

Effects of Insurgency on Basic Education Facilities in Mandaragirau District, Biu, L.G.A., Borno State, Nigeria

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Abstract:-This paper examined the effects of boko haram insurgents on Basic Education Facility in Mandaragirau District, Biu LGA Borno State in Nigeria. The emergence of Boko haram since 2002 in the North eastern Nigeria has affected several sectors of the Nigerian economy. Education sector was one of sector that suffered a grate set back due to several attacks on schools, killing and abducting student, killing teachers and total destruction of school structures leading to indefinite closure of schools in the region halting all educational activities in the area.

Mandaragirau district was purposively selected and questionnaire was administered to 50 staff randomly selected from the 10 villages hosting Basic Education facility in the area. The findings revealed that before Boko haram insurgency, Educational activities were running smoothly and all the facilities in the schools were functional and on the increased, but during the peak period of violent activities of Boko haram insurgents, these facilities were rendered NOT functional and were on the continuous decrease due to merciless attacks on schools with bombs and other explosive devices resulting into killing, abducting and kidnapping of school children in the area creating fear and displacement of families in the locality. This study also revealed that schools in the area were indefinitely closed down during the peak period of insurgency which served as a government response to the insurgents' crisis and this has significantly affected day to day running of the schools and consequently affecting education of children in the area.

The study recommend that free and compulsory education should be provided to all especially at grass roots (Primary and Junior secondary school). Security agents should be deployed to protect all educational facilities in troubled area. It was also recommended that parents should be very close to their children in order to monitor their behaviour, attitude and check the peer group influence on their children.

Keywords: Insurgency, Basic Education, Conflict, Facility, Globalisation, Security

I. INTRODUCTION

The global paradigm shift from Industrial age to the Information age: Information Communication Technology (ICT) in facilitating Globalization among countries around the world was successful primarily, due to

the role played by Research and Development which is brain child of Education. Education means imparting and acquiring knowledge through teaching and learning especially at school or similar institution (Encarta Dictionary)

Education is a right, like the right to have food and security. Article 26 of the 1996 universal declaration of human right states that, "everyone has the right to education". The Nigerian 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. Therefore, Basic education is the first level of education for children at primary 1 level to basic 9 which is the junior secondary school level in Nigeria.

Education as tool for development suffered a great set back in Africa, due to violent conflict in form of Insurgency which consumed lives of innocent citizens and led to the destruction of properties worth billions of naira, and millions people displaced from their homes. Nigeria has recently experienced severe security challenges from the activity of Boko haram insurgents, which has negatively affected children's Education in the north east region of Nigeria.

Borno State started experiencing the global trend of insurgency from 2009. This led to the gruesome killings of innocent Nigerian citizens perpetrated by an insurgent group called Boko Haram (Ovaga 2014). Since 2009, they have disrupts educational system in Borno State with huge negative effect on basic education. The insurgent group dislikes children attending schools, and also committed criminal offences ranging from kidnaping of school pupils and attacking teachers in schools (Adeyemi, 2014). Biu is one of the Local Government Areas in southern Borno which had early contact with formal Education in 1924 (Davies, 1954). Western Education came to mandaragirau in early 1960s from Biu through the Local Education Authority. Insurgency in Borno State started in 2002 by a group under the leadership of Muhammad Yusuf. The first offensive by the group which attracted public attention was in 2009, when they launch an attacked on Borno state police Headquarters in Maiduguri the Borno state capital, Nigeria.

Ugwumba and Odom (2014) observed that, Education is under attack, as incidents of violence increased against students, teachers, schools and Educational facilities in Nigeria, Africa and the worldwide at large. Amnesty International (2013) reported that, since the beginning of 2012, about 70 teachers and over 1000 school children have been killed or wounded. Joda and Abdulrasheed (2015) wrote on the effects of insurgency on girls Education, and their study reveal that, the insurgents attack villages, burnt infrastructural facilities, destroy schools, with frequent abduction and killing of both staff and students, they massively destroy all school activities in region, which led to the indefinite suspension of all academic activities in the affected zones in these countries. This source pointed out that, Bomb blast in school of Agriculture, Yobe State killing 60 students. Another Suicide bomber bombed government secondary school Potiskun, Yobe State killing 49 students and injured 69 students with 6 teachers. This source further argued that, Boko Haram members are against girls attending western Education which in most cases target schools and frequently kidnapped school girls in the zone.

Salisu, Mohd, and Abdullahi (2015) in their researched on the topic argued similarly that over 250 girls were abducted in Government Girls Secondary School Chibok. The United Nations Children's Fund UNICEF (2015) in a report also wrote that more than two thousand (2000) schools are closed across Nigeria, Cameroun, Tchad and Niger Republic while hundreds of others have been attacked, looted, or burnt by Boko Haram insurgents. Abdulrasheed, Adaobi, and Uzoehina (2015) opined that many Basic schools in Borno State had experienced several attacks from the insurgent group, which led to the killing of pupils, students, staff and burning down of schools which consequently led to the closure of all schools in the state. Oladunjoye and Omemu (2013) argued that, Borno and Zamfara states have the highest numbers of out – of school children. They maintained that Zamfara State has an average of 28 out of every 120 children, in school. Borno state has 29 children out of every 120 children, in school. Education is in high demand in these zones where children out of school is alarming. This source reported that, on 12th March, 2012, gunmen linked to Boko Haram attacked Hausawa – Danmaliki primary school in kumboso local government area of Kano state, several pupils and teachers were killed. The Boko Haram insurgency has disrupts educational system in north eastern Nigeria with huge negative effect on children's education. These attacks led to frequent abduction of school children especially girls who were later used by the insurgents as agents of sending bombs into crowd or any gathering they might come across.

Though, relationship between insurgents' activity and school attendance in the north eastern Nigeria has been documented in the literature. For example Abdulrasheed (2015) study the effect of insurgency on Universal Basic Education in Biu and other local areas in Borno state. The finding revealed that, insurgency has negatively affected basic education in Borno

State where many basic schools in the State were frequently attacked, with abduction of pupils and attacks on teachers. Consequently, this led to the indefinite closure of schools in Borno State.

Joda and Abdulrasheed (2015) documented the effects of insurgency on girls' education in north eastern Nigeria. The effect of insurgents on basic education in Mandaragirau District, Biu Local Government Area, Borno State, Nigeria has not been established. Therefore this research is aimed at examining the effects of insurgency on Basic Education facilities in Mandaragirau District, Biu L.G.A., Borno State, Nigeria.

II. RESEARCH QUESTIONS

- 1) Does insurgents affect the day to day operation of schools in mandaragirau area?
- 2) Was there functional Basic Educational facility in Mandaragirau District before the activities of Boko Haram insurgents?
- 3) Was there functional Basic Educational facility in Mandaragirau District during the reign of Boko Haram Insurgency?

III. METHODS

Mandaragirau district is situated in north eastern part of Biu Local Government Area of Borno State. Mandaragirau town is 30 kilometres from Biu town along Maiduguri road. Mandaragirau Chiefdom existed since 1740, (Davies, 1954). Mandaragirau became a district on the 2nd May 2003.

The first Primary school in the area was established in 1964 located in Mandaragirau, with population of forty (40) pupils admitted into primary one, composed of thirty (30) males and ten (10) females. The district comprised of Debiro, Diwambula, Diwakitsa, Diwakamda, Garkidatawul, Gargwigwi, Kurmwabulu, Liya, Mandaragirau, Ngilu, Nguma, Pelasagam, Sura, Tarfa and Yang. Basic education facilities were established in ten (10) of the above villages except Diwakitsa, and Diwakamda which shared the Basic Education facility located in Diwambula while Garkidatawul Basic education facility hosted Gargwigwi and Yang villages. These facilities were put to their optimum utilization before the emergence of the Boko haram insurgence in the area.

The researcher used multi stage random sampling technique. Mandaragirau District was purposively selected, and all the Basic Schools in Mandaragirau District served as the target population of this study. The staff in these schools served as the respondents for this research and they were selected using simple random technique. Questionnaire was the instrument used in collecting data for this study. The Questionnaires were administered to 50 staff in all the villages in the area having Basic Education facility Mandaragirau District. These 50 staff formed the sample for the study. Data collected for this study was analysis using a descriptive statistics.

IV. DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

From the total number of the 50 questionnaires distributed, 48 were filled and returned representing 96 % of the respondents responded.

Table 4.1 Age and Sex distribution of the respondents

Age of the respondents	Frequency	Percentage
18-65 years	45	93.8
Above 65 years	3	6.3
Total	48	100.0
Sex of the respondents	Frequency	Percentage
Male	43	89.6
Female	5	10.4
Total	48	100.0

Table 4.2 Educational qualification and working experience of the respondents

Educational qualification of the respondents	Frequency	Percentage
Grade II certificate	1	2.1
Diploma certificate	2	4.2
N.C.E certificate	42	87.5
B.ED/B.SC Degree	3	6.3
Total	48	100.0
Working experience of the respondents	Frequency	Percentage
1-10 years	15	31.5
11-20 years	16	33.3
Above 20 years	17	35.4
Total	48	100.0

Table 4.3 Average number of pupils/students in a class

Average number of pupils/students in class	Frequency	Percentage
10-20	6	12.5
21-30	18	37.5
31-40	18	37.5
Above 41	6	12.5
Total	48	100.0

Table 4.4 effect of insurgency on day to day running of the school in your area

Did the insurgency affect day to day running of the school in your area	Frequency	Percentage
Yes	48	100.0

Table 4.5 assessment of functional basic education facilities in the schools before and during insurgency in the study area

Facility	Before		During	
	insurgency	Not functional/decreased	insurgency	Not functional/decreased
Classrooms	91.7	8.3	12.5	87.5
Staff	91.7	8.3	14.6	85.5
Learning materials	93.8	6.3	18.8	81.3
Teaching material	91.3	8.3	12.5	87.5
Library facilities	60.5	39.6	20.8	79.2
Record books	95.8	4.2	14.6	85.4
Furniture	85.4	14.6	12.5	87.5
Students/pupils enrolment	95.8	4.2	12.5	87.5
Students/pupils attendance	97.9	2.1	6.3	93.8
Sport facilities	62.5	37.5	22.9	77.1
Prompt payment of salaries	87.5	12.5	16.5	83.5

Table 4.6 respondent's comment

Comment	Frequency	Percentage
The activities of the insurgents in this area lead to the closure of schools hampering education of our children.	18	37.7
The activities of the insurgents in this communities include destruction of lives and property and displacement of people from their homes.	1	2.1
The activities of the insurgents in the area covers kidnapping, killing and destroying both lives and property of the inhabitants	1	2.1
The activities of the insurgent in this area lead to massive killing of both staff and students	1	2.1
They caused damage to both lives and properties	1	2.1
They attack schools and destroy any structure they see	24	50.0
They discouraged learning activities in this area	1	2.1
They discourage attendance of both staff and students to schools in the area	1	2.1
Total	48	100.0

Table 4.1 showed the age and sex distribution of the respondents where 98.3% are within age range 18-65 years and 6.3% are above the age of 65 years. Male respondents represent 89.6% and female respondent represent 10.4%.

Table 4.2 indicated that 2.1% of the respondent have Grade II certificate as their highest qualification. 4.2% have Diploma certificate as their qualification. Respondents with N.C.E certificate as their highest qualification represent 87.5%

.While B.ED/B.SC Degree holders represent 6.3%. Similarly working experience of the respondent was shown on table 4.2 where 31.5% had worked between 1-10 years. 33.3% had a working experience between 11-20 years. 35.4% of the respondents had been on the job for a period of over 20 years.

Table 4.3 showed average number of pupils/students per class in the study area and this revealed that classes with pupils/students ranged from 10-20 represent 12.5%. Classes with pupils/students ranged from 21-30 represent 37.5%. Similarly classes with pupils/students ranged from 31-40 represent 37.5% and classes with pupils/students above 40 per class represent 12.5% of the total respondents.

Table 4.4 showed effect of insurgency on day to day running of the school in the study area. This table provided answer in respond to research question (1) which revealed that 100% of the respondents agreed that Boko haram insurgency in the area had significantly affected the day to day running/operation of the schools in the study area.

Table 4.5 showed the respondents' assessment of functional basic education facilities in the schools before and during insurgency in the study area. This table responded to research question (2), and (3). These facilities include; classroom, staff, learning materials, teaching materials, library facilities, record books, furniture, pupils/students enrolment, pupils/students attendance, sport facilities and prompt payment of salaries. The table revealed that these facilities before Boko haram, were highly adequate with a minimum of response rate 60.4% (library facility) and maximum response rate 97.9% (pupil/student attendance) and these facilities were all functional for the operation of teaching and learning in Mandaragirau district. In addition these facilities were on the increase before the emergence of insurgency in the study area. While the emergence of Boko haram insurgents with their frequent attacks on schools resulting in to killing of pupil/student, abducting school children and using explosive devices in destroying school structures had significantly decreased the number of facilities used in the schools. There by making it inadequate for the successful operation of teaching and learning in the schools located in the study area. The result also showed that most of the facilities in the school in Mandaragirau area during the peak period of Boko haram activities were highly NOT functional with the minimum response of rate of 77.1% (sport facility) and a maximum response of rate of 93.8% (pupil/student attendance) see table 4.5. These was due to fear of attacks by the Boko haram insurgents targeting schools where both teachers and pupil/student fell victim and were forced to stay away from schools which was a major target of the Boko haram and partly due indefinite closure of school in the area which served as government response to the insurgent crisis in the north east Nigeria.

Table 4.6 showed comment by the respondents on the topic.

This table revealed that majority of the respondents 50.0% commented on the destruction of schools by Boko haram

resulting into loss of lives and property in the area. This was followed by 37.5% who commented on the activities of the insurgents in this area lead to the indefinite closure of schools and hampering educational activities in the area. The comment by respondents on activities of Boko haram which include; displacement of people from their homes, kidnapping and abduction of school children, massive killing of both staff and students, destruction of school structure they come across, discouragement of learning activities, discouragement of both staff and students attendance to schools in the area, each had 2.1%.

V. RECOMMENDATION

The paper recommends the Federal government to provide a plat form on which Education should be free and compulsory to all, especially at the grass roots level the primary and junior secondary school throughout the country. It is further recommended that security agents should be deployed to protect educational facilities in all areas prone to civil crisis capable of destroying lives and property like the case of Boko haram insurgents in the north east Nigeria. It is also recommended that parents have to be very close to their children, endeavour to monitor their movement, attitude, behaviour, and check mate the peer group they move with and make quick adjustment when the need arise.

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