of Borno State, concurred to the fact that lack of a functional universal basic primary school education enrolment status is the major cause of illiteracy among the people, hence a huge threat to security as perpetrated by the Boko Haram conflict in Borno State. Borno State, stands out as having some of the lowest education indicators in the country. The Nigeria Education Data Survey (NEDS) reports found that in 2015 alone, only 16% of parents or guardians sampled in Borno State, were literate, compared to 28% in the north east overall and a national literacy rate of 47% (NPC and RTI International, 2016).

A similar pattern is observed on other dimensions of educational attainment, such as numeracy, which stood at 24.6% in Borno compared to 54.5% for Nigeria as a whole in the 2015 NEEDS. In 2015, UNICEF estimated that part of the 37% of the IDPs in Borno State, were between 6 and 17 years of age (UNICEF, 2015). The negative effects of Boko Haram conflict in Borno State basic primary school education enrolment status occur in different, yet generally closely interwoven forms among others includes: Human Rights Watch reported that over 910 schools had been destroyed with 1,500 schools forced to close down since the Boko Haram conflict between 2009 and 2015 alone (HRW, 2016). In May 2013, anonymous government officials reported that Boko Haram group had burned and destroyed 50 schools and an additional 15,000 school children in Borno State, had stopped attending school due to the continuous waves of direct attacks on schools targeting teachers and school children (IRIN,2013). This violence led the Borno State, Government to close all public schools in 22 out of 27 LGA's (HRW, 2016). In March 2016, Borno State authorities reported that 512 primary schools had been totally or partially destroyed since 2010(Daily Trust, 2016; HRW, 2016).

The impact of Boko Haram conflict has caused injuries, deaths and possibly lifelong psychological trauma to pupils and teachers alike. By early 2016, an estimated 952,029 school-aged children had fled Borno State and consequent had little or no access to education (HRW, 2016). Government statements indicate that an estimated 49,000 children have been orphaned in Borno state alone due to the conflict that has grossly affected universal basic primary school education enrolment status (Leadership, 2016).

Boys were abducted and forcefully conscripted into Boko Haram fighter group as child soldiers while abducted girls were enslaved generally (CNN, 2018); Particularly, the abducted girls are either used for sex violence, forced labor or as domestic servants, given as brides or sold in human trafficking markets (Babajide, 2019). In 2015, the President of the National Union of Teachers (NUT) issued a statement declaring that 611 teachers had been killed, over half of which were in Borno State, and that 19,000 teachers had also been displaced across the north region since 2009 with Borno State, having 65% of such teachers (Daily Trust, 2015). Teachers and other school staff stated that Boko Haram quietly harassed and intimidated them in parts of Borno state, from late 2012. The initial targets of the Boko Haram visits were teachers from government public schools and teachers of perceived 'western' subjects such as science, geography and English language were said to be top of their kill list. (Brendan, 2017).

The psychosocial and social impact will affect children's ability to learn, and persistent threat or attacks may lead to pupils being kept indoors from school, even when school remains open (Brenda, 2010). In 2019 the United Nations Office for the Coordination of Humanitarian Affairs estimates that 1 million children affected by the Boko Haram conflict are in urgent need of education especially at the Primary level (OCHA, 2019).

Theoretical Framework

The theoretical framework is used to shape the scope of a study, provide guideline through which a study is examined, identify key variables and it points to critical research questions that need responses (Bezuidenhout, 2014). There has been an avalanche of theories explaining the Boko Haram conflict in north east Borno state, in relation to its origin which also serves as platforms for shaping the issue under review. This is why Gupta (2004), aptly explains that a military approach alone cannot effectively combat any form of conflict or insecurity as the case may be, but there must be ideological rebranding as well as good social services delivery through good governance to the teeming population. A system could be described as a complex interaction of various components. From the work of Bertalanffy, (1969), a system is a conglomerate on of parts into a whole. Borno State, is a system, the primary school education enrolment status, is part of the system and the inability of a good number of these pupils to have an opportunity of an effective school enrolment status due to the lack of quality basic primary school education enrolment is said to be responsible for their state of hopelessness, and as such becoming agents of existential threats to the entire systems.

Categorically, systems theory in this context seeks to explain the quest in tackling the raging menace of over a decade Boko Haram conflict in Borno State, the factors taken into consideration in arriving at strategic outcome, the role of the actors involved and how feedbacks revert to authorities concern and policy makers for proper redress purposes.

Literature Review

Arcia. (2016), examined achievement and enrollment status of suspended students: Outcomes in a large, multicultural school district. This study presents the results of longitudinal retrospective analyses on suspensions, achievement, and long-term enrollment status of students in a large, urban school district. The pre- and post-suspension reading achievements of suspended students were compared to those of a comparison group matched on grade, gender, race, participation in the free/reduced lunch program, and limited English proficiency. Findings indicated that suspended students had substantially lower presuspension achievement than did students in the

comparison group, gained considerably less academically throughout 3 years with suspensions, and had high drop-out rates. All patterns were considerably more marked with increases in suspensions and with decreases in achievement.

Agirdag, Yazici & Sierens (2015), explored the trend in pre-school enrolment, compare Turkey's enrolment rate with other countries, study whether access to pre-school is related to social class and gender, and investigate the impact of pre-school attendance on later academic performance. We use data from the PISA (Programme for International Student Assessment) 2012 study and World Bank. The results indicate that Turkey's pre-school enrolment has strongly increased over the years.

However, compared with other (newly) industrialised countries, Turkey has a very low pre-school enrolment rate. Regression analyses revealed that pupils from wealthy families are much more likely to attend pre-school than pupils from poor families, while no difference was found between girls and boys. Importantly, pre-school attendance was related to higher academic achievement, even though pupils from wealthy families benefited more than middle-class and poor pupils. Mbelle&Katabaro (2013) examined education services delivery in Tanzania, with particular attention to enrolment, access and performance of girls. Data from the National Examinations Council of Tanzania (NECTA) were complemented within formation from the field survey of schools. In general, government funding of primary and secondary education is low compared to those many sub-Saharan Countries. A high proportion of public spending is on wages leaving little for school materials.

However, private funding in primary and secondary schools is higher than public spending. Gender disparity, while not significant at primary level is still wide at secondary level. Performance is more determined by school characteristics than individual student characteristics. Females are disadvantaged at the level of schooling as well as absorption in the economy after completing school. Private tuition depicted ambiguous results just like continuous assessment grade when correlated with examination results. The conclusion of the study calls for increased investment in education, especially for females and suggests two areas for further research: further analysis of private tutoring and the potential impact of recent education reformssuch as abolishment of systems which in the past favoured girls and raising pass marks for examinations in standards four, seven and form two.

Abuya, Oketch, and Musyoka, (2013) determines risk factors associated with dropout among primary school children in the low-income areas of Nairobi. Qualitative data is from the Education Research Program, collected between June and July 2008. The study found that dumpsites in the two slum sites of Korogocho and Viwandani lure children out of school; school levies still charged in schools keep children out of school; and chronic poverty within families lure girls aged 14–16 into transactional sex. In conclusion, the declaration of free primary education is not sufficient to realize improved educational attainment as dropout after initial entry negates the purpose for which it was introduced.

From the above review, it can be established that, none of the study on school enrolment trends and status was conducted in Nigeria and Borno State in particular. The research gap was also identified in the period these studies were conducted between 2013-2018. Previous studies on school enrolment mostly relied on secondary method of data collection without the opinions survey of the target population. This current study seeks to cover these research gaps.

Methodology

The study utilises both primary and secondary data on a twenty years scale for the period of before and during the wake of the Boko Haram conflict from the relevant annual reports obtained from the Federal Ministry of Education (Statistics of education in Nigeria 1999-2005, 2006-2010), (Nigeria education indicator 2016, Digest of Education statistics Nigeria, 2006-2010), State SUBEB report 2017, 2018 and UBEC Profile report 2010 to date and a structured questionnaire where administered to address the objectives and the hypothesis where descriptive statistics and T-test were used in analyzing the data collected. It is necessary to use data that had been generated to show the time series effect. This is with a view to enable the researcher to make a comparative analysis on primary school education enrolment status before and during the wake of Boko Haram conflict in Borno State, Nigeria, from 1999-2018. The expression of time series is given by:-

$$Y = F(t)$$

Where:-

T, is the time;

Y, is the variable of interest and;

F, is the Function of the model.

Results and Discussion

The Nigerian educational sector is borne out of the desire to provide statistical information that can assist policy makers, planners, stakeholders, researchers and many others at all levels, in education enterprise in making appropriate decisions relevant to primary school education enrolment status as is the case in North-East Borno state Nigeria. This section presents analysis and interprets the data generated for the study period from 1999 - 2018 respectively.

The table below marked as (1) indicates the Primary school education enrolment status in Borno State, before Boko Haram conflict between 1999-2008 school years.

Table 1: Primary School Education Enrolment in Borno State, before Boko Haram Conflict Between 1999-2008 School Years

S/No	Period	Primary School figure(s) on school education enrolment in Borno State, before Boko Haram conflict.
1	1999	566,696
2	2000	521,755
3	2001	481,759
4	2002	572,927
5	2003	579,696
6	2004	746,218
7	2005	791,415
8	2006	789,486
9	2007	512,619
10	2008	543,921

Source: Federal Ministry of Education (Statistics of education in Nigeria 1999-2005 and 2006 -2010).

From Table 1 above; enrolment figures fluctuated over the reporting period. The Primary School figures on school education enrolment status in Borno State, before Boko Haram

conflict shows that, there are 566,696 in 1999. Primary School figures on school education enrolment status in Borno State, before Boko Haram conflict decline to 264,495 in 2000. It further decline to 481,759 in 2001 and further rose to 572,927 in 2002. The Primary School figures on school education enrolment status in Borno State, before Boko Haram conflict slightly increase to 579,696 in 2003 and further rose to 746,218 in 2004. The Primary School figures on school education enrolment status in Borno State, before Boko Haram conflict rose to 791,415 in 2005 and slightly decline to 789,486, in 2006. The Primary School figures on school education enrolment status in Borno State, before Boko Haram conflict graciously decrease to 512,619 in 2007 and further decline to 543,921 in 2008 respectively.

The table below marked as (2) indicates the Primary school education enrolment status in Borno State, during Boko Haram conflict between 2009-2018 school years.

Table 2: Primary School Education Enrolment Status in Borno State, during Boko Haram Conflict Between 2009-2018 School Years.

S/No	Period	Primary School figure(s) of school education enrolment status in Borno State, during Boko Haram conflict.
1	2009	590,570
2	2010	587,283
3	2011	574,892
4	2012	569,921
5	2013	552,024
6	2014	542,884
7	2015	541,024
8	2016	539,662
9	2017	689,733
10	2018	747,887

Source: Federal Ministry of Education (Nigeria education indicator 2016, Digest of Education Statistics.

From Table 2 above; The enrolment figures fluctuated over the reporting period. The Primary School figures on school education enrolment status in Borno State, during Boko Haram conflict shows that, there are 590,570 in 2009. Primary School figures on school education enrolment status in Borno State, during Boko Haram conflict decline to 587,283 in 2010.

It further to decline to 574,892 in 2011 and further decrease to 569,921 in 2012. The Primary School figures on school education enrolment status in Borno State, during Boko Haram conflict slightly decrease to 552,024 in 2013 and further decreased to 542,884 in 2014. The Primary School figures on school education enrolment status in Borno State, during Boko Haram conflict further decline again to 541,024 in 2015 and slightly decline to 539,662, in 2016. The Primary School figure(s) on school education enrolment status in Borno State, during Boko Haram conflict graciously increase to 689,733 in 2017 and further increased to 747,887 in 2018.

The analysis from table 2:- The above present's Primary school education enrolment status in thousand during Boko Haram conflict in Borno State. Enrolment figures between 2011 to 2015 school years shows the following; (2011-574,892, 2012-569,921, 2013-552,024, 2014-542,884 and 2015-541,024) respectively. This shows that there was

no significant enrolment status due to the negative effects of Boko Haram conflict in Borno state. But as from 2016, primary school education enrolment status decreased significantly with 539,662 and was at its peak in 2017 with 689,733 figures. The enrolment status dropped to its lowest ebb in 2018 with a total enrolment figure of 747,887 respectively.

Hypotheses

Hypothesis Testing 1: Boko Haram conflict have a significant impact on primary school enrolment in Borno State.

Table 1:- Regression analysis of Boko Haram conflict on primary school education enrolment status in Borno State, (1999-2008).

Period (in years)	=	-24787.587	+	12.677	enrolment before	
Period	Constant	Regression coefficient	t-test	P	R2	
Years	-24787.587	+ 12.677	0.970	0.360	0.105	

Table 1 above shows regression analysis of primary school education enrolment status before Boko Haram conflict in Borno State. The result showed that enrolment increased per year by 12.667 thousand pupils as shown by the regression coefficient. There was no significant impact of primary school education enrolment status in Borno State, (p = 0.360) before Boko Haram conflict. The coefficient of determination (R2) of 0.105 that is, 10.5% indicate that the variations in primary school education enrolment status before Boko Haram conflict can be predicted by changes over the years (1999-2008).

Hypothesis Testing 2: Boko Haram conflict have a significant impact on primary school enrolment in Borno State.

Table 2:-Regression analysis of Boko Haram conflict on primary school education enrolment status in Borno State, (2009-2018).

Period (in years)	=	33960.866	-	16.599	enrolment during	
Period	Constant	Regression coefficient	t-test	P	R2	
Years	33960.866	16.599	0.789	0.488	0.172	

Table 2: above shows regression analysis of primary school education enrolment status during Boko Haram conflict in Borno State. The result showed that enrolment status decreased significantly per year by 16.599 thousand pupils as shown by the regression coefficient.

There was no significant impact of primary school education enrolment status in Borno state due to changes over the years (2009 -2018).

Hypothesis Testing 3: Boko Haram conflict have no significant impact on primary school enrolment in Borno State.

Table 3: Comparative analysis of primary school education enrolment status in Borno State before and during Boko Haram conflict.

Period		Mean	SD	t-test	P- value
Before Haram conflict	Boko	610,649.20	118,287.87	1.074	0.302
During Haram conflict	Boko	531,027.00	167,436.95		

Table 3: Compares primary school education enrolment status before and during Boko Haram conflict in Borno State, with the view to find out if primary school education enrolment status had reduced during the Boko Haram conflict in Borno State.

The above result showed that Boko Haram conflict in Borno State, have affected and reduced primary school education enrolment status as the mean primary school education enrolment status before Boko Haram conflict was 610,649 which were higher than that of during Boko Haram conflict which is (531,027). However, the reduction in primary school education enrolment status between the two period was not statistically significant ($p = 0.302$).

Table 4: Correlation analysis of primary school education enrolment status between before and during Boko Haram conflict Borno State.

Primary school enrolment status				Primary school enrolment status	
				Before	During
Before conflict	Boko	Haram	Correlation coefficient	1	-0.035
			P value		0.955
During conflict	Boko	Haram	Correlation coefficient	-0.035	1
			P value	0.955	

The result of the relationship between primary school enrolment status for before and during the wake of Boko Haram conflict in Borno State shows a negative correlation (-0.035); this implies that primary school education enrolment status is on the increase significantly before the advent of Boko Haram conflict while during Boko Haram conflict, primary school enrolment status has significantly decreased. However, this was not statistically significant ($p = 0.955$). This is in agreement with the t-test result obtained above. Boko Haram conflict is a huge threat to Borno State primary school enrollment status due to the fact that the conflict have crippled the corporate socio-economic life of Borno state citizens to a large extends.

Findings

The study concludes that, Before the Boko Haram conflict, primary schools in Borno State has enjoyed steady increment in school enrolment figure. Boko Haram conflict has affected school enrolment status among primary schools in Borno State.

During the Boko Haram conflict in Borno State, there has been a constant decline of school enrolment status among primary school pupils. The research tested the empirical validity of the effect of Boko Haram conflict on school enrollment status and concludes

that, there is significant relationship between Boko Haram conflict and school enrolment status among primary schools in Borno State generally.

Conclusion and Recommendations

The study concludes that, Boko Haram conflict have affected school enrolment status among primary age pupils in Borno State, due to the fact that, during the Boko Haram conflict in Borno State, there has been a gradual and constant decline of enrolment status particularly among primary school pupils. But before the Boko Haram conflict, primary and schools in Borno State has enjoyed a steady increment in school enrolment figure. There are different possible channels through which Boko Haram affected school enrolment status in Borno State. One is the reduction in household income which might have induced households to withdraw children from school to start working or to join self-protection groups. The other is the reduction in number of available schools and teachers, in primary schools. These two mechanisms were found to be the reason for constant decline in school enrolment status in Borno State. On the bases of the findings, the study recommends that:

- i. Government should continue to encourage formal education through primary school enrollment against every odds so as to guarantee an effective human and materials resources
- ii. The government should enforce the policy of compulsory education to returned back all out of school primary pupils to class room that are displaced due to the conflict.
- iii. The government should put up a mechanism that would ensure that primary school pupils are properly monitored to ensure that they do not desire the appetite to join Boko Haram foot soldiers.
- iv. There is need for the Government to sustain advocacy campaigns for enrollment status as primary schools continue to receive the needed attention it deserves generally.
- v. Government should continue to evolve new policies to meet up with the changing nature of the threat posed by Boko Haram in relations to primary school enrollment status.

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