



Research Article

RELATIONSHIP BETWEEN EXPOSURE TO CONFLICTS AND ACADEMIC PERFORMANCE OF CHILDREN IN INTERNALLY DISPLACED CAMPS IN MAIDUGURI

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ABSTRACT

The study investigated the relationship between exposure to conflicts and academic performance of children in internally displaced camps in Maiduguri , The crisis brought disturbances, anger, fear and sadness in the society. This sake of emotional level does not end with the children but it affected their parents as well as other relatives. This state of affair affected pre-school and school. Aged children displaying behavioral problems which affect their academic performance and social relationships, these exposures created lost of life, destruction of personal belongings and completely burning down of school buildings. The purpose of this study is to determines the exposure to conflict and academic performance among the study children in the Internally Displaced Camps (IDPs) in Maiduguri. The study covered the relationship between exposure to conflicts and academic performance of children in IDP camps in Maiduguri . It will also cover the nature of exposure and level of performance of IDP camps children.

KEYWORDS

Pleasant association destinations; work looking for strategy, social capital hypothesis.

INTRODUCTION

Nigerian society is dominated by level of insecurity from communal conflicts; which by violent clashes between and within inter and intra religion, cultural, and Socio-political groups. No part of the nation can lie to be free from communal Conflicts in the past three years. These days' people are killed in their homes, farms, markets, and roads, places of worship, social gatherings and even school. Lives have been lost and materials worth billions of naira destroyed. The communal conflicts are usually characterised by fighting, destruction and killing to permanent separate, relocate and displacement, all of which have serious impact on the social security at Nigeria (Apeon, 2014). For the past one year, almost all people in local governments in southern and northern parts of Borno state have been forced out of their homes by Boko Haram insurgences, which destroyed most of their schools, houses, shops and other public buildings in the towns. A large number of them are now

taking refuge in Maiduguri where internally Displaced Centres were created in public schools. Among such public secondary schools are government college, Yerwa Government secondary school Government Girl's college and host of other Minor Internally Displaced Homes. The happening in Maiduguri is a good source of emotional arousal in adults and children alike. The crisis in the study area particularly the state capital Maiduguri attracted the attention of many stakeholders. Many children lost their parents, some left school because of insecurity, and financial problems, and some withdraw and re-enrolled while others were demoted for not attending schools. Many people were afraid of moving on the roads because of fear of bomb blast, attack Boko Haram or military. Some teachers remained at home because of the same fear. In fact, some schools in some locations were closed for months and children are found to be in the internally displaced centres without access to

education. Conflicts range from children's violence, bullying behaviour to family conflicts, school and social conflict, child abuse, neglects and social crisis like Boko Haram or even war. These crisis displaced persons who are mostly women and children who fled the troubled areas to camps otherwise known as IDP's camps. Most children who experience conflict either at home, school and other social interactions are less inclined to engage in autonomous academic explorations and require external motivation before they can initiate and engage in an educational task (Koenig, Cichetti & Rogosch, 2000).

MacDougal (2002) observed that recent years have witnessed striking instance of terrorism aimed at children. Examples include the 2011 hostage-taking of school children at the southern part of Nigeria, the abduction of Chibok girls, the 2010/2011 suicide bomb attack against Abuja, Maiduguri, Yobe, Gombe, Kano on security personnel and civilians. The series attacks have killed many people including school children and teachers.

Millions of children remain on the margins of the education system. In some situations, such marginalisation was present before the

emergency. Education systems had not reached the poorest sectors of society, and rural areas were underserved. In other situations, including parts of north eastern Nigeria, conflict has disrupted the ongoing education of a generation of young people. Education systems have been destabilised or even completely destroyed by the disastrous effects of Boko Haram insurgents. This right must be ensured even under extreme conditions. The phenomenon of large scale exclusion is a direct violation of children's right to education, as defined by the national legislation of countries of origin or host countries as well as by international agreements. This injustice is compounded by the problems of protecting children that are not adequately protected from instability and violence. Children are the first victims, and instead of being at school, they are often used in armed conflicts. More than 300,000 children are actively involved in armed conflicts throughout the world. Twenty-eight (28) in armed conflicts, schools often become shelters for the armed forces or the target of deliberate destruction. Their status as places of knowledge, dialogue and community mobilisation, and the principle of their vulnerability even in the middle of chaos, is no longer respected. Numerous children are acutely affected by emergency



situations related to social disasters. This is the case, for example, of the thousands of child soldiers, the large numbers of children who are orphaned by the Boko Haram Insurgents, children who become drug addicts due to large scale violence, marginalised children in urban areas or those who have to leave school as a result of extreme poverty. The poorest countries are those recently affected by war. The beginning of the new country begins with this alarming scenario. Emergency education will have to develop in stature in order to tackle these new challenges.

The Nature and Level of Conflicts

The concept of conflicts has been addressed by different scholars from varying perspectives. Generally speaking, one can view conflict from social and political expressed struggle between two or more independent parties, who perceive scarce resources, incompatible goals and interference from the political perspective. Conflict can be viewed as an escalated competition at any system level between groups whose aim is to gain advantage in the area of power resources, interests and needs and at least one of the groups believes that this dimension of the relationship is mutually incompatible.

Scholars have propounded different theories to explain what gives rise to conflict. The research shall discuss four of them namely: human needs theory, relational theory, political theory, and transformative theory (Adebayo, 2004).

The human needs theory is based on the premise that needs are physical, psychological, social and spiritual without which existence is impossible. These needs are not transmitted by a particular culture or implanted or taught by local institutions. They are universally expressed and irrepressible demanding satisfaction no matter how a society's regime may seek to suppress or manipulate them. The nature and character of the society's regime cannot obliterate human needs. The human needs theory argues that deprivation of individuals and community's access to the means of satisfying their basic human needs is behind all violent conflicts. Relational theory posits that conflict is a result of interaction between different men and women and/or groups with differing cultural orientations, values and interest. Meanwhile, conflict is perceived to be innate in the nature of men and women and therefore characterises the way they behave while interacting with others, as noted by Adebayo (2004) conflict is therefore seen as a



consequence of poor communication or miscommunication and misperception. Most children who experience conflicts either at home, school and at other social interactions are less inclined to engage in autonomous academic exploration and require external motivation before they can initiate and engage in an educational task Koenig, Cicchetti, and Rogosch (2000), and Toth and Cicchetti (1996) following Slone and Lobel (1999). The above researchers focused on ethnic-political conflict and violence in Congo, Rwanda. Loss of, or injury to a friend or family member, non-violent events that disrupt one's life (for example, spending, prolonged periods of time in a security outlet's shelter) self or significant others participating in political demonstrations; witnessing actual violence, and civilians. The last attack alone killed about 170 people, including school children and five teachers (Edet, 2011).

Conflicts range from children's violence, bullying behavior to family conflicts, school and social conflicts, child abuse, neglects, and social crisis or even war. No matter where it happens, conflicts set the children in psychological distress that can lead to social maladjustment and inappropriate behaviours in later life. The concept of conflict has

been addressed by different scholars from varying perspectives. Generally speaking, one can view conflict from social and political expressed struggle between two or more independent parties, who perceive scarce resources, incompatible goals and interference. From the political perspective, conflict can be viewed as an escalated competition at any system level between groups whose aim is to gain advantage in the area of power, resources, interests and needs and at least one of the groups believes that this dimension of the relationship is mutually incompatible. Scholars have propounded different theories to explain what gives rise to conflict. The research shall discuss four of them namely: human needs theory, relational theory, political theory and transformative theory (Adebayo, 20005).

Academic Performance of student

Academic performance has become an index of child's future in this highly competitive world. Academic performance has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic performance is a key mechanism through which adolescent knows about his/her talents, abilities

and competencies, which are important parts of developing career aspirations (Abu-Hidal, 2000).

Crow and Crow (1996) defined academic performance as the extent to which a learner is profiting from instructions in a given area of learning, i.e. performance is reflected by the extent to which skill or knowledge has been imparted to him/her. According to Shuaibu (1995), performance has been the major yardstick for measuring success. It has always been asserted that a child whose performance is good in academic work will also be successful. To Uba (1987) academic performance is about knowledge and skills possessed by an individual student because of instructions or teaching and learning.

Adediran (1985) reported that academic performance is the outcome of a formal instruction in a cognitive domain with a defined subject matter that is explicitly taught in schools and Colleges. Annie, Ward, Howard, Stoke, Mildred and Murray-Ward (1996) opined that academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. It is commonly measured by examinations or continuous assessment but there is no general

agreement on how it is best tested or which aspects are most important and procedural knowledge such as skills or declarative knowledge such as facts. In line with this statement, a study by Omolewa (1981) reported low academic performance by secondary school students in Science because of the following factors: improper physical and academic planning, inadequate provision of qualified teachers and inadequate teaching methods. Other reasons are social, psychological, finance, health, poor study methods, negative attitude towards school subjects and poor methods of preparation for and taking examinations.

Rigney (2005) cited by Shehu (2006) investigated the relationship between entry qualification and academic performance in third level education in Ireland. The result revealed that there was a positive, but not perfect correlation between an individual's overall academic performance on the Leaving Certificate examination and performance in business education studies. Similarly, Simon (1999) investigated the influence of prior knowledge on students' academic achievement. The result revealed that the amount of prior knowledge a student has is a powerful predictor of new learning. This means that academic

performance is expressed in terms of Cumulative Grade Point Average (CGPA), which determines the level of NCE students' academic performance. Academic performance is influenced by many factors, which include; study habits, gender, age and prior knowledge.

The Destruction of School Facilities by Boko Haram

Boko Haram, a once obscure bearing a name of Islamic , Islam is a peace. Assalam.Boko Haram is a terrorist group in northern Nigeria, has quickly risen to prominence by expanding its influence across Africa's most populous and oil-rich country. Though latent for the better part of the past decade, since 2009 the group has waged a campaign of extremist, anti-government attacks across much of northern and central Nigeria. The insurgency killed over 2000 people in 2011 in 115 separate attacks. In total, at least 5000 deaths are attributable to Boko Haram's violent and often rudimentary tactics; however, some reports suggest the death toll is closer to 13,000. In addition to targeting Nigerian Christians, government institutions and Muslims the group accuses of cooperating with the Nigerian government, the group coordinated an attack against the United Nations' Abuja headquarters in

August 2011, which killed 23 and wounded 81. The recent collapse of the Gaddafi regime in Libya raised concerns about the group's potential involvement in arms proliferation across the Sahel. The recent adoption of monikers like the "Nigerian Taliban" has led some experts to suggest that the organisation may take on the goal of a broader, international jihad. This report traces the historical evolution of Boko Haram's development and outlines the dimensions of its conflict with the Nigerian state, including the spike in violence that began in 2009 and the response of Nigeria's government to the extremist group. It also considers to what extent the insurgency poses a threat to the international community and reviews responses by the United States and the United Nations. Finally, the likelihood of a peace process between the militia and the Nigerian central government is considered. Boko Haram emerged from the northern Nigeria state of Borno. Some reports link the insurgency with earlier iterations of Islamist groups that opposed the Nigerian state but lacked the international notoriety of the current organisation. These accounts associate Boko Haram with small resistance groups composed of young men that began to congregate in the mid-1990s, led initially by Abubakar Lawan

and later by the pseudonymous Aminu Tashenlimi (“new way of knowledge”). However, a coherent group identity cannot be established until Mo-hammed Yusuf, a charismatic Nigerian cleric, gained prominence among local youth in Maiduguri, Borno’s capital. By 2003, Yusuf led a movement espousing a conservative theology that mimicked Saudi-style Salafism and opposed Nigeria’s secular state, which it considered corrupt and un-Islamic. Over time, the sect demanded more economic and political reforms. According to Peter Pham, an expert on African security issues and director of the Ansari Africa Center, these ultimatums were extreme, even in the face of a long-standing and popular movement to adopt Sharia¹ law in the country’s northern states. Pham writes, “The introduction of Islamic law (shari’a) in the 12 northern Nigerian states since 1999 was deemed insufficient by Yusuf and his followers who argued that the country’s ruling class as a whole was moored by corruption and even Muslim northern leaders were irredeemably tainted by ‘Western-style’ ambitions”. Northern residents who feel disenfranchised often point to Abuja (the country’s capital) and Lagos (the seat of economic power), and over time the location of these cities has lent structure to the religious conflict. Both

are located hundreds of miles away in what is often conceived to be “Christian territory”. Today, grievances stem from inequalities between the predominantly Muslim north and the largely Christian south, perceptions about police brutality in the north-eastern states and the state’s failure to uphold the rule of law.

Sharia (“the sacred Law”) typically refers to Islamic religious law. Joseph Schacht defines sharia as “an all-embracing body of religious duties, the totality of Allah’s commands that regulate the life of every Muslim in all its aspects”. Other scholars propose a more liberal and interpretative canon of diverse religious, economic, social, political, and legal opinions that “regulate the role of Islam in the public life of the community”. Most experts agree that sharia includes a broad spectrum of beliefs and institutions, which developed over centuries of Islamic theological study. Its evolution differed from Western legal codes in several distinct developments. Historically, sharia tended to be community-driven rather than organised by the state, and it is largely held to represent a dialectical process between Quranic revelations and rational thought.

Salafism is a sect of Sunni Islam that upholds strict, typically conservative religious beliefs. Followers seek to closely align their lives with the teachings of the Prophet Mohammed. (SAW) Salafism is associated with literalist interpretations of the Quran and is most widely practiced in Saudi Arabia. It has been criticised for anti-democratic goals, restrictions on political life, and anti-western rhetoric.

Initially, Yusuf's group secluded itself from mainstream Muslim communities in northeast Nigeria, believing the local government to be corrupt and "un-Islamic". Its small cabinet of leaders established a mosque and farm, imposed a harsh form of sharia law and eventually developed its own police force. At the time, funding came from one of two sources: either wealthy Salafi² donors Yusuf met while on hajj to Mecca (he took two such trips during his lifetime); or, from the families of Yusuf and his followers. Many in the sect's core leadership were the sons of Borno's wealthy merchants and local politicians.

The murder of Sheikh Ja'afar Mahmoud Adam, a popular and moderate Maiduguri cleric, and a former mentor to Yusuf, proved to be a tipping point for the organisation, demonstrating the

group's reliance on violence to solve disagreements with political-religious adversaries over its extreme, contentious interpretations of Islam. Adam sought to dissuade the group from its increasingly radical interpretations of sharia, as well as its wholesale rejection of the legitimacy of the Nigerian state. His murder in 2007 was purportedly ordered by Yusuf, after which the sect receded further into isolation while attracting converts from the neighbouring states of Kano, Bauchi, and Yobe, as well as refugees from Chad and Niger. Boko Haram incentivised poor youth to join their ranks by offering food, shelter and other forms of assistance not provided by the Nigerian government. Over time, the Nigerian media dubbed Yusuf's Salafi group Boko Haram, a combination of Arabic and Hausa that translates into "Western education is sinful". The group referred to itself as Yusufiya, after Yusuf, and Jama'atul Alhul Sunnah Lidda'watiwal jihad, or, "People committed to the propagation of the prophet's teachings and jihad". Despite some local notoriety and a few minor skirmishes, the group remained relatively docile and unnoticed by the international community until July 2009.

Hostilities erupted in the summer of 2009 that pitched Boko Haram hardliners against Nigerian security officials in a series of violent clashes that irrevocably transformed the group from a small sect of religious zealots into a radical Islamist militia capable of coordinating a country-wide insurrection. The violence began when police clashed with mourners participating in a funeral procession on 11 June over the refusal of participants to wear helmets while operating motorcycles. As a result of the altercation, seventeen of Yusuf's followers were shot by police officers. Boko Haram denounced the police brutality and vowed to avenge the deaths. As the group consolidated its munitions, state security forces also took measures to stymie an offensive throughout June and July 2009. At least one Boko Haram safe house was raided and bomb-making materials were recovered from several sites. Over several days, a series of explosions and gun battles led police to besiege sites across northern Nigeria that were occupied by the insurgency. In total, 800 lives were lost. The majority, including Mohammed Yusuf, were believed to be extremists and executed by Nigerian officials. At least 28 policemen were killed and nearly 50 buildings were destroyed, many of them schools and churches. An undisclosed number of citizens

believed to be militants were executed without trial in killings Human Rights Watch (HRW) called "extra-judicial" and "illegal".

On 26 July, militants embarked on a violent and coordinated spree across northern Nigeria. Prisoners were freed from a local jail and the homes of security officials and police officers were assaulted with guns and homemade bombs, as well as knives, clubs, sticks, and even bows and arrows. Significant casualties were sustained when Boko Haram militants attacked the Wudil police station in Kano and the Potiskum police station in Yobe. On 27 July, police killed approximately 150 individuals, according to the Nigerian Bulletin news agency – although official tallies only recorded 32 deaths. Between 26 and 30 July, death tolls rose steadily as security forces killed hundreds of individuals believed to be Boko Haram members. Weapons were airlifted into Bauchi state and 1,000 government soldiers were deployed to Maiduguri and surrounding villages to counter insurgents. Boko Haram's principle mosque was shelled, and on 30 July, Yusuf was found hiding in his father-in-law's goat pen. Apparently cooperative during an interrogation that was conducted immediately after his arrest, he was executed by security forces without a trial.



His 72-year old father-in-law was reportedly killed while in police custody the following day.

Nigerian Responses

The terrorist tactics undertaken by Boko Haram succeeded in undermining the authority of political leaders and the Nigerian security apparatus, goals that the group has continually cited since 2009. The violent campaign has increased fears and insecurity across the entire country, leading President Goodluck Jonathan to declare a state of emergency in December 2011. Six months later, in June 2012, the President dismissed his minister of defence and senior security advisor after nearly 150 people were killed in a single week. Indeed, former Nigerian President Olusegun has levied harsh criticism against Jonathan for his handling of the insurgency. Most recently, he excoriated the president in a December 2012 interview, saying, “When you have a sore and fail to attend to it quickly, it festers and grows to become something else”. Olusegun may seek election again in 2015 as a result of public backlash against Jonathan’s weakness in the face of Boko Haram’s increasing power. Violence has flared despite the fact that twenty per cent of the country’s total budget was allocated to security in 2012.

The Joint Military Task Force (JTF) was created in July 2011 and installed in Borno state. It consists of military, police, and the State Security Service (SSS), and is charged with restoring civil order in the North. As soon as the troops deployed, human rights groups began criticising their tactics. Amnesty International has voiced particular concern. A recent analysis found numerous “investigative” activities carried out by the JTF to be unlawful. According to a December 2011 Amnesty International report, “Investigations do not seem to be intelligence-led; the Joint Military Task Force (JTF) simply cordon off areas and carry out house to house searches, arresting and at times shooting young men”. The document goes on to cite destruction of property, extrajudicial executions, and public assaults against women and children as regular tactics illegally undertaken by JTF forces. Accounts in the Nigerian media support these claims. International news outlets also document point-blank executions carried out in the presence of senior officers in Nigeria’s army. However, JTF spokesperson, Lieutenant Ikedichi Iweha, denied the allegations, saying “We have been conducting our work with utmost professionalism, and we will continue to do so”.

International Responses

In November 2011, a US congressional report released by the Committee on Homeland Security's Subcommittee on Counterterrorism and Intelligence found that Boko Haram poses an emerging threat to the United States. It cited the VBIED attack on the UN compound in Abuja as the first instance of violence carried out by the group against international targets and suggested that similar attacks against "Western interests" were likely. According to the report, "The attack marked a significant shift in the targeting and goals of the group...and capped off an evolution in the capabilities in Boko Ha-ram, beginning in the mid-2000s, from attacks with poisoned arrows and machetes to sophisticated bombings".

To substantiate its claim that Boko Haram might expand its campaign of violence and strike US territory, the re-port compared the group's activities with a previous failure of US counterterrorism efforts that overlooked the emergence of Al Qaeda in the Arabian Peninsula (AQAP) and Tehriki-Taliban (TTP). Both of these organisations evolved from regional menaces into international terrorist groups. As the hearing report states, "given the ability of these groups to become operational with apparently meagre

resources, it would be prudent for the U.S. Government to thoroughly and carefully examine the extent of the threat from Boko Haram to the U.S. Homeland". The findings echoed assertions about the group made by former US Ambassador to Nigeria John Campbell who asserts that the security challenge in Nigeria has become "internationalized". In March 2012, congressional leaders called for the group to be designated a foreign terrorist organisation (FTO).

In December 2012, President Jonathan met with US Africa Command (AFRICOM) General Carter Ham and re-requested security sector assistance to bolster Nigeria's counterterrorism efforts targeting Boko Haram. The general agreed to collaborate with Jonathan in the form of police reinforcements along the border with Cameroon to re-strict the illegal importation of explosives and munitions. During the meeting, Ham described a trend of support from international terrorist cells. "What is particularly worrisome to me is the increasing linkage between various elements of the network, which significantly increases the ability of violent extremist organizations to threaten regional security and broader African and U.S. security interests," stated Ham. On 24 December 2012, the US

Department of Defense announced plans to dispatch small military teams in 2013 to Nigeria in response to the Boko Haram threat. The troops were not sent to conduct operations, but to train and equip Nigerian military officials, according to the Associated Press (AP).

As a whole, the UN system has taken precautions to mitigate the risk of future Boko Haram violence in the wake of the Abuja attack. When it occurred in August 2011, Secretary-General Ban Ki-moon immediately condemned the bombing and dispatched security experts to the country, including Deputy Secretary-General Asha-Rose Migi-ro. In November 2011, Ban established a mission to examine the threat of arms proliferation following the fall of the Gaddafi regime in Libya. The mission submitted its report to the Secretary-General, suggesting that arms could be hidden at sites throughout the vast Sahel region and then sold to terrorist groups like Boko Haram. Like the congressional findings, the Security Council report explicitly states that Boko Haram is linked to Al-Qaida in the Islamic Maghreb (AQIM). “The mission representatives were informed that Boko Haram had established links with Al-Qaida in the Islamic Maghreb and that some of its members from Nigeria and Chad

had received training in the Al-Qaida in the Islamic Maghreb camps in Mali during the summer of 2011.” This account seems to corroborate fears voiced by US leaders that the insurgency will seek assistance from international terrorist groups, perhaps expanding its operations outside of Nigeria. The mission also underlined the regional problems posed by the Nigerian militants when it stated, “Whereas Nigerian authorities viewed the group as a national threat without any links to Al-Qaida in the Islamic Maghreb, it has become a growing source of concern for the countries of the region.”

In January 2012, Ban reiterated the need for coordination efforts between member states and international organisations to implement counterterrorism measures in the country. Likewise, Nigeria’s Ambassador Abdulahi Omaki urged the UN to increase security sector assistance partnerships, citing the “external influence” of international terrorists. The UN Office of the High Commissioner for Human Rights (OHCHR) warned that Boko Haram’s targeting of Christian civilians amounts to crimes against humanity and implied the group’s leaders could be charged accordingly. Most recently, a report leaked in November 2012 revealed that

Fatou Bensouda, Chief Prosecutor of the International Criminal Court (ICC), alleges the group to have committed systematic crimes against humanity. To date no formal charges have been brought against the organisation, although the ICC maintains an on-going “preliminary examination” into Boko Haram.

Peace Process

In January 2012, President Jonathan’s national security advisor announced that the Nigerian government initiated peace talks with representatives of the group through political “back channels”. Two months later, Datti Ahmad, the chief mediator, announced that he was abdicating his role, and talks came to an end. In November 2012, a spokesperson for Boko Haram, Abu Mohammed Ibn Abdulaziz, extended an offer for peace talks during a phone interview with journalists in Maiduguri. Abdulaziz provided five conditions for the talks: negotiations must be held in Saudi Arabia; Muhammadu Buhari, Nigeria’s military ruler (1984-85) must arbitrate discussions; Ali Modu Sheriff, the former governor of Borno responsible for the fatal enforcement of the motorcycle helmet law in 2009 must be arrested; members of Boko Haram must receive compensation for the death of family

members and facilities, including mosques, destroyed by the state must be restored; finally, jailed sect members must be re-leased.

According to AP, Abdulaziz did not mention the application of sharia across Nigeria, which the insurgency has commonly required in previous statements. Elaborating on the sect’s goals, he said, “We are not actually challenging the state, as people are saying, but the security (forces) who are killing our members, children and wives...We want to [engage in] dialogue but government must show sincerity in its handling of the situation”. In response to the purported offering, President Jonathan stated, “If what the proposed ceasefire is intended to achieve are the objectives of peace and security, then it is a welcome development”.

Many experts remain sceptical, as violence continued in the two months following the announcement. Fifteen people were slaughtered on 29 December 2012, and gunmen believed to be Boko Haram militants killed six Christians on Christmas Eve. One month later, on 23 January 2013, gunmen killed between 18 and 23 civilians in the town of Dumboa. Although Boko Haram did not immediately take credit for the attack, a local official named Alhaji Abba Ahmed accused the

terrorist group of coordinating the assault. Less than 24 hours later, a series of bombs detonated in Maiduguri. JTF troops engaged the attackers and a multi-hour gun battle ensued. A local official in the Ministry of Animal Resources and Fisheries was believed to be a target and was one of twelve people killed in the attack. In addition to on-going violence, there is confusion about the group's organisation and whether Abdulaziz even speaks for Shekau and the sect's leadership. He claims to have replaced the group's previous spokesperson, Abu Qaqa, who was killed by security forces in September 2012. Finally, Buhari rejected the offer to serve as mediator, seeking to distance himself from the group's Islamic radicalism, and casting serious doubts on whether a peace process is possible.

Bombing and shooting by Boko Haram Insurgents destroyed school facilities which are grossly inadequate in the first instance due to poor funding by government. This portends grave consequences for effective teaching and learning which becomes hampered by inadequacy of educational facilities.

Through this period of violent crises, school facilities have suffered unprecedented devastation. Schools have been attacked with

guns, explosives and shell. The November 2014 bomb attacks on Government School in Potiskum, Yobe State and Niger State have not only killed dozens of students but wreaked havoc on school buildings. This appears to be the trend in most crises zone around the world. Robust research evidence substantiates the negative impact of conflicts on education, specifically schools facilities. UNICEF reported an increasing number of attack on Afghanistan schools, including one missile attack, 11 explosions, 50 school burnings and 37 threats against schools and communities, consequently, schools were shutdown for several months.

'Arab Spring' the historic transformation that swept through the Middle East and North Africa region had a severe impact on children's education. According to UNESCO report, December 2010 through January 2011 recorded the wave of uprising through Tunisia to Egypt, Libya, the Syrian Arab Republic and Yemen. The number of refugees and displacement escalated, children throughout the region suffered disrupted education either because their school facilities were destroyed or used as refugee camps. In Yemen for instance, the unrest disrupted education as return to school was

hindered for more than 280,000 children, because their schools were inaccessible; occupied by armies or hosting internally displaced persons. Similarly, the protracted conflict and Israeli military occupation of Palestinian territory continues to take toll on education and its facilities in the occupied Palestinian education, substantial number of school has been demolished.

Boko Haram Insurgency and Academic Performance

Education is the foundation of a society; without it, development is very difficult. Academic success is important because it is strongly linked to positive outcomes people value for children. Academically successful students will have more employment opportunities than those with less education. Thus, academic success may mean the difference between working at a job that one enjoys. Educational institutions expected to achieve academic results, and thus the curriculum focuses to a great extent on academic training in detriment of social and emotional skills. (Michael and Brockman, 2000).

The ripple of effects of Boko Haram Insurgency has led to a situation in which expenditure on

education has increasingly dwindled over the years. This is occasioned by the pressing need to allocate more funds to security, to the detriment of other sectors of the economy, education inclusive. Academic activities are disrupted intermittently as a result of sporadic attacks on educational facilities. Government has had to shut down schools in order to forestall sudden attacks on them by Boko Haram Insurgents. The Boko Haram attacks also culminate in poor students' performance because learning is characterised by threat in the school environment of the north, whereas it is an accomplished fact that learning thrives mostly in an environment devoid of threat. Elebu and James (2011) asserted that "any society characterised by any form of violence will not be conducive for any social interaction in form of teaching and learning". Similarly, it has been noted that the threat of insecurity will constitute negative reinforcement due to the obvious fact that teaching and learning cannot occur successfully in an environment characterised by threat (Campbell, 2008).

The study investigated effects of insurgency on universal basic education in Borno State. Basic education is the first levels of education for children at primary 1 level to basic 9 which is the



junior secondary school level in Nigeria. However, achieving education for all Nigerian children, Borno State needs a secured teaching and learning environment. The study examined the effect of insurgent activities such as abduction of pupils and attacks on teachers in basic schools of Borno State. The sample for the study was 270 teachers of basic school, selected on the basis of 10 teachers from each of the 27 local government areas that constitute Borno State. The instrument for data collection was a 20 item questionnaire titled: Effect of Insurgency on Basic Education Questionnaire (EIBEQ). Ten research questions were formulated, data collected were converted to mean, standard deviation and used to answer the research questions. It was therefore recommended that the Nigerian government should provide free and compulsory education to all Borno State internally displaced children, through provision of scholarship from basic school level to university. The government should show higher commitment in mobilising the armed forces to end the insurgency in the state and provide adequate security in schools. It was further recommended that the religious leaders should preach against violence act in their respective communities.

According to the Universal Basic Education Commission, the objectives of the basic education are as follows:

- a. Provision of scholarship to drop out of school children through the basic education programmes
- b. Ensure the acquisition of the appropriate levels of literacy, manipulative and life skills as well as ethical, moral and civic values needed for laying the foundation for lifelong learning
- c. Develop the entire citizens with a strong consciousness for education and a strong commitment to its education
- d. Provide free, compulsory, universal basic education for every Nigerian students of school age group
- e. Reduce drastically, drop out from the formal school system through improved relevance and efficiency curriculum.

Universal Basic Education is the transmission of knowledge to all Nigerian society from generation to generation. It has two main components –

Universal and Basic Education. Universal means a programme that is meant for all arms of the society such as the poor and the rich, the physically challenged and all the school dropout people in Borno State. While Basic Education means the beginning of acquisition of desirable skill, knowledge and attitude in a formal school system. The purpose of this paper is to examine the effect of insurgency on Universal Basic Education in Borno State and make appropriate solution to the challenges of basic education in the state.

That Nigeria's education system is far from the desired is unquestionable. However appreciable this fact is, it has not redefined things as the sector is constantly faced with various shades of challenges. A most recent angle to the myriad of challenges facing this sector in Nigeria is the security threat to students, staff and properties of learning. This has become even more evident with the advent of the Boko Haram. The group has ostensibly stated its disregard for modern education and its proponents. Meanwhile, they have not stopped at mere words as they have bombed almost everything within their sight since they started their onslaught about seven years ago.

Sometimes ago the threat by an anonymous group that necessitated the closure of the University of Maiduguri (UNIMAID) was instructive and self-explanatory. The threat, which was neither from the Academic Staff Union of University (ASUU), National University Commission (NUC) nor issued by a court of competent jurisdiction, took less than 24 hours for the university authority to enforce. This brings to bare confusions over who is now temporarily in charge of the education industry. Some has been seen of the University of Benin whose management is in incertitude over whether to close down or remain in session. Education is worst hit by the Boko Haram activities. Apart from the fact that the fight is directly against western education which is widely practiced in Nigeria with schools established in every nook and cranny of the country, western education has remained the bedrock of human and capital developments in Nigeria.

Despite the imbalance in education in the northern and southern Nigeria; while the north embrace Islamic education, the south practiced western education after the amalgamation of the northern and southern protectorates in 1914, western education became a unifying force for the

two regions. So, the northern Nigeria was to some extent disadvantaged as they embraced western education late. The Almajiri education system which started in northern Nigeria around the eleventh century A.D (Ajayi, 2001) involve sending male children to far away places to acquire Islamic education at a tender age of four to nine years. Its success in the past was because the host community took responsibility for the children's welfare. Today the Almajiri's are left at the mercy of their teachers or instructors who convert them into street beggars. Yakubu (2012) disclosed that April, 2012 that there were over 9.5 million Almajiri children that are denied the right to basic primary education in Nigeria.

Northern Nigeria has suffered low enrolment rate especially at the primary education sector. Most parents are yet to embrace western education. To such parents, western education is tied to the bible and it is an indirect way of changing their religion. Secondly, the security situation in the northern Nigeria also comes to play. The constant threat posed by Boko Haram which started in 2009 and other extremists undermines efforts at improving education in the region. These groups have carried out several attacks and issued threats to schools in the north in some of these

attacks, teachers were killed or injured and structure razed. On many occasions, gunmen linked to Boko Haram have attacked schools and killed many teachers and students while in schools. In September, 2013, a school of Agriculture in Yobe state was also attacked at night by the Boko Haram and more than sixty students were killed (Vanguard, 2013). These are among the several attacks on schools by the Boko Harams.

Nigeria, DHS Education Data Survey (2011), showed a gloomy picture of education particularly in the North West and North East part of the Nigeria. According to the report, 12 percent of children in Borno state are not in primary school while in Zamfara state, the percentage of out – of – school children is 68 percent. The two states have the highest numbers of out – of – school children. The report also revealed that the rate of children who have never been to school is also alarming. The report reveals that 72 percent of children in Borno state have never been to school, with 4 percent in the Federal Capital Territory. Out of ever 120 children, the report revealed that Zamfara have an average of 28 children in school. Borno state have 29 children in school out of every 120 children, Sokoto 34, Yobe

42, while Plateau state has the highest number of children in school with 113 of every 120.

Boko Haram has dealt a fatal blow on the enrolment of pupils and students to schools in the Northern Nigeria. Parents and pupils live in perpetual fear of attacks and this may have direct effect on school attendance. School attendance is essential for the academic growth of any child. When there are security crisis, it may affect the rate of attendance in school. There is no significant difference in school attendance among male and female pupils/student once there is a security crisis. Akintoye (2010) noted that irrespective of age, sex and nationality, once there is an attacks by the Boko Haram, the survivors often dread staying in such places and may hesitate sending their children to school especially when they are not too sure of the security measure that have been put in place.

Boko Haram attack is not restricted to the urban or rural areas. Their attacks cut across boundaries. However, Ajayi (2011) stated that good security measures are always put in place in the urban centres as it house all government parastatals and structures. As soon as there is an attack in the urban centres, the Joint Task Force (JTF) a special military force is often mobilized to

ensure adequate security. This to a reasonable extent amount for why there is a significant difference in the urban and rural school attendance. The primary, secondary and tertiary schools may also vary in their rate of school attendance as revealed in the result. The primary school child is often guided and directed by the parent. When there is a security problem, parents will definitely protect their children by keeping them indoors, if possible; out of school for the period until adequate security measures are put in place by the government. The secondary school child in the other hand has some little freedom to decide whether to go to school or not, some may risk by going to school at the heat of such attack while some may stay away for a very long time. The tertiary school students are guided by a uniform academic calendar such that the period of the National Youth Service Corps is uniform for all tertiary institutions in Nigeria, so in-respective of the security situation, students risk to go to school although the federal government often beef-up security in campuses so that academic calendar is not disrupted.

Boko Haram has become a threat to the entire nation. Their activities have crippled the entire educational sector in the country. The activities of

Boko Haram sect have rubbished the image of Nigeria and have hampered the quest of achieving Millennium Development Goals (MDG's) as well as vision 2020. Since the advent of a new dimension to terrorism in Nigeria, it is clear that the fabric of Nigeria economic foundation has really been shaken. The impact of the activities of the dreaded Boko Haram has brought physical, psychological and economic damage to the Nigeria's fragile economic. There is a sharp drop in the commercial activities around schools in the north as traders are gradually diverting from schools premises due to the increasing security crisis. Amadu (2013) noted that with the increased intensity of bombing in the north, there is a strategic mass movement of individuals from the most attacked northern states especially in early 2012. The men mostly businessmen stay behind to defend their livelihood. This sudden movement directly affects school attendance among children. Some were forced to change location and school. With the massive killing of youth coppers serving in the northern Nigeria in 2010 most corpors especially southerners reject postings to the north thereby affecting the manpower needs of the people.

Though, the federal government effort in curbing their activities have made appreciable success the few students in the secondary and tertiary schools risk school attendance. Most primary school children have permanently dropped out of school either as a result of the death of their parent or as a result of the fear of sporadic attacks. Each time it strikes, it leaves behind scores of deaths that agitates the mind. Men, women and children have fallen victims. Blood has been utterly spilled. Deaths and more deaths have become a recurrent decimal; carnages, a daily sight on our streets.

Amnesty International reports on flagrant violations of the right to education of both Christian and Muslim Nigerians trapped in Boko Haram's spiral of lethal violence. The destruction and closure of schools, the flight of teachers and pupils and the pervading sense of fear are paralyzing the education system in North-East Nigeria. Not only are the consequences catastrophic in the short term, in the long term they are likely to have a disastrous impact on regional development. The resultant effect to all these now is the truncation of academic learning and consequential mass exodus and evacuation of students of the institution.

Exposure to Conflicts and Social Development

A side the human cost in the Boko Haram insurgency, the atrocities of the sect have serious impact on the social development of the northeast where Boko Haram has dominance. The social and psychological costs of the insurgency cannot be quantified, commercial activities in the Northeast has been reduced because of the unprecedented attacks by the sect. Banks, markets, and shops do not open regularly due to the fear of the coordinated attacks from Boko Haram. Those living in the rural areas are forced to abandon their activities and migrated to Maiduguri and other major cities to seek for safety which posed a serious social disturbance to the north east. Human capital and investors drain is hampering economic development in the northeast this is due to the attacks on banks, markets, parks and government departments. The lingering Boko Haram crisis has seriously affected social activities in the state as traders from neighbouring countries of Chad, Niger and Cameroon republics no longer come to the state to carry out businesses for of fear of being attacked or kidnapped by the insurgents.

In the development of Nigeria there is already a dichotomy in the northeast and other part of the

country. The poverty profile released by the National Bureau of statistics illustrates that there is the prevalence of poverty in the north as compared to the south. It is in this data that the business day newspaper predicted if the insecurity situation continues development in the northern part will remain static and the gap between the north and south will broaden further (BDN, 2012). “The region needs peace and stability more than any region in the country, particularly because the region clearly lagging behind in term of social, infrastructure, education AND other development indices’.

Prominent Nigerians who have bemoaned the economic impact of Boko Haram insurgency in northeast Nigeria include President Muhammad Buhari and northern Governors forum. “Economic affairs in the north is already depleting due to a massive departure of people and financial institution from the northern region. But if the government delays in the implementing compressive plans to tackle insecurity from its roots, then not only will the northern region be economic desolation, the country as a whole risk losing billions of naira in foreign direct investment.



The attacks on these commercial areas have led to the migration of people to other parts of the country which is critical to that social development of the region. "The Maiduguri Monday market which is the biggest market in the city had been seriously affected as hundreds of shop owners, especially southerners are said to have closed their business and left the troubled city. About half of the 10,000 shops and stalls in the market were said to have been abandoned by traders who have fled the city.

Aside the migration of people who have business in the northeast to other parts of Nigeria, foreign nationals of Chad, Cameroon and Niger are being repatriated to their home countries for what the government of Nigeria said they constitute the members of Boko Haram. Evidence has shown that not all the repatriated national of the above countries are members of Boko Haram. Definitely those who have business in cities like Maiduguri, Damaturu and Yola will form part of those that are sent homes which will actually affect the social activities in those cities.

How crisis effect children's emotions

Every individual under any emotional state is affected in several ways Some of such ways can be

described as follows emotions add pleasure to every day experiences such emotion as happiness and confident add pleasure to life by giving children excitement whereas emotions like anger and fear brings disappointment to children as (Adebayo 2004) observed Mainly then enjoyment comes from their pleasant after effects. Emotions prepare the body for action, the more intense the emotion, the more it upsets the homeostasis to prepare the body for action. If this preparation is not needed, it will make children nervous and edgy. Emotional tension disrupts motor skills, bodily preparation for action plays havoc with motor skills, causing children to become awkward and leading to such speech disorders and slurring and stuttering. Emotion also serves as form of communication. The facial and bodily changes that accompany emotion of children can communicate their feelings to other s and determine what thefeeling of others are:

Emotion interferes with mental activities because concentration, recall reasoning and other mental activities are severally affected by strong emotions Children perform below their intellectual, potentials when emotionally disturbed (Adebayo, 2004). Emotions act as sources of social and self evaluation people

evaluate children in terms of both how they express their emotions and of what their dominant emotions are. How they treat children based on their evaluation serves as the basis for children's self evaluations. How children view their roles in life and their position in the social group is markedly influenced by whether they are shy, frightened, curious, happy. Even though social emotional well-being has been proposed as the main goal of education, its association with academic achievement is usually overlooked particularly considering that educational institutions are requested to show academic outcomes and thus their focus is on cognitive development and academic training.

Contrary to common sense belief that considers a clear cut distinction between emotional and cognitive development, nowadays, there is an acknowledgement of an emerging body of research showing association between academic achievement and emotional characteristics (Elias and Arnold in Berger et al 2011; Payton et al., 2000). As a matter of fact, research is showing close association between them (Izard in Berger et al, 2011), and recent studies are beginning to demonstrate the impact of emotional development on academic

achievement and school success (Elias and Haynes, 2008, Extremera and Fernandez-Berrocal, (2003). However, the particularities and underlying processes explaining this association remain unclear, and the social and emotional dimension as an indistinguishable set of characteristics have been proposed as the cornerstone for child and adolescent development, without critical and evidence based perspective.

The Collaborative for Academic, Social and Emotional Learning (CASEL) conducted a meta-analysis reviewing more than 300 studies that addressed the effects of Socio Emotional Learning (SEL) programmes on educational outcomes, including over 320,000 participants, showing consistently that SEL programmes (K to 8th grade) improved social and emotional skills in students, modified attitudes about the self and others, fostered a sense of school belonging, SEL programmes were associated with a significant increase in the academic performance of students up to 11 to 17 percentile points across studies showing a clear association between SEL and academic outcomes (Payton et al., 2000).

Individual characteristics and competences are considered central for explaining developmental

outcomes. For instance, researches addressing the association between emotional features and academic achievement have consistently found that higher levels of emotional intelligence correlate with higher psychological and emotional wellbeing and less anxiety and depressive symptoms. For instance, Harden in Berger et al, (2011); Okoye (2000) found that primary school pupils who displayed an average IQ but who performed poorly in educational tasks were anxious and impulsive whereas pupils with positive emotional development adapted easily to new experiences and developed positive attitude towards school achieving higher educational goals Extremera and Fernandez-Berrocal (2003) found that students with higher levels of emotional intelligence displayed higher emotional and psychological wellbeing (that is, less anxious and depressive symptoms and a lower tendency to intrusive thoughts). Seemingly, at the individual level, self-esteem has been reported as significantly associated with academic achievement (Milicic in Berger et al, 2011) even though there is some controversy regarding its effects. However, scholars agree about its importance within educational settings and argue that its effects might be indirect, for instance by fostering self-efficacy or establishing

positive attitude towards studying (Flouri, in Berger et al, (2011).

Individual social and emotional characteristics and particular emotional and environmental features are significant factors when assessing academic performance. However, due to the long-lasting divorce between academic and emotional dimensions, these factors have been overlooked or simply ignored as significant predictors for academic performance. This study contributes to this literature by examining the association between emotional variables and academic achievement among 3rd and 4th graders (Extremera & Fernandez-Berrocal 2003; Goleman in Beeger et al, 2011).

For the reason of the influence of maturation and learning on emotional development, it is understandable that emotions of young children often differ markedly from those of older children and adults. Furthermore, it may be illogical to expect all children of a given age to have similar emotional patterns. Individual differences is inevitable because of differences in maturational level and learning opportunities. Harnick (1990), observed that just because some fear are typical for a given age level does not mean that all children of this age level experience them. There

are marked variation not only in condition that gives rise to fear in childhood but also in the number and intensity of the fears different children experience. Fear does not depend on simply given stimulus but on the surrounding circumstances and condition of the child at the time the stimulus occurs. There is intellectual development in which it is possible for them to imagine things not mean that all children of this age level experience them. There are marked variation not only in condition that gives rise to fear in childhood but also in the number and intensity of the fears different children experience. Fear does not depend on simply given stimulus but on the surrounding circumstances and condition of the child at the time the stimulus occurs. There is intellectual development in which it is possible for them to imagine things not immediately present. These anecdotal reports of the negative impact on infants exposed to domestic violence are supported by the limited empirical research on the effect of trauma in infancy. In a study conducted in Kenya, of children under 48 months to 3 years of age, (McIntosh, 2002), examined the effects of variety of trauma in fancy (including domestic violence) using alternative criteria for (PTSD) developed by the authors and published as the criteria for

Traumatic Stress and Disorder in the Diagnostic Classification. Other researchers also have described infants who witness domestic violence as having poor health and poor sleeping habits. Clinicians working with children exposed to domestic violence have suggested that the impact of violence witnessed in infancy may be expressed later in life (McIntosh, 2002). In addition studies conducted in South Africa to examine youths' adjustment to ethno-political violence (for example, the special issue of Child Development, volume 67, issue 1). This topic has received little empirical attention in comparison to studies of exposure to violence in neighborhoods, homes and schools. Yet the scope of this problem is quite broad: in 1996, Ladd and Cairns observed that "large numbers of children are living in societies where ethno-political is a common occurrence – a fact of life" (Ladd and Cairns, 1996, p.15). ethno and political conflict are raging around Africa, often erupting into extreme acts of violence.

Emotion interferes with mental activities because concentration, recall, reasoning and other mental activities are severally affected by strong emotion. Children perform below their intellectual potentials when emotionally



disturbed Adebayo (2004). Emotions act as sources of social and self evolution. People evaluate children in terms of both how they express their emotions and of what their dominant emotions are. However, how children view their roles in life and position in the social group is markedly influence by whether they are shy, frightened, aggressive, curious, happy. Even though social and emotional wellbeing has proposed as the main goal of education.

CONCLUSION

This study concluded that exposure to conflicts affect students academic performance in and that most of the students in the Internally Displaced Persons' (IDP) camps were exposed to conflicts. Also gender has no significant effects in academic performance of the students in the Internally Displaced Persons' (IDP) camps and finally majority of the students in the Internally Displaced Persons' (IDP) that were exposed to conflicts had low academic performance.

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