

RESEARCH ON THE IMPACTS OF INSURGENCY ON EDUCATIONAL INFRASTRUCTURE IN BASIC EDUCATION SCHOOLS IN BORNO STATE

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Abstract: This research aims at finding out the impacts of insurgency on educational infrastructure in basic education schools in Borno State. All the 1600 schools have been sampled and surveyed using a structured questionnaire which was administered directly by trained Research Assistants (RAs). The percentile statistics was used to analyze the data collected. A total of 1600 schools were sampled. The research revealed that 12% of the classes in Basic education schools were partially destroyed and 22.61% were completely destroyed. Rebuilding the destroyed classes and using education to prevent insurgency was recommended.

Keywords: Insurgency, basic education, infrastructure.

1. INTRODUCTION

In the Northeastern region of Nigeria especially in Borno state the Boko Haram BH insurgents have attacked many settlements destroying human lives, buildings in the form houses, offices, markets, hospitals and schools. The intensity of damage to infrastructure varies from place to place depending on time available, number of the attacking insurgents and weapons available to the insurgents. As a result of the activities of the insurgents, many schools are either partially destroyed or completely burnt down. Many teachers and students were killed leading to the closure of all the schools in the state for two or more years. The closure has disrupted teaching and learning in the most important sector of the education industry i.e Basic Education (the first nine years of education; Primary and the first three years of secondary school). The extent of damage to infrastructure in this sector is very great.

This research determines the impact of insurgency, directly or indirectly on basic education infrastructure so that all stakeholders in the provision of Basic education will be able to remedy the situation and ensure the continuity of teaching and learning to fulfill the educational rights of the child in line with the United Nations Charter on the rights of children.

There are about 1,600 (one thousand six hundred) public Basic education schools in Borno state (SUBEB 2018) seventy percent of which are located in the rural vulnerable areas, have been attacked sometimes more than thrice. This is the greatest number of concentration of agents of western education that attracts colossal amount of resources which are targets of the insurgents. This research looked at the infrastructures that have been destroyed as a result of the activities of BH insurgents.

Statement of Problem

This research looked at the impact of insurgency on educational infrastructure in basic schools in Borno State. Educational infrastructure here refers to school buildings, teaching and learning facilities, especially the following:

- i. Classrooms
- ii. Laboratories
- iii. Libraries
- iv. Staffrooms
- v. Teaching and Learning facilities
- vi. School records
- vii. Desks/Chairs/tables

Objectives of the Study

The research is designed to determine the extent of damage caused by the activities of the insurgents to educational infrastructure in basic education schools of Borno State for the use of the Governments, donor agencies, the general public and all other stakeholders in the education industry and also to extend the frontiers of knowledge in the area of impacts of insurgency on education and to enrich the literature on education. This research work is important to the governments, donor organizations, and all other stakeholders in the education industry in the following ways

- i. It will provide in absolute terms the number, and percentage of classrooms that have been destroyed as a result of the activities of the insurgents.
- ii. It will provide in absolute number and percentages of learning materials destroyed by the activities of insurgents

Research Questions

The research was guided by the following research questions

- i. To what extent has the activities of the BH insurgents affect school buildings like classrooms, laboratories, libraries, and offices in Basic Education Schools of Borno State?
- ii. To what extent have the activities of BH insurgents' affects teaching and learning materials like Books, Desks, School Records, etc in Basic Education Schools of Borno State?

Conceptualization

The twenty seven Local government areas of Borno State have experienced the murderous and devastating activities of the Jamaatul Ahlul Sunnah Lildaawati Wal Jihad sect otherwise known as Boko Haram (BH) intensively since the 2009 (Ibrahim 2017). The BH has not only disrupted social and economic life, but is responsible for more than 20,000 deaths, the enslavement of thousands of women, the forceful conscription of young boys and the flight of more than 2.2million internally displaced persons (IDPs). The humanitarian cost of this insurgency is tremendous across the 27 local government areas of Borno State. The scale and scope of the activities of the insurgents vary across the local governments and communities.

Scholars have traced the origin of the sect to the year 2001 when a group known as the Nigerian Taliban emerged and operated on the banks of river Yobe in Yunusari local government area of Yobe state (Ibrahim 20014, Umar 2002, Mohammed 2010, Salihu 2014 ...). The group was probably initially fashioned after the Taliban of Afghanistan considering its critical stands on the injustice of the Nigerian government which it always regard as '*taaghut*' an Arabic word that means the arrogant or ungodly. The group gained public notice as a result of its activities in 2003 when it attacked Yunusari Local Government secretariat and the Police Divisional Headquarters at Kanamma, later the BH moved to Gwoza Hills for intensive military training.

Many factors help in radicalizing the BH, one is the influence of the radical teachings of the Islamic scholar; Taqi Ad-Din Ahmad Ibn Taimmiyya (1268-1328) which led to the naming of the BH Islamic centre as "MARKAZUL IBN TAIMMIYYA" (the Ibn Taimmiyya centre) by its first leader Muhammad Yusuf. Ibn Taimmiyya was one of the most radical of all Islamic scholars of our time. Ibh Taimmiyya in one of his popular fatwa decreed that the Mongols that invaded Bagdad should be annihilated even if they accept Islam for using a secular code to rule instead of the Sharia. In adherence to the teachings of Ibn Taimmiyya, the BH believe in the annihilation of all those who believe in the secular rule of the Nigerian constitution and enforcing the sharia.

The first leader of the BH, Muhammad Yusuf developed a radical style of preaching which were in consonance with the teachings of Ibn Taimmiyya but tainted with anti establishment campaign appeals to the youths in Borno state and beyond. Muhammad Yusuf has been radicalized by his membership of Shia and later, salafist Izala and has come into close contacts with western educated youths which gave him the opportunity to understudy the psychology of such youths who readily accepted his ideology and doctrines.

In addition to its quest to introduce complete sharia in the state, the BH propagates its ideology and doctrines through condemning western culture and modern science taught in western schools. Consequently a large number of adherents to the BH doctrines dropped out of western schools and some of the products of the western schools tore the certificates they earned from such schools.

Incidentally, the belief that western education is forbidden to the Muslims has been held for a long time in Northern Nigeria, this has accounted partially for the backwardness of the region in western education. As a result of his activities, Muhammad Yusuf was arrested severally by the authorities and released on bail. His release was perceived by his followers as victory from Allah, this subsequently strengthen their belief in his mission which makes him more popular (Ibrahim 2012).

The BH sect came under heavy criticism from other Islamic sects most especially from the Izala as signified by the tutored activities of Late Sheik Mahmud Jaafar Adam who was allegedly killed by BH gunmen. The most important critique of BH was by the Izala who labeled BH as Khawarij an Arabic term for rebels.

The emergence of the BH has been attributed to poor governance, economic dislocation, deprivation, income inequality, poverty aided by local disasters like droughts, and rinderpests or cattle plague.

The success of BH was linked to its initial welfare program for farmers, transporters, and traders. This scheme attracted many unemployed youths. In this program loans without interests were given to farmers, commercial motorcyclists, tricycle taxis, while opening other intervention vistas that positively impacted on the livelihood of most of its members. The welfare scheme was so successful that it was independent of government intervention. However as part of the overall package of the welfare scheme, beneficiaries are required to receive indoctrination on radicalization and probably firearm training. This clearly shows that Muhammad Yusuf cashed in on the prevailing situation of poverty and poor governance to garner support from ignorant youths indoctrinated to fight for a cause even after his death.

BH declared an all out war on the Nigerian government in July 2009 when Police barracks and Prisons were simultaneously attacked in Bauchi, Kano and Maiduguri. During this stage of insurgency, over 700 people were killed in Maiduguri alone (ACFR 2011). Studies by the American Council on Foreign Relations (ACFR) estimated that between 13th July 2009 and 30th September 2014 27 thousand people were killed in Borno state.

The spread of the BH has ethnic undertone, at the beginning it was led and sustained by the Kanuris, with time; it has succeeded in recruiting youths from other ethnic groups in the state most especially from the various ethnic groups that live around the Gwoza Hills.

The BH insurgency has been very brutal and devastating to communities in Borno state and the responses to the devastations varies. Some communities were passive while others were proactive.

Most research efforts have focus on explanations regarding origins, causes, and effects, of the BH or on documenting the impact of BH on communities. Others have attempted to understand the social dynamics that gave birth and sustained the insurgency in a generalized way without focusing on impacts on educational infrastructure.

In research works on the impact of insurgency, Monguno, (2014), Haruna (2016), Adesoji, (2010), and Uncle (2017), reported that the educational institutions, teachers and students are generally the targets in the rural areas, some of them cited the Chibok Girls incidents, however none of the researches reported for example number of classes, laboratories, libraries, charts, school records that had been destroyed not even number of teachers and students that have been killed or maimed.

In other researches on the impacts of insurgency on communities Aminu (2014), Maisamari (2015), Prince (2016) reported that children and women are most vulnerable and that is why most of the Internally Displaced Persons (IDPs) Camps are populated by this category of persons.

In other similar researches, Adegbulu (2010), Human Rights Watch (2014), Burgoon (2006) reported that the economies and social life of communities are negatively impacted upon,

Results from other researches on impacts of insurgency by Mustapha (2014), Kellu (2015), Abdullahi U et al (2013) and Raji (2015) reported cases of post psychosis trauma among school children, teachers and other inhabitants of IDPs camps who are victims.

From the few reports of researches cited it appears that very little has been done in the area of the impact of insurgency on basic education infrastructure. This research will extend the frontiers of knowledge in the field of impact of insurgency on infrastructure in Basic education in Borno state.

The research finds out in absolute terms the number of educational infrastructure in basic educations in Borno state that have been destroyed as a result of the activities of the insurgents, the intensity and frequency of attacks on the schools e.t.c

2. MATERIALS AND METHODS

The simple survey design is used for this study. The survey design is most appropriate when surveying the impacts of the activities of insurgents on educational infrastructure in basic education schools of Borno State.

Study Area

The entire 27 local government areas of Borno state constitute the study area. There are a total of 1600 (SUBEB 2018) public basic education institutions.

Population

The target population is made up of the public basic education institutions in the state numbering 1600 (SUBEB 2018).

Sample and Sampling Technique

All the total number of one thousand six hundred (1600) schools in the state forms the sample for this study.

Instrument of Data Collection

For collecting data, a structured questionnaire developed by the researcher has been used. The questionnaire solicits information about number of school infrastructure destroyed in absolute numbers.

Administration of Questionnaire

The Questionnaires was administered to the selected schools using face to face method by specially recruited and trained Research Assistants (RAs).

Data Analysis

Data collected was analyzed using the simple percentile statistics

Using this formula: $P = \frac{n}{N} \times 100$

Where

P=Percentage

n=Frequency of response to each information item

N=Number of respondents on the sample

The results collected for the second parts of the questionnaire are reported in absolute figures.

Data Presentation

A total of one thousand six hundred schools were surveyed using a questionnaire designed to find out the impacts of insurgency on educational infrastructure in Basic Education Schools in Borno State.

The state is divided into three zones that coincides with the political division of senatorial districts of Borno Central, Borno North, and Borno South

Table 1 (distribution of basic education schools by senatorial districts)

S/No	Senatorial District	No of LGAs	No of Schools	SAMPLE
1	Borno Central	09	602	602
2	Borno North	09	404	404
3	Borno South	09	594	594
Total			1,600	1600

Source; Borno SUBEB (2018)

Table 1 shows the distribution of Basic Education Schools in Borno State. All the schools are public owned. Each of the comprises of nine local government areas, Borno Central has six hundred and two (602) schools which is the highest, Borno North has four hundred and four (404) schools which is the lowest and South Borno has five hundred and ninety four schools (594).

Research Question 1; to what extent has the activities of the BH insurgents

School buildings like classrooms, laboratories, and staffrooms.

Table 2 (extent of destruction of school buildings)

S/No	Senatorial Zone	No of Classes	Partially Destroyed		Fully Destroyed	
			No	%	No	%
01	Borno Central	8,428	1,034	12.27	2,186	25.94
02	Borno North	3,232	1,069	33.08	1,957	60.55
03	Borno South	7,128	152	2.13	105	1.47
Total		18,788	2,255	12.00	4,248	22.61

Source: Researcher (2018)

Table 2 shows the extent of destruction of classrooms across the three senatorial zones. Borno central with a total of eight thousand, four hundred and twenty eight (8,428) classes have 12.27% of the classes partially destroyed and 25.94% of the classes completely destroyed. Borno North with three thousand, two hundred and thirty two classes (3,232) has 33.08% of the classes partially destroyed and 60.55% of the classes completely destroyed. Borno South with a total of seven thousand, one hundred and twenty eight (7,128) has 2.13% of the partially destroyed and 1.47% of the classes completely destroyed. In total there are about eighteen thousand seven hundred and eighty eight (18,788) classes in Basic Education Schools in Borno State, out of which 12% were partially destroyed and 22.61% completely destroyed.

Table 3 (extent of destruction to specialized classrooms like libraries, laboratories, and offices)

S/N	Senatorial zone	Laboratories			Libraries			Offices		
		Total	Destroyed	%	Total	Destroyed	%	Total	Staff Rooms Destroyed %	
1	Borno Central	536	134	25	560	242	25.2	680	175	25.74
2	Borno North	212	108	50.94	216	109	50.46	316	142	45
3	Borno South	316	14	4.43	315	28	8.89	408	34	5.59
Total		1,064	256	24.06	1,091	379	34.74	1,404	351	25

Source; Researcher (2018)

Table 3 shows the extent of destruction to specialized classrooms like libraries, laboratories, subject rooms and offices. 25% of the laboratories, 25.2% of the libraries and 25.74% of the offices and staff rooms were destroyed by the insurgents in Borno Central. 50.94% of the laboratories, 50.46% of the libraries and 45% of the offices and staff rooms in Borno

North were destroyed by the insurgents while 4.43% of the laboratories, 8.89% of the libraries and 5.59% of the offices and staff rooms in Borno South were destroyed by the insurgents. The general picture shows that 24.06% of the laboratories, 34.74% of the libraries, and 25% of the offices and staff rooms in the Basic Education Schools of Borno state have been destroyed by the insurgents.

Research question 2; to what extent has the activities of BH insurgents affected teaching and learning materials like textbooks, exercise books and school records.

Table 4 (Effects on teaching and learning materials and School records)

S/No	Senatorial zone	Text Books	Exercise Books	School records	Desks/chairs/tables
01	Borno Central	120,216	1,122,056	84,280	156,867
02	Borno North	100,421	983,877	67,893	107,513
03	Borno South	8,500	18,789	12,113	68,213
Total		229,137	2,124,722	164,286	332,593

Source; Researcher (2018)

Table 4 shows the extent of damage to teaching and learning materials. In Borno Central about 120,216 text books, 1,122,056 exercise books, 84,280 school records (registers/scheme of work/admission register/logbooks etc) and 156,867 desks, chairs and tables were destroyed by the insurgents. In Borno North 1004,421 textbooks, 983,877 exercise books, 67,893 school records, and 107,513 Desks, chairs and tables were destroyed while in Borno South, 8,500 textbooks, 18,789 exercise books, 12,113 school records and 68, 213 desks, chairs and tables were destroyed by the BH insurgents. All over the state 229,137 textbooks, 2,124,722 exercise books, 164,286 school records and 332, 593 desks/chair/tables were destroyed by the BH.

3. FINDINGS/DISCUSSIONS

Table 2 revealed that there are about eighteen thousand seven hundred and eighty eight classes in Basic Education Schools in Borno State, out of which 12% were partially destroyed and 22.61% completely destroyed. The table further revealed that Borno North has the highest percentage of classrooms destroyed with more than 60% of the classes completely destroyed while Borno south has the lowest with only 1.47% of the classes completely destroyed.

Table 3 shows that 24.06% of the laboratories, 34.74% of the libraries, and 25% of the offices and staff rooms in the Basic Education Schools of Borno state have been destroyed by the insurgents. The table further revealed that Borno North has the highest number of specialized rooms and offices destroyed with 50.94% of the laboratories, 50.46% libraries and 45% offices and staff rooms destroyed while Borno South had the lowest percentages with 4.43% of laboratories, 8.89% of libraries and 5.59% of staffrooms and offices destroyed.

Table 4 revealed that a total of 229,137 textbooks, 2,124,722 exercise books and 332, 593 school records were destroyed with Borno North having the highest number of 1004,421 textbooks, 983,877 exercise books, 67,893 school records, and 107,513 Desks, chairs and tables destroyed while Borno South has the lowest numbers with, 8,500 textbooks, 18,789 exercise books, 12,113 school records and 68, 213 desks, chairs and tables destroyed by the BH insurgents.

4. CONCLUSIONS

Based on the data collected, analyzed and presented above, the following conclusions were arrived at:

- The activities of the BH insurgents have impacted negatively on educational infrastructure like school buildings such as classrooms, laboratories, libraries, offices and staffrooms as shown by the very high percentages reported in Borno State.
- The activities of the BH insurgents have also impacted negatively on teaching and learning materials like textbooks, exercise books and school records as shown by the high numbers reported in Borno State.

5. RECOMMENDATIONS

1. The government, humanitarian agencies and communities should partner and rehabilitate all the schools so that effective teaching and learning will be restored
2. The government should use education to prevent and control insurgency.
3. The government should enlighten, empower, and sensitize the communities on how to protect the schools and prevent further attacks

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