

## Effect of Boko Haram Insurgency on Educational Infrastructural component of Universal Basic Education (UBE) Programme in Maiduguri Metropolitan Council

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### *Abstract*

*The study examined the effect of Boko Haram Insurgency on educational infrastructural component of Universal Basic Education (UBE) in Maiduguri Metropolitan Council (MMC), Borno State, Nigeria. A survey design was used and data were obtained using questionnaires, textbooks, journals and documents from the State Universal Basic Education Board (SUBEB). A total of 264 closed ended questionnaires were distributed to teaching staff in primary schools, junior secondary schools as well as SUBEB staff, principals and head teachers while 240 were retrieved and returned valid. Simple percentage was used for the analysis. The study found out that insurgency has affected educational infrastructures and concluded that insurgency activity has affected the implementation of UBE programme within MMC. The study recommends that there is need for government and donor agencies to enhance good learning environment through massive investment in educational infrastructures and school facilities like classrooms, furniture's, libraries, laboratories, computer centres, potable water supply, electricity and Security personnel's should be provided to safeguard school infrastructures, ensure conducive environment for teaching and learning for both teachers and the students.*

**Keywords:** Boko Haram, Insurgency, Education, Government, Infrastructure

**JEL Code:** D74, A21, H52, H54

### **Contribution/Originality:**

The uniqueness of this study is that, it exposes the level of destructions done by the activities of Boko Haram insurgents on equipment and structures of some selected primary and junior secondary schools in MMC by capturing the images of the destroyed structures which other studies have not done. Hence, these contribute to the frontier of knowledge.

### **1.0 Introduction**

The activities of Boko Haram have become glaring and intensified following the terrorist attack of September 11, 2001 on the United State of America. The post 9/11 reactions across the globe indicates that many countries of the world are facing insecurity which led to subsequent implementation of counter-insurgency and counter-terrorism laws aimed at restricting the freedom of civil liberties. Restriction of civil liberty is the enactment and enforcement of legislation, specifically designed to combat insurgency. World over, efforts have been made to tackle the raising insurgencies by instituting programs and policies. Despite the efforts made by global community to tackle insurgency, African countries are characterized with political, ethno-religious and socioeconomic problems. The international terrorist organizations of Al-Qaeda, Hamas and Hezbollah bombed the embassy of United State of America (USA) in Kenya and Tanzania. Meanwhile, vehicle containing

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explosive devices were detonated near the embassy. Another attack was carried out on foreigners and foreign properties in Kenya that led to the destruction of millions of properties invested for foreign tourism in Kenya.

In Nigeria, its security situations began to degenerate as a result of violent activities of oil rich Niger Delta Militants in Southern part of the country and Boko Haram insurgent group in the far North Eastern part. However, some relative calm in Niger Delta region is seen following the introduction of Amnesty Programme by the Federal government. On the contrary, Boko Haram insurgents have intensified attacks on the Nigeria State in 2012. The Boko Haram activities and their practices aimed at replacing the existing social order of the whole Country (Lawan, 2012). The similarities in the operational tactics of Boko Haram insurgents and other Al-Qaeda inspired terrorist group, has led to the labelling of the group as a terrorist organization in the year 2013 by the United State of America (BBC News, 2016).

MMC and Borno at large has invested heavily in educational infrastructures and quality teaching staff, yet the current status of classrooms, furniture, toilets, water, school administrative offices, libraries and laboratories were far below national and international concepts of minimum standards (Sani, 2007). The World Bank has estimated that an additional 251,000 classrooms need to be constructed in Nigeria, also in 2006 it was estimated that 4,222 new primary and 2,463 junior secondary school classrooms were constructed in Nigeria (National Policy on Education, 1997).

With the introduction of Universal Basic Education programme in 2004, it was expected that the development of Nigeria will be accelerated because of inherent value in education. All the states were compelled by the Universal Basic Commission Act in 2004 to follow on this pathway through the establishment of State Universal Basic Education Board (SUBEB). Borno State was no exception; the BOSUBEB was established in 2005 to pursue the goals of UBE programme.

More so, basic education in Maiduguri Metropolitan Council (MMC) Borno State have been experiencing serious problems prior to the insurgency, there are shortage of classes for teaching and learning, shortage of instructional materials and facilities and lack of adequate qualified teaching staff both in quality and quantity (NUT, 2007). This has indicated that basic schools are underfunded by the state government. Lack of payment of teachers' salary which led to frequent strike by basic school teachers (NUT, 2008). While the state is struggling to overcome the existing problems, insurgents came in as a bigger threat to many parents and school age children in Borno State.

Borno State the target of insurgent's group's at one time on western education, many primary and secondary schools were burnt down, educational facilities were destroyed, teachers and students were killed and the net enrolment rate reduced. Education no doubt is the key component in every nation's development. A nation must therefore invest its enormous resources on its educational sector if any meaningful development needs to be achieved. To realize this aspiration, governments all over the world formulates and pursue educational policies in tandem with their development aspiration. It is realizing this prominent place education occupy in national development that the United Nations made compulsory Universal Basic Education (UBE) one of the cardinal components of the Millennium Development Goals (MDGs).

Nigeria like every other nation has adopted and replicates the MDGs Universal Basic Education within its local context. This culminated in the eight goals which are to be met in partnership with world's leading development institutions by the target date of 2015 which are to eradicate extreme hunger and poverty, achieve Universal Basic Education, promote gender equality and empower women, promote maternal health, reduce child mortality, ensure environmental sustainability and develop a global partnership for national development.

Sadly, the pursuit of the implementation of the UBE in Borno State seems to be affected by the growth of insecurity as a result of the activities of Boko-Haram insurgency. Although Boko Haram is not the only insurgents group in Nigeria since there are other militia group such as the Niger-Delta Militants but it is no doubt that Boko Haram insurgency is the most deadly insurgent and terrorist group in the Sahel region that affect the infrastructural component of UBE. Boko Haram Insurgency within the context of this study means the activities of armed group that are not in consonance with western ideology aimed at targeting western education through burning of classes, libraries and laboratories in MMC, Borno State.

It is against this background that this study assesses the effect of Boko Haram insurgency on educational infrastructural component of Universal Basic Education (UBE) programme in Maiduguri Metropolitan Council (MMC), Borno State Nigeria.

## **2.0 Literature Review**

### **2.1 The concept of Boko Haram Insurgency**

Villalon and Clapham (1998), Boko Haram insurgents in Nigeria shuns the politics of the northern part of Nigeria and agitating for imposition of sharia law with their view to impose their ideology nationwide. Hence, while this version partly discuss the common modes of terrorists operation that occurs in democratic politics, we should be aware of the violence that can occur when democratic system breaks down. According to Chege (1995), insurgency is the use of force to impact fear with a view to bring about political, economic or social change.

Recently, insurgency has been endemic in all parts of the countries he also went on to explain that “it is true, as is often repeated that man’s terrorist is another man’s freedom. Drawing from the above assertion, indicated how insurgency can lead to socio-economic underdevelopment of a country, though he was not elaborate, but it is worthy to appreciate his view that the practice of terrorist groups makes the societies difficult to return to normal politics. This can be deduced from the activities of the Boko Haram insurgents in Nigeria, which has been destabilizing educational and socio-economic activities in the northern part of the country. Insurgency typically has a political objective that makes it a pervasive form of political conflict partied by indefinable modes of political leadership and participation.

Thus, philosophically while classical insurgents groups were concerned with how to expel invaders away from their defined territory with the ultimate aim of taking over the reign of political power, on the other hand contemporary insurgencies like the Boko Haram group are aimed at replacing the existing social order (Kilcullen, 2006). However, the similarities in the operational tactics of Boko Haram insurgents and other Al-Qaeda inspired terrorist groups, has led to the labelling of the group as a terrorist organization.

### **2.2 Universal Basic Education Programme**

The Universal Basic Education Programme was introduced by the Federal Government of Nigeria (FGN) in 1999 to reduce the level of illiteracy, accelerate national development and improve the fallen standard of Education as against the crises that besieged the implementation of the erstwhile Universal Primary Education (UPE) scheme that was launched in 1976. The UBE was a major strategy of the government to achieve education for All (EFA) by the year 2015 as part of the Global Millennium Development Goals (MDGs). Universal Basic Education is the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation. It has three main goals – Universal, Basic and Education, universal connotes a programme that meant for all

facets of the society – the rich and poor, the physically fit and physically challenged, the brilliant and dull, the regular students and the dropouts including every other individuals that are ready to acquire knowledge. The term basic connotes that which is fundamental or essential indicating that basic education is the starting point in the acquisition of knowledge and that it is for all citizens. It is that type of education that can help an individual function effectively in the society (National Policy on Education, 2000).

Ejere (2011) viewed Universal Basic Education as the form of education essential for life. Similarly, UBE as form of education which must equipped individual with the main skills to survive in an environment. It will be tactical and functional education. Universal Basic Education (UBE) programme is a broader concept and ambiguous programme. The programme is grouped into three, namely adult literacy programme, nomadic education and the formal school system, which begins from primary education to the end of the junior secondary school. Under the formal school system, which is a nine-year schooling, a child is expected to acquire basic skills, literacy, moral and ethical values for lifelong learning all of which have implications to counselling.

### **2.3 Effect of Boko Haram Insurgency on Educational Infrastructural Component of UBE Programme**

To enhance the learning environment, massive investment in school infrastructure improvements is needed. There is need for complete overhaul of primary education infrastructural facilities, monitoring of its leadership, teachers and one of resources for education by multi-stakeholders forum. Every primary junior secondary school should be provided with adequate infrastructure and other physical facilities like classrooms, laboratories, libraries, computer centres, potable water, electricity, toilets and furniture.

According to Oni (2008), facilities constitute a strategic factor in organizational functioning. This is because they determine to a very large extent the smooth functioning of any social organization or system including education. Furthermore this study stated that their availability, adequacy and relevance influence efficiency and high productivity. In his words, Farombi (1998) opined that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with quality teachers, learning infrastructures that with such, students may learn with ease thus bringing about good academic achievement.

Writing on the role of facilities in teaching scholars generally believed that no effective science education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Ajayi (1990) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces. The net effect of this increased overall academic performance of the entire students.

Squire (1991), stated that those seeking to improve the quality of education believed that improvements in instructional materials would inevitably lead to changes in actual teaching. For many teachers, textbook can provide an excellent and useful resource, without usurping the position of the teacher. While the selection of a textbook has been adjudged to be of vital importance to academic achievement, it is sad to say that relevant textbooks are not available for teaching and learning activities (Soyibo and Nyong, 1987). Lack of textbooks could be identified with the high costs. He further noted that students cannot afford to purchase, the implication therefore is that the teacher will serve as the only source of information. Where the teacher is the only source of information his selection of a textbook may be biased. Biased in the sense that his selection may be based on

reasonably unsatisfactory criteria such as its attractiveness in terms of colour, print, photograph, the author's qualifications and the recognition he has accorded in some of other publications. In his study on resources and resources utilization as correlates on academic achievement, Oni (2008), reported that there was a significant relationship between recommended textbooks and academic performance in introductory technology, business studies and home management respectively.

Researchers' findings have shown that the success of any educational endeavour rest on the availability of physical facilities especially the school building. Olutola (1982) noted that the availability of the school building and other plans contribute to good academic performance as they enhance effective teaching-learning activities. He further stated that well sited school building will with aesthetic conditions, playground and laboratory.

According to the scholar, usually contribute to achieving higher educational attainment by the students. Throwing more light on this, the Encyclopaedia of Education Research recorded that the total environment within a school building should be comfortable, pleasant and psychological uplifting. It should provide a passive physical setting that is educationally stimulating, it should produce a feeling of well-being among its occupants, and it should support the educational process. The above condition can only be met through the cooperative efforts of imaginative teachers, administrators and a creative knowledgeable architect.

Tracing the history of school building, Samuel (1997) noted that school sites were arbitrary chosen with little or no consideration for architects, consultants, engineers, and administrators, among others. He observed the flaws as a huge waste of scarce resources. Earlier in his study, Williams (1973) succinctly said that school building are very vital input to educational system; emphasizing that even though they do not teach but their use may facilitate or impede learning. However, he did not see school building as one of the critical variables affecting school academic achievement because he found no evidence to show that an expensive school building would necessarily improve academic achievement. Giving credence to the above finding, Owwoye (1991) in his submission, expressed skepticism about any useful relationship between such expensive structures and academic achievement.

Adaralegbe (1993) reiterated that from Inspector's report over the years, there is abundant evidence and catalogue of inadequacies in the provision and judicious use of school buildings and materials for instruction. The researcher further said that many classes unhygienic while others schools have no ceiling, doors, windows, shutters and floors. The situation is worst in rural areas and under these unfavourable situations learning cannot take place. As a result of this deplorable condition, Obemeata (1995) submitted that only a small proportion of secondary school products are qualified to enter the tertiary institutions in Nigeria.

Akinwumiju and Orimoloye (1987) opined that education institutions from laboratories and staff quarters need important items like furniture for staff and students, books, science equipment, games and sport equipment must be adequate in number and be in good conditions for schools to function properly. Ogunmoyela (1994) lamented that school buildings of public schools have no windows and doors, some walls are cracked, instructional facilities are lacking while teachers are frustrated upon lack of infrastructural facilities to meet educational endeavours. Comparing schools in developing countries with what obtains in industrialized world, in terms of facilities, materials, utilization and provision. Akintayo (1997) opined that schooling in developing countries like Nigeria take place under condition that are very different from those in industrialized countries like Great Britain. He further stated that primary school pupils in developed countries are likely to go to school in modern well-equipped buildings and to have a curriculum that is well thought out in terms of scope and



sequence. In line with the above, Sani (2007) stated that on the average they receive 900 hours a year of learning time. The situation is not the same in Nigeria, both primary and secondary schools in Nigeria in particularly Borno State battle with dilapidated buildings as well as incessant strike action for upward of three to six months that students' average attendance per session is very poor and discouraging.

Arubayi (1987) found a positive relationship between the independent variables of laboratory facilities; recommended textbooks, number of science books in the library and teachers' qualifications and the dependent variable, the academic achievement of students in physics, chemistry and biology. From the various facts highlighted above, attempt will be made to identify the contributions of some elements that constitute these facilities and their impact on academic achievement of students. These are libraries, textbooks, school buildings, laboratories. Oxford advanced learners dictionary described a library as a building or room in which collection of books, tapes, newspapers are kept for people to read, study or borrow. Library is an essential factor in teaching-learning process. It forms one of the most important educational services.

The educational process functions in a world of books. The main objective of a school library is to make books available to pupil, for easy convenience, all books, periodicals and other reproduced materials which are of interest and value to the pupil but which are not provided or assigned to him as a basic or supplementary textbooks. The importance of library has been demonstrated by the government when she expressed in the National Policy on Education (NPE) that every state Ministry needs to provide funds for the establishment of libraries in all her educational institutions and to train librarians and library assistants. As a resource, it occupies a central and primary place in any school system. It supports all functions of school-teaching and provides service and guidance to its readers. According to Fowowe (1988) a library must be up-to-date and at the same time allow access to older materials. It must be properly supported financially to fund materials and services among others.

While itemizing the types of libraries, Ola (1990) viewed library in whatever form, has replaced the traditional method of 'chalk and talk' in imparting knowledge to students that its effect on academic performance need not to be over-emphasized. He conducted that a well-equipped library is a major facility which enhances good learning and achievement of high educational standard. In his words, Farombi (1998) reiterated that school libraries may not be effective if the books therein are not adequate and up-to-date as its impact may only be meaningful if the library could be opened to the students always for a considerable length of time in a school day. With all the above mentioned facts, it is sad to know that many schools operate without libraries (Shodimu, 1998) whereas Ogunseye (1986) had earlier noted that total absence of an organized school library would continue to spell dooms for thousands of secondary school students. This statement clearly implied that many schools operate without libraries and had affected the academic performance of their students.

Moreover, Fuller (1986) identified a school library as an instructional resource which may significantly influence pupils' achievement after controlling for pupils' family background. He found that effect of library size and its activity have been positive in 15 out of 18 analyses. Also, in his study on the relationship between instructional facilities and academic performance, Popoola (1989) discovered that library correlates with academic achievement and those schools with well-equipped library normally maintain high academic performance. Inadequate of recreational facilities is another vital factor that makes life in the rural monotonous and boring. This has forced some qualified teachers to refused posting in the rural places. The role that social amenities play in the material aspects of the decision of where to work and live is more commonly appreciated than we can think. Levenson (1986) revealed that water as one of the social amenities has been a major factor in development of cities throughout history.

Chayter (1995) writing on “education in the rural areas stressed that time and time again, education of rural communities has had a negative effect of triggering of the migrations from the rural areas to large towns and cities without effecting the desired social and economic development to the rural areas. Most people think that education provides the means of securing a better life which can only be obtained in urban areas where there are social amenities. Nwosu (1983) commenting on teacher’s attitudes towards posting said “teachers are reluctant to accept postings to the rural areas”. the study further noted that some of these teachers have no cogent reasons to give for refusing posting to the rural area. One can rightly deduce that these teachers are looking for amenities.

Okere (1997) stressed the importance of health services in the rural areas, posting out that in most cases rural areas are provided with ill-equipped health centres from where serious cases are referred to big hospital in the urban areas. It is true that no one would like to risk his or her life, consequently there is the tendency for qualified teachers to refuse living and working in the rural areas. They rather prefer the urban centres where adequate medical facilities are available and cheaper. So far, the researcher has attempted to examine the place of qualified teachers as factor in effective teaching and influence of lack of qualified teachers in our secondary schools. The outcome of the research revealed that there is need for competent specialist teachers to take care of our secondary schools who will oversees and guide the work of classroom and also non-specialist teacher. The absence of this group of teachers affects students’ performance in schools.

The invention of printing, books have served humanity in a number of ways. For instance, they provide information, recreation as well as education. Books have helped to bridge the gap between the past and the present and have even brought diverse cultures of the world together. To this extent, people of the world can grow to understand themselves better through reading. UNESCO (2009), in a message to the world on the occasion of the international book year declared that, the book is the most dependent of communication ever devised by man. With the books, the human mind for the first time was able to conquer time and space... it is equally important that the book the unparalleled instrument for setting down man’s wisdom and knowledge promotes individual’s fulfillment and social progress: that it gives all persons chance to appreciate the best that the human mind has offered worldwide and that it serves to create better understanding between peoples as a necessary step towards a true and lasting peace (UNESCO, 2002). In a similar vein, it was observed that books are essential for learning, it can contribute in no small way to the development of the emotional, psychological, cultural and educational life of children. It has equally asserts that literature develops children’s imagination and helps them to consider nature, people, experiences or ideas with innovation.

### **3.1 Methodology**

A survey design was used and Primary data were obtained by administering questionnaire to the respondents while secondary data were obtained from textbooks, journals and documents from State Universal Basic Education Board (SUBEB). The sample size for this study is 264 out of the population of 779 which was obtained by the use of Yamane’s formula. The method of sampling applied is multi stage sampling using stratified and simple random sampling methods. The analysis was done using simple percentage.

The Yamane’s formula (1967) is:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = Sample size

N = Target population

(e) = Level of significant or Alpha square

$$n = \frac{779}{1 + 779(e)^2}$$

$$n = \frac{779}{1 + 779(0.05)^2}$$

$$n = \frac{779}{1 + 779(0.0025)}$$

$$n = \frac{779}{1 + 1.9475}$$

$$n = \frac{779}{2.9475} = 264.29$$

$$n = 264$$

## 4.0 Results and findings

### 4.1 Data Presentation

The total of 264 closed ended questionnaires were distributed to teaching staff in primary schools, junior secondary schools, SUBEB staff, principals and head teachers. Nevertheless, 240 questionnaires were retrieved and returned valid which were used for the analysis.

**Table 4.1:** Effect of insurgency on education infrastructural component of UBE Programme in Maiduguri Metropolitan Council

Variables	SA %	A %	UD %	SD %	D%	Total
Classroom	100 (42%)	100 (42%)	20 (8%)	10 (4%)	10 (4%)	240 (100%)
Library	120 (50%)	80 (34%)	0 (0%)	20 (8%)	20 (8%)	240 (100%)
Laboratory	120 (50%)	80 (34%)	0 (0%)	20 (8%)	20 (8%)	240 (100%)
Staff Quarters	100 (42%)	100 (42%)	10 (4%)	20 (8%)	10 (4%)	240 (100%)

**Source:** Field Survey, 2019

Table 4.1 shows that 100 (42%) and 100 (42%) of the respondents strongly agreed and agreed respectively that classrooms as a component of educational infrastructures were destroyed as a result of insurgency while 10 (4%) and 10 (4%) of the respondents strongly disagreed and disagreed respectively that there is no any relationship with insurgency and the destruction of classes, also 120 (50%) and 80 (34%) of the respondents strongly agreed and agreed respectively that insurgency caused the destruction and burning of library, while 20 (8%) and 20 (8%) of the respondents strongly disagreed and disagreed respectively that insurgency has no relationship with the destruction of libraries in MMC. However, 120 (50%) and 80 (34%) of the respondents strongly agreed and agreed respectively that insurgency caused the destruction of laboratories, while 20 (8%) and 20 (8%) of the respondents strongly disagreed and disagreed respectively that insurgency did not served as a catalyst for the destruction of laboratories in MMC.

In addition, 100 (42%) and 100 (42%) of the respondents strongly agreed and agreed respectively that insurgency affected the destruction of staff quarters while 20 (8%) and 10 (4%) of the respondents



strongly disagreed and disagreed respectively that insurgency did not affected the destruction of staff quarters in MMC. The analysis in Table 4.1 shows that majority of the respondents are of the view that insurgency caused the destruction of class rooms, libraries, laboratories and staff quarters. The researchers visited, Jajeri Primary school, Dala Primary school, Bolori Primary school, Jajeri junior secondary school and Umarari Primary School and discovered that there were classrooms, library and laboratory were destroyed by Boko haram insurgents as depicted in plates 4.1 to 4.5 showing the various classrooms destroyed by the insurgents in the selected UBE schools in MMC.



**Plate 4.1:** Classroom destroyed by the insurgents in Jajeri Primary School in MMC, Borno State.

Source: Field Survey, 2019



**Plate 4.2:** Classrooms affected by the insurgency in Dala Primary School, MMC, Borno State

Source: Field Survey, 2019



**Plate 4.3:** Classrooms affected by the insurgency in Bolori Primary School, MMC, Borno State.

Source: Field Survey, 2019



**Plate 4.4:** Library destroyed by the insurgency in Jajeri Junior Secondary in MMC, Borno State.

Source: Field Survey, 2019



**Plate 4.5:** Laboratory affected by the insurgency in Umarari Primary School in MMC, Borno State

Source: Field Survey, 2019

#### **4.2 Discussion of findings**

The findings of this study revealed that several class rooms, libraries, laboratories and staff quarters were burned down and this is in line with the opinions of the majority of the respondents which strongly agreed that these structures were burned by the Boko Haram insurgents in MMC as indicated in table 4.1 and also observed by the researchers as depicted in plate 4.1 to 4.5 respectively.

#### **5.0 Conclusion and Recommendations**

The study concludes that insurgency has an adverse effect on school infrastructures and facilities. It grossly affected the availability of an access to education of many children and the availability of teachers in MMC. Schools were burnt down, it is not only the classrooms, library and laboratory that were lost but also all the teaching materials, equipment's and school records leaving children with nowhere to learn. Access to basic education requires that sufficient and proper facilities and services are in place and that students can have access to adequate books and materials. The study recommends that:

- i. Government and donor agencies need to enhance good learning environment through massive investment in school infrastructural development as well as the need for complete overhaul of primary educational infrastructural facilities like classrooms, laboratories, libraries, computer centres, potable water, electricity, toilets and furniture's and
- ii. Security personnel's should be provided to safeguard school infrastructures, ensure conducive environment for teaching and learning for both teachers and the students.



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