

EFFECT OF BOKO-HARAM INSURGENCY ON ACADEMIC CALENDAR OF SELECTED TERTIARY INSTITUTION IN BORNO STATE

BY

Bulama Mafa: Department of Public Administration, School of Management, Ramat Polytechnic Maiduguri, Borno State; E-mail: bulamamadumaf@gmail.com

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 impact of insurgency on socio economic activities in Borno state.

Keywords: Effect, Boko-Haram, Insurgency, Academic, Calendar and Tertiary

Introduction

The menace of insurgency has been existing throughout history. It has earlier started in the nineteenth century which occurs between Persia 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 Adako Boro, 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. Uwanzurike'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 led by Sheikh Muhammadu Marwa, the Jos indigene/settler crisis, the Southern Kaduna-Fulani cattle rustlers crisis, Offa- Erinle communal dispute in Kwara State, Benue-Fulani herdsmen 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. Tertiary education is designed to enable individuals make use of their talent as well as the opportunities provided by the society for self-fulfillment. Achieving the developmental needs and meeting the socio-cultural demands of a country is one of the major aims of tertiary education. Tertiary education provides an opportunity for individuals to develop their potential. It fulfills the needs for high-level manpower in a society. Its objectives include cultural and material development to meet the learning needs and aspirations of individuals through the development of their intellectual abilities and aptitudes throughout their lives.

The ultimate goal of tertiary education is to produce graduates who will be effective leaders in their chosen professions, valued members of their communities, and responsible citizens of the world (Baba, 2016). Tertiary education institutions assure the relevance of their knowledge, identify skills gaps, create special programs and build the right skills that can help countries improve economic prosperity and social cohesion, adapt workforce development to the economy and changing demand for the new skills, develop relevant ideas necessary for promoting national cohesion and societal development. Thus, tertiary education in every country is guided by a philosophy which is concerned with specific problems arising from the existence of universities and tertiary education institutions (Baba, 2019). From 1980's and beyond, the decay of all tiers of education was monumental. Facilities had almost collapsed; teachers and lecturers' morale were at its lowest. Enabling environment for conducive teaching and learning was absent. Insecurity promoted by Boko Haram insurgency joined the list of phenomena affecting the development of tertiary education in Nigeria especially in the North-East region. Enabling environment for conducive teaching and learning have seriously been affected negatively by the insurgency.

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 reveal that, the Boko Haram insurgent has really made effective security a challenging task to provide for the nation. Abdulrasheed (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 main objective of this study assessed the effect of Boko Haram insurgency on academic calendar of selected tertiary institutions in Borno State. The specific objectives are the

- i. identify the effect of insurgency on Education; and
- ii. assess the effect of academic calendar.

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 drawn 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) view goes contrary to the opinion of Paust (2011) 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 defines 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 innocents citizen as a measure of fulfilling their unclear objectives.

Causes of Insurgency

Scholars have provides 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 insurgents 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 is 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.

Effect of Boko Haram on Academic Calendar

The elements of stability in the context of university education, according to Uvah (2005), include calendar stability, financial stability, management stability, and stability of the policy environment, each of which greatly affects the overall stability of a university system. Calendar stability occurs when a university system runs its

normal annual timetable from the beginning to the end without interruption. For instance, the traditional calendar for universities in Nigeria starts in September and ends in June of the following year. Most Nigerian universities today seem to have lost this tradition as the issue of calendar instability within the system seems to have come to stay and consequently the issue of having a unified university calendar is gradually becoming history (Akomolafe and Ibijola, 2011). Akpotu (2004) asserted that the instability has brought about destabilization of the learning process and led to low quality service from lecturers because of their desire to cover lost content. Akpotu further asserted that, a total of 99.55 weeks (i.e. 3.32 academic years) were lost in Nigeria universities within a period of six years. This according to him, represented a total of 11.4 million man-hours and 28.54 million student-hours at the cost of N49,211,035,332.0 or \$684,198,230.0. Ayodele (2005) viewed the situation as economic wastage that might consequently result to half-baked and unemployable graduates. When the calendar is stable, university can engage in exchange programmes with other universities both within and outside Nigeria. University management would have time to plan for the next session and both staff and students would have stipulated time to rest and refresh themselves.

Calendar instability in Nigerian universities is often fueled by many factors which include lack of accountability and transparency on the part of management, insufficient engagement of students, intense union activism by students and staff, cultism and breakdown in communication among others. Akpotu (2004) attributed the calendar instability within Nigerian university system to the incessant strike actions by Academic Staff Union of Nigerian Universities (ASUU) and other labour unions within the system. Akpotu (2004) asserted that the instability has brought about destabilization of the learning process and led to low quality service from lecturers because of their desire to cover lost contents. Oto (2006) submitted that, the shutting down of universities often lead to desperation on the part of students who explore “all means” to secure academic pass mark. Instability within the university system in the long run would breed half-baked and unemployable graduates that would be a liability rather than asset to the country. This according to him could lead to poor quality graduates. Consequently, the level of the instability in Nigerian university system seems to have been injurious to Nigerian university education which may have a long run effect on the quality of its graduates. It is on this premise that this study investigated the issue of calendar stability in south-west Nigerian universities and its impact on quality of its education.

The new academic calendar may have an adverse effect on student final exam performance as its introduction implies that students have to take several exams in a short period of time⁵. The concentration of exams may be associated with cognitive switching costs that increase the probability of making a mistake. Something similar occurs with multitasking. When workers have to deal with too many projects simultaneously, tasks pile up, productivity declines and errors multiply

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.

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

Effect of Boko Haram Insurgency on Academic Calendar of Selected Tertiary Institutions in Borno State

S/N	STATEMENT	RESPONSES				
		SA	AG	UD	DA	SD
1	Academic calendar has been distorted due to Boko Haram insurgency	200 (62.31%)	86 (26.79%)	19 (5.92%)	0 (0.00%)	16 (4.98%)
2.	School academic calendar is disrupted due to Boko Haram insurgency	199 (61.99%)	98 (30.53%)	5 (1.56%)	14 (4.36%)	5 (1.56%)
3.	I cannot complete my academic study due to disrupted calendar emanating from Boko Haram insurgency	190 (59.19%)	116 (36.14%)	5 (1.56%)	10 (3.12%)	0 (0.00%)
4.	Schools are behind academic calendar for the year due to Boko Haram insurgency	196 (61.06%)	7 (2.18%)	44 (13.71%)	52 (16.20%)	22 (6.85%)
5.	School academic calendar is not followed due to Boko Haram insurgency	94 (29.28%)	94 (29.28%)	42 (13.08%)	38 (11.84%)	53 (16.51%)

Results from above table revealed that 286 respondents representing 89.10% agree that academic calendar has been distorted due to Boko Haram insurgency, 297 respondents representing 92.52% agree that school academic calendar is disrupted due to Boko Haram insurgency, 306 respondents representing 95.33% agree that they cannot complete their academic study due to disrupted calendar emanating from Boko Haram insurgency, 203 respondents representing 63.24% agree that schools are behind academic calendar for the year due to Boko Haram insurgency while 188 respondents representing 58.57% agree that school academic calendar is not followed due to Boko Haram insurgency. Therefore, the activity of the Boko Haram insurgency has affected academic calendar of tertiary institutions in Borno State.

Summary of the Multiple regression on the effect of Boko Haram insurgency on the Academic Calendar

Sources of variation	Sum of squares	Df	Mean square	F	P-value	Remark
Regression	337.897	4	84.474	31.341	0.00	Reject H ₀
Residual	851.736	316	2.695			
Total	1189.632	320				

Result revealed that the activities of the Boko Haram insurgency has affected the academic calendar is the best predictor of academic stability with p-value (0.00) followed by students' enrolment with p-value 0.019

Discussion of the Findings

This implied that the issue of academic calendar instability within tertiary institutions in Borno State has been distorted by the Boko Haram insurgency. This finding corroborates with Uvah (2005) negates this finding when he posited that the quality of university education is strongly linked to stability, and the submission of Akpotu (2004) who concluded that instability in academic calendar led to low quality service from lecturers.

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.

Recommendations

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

- iv. Government should address the incessant attacks by Boko Haram insurgency so as to improve the conceptual skills of the employees in the institutions. 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.
- v. 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. 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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