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The Impact of Insurgency on Universal Basic Education Students' Attitude towards Schooling in Northern Borno Senatorial District, Nigeria

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Abstract:

Basic education is the first level of education at primary one (1) level to basic nine (9) which is the junior secondary school level in Nigeria. However, achieving education level for all Nigerian children, need a secured teaching and learning environment. This has become extremely difficult due to the current insurgency in the North-Eastern part of Nigeria. This study examines the impact of insurgency on Universal Basic Education (UBE) students' attitude towards schooling in Northern Borno Senatorial District. The population of study comprises of all junior secondary school (JSS 11) students in Northern Borno state which comprises of nine (9) local government areas. Purposive sampling technique was used. hence, all the ninety-five (95) JSS 11 students from four (4) local government area of Northern Borno residing at Bakassi Internal Displaced Person Camp in Maiduguri were used as sampling size. The researcher used purposive sampling because most of the schools in Northern Borno are still not accessible. The instrument for data collection was self-made questionnaires. Effect of insurgency on Basic Education Questionnaire (EIBEQ) on student's attitude to schooling in Northern Borno. Descriptive statistics of mean was used to answer the research question. The study found that insurgency has to a very high extent impacted negatively on student's attitude towards schooling in Northern Borno. The study therefore, recommended that the government should provide schools with qualified counsellors to counsel traumatized students.

Keywords: Basic education, insurgency, origin, terrorism, Borno State

1. Introduction

Historically, Borno State, which was founded in 1976, prior to the advent of insurgency, has been a relatively peaceful, multicultural and dynamic State in Nigeria. "Borno State started experiencing the global trend of insurgency from 2009 which led to the gruesome killings of innocent Nigerian citizens perpetrated by an insurgent group called Boko Haram" (Adamu, 2014). According to Powell and Abraham (2006), insurgency refers to a violent move by a person or group of persons to resist or oppose the enforcement of law or revolt against constituted authority of the state. This group was founded in 2001 in Maiduguri the capital city of Borno state, by Mohammed Yusuf the originator of Boko Haram group (Adamu 2014). The name Boko Haram is a Hausa phrase which means western education is forbidden The group opposes western education as well as western culture (Adeyemi (2014). He further added that, "the insurgent group dislikes children attending schools, and also committed criminal offences ranging from kidnaping of school pupils and attacking teachers in schools." One of the attendant consequences of the insurgencies since 2009 has been the disruption of the educational system with huge negative effect on basic education.

Educationally, Borno State is a center for education to all international and national neighbors such as the northern part of Cameroun, the southern part of Chad and Republic of Niger. The State is a home to a conventional university known as University of Maiduguri, a polytechnic, colleges of education, college of Agriculture as well as many basic education and senior secondary schools.

Nigerian government, realizing the importance of education to national development has continuously attempted to reorganize its education system to meet the challenge of the time. The government at both federal and state have always given the education sector priority attention with a view of making education universally accessible. In pursuit of these goals, government has come out with several policy strategies that would ensure access to education by all citizens. One of such policies is the Universal basic education commission. The National Policy on Education (FGN, 2004) defined basic education as the type of education received at primary school level up to junior secondary school level. The UBE provides nine (9) years of basic education which made provision for six (6) Years of primary education and three (3) of junior secondary school. This programme was established to serve as an instrument for achieving free, compulsory and universal education. However, basic education has had the most devastating experience since the Boko Haram insurgency, in spite of the low level school attendance by both primary and secondary school. Most of the displaced people from northern Borno were relocated to Maiduguri, the most secured place in the state. The displaced persons accommodated in the schools were later moved to internal displaced persons (IDP) camps.

Insurgent attacks have been particularly devastating for school age children. The constant bombing of school buildings and facilities, killing of students and teachers coupled with the abduction of the Chibok and Dapchi girls have forced parents to withdraw their children from school. This of course may have consequences on the overall attainment of the objectives and goals of the universal basic education (UBE). The objective of this paper therefore is to examine the effect of insurgency on the attitude of students of universal basic education towards schooling in northern Borno, Nigeria.

2. Review of Related Literature

The emergence of Boko Haram sect, whose objectives is to introduce their ideology on people through bombings, slaughtering and abduction of human beings, seriously created fear and sense of insecurity in the society, according to Anthony (2014) The trademarks of Boko Haram are destruction of lives and properties with reckless attitudes through bombings, abductions and slaughtering of human beings especially in North eastern part of the country and other places. One of the earliest documented attacks occurred on July, 2009, when the group attack success international private school in Maiduguri, destroying six classrooms and a school office. The school was subsequently attacked again in 2012 and 2013 before eventually relocating to a safer area of Maiduguri in early 2014 (Human Rights Watch, 2015) .According to United Nation Children's Emergency Fund UNICEF (2015), the incessant attacks on schools, school children and teachers forced over one million children out of school. Some schools have been forced to shut down and the deserted school buildings have been conveyed into shelter for internally displaced persons.

A recent study by Abdul Rasheed, Onuselogy and Obioma (2015) revealed that the insurgency has affected basic education as school attendance has been drastically reduced owing to attacks on schools which have left many children hurt and the abduction of the over 200 Chibok girls which according to national population commission has worsen female education in the north east, which was very poor prior to the insurgency. This state of insecurity according to (Joba and Abdul Rasheed (2015) has forced parents to keep their daughters from school. According to Odinkalu (2014) the closing down of schools have far reaching consequences, including ending the education of many students and the opportunity to get to high education.

3. Objectives of Universal Basic Education (UBE)

Nigeria has introduced several initiatives since the 1970s to improve the education sector, however, much need to be done. The key elements and resources for the implementation of the UBE initiative were established in the UBE Act and the National Policy on Education (revised 2004). Some of the policy initiatives require every government in Nigeria to provide compulsory, free, education for every child in primary or junior secondary school.

It establishes that all services in public primary and junior secondary schools are to be free of charge – and penalties are prescribed for those who do not comply. Parents have a duty to enroll their children, and make sure they complete the basic education cycle – with penalties for noncompliance.

4. Policy Objectives of the UBE

The objectives of the UBE initiative were stated at the outset, with some measurable targets and some less well-defined objectives:

“Develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;

“Provide free, universal basic education for every Nigerian child of school-going age;

“Reduce drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency);

“Cater for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education.

5. Impact of Insurgency on Education

The United Nations Office for the Coordination of Humanitarian Affairs (OCHA) (2016) estimates that 1 million children affected by the Boko Haram insurgency are in urgent need of education. The devastating effect for the future of these children out of school and their lost years of education will be a huge challenge for the government to rectify. Many schools in the northern border areas of Borno state closed involuntarily between 2012 and 2013 because of Boko Haram attacks or the pervasive fear of violence.

National population commission, ICF international Nigeria Demographic and Health survey (2013) reported that, Borno state has had the most devastating experience since the Boko Haram insurgency, with a huge negative impact on basic education in spite of the low level school attendance by both secondary and primary (28 and 35 percent respectively). According to the Federal House of Representatives (2015, June 24), no schools have operated in 20 out of 27 local government authorities that make up Borno State since March 2014. Most people displaced from the 20 local government areas relocated to Maiduguri, apparently the most secure location in the state. Also, a resolution passed by Federal House of Representatives on June 2015 noted that Boko Haram insurgents have destroyed 95 percent of schools in Borno State outside Maiduguri. Most public schools in Maiduguri only reopened in February 2016 having been closed since March 2014.

Displaced people housed at the schools were moved so that those schools could reopen. Njadrara Musa (2016, February 16) As a result of this, the UN pledged in November 2015 to assist the government to build temporary homes to accommodate the displaced so schools could open again and education resume. Associated press, UN and Nigeria (2015, November 6)

Yelwa Central Primary School Maiduguri, established in 1915, is the oldest Primary School in North Eastern Nigeria. The school was attacked twice between 2010 and 2012. The insurgents set ablaze 36 classrooms and offices in September 2010. (Human rights watch, 2015). According to BBC News [2015] Boko Haram launched deadly attack on schools in Maiduguri. On June 19, nine students in Ansarudeen School Maiduguri were shot and Killed in their classrooms while writing exams.

6. Review of Empirical Literature

There are other empirical literatures that are related to this study, which include the following; Olowoselu, Adaobi, Uzoechina (2015) used quantitative research design, and a sample study of 270 teachers of basic education school was selected on the basis of 10 teachers from each of the 27 local government area of Borno state, the study revealed that the insurgency has affected basic education negatively this is in line with a study carried out by Galtimari (2017) on the impact of insurgency on primary schools in Maiduguri Metropolis which also revealed that insurgency has impacted negatively on teaching and learning.

Other studies by Umaru and Terhemba (2014) examine the effect of insecurity on primary school attendance in Damaturu, multistage sampling technique was used to select 255 parents and teachers in 10 primary schools in Damaturu. The research indicated that the effect of insecurity has reduced the level of primary school attendance in Damaturu, which is in tune with a study carried out by Oladunjoye and Omenu (2013), which revealed that school attendance has been mostly affected especially in the rural areas.

Another study by Aworth (2015), was carried out on Boko Haram insurgency and its impact on development of Nigeria as a nation. Primary source of data collection was used. The data was analysed using qualitative technique and it revealed that Boko Haram insurgency has led developmental challenges through destruction of lives, properties and schools which have led to the closing down of many schools which is also supported with the report revealed by Musa (2016, February 26) that most public schools in Maiduguri only re-opened in 2016 having been closed since 2014.

7. Methodology

This study uses a descriptive research design with a survey approach. The researcher adopted this approach because, it permits the use of questionnaire to gather information from the sample group and to measure their opinions toward the same issues. The Population of the study comprises all junior secondary school (JSS 11) students of North senatorial district of Borno state, which comprises of nine (9) Local Government Area. Purposive sampling method was used hence all the ninety- five (95) junior secondary school (JSS 11) students from four Local Government Areas of Northern Borno in Bakassi internal displace person camp in Maiduguri were used as the sample size. The researcher used purposive sampling because most of the schools in Northern Borno are still not accessible. The instrument for data collection was 10 items structured questionnaire on effect of insurgency on basic education student's attitude towards schooling in Northern Borno. A five- point rating scale of Strongly agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD) weighted 5, 4,3,2,1 respectively was used to rate the questionnaire

8. Method of Data Analysis

The research question was answered using descriptive statistic of mean and standard deviation for analysis. An item with a mean rating of 2.50 and above was accepted as high, while an item with a mean rating of less than 2.50 was rated as low.

8.1. Research Question

To what extent has insurgency affected universal Basic Education students' attitude toward schooling in Northern Borno, Nigeria.

Students Attitude towards Schooling	N	Mean	Std. Deviation	Remark
1. Most students attend school regularly	95	3.92	1.31	Accepted
2. Peer groups encourages schooling	95	2.17	1.29	Rejected
3. Most students have interest in schooling	95	3.68	1.39	Accepted
4. Parent are interested in their child schooling	95	3.79	1.37	Accepted
5. Community leaders Encourages schooling	95	3.61	1.48	Accepted
6. School environment is conducive for learning				
7. Students come to school because of lunch, bags, and books.	95	2.12	1.37	Rejected
8. Teachers have enough instructional materials	95	3.27	1.75	Accepted
9. Students have positive attitude to home work				
10. There is adequate security in school	95	2.06	1.38	Rejected
	95	2.48	1.48	Rejected
	95	2.23	1.32	Rejected
Grand Mean		2.93	1.14	

Table 1: Mean Ratings of Extent to Which Insurgency Has Affected Students' Attitude toward Schooling in Northern Borno State

The data shown in table 1 revealed that the mean rating of the respondents ranges from 2.06 to 3.92. It further reveals that the standard deviation ranged from 1.29 to 1.75 with a grand mean of 2.93. The result shows the range of respondents of UBE students' attitude towards schooling in northern Borno. The mean scores of respondents show that those recorded high mean values above the decision level of 2.50 strongly agreed that: most students attend school regularly, (mean= 3.92), students are interested in schooling (mean= 3.68), parents are interested in their children schooling (mean= 3.79), community leaders encourage schooling (mean=3.61) students come to school because of lunch, bags and books (mean=3.27) while those who showed mean values below decision level of 2.50 strongly disagree that peer groups encourage schooling (mean=2.17), school environment is conducive for learning (mean=2.11), teachers have enough instructional materials (mean= 2.06), students have positive attitude to homework (mean= 2.48) and adequate security in the school scored (mean=2.23).

Discussion of Findings

From the above findings, the study indicates that insurgency has not seriously affected the attitude of students in the IDP camps in terms of student's attendance, students and parents interest towards schooling as well as community leaders interest in students' schooling which is contrary to findings of research carried out by Abdul Rasheed, Onusegbo and Obioma (2015) which indicated that the insurgency has affected UBE as school attendance has been drastically reduced owing to attacks on schools which have left many children hurt.

However, the result on peer groups encouragement, lack of teaching materials, attitude of students to homework, school environment and security in school to a great extent has affected the attitude of students towards schooling which is in tune with the findings of Olasunjo and Omemu (2013), which revealed that school attendance has been mostly affected in rural areas because of insecurity. These findings also corroborate with a research carried out by Umaru and Terhemba (2014) which indicated that the effect of insecurity has reduced the level of primary school attendance in Damaturu.

9. Conclusion

From the study, it has been established that insurgency to a very high extent has affected the UBE students' attitude towards schooling in northern Borno. This study revealed that poor condition of school environments, teachers' lack of teaching materials, student's negative attitude to homework coupled with inadequate insecurity in the schools has affected the interest of students' towards schooling negatively.

10. Recommendation

The study therefore recommends that;

- The Government should do all within its power to bring an end to the insurgency.
- The Government should provide schools with qualified counsellors to offer psychological counselling to traumatized students.
- The use of schools by security for military purposes should be prohibited not to place the schools at risk of attack
- The government should effect rebuilding the schools destroyed by the insurgents that are presently not under attacks and friendly structures should be established such as recreational facilities and meals while at school so that children can return to school
- Government should provide basic education to the affected children in the IDP camps by building temporary school structure, recruiting qualified teachers and providing adequate teaching and learning materials
- The Government should enlighten the religious leaders, parents and community leaders, parents and community leaders in Borno State to embrace basic education for the development of individual and society at large.

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