



# **THE IMPACT OF INSURGENT ACTIVITIES ON GOVERNMENT SENIOR SECONDARY EDUCATION IN BORNO AND YOBE STATES**

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## **ABSTRACT**

*This study was on the impact of insurgent activities on government senior secondary education in Borno and Yobe States. Two purpose of the study with two corresponding research questions and hypotheses guided the study. Descriptive survey research design was adopted for this study. The population comprised of 2600 teaching staff and 276 administrators for Borno and 957 teaching staff and 123 administrators for Yobe State. The sample was randomly selected among the senior secondary schools in those areas while the sampling technique used was proportionate stratified sampling. The instrument used for data collection was “Impact of Insurgents’ Activities on Senoir Secondary Schools in Borno and Yobe States Questionnaire (IIASSBYQ)”. The reliability of the instrument was .825. The findings of the result revealed that Students were reluctant to go school for fear of insurgency (.768). Also, the coefficient of influence of insurgency activities on students enrolment reveal that forceful recruitment of student as child soldiers and suicide bombers by insurgency lower enrolment in my school (.817). Conclusions and recommendations were made among which are Government and other Education authorities should ensure that their institutions have adequate teaching and learning facilities that will improve teaching and learning activities and encourage more enrolment, attendance and commitment of both teachers and students.*

## **INTRODUCTION**

Despite the increased campaigns and formulation of policies to encourage students’ enrollment in schools, retention and completion of school, still the overall learning process of students and the completion of education among senior secondary school students in north eastern States is not that great. However, the government has continued to invest heavily in improving both the

access and quality of education, in an effort to realize the promise of education as well as to achieve the education-related Millennium Development Goals. However, Quality education is depending largely on encouragement from families in the society, provision of school instructional materials and safety. Insurgent has become a threat to many families and students in north eastern States. There are frequent cases of kidnaping, abduction and attack on schools,



students, teachers and administrators of schools in the region. As a result, the Borno state government had to close 85 schools thereby affecting nearly 120,000 students. Joda & Abdulrasheed (2015) stated that majority of the schools have been closed indefinitely while most primary and secondary school teachers working in affected areas had escape during series of attack on their communities.

The closure has a consequential effect not only on the students, but the nation as a whole, as the educational administrators themselves are at a lost as to where to channel the resources earmarked for education which is either being diverted or misappropriated since most of the schools were either destroyed, some teachers and other school workers were killed and survivors had to desert the affected area for safety. With the desolate and pathetic conditions of schools in Borno State, one wonders what the resultant consequences or implications this negative development has on not only the schools in Borno state, but also its effects and implications for the entire educational stakeholders (students, teachers, parents and the educational administrators/policy makers).

Since the tendency of accessing to quality education, enrolment, retention and completion are strongly affected by insurgents' activities in the region, this study aims at investigating impact of insurgents' activities on enrolment, retention and completion of senior secondary school in the area. A better understanding of that will allow for more informed decisions about today's senior secondary education administration in insurgent affected area.

### STATEMENT OF THE PROBLEM

Despite the increased campaigns and formulation of policies to encourage students' enrollment in schools, retention and completion of school, still the overall learning process of students and the completion of education among senior secondary school students in north eastern states is not that encouraging (Joda,2014). However, the government has continued to invest heavily in improving both the access and quality of education, in an effort to realize the promise of education as well as to achieve the education-related Millennium Development Goals. However, Quality education depends largely on encouragement from families in the society, provision of school instructional materials and safety. Insurgency has become a threat to many families and students in north eastern states of Nigeria. There are frequent cases of kidnaping, abduction and attack on schools, students, teachers and administrators of schools in the region. According to Joda and Abdulrahseed (2015) Borno state government had to close 85 schools thereby affecting nearly 120,000 students. Joda and

Abdulrasheed (2015) stated that majority of the schools have been closed indefinitely while most primary and secondary school teachers working in affected areas had escaped during series of attack on their communities.

Similarly, Adesoji, Adelaja, Abdullahi and Eva (2018) investigated the Public Opinion on the Root Causes of Terrorism and Objectives of Terrorists: A Boko Haram Case. Since about the year 2009, Boko Haram, a territorial terrorist organization, has wreaked havoc on communities in Northeast Nigeria and beyond. Significant debate has ensued about the reasons for the Boko Haram insurgency and their objectives. The government's response to Boko Haram has largely focused on the need to stamp out the insurgency through strong military response and heightened activities in intelligence and security agencies. Some have espoused the Countering Violent Extremism (CVE) approach of mounting strategies that at least recognize the root causes of the problem and the angst amongst citizens that contribute to their decision to support terrorist organizations. In this article, they investigated public opinion about the root causes of terrorism and the objectives of terrorists. The results suggest that the majority of the public agree with the following: (1) the root causes of Boko Haram are unemployment, poverty and economic problems, dislike for government, extreme political ideology, extreme religious feelings and manipulation by some politicians; and (2) a major objective of Boko Haram is to seek revenge against security forces. However, more respondents disagreed than agreed about the following objectives of Boko Haram: fighting political inequality, fighting economic inequalities, and addressing political imbalance. Given these findings, it appears there is divergence in public opinion about Boko Haram and that some aspects of public opinion differ from perspectives held by government agencies.

The relevance of this study to the present one is that both the previous and the present studies are on Boko Haram Insurgency. The previous study is also relevant to the present study because it touches on the issues of concern in the present study such as reasons for the insurgent activities and the Boko Haram attacks. The gap to fill in this study is that the previous study was conducted in the North East and beyond while this one is in Borno and Yobe States.

Moreso, the National Bureau of Statistics (NBS) in 2010 affirms that national unemployment rate was 21.1 percent of the labour force (NBS, 2010). It showed that 112, 519 million Nigerians live in relative poverty conditions, out of an estimated population of 163 million. Furthermore, the absolute poverty measure puts the country's poverty rate at 99.284 million or 60.9%. The dollar per day



measure puts poverty rate at 61.2% and subjective poverty level at 93.9%. Significantly, the North-West and North-East, recorded the highest poverty rates in the country in 2010, with 77.7% and 76.3% respectively (Idahosa, 2016). This situation had been on the increase and since 'good life' seems unattainable, the members of Boko Haram may have opted for insurgency to find solace.

The closure has a consequential effect not only on the students, but the nation as a whole, as the educational administrators themselves are at a loss as to where to channel the resources earmarked for education which is either being diverted or misappropriated since most of the schools were either destroyed, some teachers and other school workers were killed and survivors had to desert the affected areas for safety, which lead to many of them losing their jobs as teachers. With the desolate and pathetic conditions of schools in the States, one wonders what the resultant consequences or implications this setback had, not only the schools in Borno and Yobe states, but also its effects and implications for the entire educational stakeholders (students, teachers, parents and the educational administrators/ policy makers) in the nation.

In the same vein, Ugwumba and Odom (2015) conducted a study on Boko Haram Insurgency: A peril to the achievement of education for all in Nigeria. The study concentrated on the North-East Nigeria with primary focus on Borno State. The study also x-rayed the Boko Haram's attacks on education since 2012 till date and the effects of these attacks on education and the possible solutions to halt further attacks. Three research questions and three hypotheses guided the study. Ex-post-facto design was adopted for the study. The population of the study comprised 6,788 inhabitants of the area affected by Boko Haram insurgency in Borno State. A sample of 290 elite groups of the inhabitants was used for the study. The stratified random sampling technique was used for the selection of the sample size. A questionnaire developed by the researchers and interviews were used for data collection. Mean and standard deviations were used to answer research questions and ANOVA to test the hypotheses at 0.05 level of significance. The findings were that the activities of Boko Haram insurgency negatively affected students' education, enrolment or attendance, teachers and teaching and school infrastructure. It was recommended that the federal government should take effective and lawful measures to prevent unlawful killings, particularly those of teachers and students, as well as attacks on schools by Boko Haram and other armed groups in Northern Nigeria. The relevance of this study to the present study is that, both studies investigated the activities of Boko Haram Insurgency as it affects education. Variables covered in the previous study

such as falling enrolment or attendance of students, teachers and teaching and school infrastructure are also variables addressed in the present study are student's enrolment, retention and completion. Also the relevance of this study to the present study is that, both studies conducted in Borno State, Nigeria though this one included Yobe. The previous study addressed variables such as: falling enrolment or attendance of students, teachers and teaching and school infrastructure while the present study focused on eight variables namely: funding, loss of human lives, infrastructural facilities, school records, school calendar, enrolment, students' and staff's attendance and teaching and learning. Ex-post factor design was adopted in the previous study while the present study will use descriptive survey design. In the previous study, mean and standard deviations were used to answer research questions and ANOVA to test the hypotheses at 0.05 level of significance, while the present study will use mean and standard deviation to answer research questions and z-Test independent sample for testing the hypotheses at 0.05 level of significance.

The problem of Insurgency on Education in Borno and Yobe states can be summed up to include: low enrolment and attendance of students, shortage of teachers and teaching materials as well as infrastructure facilities, recruitment of school children as soldiers. These problems can be vividly seen in Borno and Yobe states in that all of them have manifested practically for everybody to see.

The insurgency causes a lot of killing and maiming of human beings and destruction of school facilities. These made both teachers and students to run in order to save their lives. These incidences led many students to stop attending schools. Parents who have children of secondary school age were scared to send their children to school due to the fear of being seized or killed by Boko Haram. This situation can lead to low enrolment of new intake in secondary schools. Those who were already enrolled in school were terrified and have no interest because they saw their classmates being killed in their presents. This may make them lose interest in attending schools and prefer to drop out of school and save their lives than to remain and be killed. Some of the students who left school became idle at home. Their idleness and stage of poverty may probably lead those with weak mind into joining the insurgency group to fight for them for just some miserable amount of money. This may be one of the reasons most of the students were unable to complete their secondary school education. The activities of the insurgencies sent fear in the minds of teachers and school administrators which are likely the reason that makes some of them to resign their services as teachers.

These realities prompted this researcher to investigate the activities of the insurgency as it



affects school enrolment, retention, attendance and completion. To the best of the researcher's knowledge, no study has been conducted on the impact of insurgent activities on government senior secondary education in Borno and Yobe states. It is in view of this that the researcher aims at filling this gap in Borno and Yobe States respectively.

### **PURPOSE OF THE STUDY**

This research is an appraisal of insurgent activities on senior secondary schools in Borno State and its implications on enrolment, and great retention. Specifically, the study intends to:

1. Explore extent to which insurgent activities affects students' completion rate in senior Secondary education in Borno and Yobe States.
2. Establish the extent of the influence of insurgent activities on students' attendances in Senior Secondary education in Borno and Yobe States.

### **RESEARCH QUESTIONS**

1. What is the effect of insurgent activities on students' completion of Senior Secondary Schools in Borno and Yobe States?
2. What is the effect of insurgent activities on students' attendances in senior Secondary in Borno and Yobe States?

### **Hypotheses**

Ho:1. There is no significant relationship between the perception of large school teachers and that of small school teachers on how insurgent activities affect students retention in Senior Secondary Schools in Borno and Yobe States.

Ho:2. There is no significant relationship between the perception of public school teachers and that of private school teachers on the effect of insurgent activities on student's completion in Senior Secondary School in Borno and Yobe States.

### **METHODOLOGY**

#### **Research Design**

Descriptive survey research design was adopted. The design is chosen because the study will seek information from the respondents as the situation exists without manipulation of any variable. This survey design is also chosen because it is suitable and reliable for this research since it involves investigation of facts that could be studied in other researches. It is also suitable and reliable in collecting information from a representative group and based on such information inferences are drawn about the behaviour of the entire population.

#### **Area of the study**

The area in which the study was conducted was Borno and Yobe states. Borno state shares borders with Gombe, Yobe and Adamawa states,

while Yobe state has borders with Gombe, Bauchi, Borno and Jigawa states. Borno state also share boarder with Cameroon, Chad and Niger republic while Yobe shares borders with Chad and Niger in the international front. Borno has the largest land mass among the states of Nigeria (69,435 square kilometres). It has two distinct climates which are the dry season (November – March) and the rainy season (April - October) with an average rainfall of 850mm. The most dominant tribe is kanuri and most of the populace are farmers, fishermen or herdsmen. Yobe has a land mass of 45,502 km<sup>2</sup> with the same climatic environment as that of Borno and an average rainfall of 603mm/23.7 inch.

#### **Population of the Study**

Borno state has four education zones comprising of Maiduguri, Gwoza, Biu and Monguno. These zones have 28, 29, 20 and 15 schools respectively making up 92 schools in the state. Yobe on the other hand has three education zones comprising of Damaturu, Gashua and Potiskum zones and each zone has 9, 13 and 19 schools respectively. According to a brief by the Borno state Teachers Service Board, there are 92 Secondary schools in the state with 3142 operative staffs among which 2600 are teaching staffs and 276 administrators. Yobe state has 41 schools with 44,178 numbers of students and 957 numbers of teaching staffs and 123 administrators.

#### **Sample and Sampling Techniques**

Three sampling techniques was used in selecting sample for this study as thus; proportionate Stratified random sampling technique was used in selecting a sample teachers of 357 based on the table for determining sample size (Research Advisor, 2006). Disproportionate stratified sampling techniques will be used in selecting 26 administrator according to the table for selecting sample size (Research Advisor, 2006). The purposive sampling techniques will be used in selecting 13 secondary schools of which 6 from Borno and 7 from Yobe states respectively. . Therefore since the total number of teachers is 5086 and that of the administrators is 399, s and 26 administrators will be randomly selected from the senior secondary schools in Borno and Yobe States using the percentage of each from the sample number given.

#### **Instrument for Data Collection**

The instrument for data collection is a questionnaire designed by the researcher based on extensive reviewed literature. The researcher developed research questionnaire titled "Impact of Insurgents' Activities on Senior Secondary Schools in Borno and Yobe State Questionnaire (IIASSBYQ)" The questionnaire is designed to elicit information from the administrators and teachers based on their perception on the Impact of



Insurgents' Activities on Senior Secondary Schools in Borno and Yobe States. The instrument consists of two sections. Section 'A' contained demographic information of the respondents. Section 'B' contained five items comprising fifty five (55) questions. Eleven questions were asked for each of the research questions. The response to the items in the questionnaire was scaled using a modified 4 point response scale, which include 4= Very Large Extent (VLE), 3= Large Extent (LE), 2= Small Extent (SE), and 1= Very Small Extent (VSE). The maximum score of the instrument is 220 while the minimum score is 55 the total score for each items will be taken as the index assessment for the impact of insurgency activities on teachers and school administrators in Borno and Yobe States respectively. The mean score of (2.5) and above for each scored item will be used to indicate agreement or acceptance with the statement on the item, while mean score less than (2.5) will be disagreed or rejected statement on the item.

#### Pilot Study

A pilot study was conducted to pre-test the draft research tools in the field before the actual data collection starts in this case Mugenda and Mugenda (2012) argue that Piloting of data collection instruments is the most important stage of questionnaire design because it reveals what works and what doesn't, such as vague questions and unclear instructions. Specifically, in this study the researcher conducted Pilot study in Adamawa state. Adamawa state is chosen because it one of the state affected insurgent activities and it is out of area of the study. Fifty teachers were randomly selected for this purpose. Therefore in this study pilot study serve as tool for testing reliability and validity of the instrument.

#### Validity of the Instruments

Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Babbie and Mouton, 2017). Validity is thus an indication of the extent to which results obtained in a study are a true reflection of what is real and whether the findings can be generalized beyond the sample used. The instrument was validated by three experts in educational administration and planning and one expert in test and measurement from Department of Educational Foundations, Abubakar Tafawa Balewa University, Bauchi. Their corrections, criticisms and suggestions was used in modifying the instrument.

#### Reliability of the Research Instruments

Reliability is concerned with the question of whether the results of a study are repeatable.

The range of Cronbach's alpha ( $\alpha$ ) normally is between 0 and 1. Surya and Sushil (2016) had provided the rules of thumb e. i. if the value of alpha is  $>0.9$  = Excellent,  $>0.8$  = Good,  $>0.7$  = Acceptable,  $>0.6$  = Questionable,  $>0.5$  = Poor, and  $<0.5$  = Unacceptable., in doing this the quantitative data obtained from the questionnaire were coded for statistical analysis using the Statistical Package for Social Sciences (SPSS) because it is able to handle large amount of data. After completion of data entry, was cleaned to ensure that there are no outliers or improper entries which might contaminate the findings and then the data have been analysed using SPSS 21 Version.

#### Result of the Reliability of the Research Instruments

The result of the reliability test of the constructs as documented in Table reveals that the Cronbach's alpha coefficients of all the constructs are greater than .70 recommended as good level (Surya and Sushil 2016). Furthermore the Cronbach's alpha coefficients of cluster is .782 which is also greater considered as accepted.

## RESULTS

Table 1.2:- Result

S/N	Research Questions	Mean	SD	Remarks
1	To what extent do insurgent activities influence communities' access to senior Secondary schools in Borno and Yobe States?	3.50	4.67	Accepted
2	To what extent do insurgent activities affect enrolment in senior Secondary school in Borno and Yobe States?	3.50	5.052	Accepted
3	How does insurgent activities affect students' retention in Senior Secondary Schools in Borno and Yobe States?	3.464	5.430	Accepted

The result on table 1.2 shows the respondents' views of The Impact Of Insurgent Activities On Government Senior Secondary Education In Borno And Yobe States. The results reveals that the impact of insurgency activities are known in Borno and Yobe States with a cluster mean ( $\bar{x}$ ) of 3.50 and standard deviation of 4.67 for the first research question. The result on the basis research question two also shows a ( $\bar{x}$ ) of 5.50 with standard deviation of 5.052. The remaining 2 research questions have the respondents mean ( $\bar{x}$ ) ranging from 3.520 - 3.464 with standard deviation ranging from 5.430 – 4.656. The result implies that the respondents agreed on all the items.

**Table 1.1:- Influence of Insurgency Activities on Students Completion**

S/N	Research Questions	Mean	SD	N	Cronchach's Alpha	Remark
1	As a result of insurgent activities school facilities such as libraries, equipment etc. have been destroyed.	3.32	.768	50	.864	Good
2	Due to Insurgent activities students rarely complete their studies.	3.50	.863	50	.777	Accepted
3	Insurgent activities cause increases truancy and absenteeism.	3.44	.760	50	.736	Accepted
4	Insurgent activities cause large school size and that affect students' ability to concentrate.	3.34	.939	50	.796	Accepted
5	Insurgent activities increase influence of peer group which lead to decrease in school completion rate.	3.32	.868	50	.802	Good
6	Since both teachers and students are targets of incessant attack students drop out of schools.	3.68	.621	50	.778	Accepted
7	Since Insurgent activities affect everything including income, some parents find it difficult to pay their children's' school fees and learning materials	3.52	.646	50	.777	Accepted
8	Since insurgent attack schools, schools materials are inadequate which contributes to students' poor attendance.	3.68	.621	50	.810	Good
9	Since insurgent attack their target indiscriminately, students boycott schools for the fear of abduction.	3.64	.663	50	.791	Accepted
10	The value of education is affected as students' completion decline due to insurgent activities.	3.76	.591	50	.778	Accepted
11	Insurgent recruit the school children which make the drop-out of school.	3.52	.646	50	.768	Accepted

However, the result of the reliability test of the constructs as documented in this Table revealed that the Cronbach's alpha coefficients of item 1,4 ,5 ,8 and 11 are at good level with Cronbach's alpha of .805,.828, .804,.827 and .832 respectively. However,

item 2,3,6,7,9 and 10 are at Accepted level. r with Cronbach's alpha of .777, .760,7.82, .783.,797and .782, respectively. The Cronbach's Alpha for the cluster is.812 while the Cronbach's Alpha Based on Standardized Items .790 the number of item is 11.

**Table 1.2:- Influence of Insurgency Activities on Students Attendance**

S/N	Research Questions	Mean	SD	N	Cronchach's Alpha	Remark
1	Students are reluctant to go to school for fear of insurgents.	3.54	1.054	50	.805	Good
2	Communities migrated to safer location which precipitated non-attendance by students.	3.06	.767	50	.777	Accepted
3	Road leading to school are considered insecure which lead to non-attendance by students.	3.18	1.137	50	.760	Accepted
4	Most students are traumatized as a result of	3.44	.733	50	.828	Good



	insurgent activities which affect students' attendance to school						
5	Insurgent activities brought about huge damages to school buildings which in turn retarded students' attendance.	3.82	.388	50	.804		Good
6	The value of education is affected as students' attendance declined due to insurgent activities	3.20	.639	50	.782		Accepted
7	Abduction of school children by insurgents affect students' attendance to school.	3.46	.734	50	.783		Accepted
8	Students are unable to go to school as result of distance and no means of transportation.	3.86	.351	50	.827		Good
9	Destruction of school infrastructural facilities affect students' attendance to education.	3.86	.351	50	.797		Accepted
10	Closure of school as a result of Insurgent activities denied students attendance to school.	3.20	.639	50	.782		Accepted
11	Insurgent activities prompted nonattendance which brought about poor performance.	3.82	.388	50	.832		Good
12	Cronbach's Alpha				.812		
13	Cronbach's Alpha based on standardized item				.790		

The result of the reliability test of the constructs as documented in this Table revealed that the Cronbach's alpha coefficients of item 1,4,5,8 and 11 are at good level with Cronbach's alpha of .805,.828, .804,.827 and .832 respectively .however, item 2,3,6,7,9 and 10 are at Accepted level. r with Cronbach's alpha of .777, .760,7.82, .783.,797and .782, respectively. The Cronbach's Alpha for the cluster is.812 while the Cronbach's Alpha Based on Standardized Items .790 the number of item is 11.

## DISCUSSION OF FINDINGS

The study revealed Cronbach's Alpha coefficient reliability on influence of insurgency activities on students completion, the result of each statement is as follows: As a result of insurgent activities school facilities such as libraries, equipment etc. have been destroyed (.864) Due to Insurgent activities students rarely complete their studies (.777), Insurgent activities cause increases truancy and absenteeism (.736) Insurgent activities cause large school size and that affect students' ability to concentrate (.796), Insurgent activities increase influence of peer group which lead to decrease in school completion rate (.802), Since both teachers and students are targets of incessant attack students drop out of schools (.778), Since Insurgent activities affect everything including income, some parents find it difficult to pay their children's' school fees and learning materials (.777), Since insurgent attack schools, schools materials are inadequate which contributes to students' poor attendance (.810), Since insurgent attack their target indiscriminately,

students boycott schools for the fear of abduction (.791), The value of education is affected as students' completion decline due to insurgent activities. (.778), Insurgent recruit the school children which make the drop-out of school (.768) the Cronbach's Alpha for the cluster is (.798). going by this finding the draft item is this cluster is considered to be acceptable as recommended by Scholars like Gliem &, Gliem.(2018), Babbie and Mouton (2017), Surya K and Sushil (2016), Cortina, (2015) Dede, (2015).

Finding of the study also revealed significant reliability and internal consistency as indicated by Cronbach's alpha coefficient in the items under cluster: influence of insurgency activities on student's attendance, the result reveal the following: sstudents' are reluctant to go to school for fear of insurgents. (.805), Communities migrated to safer location which precipitated nonattendance by students (.777), Road leading to school are considered insecure which lead to nonattendance by students (.760) most students are traumatized as a result of insurgent activities which affect students' attendance to school (.828), Insurgent activities brought about huge damages to school buildings which in turn retarded students' attendance (.804), The value of education is affected as students' attendance declined due to insurgent activities (.782), Abduction of school children by insurgents affect students' attendance to school (.783), Students are unable to go to school as result of distance and no means of transportation (.827), Destruction of school infrastructural facilities affect students' attendance to education (.797), Closure of school as a result of



Insurgent activities denied students attendance to school (.782) and Insurgent activities prompted non-attendance which brought about poor performance (.832). While Cronbach's Alpha for the cluster is (.812). in view of the above the draft item in this cluster are considered to good as recommended by Scholars like Gliem &, Gliem.(2018), Babbie and Mouton (2017), Surya K and Sushil (2016), Cortina, (2015) Dede, (2015).

## CONCLUSION

Based on the results that were found in the pilot study, it was concluded that IIAGSSEBYSQ consist of five clusters and each cluster has eleven items. Each item has the minimum requirement for being acceptable for research assessment according to the research findings of the pilot study. Therefore, the reliability and validity of the instrument is good, hence the instrument obtained .808 which signify good reliability.

## Recommendations

- i. Government and other Education authorities should ensure that their institutions have adequate teaching and learning facilities that will improve teaching and learning activities and encourage more enrolment, attendance and commitment of both teachers and students.
- ii. Workshops on security and conflict resolutions should be mounted for teachers, school administrators and school communities. School Heads should enhance effective communication with all stakeholders in the school to minimize causes of conflict and ensure safe learning environment.
- iii. Government should apprehend and prosecute anybody found guilty for being directly or indirectly responsible for the devastating insecurity across the country in accordance to the law.

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