SCHOOL SECURITY AND SAFETY CHALLENGES IN NIGERIA:
EVALUATING THE EXISTENTIAL THREATS OF DOMESTIC TERRORISM
IN THE NORTH EAST REGION

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Abstract

The ubiquity of terrorism cannot be overemphasized as it has become a global common phenomenon. Schools are easy prey of terrorist attack since they lack the maximum security apparatuses that other state institutions possess. All over the world, terrorist attacks have taken place inside and beside school premises raising serious concern for government, security experts and school authorities. The recurring events of school shootings that keep taking place in the United States of America, Beslan Russia and even in Norway have proven that no school is totally immune from attacks by insiders, criminals, terrorists and non-state actors. Consequently, schools should be protected from these threats given the public emotion, sensitivity and global concerns about places of learning. In the last decade or so, Nigeria has gone through the harrowing experiences of terrorist attacks on schools especially in the Northern part of the country and the North East in particular by Boko Haram, ISWAP and currently armed bandits. This study therefore examines this ugly menace that has defied sustainable solutions to insecurity and safety threats in Schools. The study is descriptive in nature and gathered information from materials already available and questionnaires from individuals and schools authorities.

Keywords: School, School Security, School Authorities, Terrorism, Domestic terrorism, Boko Haram,

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Study Background

WHO in 1996 provided a definition of violence as the deliberate utilisation of physical force or authority, whether in the form of actual harm or the mere threat thereof, directed towards a collective or community. This aggression is characterised by its potential to cause injury, death, psychological distress, hindered growth, or deprivation. School violence is a significant public health concern because of its predominant influence on children and young adults, as well as its detrimental effects that undermine the fundamental objectives of education (Centre for Disease Control and Prevention, 2004). Multiple studies have demonstrated (NSBN, 1993; Gorski and Piotto, 1993; Shakoor and Chalmers, 1991; CDC, 2004; Bonanno and Levenson, 2014; Mears, Moon, and Thielse, 2017; Rock, 2020) that the
occurrence of school violence, or even the mere apprehension of it, significantly hampers the effectiveness of classroom learning.

In recent times, numerous incidents have occurred that underscore the significance of prioritising the maintenance of safety and security within educational institutions. The Columbine High School tragedy, which occurred in 1999, saw the tragic loss of 12 students and a teacher at the hands of two adolescent perpetrators who subsequently committed suicide. This event marked a significant juncture in the broader discourse surrounding school safety and the issue of violence within educational settings at a national level. This tragic incident has pushed the issue of school safety to the forefront. The need of resolving concerns regarding student safety was further emphasised by subsequent occurrences of school violence (Dube, 2012).

In May 1999, an incident occurred in Georgia where a student discharged a firearm, resulting in injuries to six individuals. In November 1999, within the state of New Mexico, a tragic incident occurred involving the untimely death of a 13-year-old female victim at the hands of a fellow student. In the year 2001, two students in California fell victim to a fatal act perpetrated by a fellow student. Similarly, in 2002, a tragic incident occurred at the Appalachian School of Law in Virginia, where a student took the lives of the dean, a professor, and another student through the use of firearms. An additional two individuals lost their lives, while four others sustained injuries as a result of school shootings that occurred in the years 2003 and 2004. In March 2005, a tragic incident occurred in Minnesota where a student perpetrated a shooting, resulting in the deaths of nine individuals. The perpetrator afterwards took their own life. Additionally, during the same year, a separate incident took place in which a school administrator was killed and two students sustained injuries. In October 2006, a tragic incident occurred near West Nickels Mines, Indiana, where ten Amish schoolgirls were subjected to gunfire, as reported by the Sunday Times in 2007. The tragic loss of 33 lives at Virginia Tech in 2007, as reported by the New York Times, served as a poignant illustration of the far-reaching impact of school-based acts of terror. The Virginia Tech shootings, regarded as the most lethal in American history, created a pervasive sense of alarm throughout institutions nationwide, prompting a renewed emphasis on the matter of educational institution security. Following the tragic incident at Virginia Tech, the United States has experienced no fewer than 29 occurrences of school shootings. According to a report by U.S. News & World Report (2008), the most severe occurrence of such accidents was in February 2008 at Northern Illinois University, resulting in the tragic loss of six lives and injuries sustained by 17 individuals. In light of the ongoing issue of school violence worldwide, especially in prominent nations such as Nigeria, it is crucial for educational institutions within the country to promptly implement measures aimed at safeguarding the well-being of their children.

The occurrence of a terrorist attack against a school in Beslan, Russia, in 2004 serves as a further illustration of acts of violence and terror associated with educational institutions beyond the borders of the United States. In 2004, a tragic incident occurred in which a group of individuals affiliated with al Qaeda and based in Chechnya perpetrated an act of terrorism resulting in the loss of 323 lives and causing injuries to around 700 individuals (Abdullaev, 2004).

The aforementioned action was evidently premeditated with the intention of inducing a sense of apprehension, and its impetus was rooted in political motivations. The deliberate cultivation of fear and panic throughout a population is a fundamental element of terrorism, and the present incident serves as a noteworthy illustration of the immense capacity of a school-based terrorist strike to achieve this objective. The attack on an American school
resulting in over 300 fatalities and around 700 injuries, predominantly among children, would have a profound and immediate impact on the American way of life, causing a temporary disruption. Furthermore, it would have lasting implications for the concept of school safety, fundamentally transforming its character. It is imperative for the educational community to assess the current state of readiness and proactively address any deficiencies in safety protocols in order to mitigate the potential impact of violent incidents on students within the United States (Dube, 2012). Both industrialised and developing nations have witnessed a progressive escalation in the magnitude of challenges pertaining to school security and safety.

In the context of the United States, it is worth noting that there exists an only known incidence of a school shooting during the colonial era. The most prominent incident occurred in 1927, specifically in Bath Township, Michigan. Furthermore, apart from the 45 recorded fatalities, an additional 58 individuals sustained injuries in the aforementioned tragic incident. The exacerbation of gun violence during the 1980s and 1990s intensified significant apprehensions around incidents of school shootings within the United States. Columbine High School (1999), Heath High School (1997), Virginia Tech (2007), and Parkland, Florida (2018) represent a few instances of devastating school shootings that might be regarded as illustrative cases (Donnelly, 2017).

Likewise, there has been an increase in incidents of school shootings in the United States. According to recent research conducted by Wolfe and Walker (2019), the number of school shootings that have occurred in the current year has exceeded 45. This figure represents a significant increase compared to the 24 incidents reported in the previous year, as documented by Decker and Blade (2019). School shootings were seen in the states of New Jersey, Maryland, and California. In 2018, two educational institutions, namely Marjory Stoneman Douglas High School in Florida and Santa Fe High School in Texas, experienced tragic incidents involving shootings. These events resulted in the unfortunate loss of 17 lives at Marjory Stoneman Douglas High School and 10 lives at Santa Fe High School. Between the years 2020 and 2021, a total of 44 incidents involving shootings at educational institutions have been recorded. Rock (2020) reported a total of 10 events in 2020 as a consequence of the lockdown measures that resulted in the suspension of numerous academic activities. In the subsequent year, 2021, the number of such incidents increased to 34 (Rock, 2020).

The implementation of school crisis plans became a requirement for most state departments of education following a series of domestic terrorist acts during the 1990s (Collins, 2007). The majority of these initiatives encompass comprehensive training programmes aimed at preparing for a large-scale school shooting event, comparable in magnitude to the tragic incident that occurred at Columbine High School. The school crisis plan often encompasses scenarios such as fire incidents, intrusions, and natural disasters.

In the aftermath of the September 11th attacks, educational institutions have been compelled to adopt a heightened state of preparedness in anticipation of potential crisis scenarios, which now encompasses the necessity of addressing concerns pertaining to terrorism (Delisio, 2006). According to Dorn and Dorn (2005), educational institutions are susceptible to terrorist attacks due to their status as a readily accessible target that can inflict significant harm on a particularly vulnerable sector of the population. In 2007, the issuance of a statement by the United States Department of Education recommended the implementation of an emergency management strategy in all educational institutions. According to the National School Safety and Security Services (2007) group, acts of terrorism targeting educational institutions have the potential to induce extensive apprehension and distress.
among the general populace, hence exerting adverse repercussions on both societal well-being and economic stability.

Terrorism aims to disturb individuals' perception of normalcy, induce dread and terror, and compel victims to reconsider the validity of their prior convictions. The phenomenon under consideration involves the utilisation or potential utilisation of physical force or violence directed at individuals or property, with the intention of establishing or compelling governments or communities, often driven by political, religious, or ideological objectives. A potential act of terrorism, whether targeted at an individual educational institution or the broader educational framework, would undoubtedly have profound and extensive implications for American society. Educational institutions are susceptible to terrorist attacks due to their capacity to accommodate a significant number of youngsters and adhere to structured and foreseeable timetables and patterns.

The objective of terrorism is to instigate extensive fear and disturb the normal functioning of society. Targeting children, who are the most vulnerable individuals within a community, would effectively serve this purpose. Terrorist incidents, despite not being specifically aimed at educational institutions, can still exert a profound impact on the well-being of children residing in the vicinity. According to Bartlett and Petrarca (2002), students may experience a substantial impact even when attacks are unrelated to educational institutions, provided they lack preparedness for such incidents.

The impact of terrorism on children, both in the short-term and long-term, is evident in the aftermath of the September 11th attacks. Despite not being the primary focus, the events of that day had a significant influence on numerous youngsters, resulting in diverse consequences (Dube, 2012). The aftermath of the World Trade Centre attacks and its subsequent demolition immediately impacted a significant number of individuals residing in New York, amounting to thousands.

According to Bartlett and Petrarca's (2002) study, a total of four elementary schools and three high schools were situated within a six-block radius of the assault site. These educational institutions were directly affected by the consequences of the collapsed towers and structures. Furthermore, a substantial number of individuals residing in the nearby vicinity experienced the repercussions as a result of their parents' employment within the premises of the World Trade Centre structures or in close proximity to these structures. This encompassed parents hailing from a minimum of three states, namely New York, New Jersey, and Connecticut. In response to the attacks on school campuses, parents everywhere promptly retrieved their children from educational institutions, while school districts faced the challenge of devising appropriate strategies to address the situation. Consequently, a significant number of families experienced the repercussions of these incidents (Bartlett & Petrarca, 2002). The primary determinant in mitigating the probability of violent incidents within educational institutions and effectively addressing such occurrences is thorough preparedness and a comprehensive evaluation of the existing status of safety and security measures in schools. The significance of establishing a secure learning environment within educational institutions cannot be overstressed. Further investigation is warranted due to the ongoing prevalence of violent occurrences occurring within educational institutions. Moreover, considering the current state of our society, it would be imprudent to presume the safety of our children within the confines of educational institutions (Dube, 2012).

Throughout the United States, a multitude of efforts have been implemented with the aim of mitigating safety concerns within educational institutions. In conjunction with a collaborative endeavour to modify the Constitution in order to limit the availability of firearms, a range of actions have been implemented, including the enactment of the Gun-
Free Zone Act of 2013 and the advocacy for employees to possess concealed weapons (RAND, 2018; Trump, 2016).

According to UNICEF, the cumulative number of children and educators who have been killed by the extremist group Boko Haram since June 16, 2013, stands at 48 students and 7 teachers. The Nigerian government now lacks a viable solution to the crisis, with the exception of resorting to the imposition of a state of emergency. The inadequacy of the state of emergency in ensuring the protection of school children is apparent from the documented occurrence of 48 child fatalities and the loss of seven instructors subsequent to the implementation of the state of emergency within their respective regions (Akinlami, 2013). Presently, the magnitude of casualties has surged to encompass a significant number of lives lost or afflicted with severe psychological trauma.

Nigeria is confronted with the significant challenge of having the most perilous and insecure educational institutions globally, which consequently contributes to the substandard academic performance of its students and the inadequate development of its educational system. The persistent issue observed in higher educational institutions in Jos, Nigeria, serves as a distinct indication that educational establishments in the country are not secure. This implies that primary schools, high schools, and universities in Nigeria are also vulnerable to terrorist attacks. The societal consequences of terrorism have engendered a distinct psychological state characterised by fear and insecurity among individuals, with children being particularly susceptible to these effects. It is imperative for educational institutions to ensure the security of their premises as well as the surrounding areas. The Boko Haram sect has considerably undermined public trust in the government's ability to ensure safety and security, a fundamental objective pursued by terrorist organisations. The perpetrators have effectively inflicted harm onto the vulnerable population residing in Nigeria, demonstrating a deliberate focus on targeting educational institutions as part of their destructive activities.

The administration has failed to effectively address the domestic terrorist activities perpetrated by the Boko Haram. If Nigeria were to experience a foreign terrorist assault or invasion, what would be the resulting situation of the country? The consequences of trauma and psychological effects stemming from terrorist attacks can manifest in children as various adverse outcomes, including but not limited to social withdrawal, feelings of isolation, diminished self-assurance, emotional instability, and the development of various physical conditions.

It is regrettable to observe that Nigeria has a higher proportion of school-age children who are not enrolled in educational institutions, in comparison to the Middle East region, despite the latter facing more pronounced safety and security challenges. Nigeria is estimated to have a total population of 12.6 million, whereas the Middle East has a population estimate of 4 million. According to reports, the Boko Haram conflict has resulted in the deaths of more than 50,000 individuals in Nigeria, with approximately 1,500 of them being corps members. The loss of a single life represents the extinguishment of potential futures and aspirations, evoking a profound sense of sorrow. The objective of this study is to examine the impact of Boko Haram's activities in the North East region of Nigeria on the safety of schools.

**Statement of Problem**

Since the commencement of her democratic administration in 1999, Nigeria has been engaged in a series of confrontations with various violent agitations originating from practically all of the nation's geo-political zones. The utilisation of terrorist threats and activities in these tumultuous protests has significantly heightened the risks to national
security, perhaps precipitating the destabilisation and eventual downfall of the nation. According to Abimbola and Adesote (2012), acts of terrorism involving bombings have resulted in the loss of numerous lives and extensive damage to property, amounting to millions of Nigerian naira. The current surge of assaults on educational institutions in Northern Nigeria is situated at the core of the intricate dynamics surrounding concerns of insecurity and safety. Terrorist organisations persist in perceiving educational institutions as valid targets owing to their aversion towards Western education and principles. The subsequent chronology delineates instances of terrorist attacks targeting educational institutions in Northern Nigeria, as documented by Premium Times.

On the 14th of April, 2014, a faction of the extremist organisation known as Boko Haram perpetrated the abduction of 276 female students from their residential quarters in Chibok, located in the state of Borno. This heinous act occurred just prior to the students' scheduled final examinations. Over one hundred female individuals have been released as a consequence of discussions between the government and the individuals responsible for their abduction. Additionally, an additional fifty-seven individuals were able to escape at different stages during their transportation. The current count of the Chibok girls who remain unaccounted for is almost one hundred.

On February 19, a group known as Boko Haram perpetrated the abduction of about 112 pupils from a government girls secondary school located in Dapchi, Yobe State. Subsequently, the most of the female individuals were granted their freedom, however a small number of them did not endure. Leah Sharibu is among those individuals who have chosen to remain in captivity under the control of the extremist group known as Boko Haram.

On December 11, 2020, a significant number of students, over 300, were subjected to a hostage situation as armed individuals forcefully entered the Government Boys Science Secondary School located in the Kankara Local Government Area of Katsina State. Approximately one week subsequent to their abduction, the male individuals were released from captivity.

On December 20, 2020, a total of eighty pupils hailing from an Islamic school situated in Mahuta, Katsina State, were subjected to an act of abduction. The government refuted allegations of providing monetary compensation in exchange for the liberation of the students subsequent to engaging in negotiations with the abductors.

On February 17, 2021, a group of unidentified individuals, commonly referred to as bandits, forcibly seized and took into captivity a total of 27 students from a government scientific institution located in Kagara, Niger State. The release of all the pupils was achieved as a result of negotiations.

On the morning of February 26, 2021, a group of unidentified individuals conducted a raid, resulting in the abduction of 317 female students from Government Girls Secondary School Jangebe, located in Zamfara State. Regrettably, one of the students met a fatal outcome, however, the remaining individuals were ultimately liberated following a period of negotiation.
On March 12, 2021, a total of twenty-seven students enrolled at the Federal College of Forestry Mechanisation located in Afaka, Kaduna State, were subjected to an act of abduction. Following a period of approximately two months in captivity, the students were then released subsequent to engaging in conversations.

The abduction of around 17 students from Greenfield University in Kaduna State occurred on April 21, 2021, perpetrated by individuals armed with firearms. Following a period over one month in captivity, the bandits perpetrated the act of terminating the lives of five pupils, while simultaneously liberating the remaining fourteen individuals. Prior to the release of the pupils, it was confirmed by their families that a ransom over N100 million was paid (Premium Times, 2021, June 22). According to UNICEF (2021), throughout the course of the past seven years, there has been an approximate count of 1,548 kids who have been subjected to abduction in Nigeria, in addition to the fatalities that have occurred.

The presence of challenges such as a high unemployment rate, poverty, weak governance, and other internal difficulties within a country are commonly seen hurdles in the process of nation building. It is important to note that these characteristics are not causally connected to the occurrence of terrorist attacks in Nigeria. Hence, it is imperative for Nigeria to reassess its domestic and international policy orientations and objectives with the goal of effectively addressing domestic terrorism, hence combating and mitigating the security challenges that are adversely impacting educational institutions in the country. Given the aforementioned context, the primary objective of this study is to examine the underlying factors, origins, and repercussions associated with the significantly elevated incidence of school violence and related security concerns in Nigeria.

**Objectives of the Study**

This study pursued the broad goal of examining the impact of domestic terrorism on school security in Nigeria with special focus on the activities of Boko Haram sect in the North East. The study pursued the following specific objectives:

1. To assess the extent domestic terrorism inflicts physical damage to life and facilities in schools in the North East Region.

2. To assess the extent domestic terrorism inflict psychological damage to school pupils, students, parents, guardians and teachers in schools in the North East Region.

3. To examine the extent domestic terrorism disrupts academic activities and school calendar in schools in the North East.

4. To examine the counter-terrorism and security measure or crisis plans usually put in place by school authorities in the North East Region.

5. To examine the extent schools in the North East Region receive support from government, private sector and NGOs in their fight against domestic terrorism.
6. To identify both the immediate and remote factors that lead to domestic terrorism in schools in the region.

7. To proffer suggestions on what should be done to prevent future incidents of domestic terrorism in schools in the North East Region.

Research Questions

The study sought to provide answers to the following research questions.

i. What extent does domestic terrorism inflict physical damage to life and facilities in schools in North East Region?

ii. How far does domestic terrorism inflict psychological damage to pupils, students, patents, guardians and teachers in schools in North East Region?

iii. To what extent does domestic terrorism disrupt academics activities or school calendar in schools in North East Region?

iv. What is the level of support which government, private sectors and NGOs give to schools in North East Region towards their fight against domestic terrorism that takes place in the Region?

v. How effective and strong are the counter-terrorism and security measures or crisis plans usually put place by school authorities in North East Region to fight terrorism in their schools?

Research Hypotheses

The following hypotheses were put forward for test by the study

Hypothesis 1.

H\(_0\): There is no significant relationship between domestic terrorism and the incidents of physical damage to life and school facilities in North East Region.

H\(_1\): There is significant relationship between domestic terrorism and the incidents of physical damage to life and school facilities in North East Region.

Hypothesis 2.

H\(_0\): Domestic terrorism has no significant relationship with disruption of academic activities or school calendar in schools in North East Region.

H\(_1\): Domestic terrorism has significant relationship with disruption of academic activities or school calendar in schools in North East Region.

Hypothesis 3
Ho: The domestic terrorism that takes place in schools in North East Region has no significant impact on the counter-terrorism and security measures or crisis plans usually put in place by in the said schools.

H1: The domestic terrorism that takes place in schools in North East Region has significant impact on the counter-terrorism and security measures or crisis plans usually put in place by in the said schools.

Analysis

Presentation and Interpretation of Data

This research presents the results of a survey administered to three clusters of educational institutions in the North East. Questionnaires were the primary method of data collection for this study. Tables, percentages, and ratios are used to illustrate the findings. Additionally, Regression Analysis and Pearson Correlation Analysis are used to evaluate the three hypotheses provided for inquiry in the study, using Analysis of Variance (ANOVA) and the F-test statistic, as previously detailed in of this report. The results of the studies are also compared to the theoretical frameworks proposed by previous researchers.

<table>
<thead>
<tr>
<th>S/N</th>
<th>SAMPLE UNIT/GROUP</th>
<th>NO. DISTRIBUTED</th>
<th>NO. RETURNED</th>
<th>NO.</th>
<th>%</th>
<th>NO.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Public school administrators</td>
<td>750</td>
<td>718</td>
<td>50.0</td>
<td>47.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Islamic school administrators</td>
<td>450</td>
<td>282</td>
<td>20.0</td>
<td>18.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Private school administrators</td>
<td>300</td>
<td>425</td>
<td>30.0</td>
<td>28.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1,500</strong></td>
<td><strong>1,425</strong></td>
<td><strong>100.0</strong></td>
<td><strong>95.0</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


According to the data presented in Table 1, a sample of 1,500 questionnaires was distributed to potential respondents. The response rate was found to be 95%, indicating that the majority of the questionnaires were returned. However, 5% of the questionnaires were not received due to various causes. Based on the data presented in the aforementioned table, it is evident that 47.8 percent of the total 1,425 questionnaires received were contributed by administrators affiliated with public schools. Additionally, 18.8 percent of the questionnaires were submitted by administrators associated with private schools, while 28.5 percent were provided by administrators representing Islamic schools within the North East Region. The data provided suggests that a total of 1,425 questionnaires were utilised for the subsequent statistical analysis.
Computation of Group Mean and Grand Mean

From Table 1 above, the mean (x) for each sample group and grand mean(x) for the hypothesis testing are calculated.

1. Group Mean (X):
   - Public school administrators = 71.8
   - Private school administrators = 28.3
   - Islamic school administrators = 42.5

2. Grand Mean (X) = 47.5

**TABLE 4.2: ANOVA TABLE FOR THE GENERAL REGRESSION**

<table>
<thead>
<tr>
<th>Source Variation</th>
<th>Sum of Square (SS)</th>
<th>Degree of Freedom (df)</th>
<th>(Mean Square) Variance</th>
<th>F*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regressor (s)</td>
<td>$\sum y^2$</td>
<td>$V_1 (K - 1)$</td>
<td>$\frac{\sum y^2}{K - 1}$</td>
<td>$F^* = S_{B}^2$</td>
</tr>
<tr>
<td>Residual</td>
<td>$\sum e^2$</td>
<td>$V_2 (n - K)$</td>
<td>$\frac{\sum e^2}{n - k}$</td>
<td>$S_{W}^2$</td>
</tr>
<tr>
<td>TOTAL (TV)</td>
<td>$\sum y^2$</td>
<td>n - 1</td>
<td></td>
<td>F from tables, with $\nu_1 = k - 1$, $\nu_2 = n - k$</td>
</tr>
</tbody>
</table>

$\Sigma e^2$ = the total sum of residual deviations (non-explanatory factors known as residuals (s))

$\Sigma y^2 = \Sigma y^4 + \Sigma e^2$

$SB^2 = $ Mean squares variance explained by the regressor

$SW^2 = $ Mean squares variance explained by the residual (unexplained factor)

$F^* = $ calculated value of F at 0.05 significance level.

$F_{0.005} = $ table value of F at 0.05 significance level.

n = total number of members of groups

k = number of groups

**Decision Rule**

1. If $F^* > F$, we reject the null hypothesis, i.e. we accept that regression is significant; not all a’s are zero.
2. If $F^* > F$, we reject the null hypothesis, i.e. we accept that the overall regression is not significant; not all a’s are zero.
TABLE 3 ANOVA Table for Correlation Analysis

<table>
<thead>
<tr>
<th>S/N</th>
<th>Co-efficient of Determination (R²)</th>
<th>Formula</th>
<th>Correlation/Association</th>
</tr>
</thead>
</table>
| 1   | Co-efficient of Determination (R²) | R² = \( \frac{\Sigma y^2}{\Sigma y^2} \) | 0.0-0.15 = very low  
|     |                                  |         | 0.20-0.39 = low         0.40-0.69 = moderate |
| 2   | Adjusted Ř² | Ř² = 1 – (1-Ř²) \( \frac{n-1}{n-k} \) | 0.70-0.89 = high  
|     |                                  |         | 0.90-100 = very high |

Source: Koutsoyiannis (1977:156-157), Anumudu and Anumudu (2005:305 and 335) see also Table 3 above.

TABLE 4: Distribution of Responses of Respondents to Questionnaire Item NO.8: The Impact on the Lives of Pupils, Students and Teachers in the North East Region.

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Public school administrators</th>
<th>Private school administrators</th>
<th>Islamic school administrators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree (A)</td>
<td>Disagree (D)</td>
<td>Agree (A)</td>
<td>Disagree (D)</td>
</tr>
<tr>
<td>1 Incidents of domestic terrorism that do take place in schools in the North East take many lives of students, pupils and teachers and destroy school facilities.</td>
<td>83</td>
<td>11.6</td>
<td>57</td>
<td>7.9</td>
</tr>
<tr>
<td>2 Incidents of domestic terrorism that do take place in schools in the North East usually involve bombing using improvised explosive devices (IEDs).</td>
<td>1</td>
<td>.1</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>
Incidents of domestic terrorism that do take place in schools in the North East usually involve shooting with guns and matches, bows and arrows.

Incidents of domestic terrorism that do take place in schools in North East usually involve kidnapping, abduction or hostage taking.

Incidents of domestic terrorism that do take place in schools in North East usually involve suicide bombers.

Source: Field Survey, 2022

Table 4. above contains the responses of respondents to the first five propositions in the study questionnaire coded as primary data. In fact, the table depicts the distribution of the respondents’ responses to the first five propositions in the study questionnaire which centre on the impact of domestic terrorism on the lives of pupils, students and teachers and facilities in schools in North East. The distribution which is coded in ordinal figures and percentages are based in the 718 public school administrators, 282 private school administrators and 425 Islamic school administrators.

Table 5. Distribution of Responses of Respondents to Questionnaire Item No.13: The Impact of Domestic Terrorism on Academic Activities/ Calendar in the North East Region.

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Group/Sample Unit</th>
<th>Public school administrators</th>
<th>Private school administrators</th>
<th>Islamic school administrators</th>
<th>school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree (A)</td>
<td>Disagree (D)</td>
<td>Agree (A)</td>
<td>Disagreee (D)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Domestic terrorism disrupts academic</td>
<td>N.o.</td>
<td>%</td>
<td>N.o.</td>
<td>%</td>
</tr>
</tbody>
</table>
Domestic terrorism in North East disrupts academic activities or calendar in schools instilling much fear in pupils or which cause them to stay away from their schools.

The decreasing number of teachers in North East which negatively affects academic activities could be attributed to the activities of domestic terrorists in the region.

Domestic terrorism in North East cause disruption of academic activities by targeting promotion exams programmes.

Domestic terrorism in North East cause disruption of academic activities by the extensive damage they inflict to schools buildings and instructional and teaching facilities.

<table>
<thead>
<tr>
<th>activities or calendar in North East</th>
<th>108</th>
<th>15.0</th>
<th>41</th>
<th>5.7</th>
<th>57</th>
<th>20.2</th>
<th>10</th>
<th>3.6</th>
<th>77</th>
<th>18.1</th>
<th>3</th>
<th>0.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Domestic terrorism in North East disrupts academic activities or calendar in schools instilling much fear in pupils or which cause them to stay away from their schools.</td>
<td>1</td>
<td>14</td>
<td>5</td>
<td>7.</td>
<td>5</td>
<td>20</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>15.1</td>
<td>23</td>
<td>5.4</td>
</tr>
<tr>
<td>8 The decreasing number of teachers in North East which negatively affects academic activities could be attributed to the activities of domestic terrorists in the region</td>
<td>1</td>
<td>14</td>
<td>4</td>
<td>6.</td>
<td>4</td>
<td>14</td>
<td>5</td>
<td>1</td>
<td>8</td>
<td>19.1</td>
<td>9</td>
<td>2.1</td>
</tr>
<tr>
<td>9 Domestic terrorism in North East cause disruption of academic activities by targeting promotion exams programmes.</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>8.</td>
<td>3</td>
<td>12</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>8.2</td>
<td>40</td>
<td>9.4</td>
</tr>
<tr>
<td>1 Domestic terrorism in North East cause disruption of academic activities by the extensive damage they inflict to schools buildings and instructional and teaching facilities.</td>
<td>9</td>
<td>13</td>
<td>4</td>
<td>6.</td>
<td>4</td>
<td>14</td>
<td>2</td>
<td>8</td>
<td>6</td>
<td>14.1</td>
<td>20</td>
<td>4.7</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2022

Table 5 above contains the responses of respondents to the second five propositions in the study questionnaire coded as primary data. In fact, the table depicts the distribution of the respondents’ responses to the second five propositions in the study questionnaire which centre on the impact of domestic terrorism on academic activities/calendar in schools in the North East. The distribution which is coded in ordinal figures and percentages are based on the 718 public school administrators, 282 private school administrators and 425 Islamic school administrators.
Table 6 Distribution of Responses of Respondents to Questionnaire Items No. 18: The Impact of Domestic Terrorism on Counter-Terrorism Measures/Security Plans in Schools in The North East.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Item</th>
<th>Group/Sample Unit</th>
<th>Public school administrators</th>
<th>Private school administrators</th>
<th>Islamic school administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Agree (A)</td>
<td>Disagree (D)</td>
<td>Agree (A)</td>
</tr>
<tr>
<td>1</td>
<td>The counter-terrorism measures or security plans usually out in place by schools in North East are usually ineffective or weak such that they least measure up to those of the domestic terrorists in the region</td>
<td></td>
<td>108</td>
<td>15.0</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>The counter-terrorism measures or security plans usually put in place by schools in North East are most sabotaged by insiders who leak out these measures to domestic terrorists in the North East.</td>
<td></td>
<td>1</td>
<td>16.0</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>The counter-terrorism measures or security plans usually put in place by schools in North East are most often poorly implemented owing to lack of</td>
<td></td>
<td>1</td>
<td>16.2</td>
<td>4</td>
</tr>
</tbody>
</table>
enough funds or personnel.

<table>
<thead>
<tr>
<th></th>
<th>Schools in the North East do not receive adequate support and cooperation from the government or private sector in the fight against the activities of domestic terrorists.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>6.5</td>
</tr>
<tr>
<td></td>
<td>6.4</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>14.1</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Schools in the North East do not receive adequate support from the conventional law enforcement agencies or local security outfits in their fight against the activities of domestic terrorists in the region.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>6.3</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>8.8</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>9.4</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>4.7</td>
</tr>
</tbody>
</table>

**Source: Field Survey, 2022.**

Table 6 above contains the responses of respondents to the third five propositions in the study questionnaire coded as primary data. In fact, the table depicts the distribution of the respondents’ responses to the third five propositions in the study questionnaire which centre on the impact of domestic terrorism on counter-terrorism measures/security plans in schools in the North East. The distribution which is coded in ordinal figures and percentages are based on the 718 public school administrators, 282 private school administrators and 425 Islamic school administrators sampled.

**Test of Hypotheses Hypothesis 1.**

H₀: There is no significant relationship between domestic terrorism and the incidents of physical damage to life and school facilities in the North East.

H₁: There is significant relationship between domestic terrorism and the incidents of physical damage to life and school facilities in the North East.

**Decision Rules**

1. Where the calculated value (t-cal.) is greater than the critical or table value (t-crit.), rejects the null hypothesis and then accept its alternative type.
2. Where the calculated value (t-cal) is less than the table or critical value (tcrit.), accept the null hypothesis, and then reject its alternative type.

Mathematically, the decision rules are as follows:

If F* > F, we reject the null hypothesis, i.e. we accept that regression is significant; not all a’s are zero.

If F* < F, we accept the null hypothesis, i.e. we accept that the overall regression is not significant; not all a’s are zero.

### Table 7: Anova Table for Regression Analysis

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean of Squares</th>
<th>F*</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regressor</td>
<td>9879.800</td>
<td>2</td>
<td>4939.900</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>11051.700</td>
<td>27</td>
<td>409.320</td>
<td>12.069</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20931.500</strong></td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*predictor/regressor (constant): domestic terrorism
* dependent variable: life and facilities

**Source:** SPSS (15.0) Data Analysis, 2022.

The data in table 7 above are computed from the data in table 4.5 which contain responses on the impact of domestic terrorism on the life and facilities in schools in North East region. It is clear from the table 8 that the observed (calculated) F* value is 12.069, while that of the theoretical (table) value of F is 3.35. This shows that F* value is greater than F value at 0.05 level of significance that is:

\[ F^{*}_{12.069} > F_{0.05}^{3.35} \]

### Table 8: Co-Efficient of Determination (R²)

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regressor</td>
<td>0.473</td>
<td>0.434</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

*predictor/regressor (constant): domestic terrorism
* dependent variable: life and facilities

**Source:** SPSS Data Analysis, 2022.
Table 8 above shows that the co-efficient of regression or determination (R^2) of the regression analysis as regards Hypothesis NO.1 is 0.473. This also shows that the degree of association between the independent variable (domestic terrorism) and the dependent variable (life and facilities) is 0.50. This is considered to be significantly moderate and, therefore, appropriate for this study.

<table>
<thead>
<tr>
<th>Goodness of Fit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>R^2 = 0.473</td>
</tr>
<tr>
<td>Adjusted R^2 = 0.434</td>
</tr>
</tbody>
</table>

*predictor/regressor (constant): domestic terrorism  
* dependent variable: life and facilities

Source: SPSS (15.0) Data Analysis, 2022.

Decision
Based on the results of the regression analysis, the null hypothesis is hereby rejected and the alternative hypothesis upheld. This means, therefore, that domestic terrorism that takes place in schools in the North East has significant impact on life and facilities in the region.

Hypothesis 2.

H_0: Domestic terrorism has no significant relationship with disruption of academic activities or school calendar in schools in the North East.

H_1: Domestic terrorism has significant relationship with disruption of academic activities or school calendar in schools in the North East.

Decision Rules

1. Where the calculated value (t-cal.) is greater than the critical or table value (t-crit.), rejects the null hypothesis and then accepts its alternative type.

2. Where the calculated value (t-cal) is less than the table or critical value (tcrit.), accept the null hypothesis, and then reject its alternative type.

Mathematically, the decision rules are as follows:

If F* > F, we reject the null hypothesis, i.e. we accept that regression is significant; not all a’s are zero.

If F* <F, we accept the null hypothesis, i.e. we accept that the overall regression is not significant; not all a’s are zero.
Table 9: ANOVA Table for Regression Analysis

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean of Squares</th>
<th>F*</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regressor (predictor)</td>
<td>9879.800</td>
<td>1</td>
<td>4939.900</td>
<td>7.575</td>
<td>000.0</td>
</tr>
<tr>
<td>Residual</td>
<td>17605.700</td>
<td>27</td>
<td>409.320</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27486.000</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*predictor/regressor (constant): domestic terrorism
* dependent variable: life and facilities

Source: SPSS (15.0) Data Analysis, 2022.

The data in table 9 above are computed from the data in table 6 which contain responses on the impact of domestic terrorism on academic activities or calendar in schools in North East region. It is clear from the table 8 that the observed (calculated F* value is 7.575, while that of the theoretical (table) value of F is 3.35. This shows that F* value is greater than F value at 0.05 level of significance that is:

\[ F_{0.05}^{*} = 7.575 \]

Table 9 above shows that the calculated F* value is 7.575, while the table value for F is 3.35. This means that:

\[ F_{0.05}^{*} > F_{0.05}^{3.35} \]

Table 10: Co-efficient of Determination (R²)

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regressor</td>
<td>0.360</td>
<td>0.323</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

*predictor/regressor (constant): domestic terrorism
* dependent variable: life and facilities

Source: SPSS Data Analysis, 2022.

Table 10 above shows that the co-efficient of regression or determination (R²) of the regression analysis in respect of Hypothesis NO.2 is 0.360. This also shows that the degree of association between the independent variable (domestic terrorism) and the dependent variable (academic activities/calendar) is 0.40. This is considered to be significantly moderate and, therefore, appropriate for this study.
Goodness of Fit:

\[ R^2 = 0.473 \]
\[ R^2 = 0.434 \]
\[ F^* \text{ value} = 7.575 \]

*predictor/regressor (constant): domestic terrorism
* dependent variable: life and facilities
Source: Data Analysis, 2022

Decision

Based on the results of the regression analysis, the null hypothesis is hereby rejected and the alternative hypothesis upheld. This means, therefore, that domestic terrorism that takes place in schools in the North East has significant impact on the academic activities/school calendar.

Hypothesis 3.

H₀: The counter-terrorism and security measures or crisis plans usually put in place by schools in the North East has no significant impact on the domestic terrorism that takes place in the state.

H₁: The counter-terrorism and security measures or crisis plans usually put in place by schools in the North East has significant impact on the domestic terrorism that takes place in the state.

Decision Rules

1. Where the calculated values (t-cal.) is greater than the critical or table value (t-crit.), reject the null hypothesis and then accept its alternative type.

2. Where the calculated value (t-cal) is less than the table or critical value (tcrit.), accept the null hypothesis, and then reject its alternative type.

Mathematically, the decision rules are as follows:

If F* > F, we reject the null hypothesis, i.e. we accept that regression is significant; not all a’s are zero.

If F* < F, we accept the null hypothesis, i.e. we accept that the overall regression is not significant; not all a’s are zero.

Table 11: ANOVA Table for Regression Analysis
Table 11 above shows that the calculated $F^*$ value is 5.180 at 2 and 27 degrees of freedom, while the table value for $F$ is 3.35 all at 0.05 level of significance. This means that

$$F^*_{0.05} = 5.180 > F_{0.05} = 3.35$$

Table 12: Co-Efficient of Determination ($R^2$)

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regressor</td>
<td>0.278</td>
<td>0.225</td>
<td>Low</td>
</tr>
</tbody>
</table>

Table 12 above shows that coefficient of regression or determination ($R^2$) of the Regression analysis of the degree of association between the independent variable (domestic terrorism) and the dependent variable (counter-terrorism measures/security places) is 0.278. This also shows that the degree of association is 0.30. This is considered to be significantly low and shows that the relationship between the said two variables in questions under this analysis is stochastic, which is, of course, caused by some unexplained stochastic factors that completely fall outside the regression model used for this analysis. In spite of this, this relationship could be considered to be appropriate for this study.
### Goodness of Fit:

\[
R^2 = 0.278 \\
R^2 = 0.225 \\
F* value = 5.180
\]

*predictor/regressor (constant): domestic terrorism  
* dependent variable: life and facilities  
Source: SPSS Data Analysis, 2022.

### Decision

The results of the regression analysis indicate that the alternative hypothesis is more likely to be correct than the null. As a result, it is reasonable to conclude that acts of domestic terrorism have a significant impact on the security measures and procedures adopted by schools in the North East.

### Summary of Findings, Conclusion and Recommendations

#### Summary of Major Findings

From both results the field survey and literature review carried out by this study, a number of findings have, of course, been made. Prominent among these findings would be summarized as follows:

a. Domestic terrorism which takes place in North East inflicts physical damage to life and property, including school facilities in schools in the region.

b. Domestic terrorism which takes place in the North East region has enthroned a culture of fear and other forms of psychological imbalance or disorder in pupils, students, teachers and parents in schools in the region.

c. Domestic terrorism which has become rampant in the North East region disrupts academic activities or calendar in the region.

d. The anti-terrorism measures or security plans usually put in place by schools ‘in the region are too ineffective and weak such that they do not match up to the tactics of the domestic terrorists that do attack these schools.

e. Schools in the North East region do not receive adequate logistic support from neither the government nor private sectors and non-governmental entities in the former’s efforts to protect themselves from the nefarious activities of domestic terrorists in the region.

f. Schools in the region do not receive enough support and cooperation from neither the conventional law enforcement agencies like the police, men of the department of state security etc nor the local security outfits in the state in the former’s efforts aimed at protecting themselves against the activities.
Conclusion

Inferences can be derived from the findings obtained from both the field survey and literature research stages of this study, as outlined in the preceding part of this chapter. The main conclusion drawn from this study is that there has been a significant increase in the prevalence of domestic terrorism in the North East region. This has resulted in severe consequences for both individuals and the physical infrastructure of schools throughout the state. According to the research, domestic terrorism has a detrimental impact on the educational system inside the state. This impact is observed through direct physical assaults as well as the creation of an atmosphere characterised by dread and anxiety among students, faculty members, and parents.

This study additionally asserts that the security measures and counterterrorism protocols implemented by the majority of schools in the North East are inadequate in preventing acts of terrorism perpetrated by domestic individuals. It may be inferred that both the government and the private sector, as well as non-governmental organisations, in the aforementioned entities, exhibit insufficient efforts in assisting schools within the region to adequately address the challenges presented by domestic terrorists. In conclusion, it can be inferred that the support offered by law enforcement, military, and municipal security organisations in the North East region is inadequate in assisting schools in their endeavours to protect against domestic terrorist attacks.

Recommendations

Several suggestions have surfaced as required in light of the findings and conclusions of this inquiry. The North East region desperately needs a proactive awareness campaign led by both government and non-governmental organisations. This campaign should inform students and the public about the significance of remaining alert at all times. The goal is to improve the state's ability to detect and respond to any unusual activity that might indicate a terrorist threat against its schools in a timely manner. Law enforcement officials should be informed of this information as soon as possible so that relevant measures can be taken. Additionally, it is suggested that state education planners investigate the feasibility of creating and incorporating an all-encompassing intelligence and security studies course into the current school curricula. Students, learners, teachers, and parents in the area will benefit from this project since it will raise their level of security awareness and anti-terrorism understanding.

Furthermore, the regional government must seriously consider the suggestion to establish counter-terrorism police posts or joint task forces in or near schools in the state. Constant patrols and other forms of vigilance would be implemented as part of these steps to foil any terrorist plots against schools as soon as they are hatched. The government's commitment to adequately supporting and motivating the individuals in these posts, in addition to their creation, is essential to ensuring the positions' effective operation.

In addition, it is crucial for school security departments in the area to have an ongoing practice of sharing information and working together with neighbourhood security groups
and established law enforcement organisations in the state. Important in handling the threat posed by domestic terrorists who may be present in or around schools. This method will not only reduce unnecessary work, but it will also provide a central database from which all participating agencies can draw information about domestic terrorist operations in the area. In conclusion, the government of Nigeria must make protecting the North East part of the country a top priority. This involves both extensive monitoring of the borders with surrounding nations and the complete closure of those that are being crossed illegally. The government can reduce the likelihood of terrorist attacks on schools by implementing these steps, which will effectively limit the passage of terrorists and persons with criminal purposes into the state. The Almajiri (Islamic nomadic education) system is a major cause for concern in Northern Nigeria since it creates a large pool of unemployed youth who can be easily recruited by local terrorist groups. As a result, a complete overhaul of this system is required.

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Federal Government of Nigeria”.


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