



## **Insecurity Challenges and Basic Education in Nigeria**

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**Abstract:** *This paper examined the impact of insecurity on Basic education in Nigeria. Secondary data were used in the paper. The secondary data were gathered from print materials and online publications. The paper specifically stated that insecurity have affected the Basic school calendar, students enrolment, retention and completion in basic schools, led to death of professional Basic school teachers (reduction in strength of teachers), led to reduction on the Basic education investment and led to destructions of Basic school facilities across Nigeria. Based on these points, the paper suggested the following: Government at every levels should address all factors responsible for insecurity in Nigeria. Government should invest on school security to be more proactive in dealing with security situation in the schools.*

**Key words:** Impact, Basic School Education, Insecurity.

### **INTRODUCTION**

Basic Education is the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early Child Care and Development Education however is segmented into ages 0-4 years, situated in daycare or creches, Fully in the hands of the private sector and social development services, whilst ages 5-6 are within the formal education sector. The goals of Basic Education are to: a. Provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement; b. develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; c. inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; d. inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socio-economic background; and e. provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child's capability.

The objectives of Basic education can be achieved only in a peaceful and safe teaching and learning. It is unfortunate that educational institutions in Nigeria have come under serious attacks from bandits, Boko Haram members and agitators. The country Nigeria has witnessed a drastic and frantic insecurity challenges in the last few years. These are in various forms, communal, political, socioeconomic etc with varying degree of casualty, mostly affecting innocent citizens of the country. (William, Harnet, & Strassner, 2003), the high rate of insecurity in the country of Nigeria have subjected to danger or injury, anxiety, fear, worry, uncertainty. Above all, it has made it difficult to plan for tomorrow since one can no longer determine what may happen in the next minute. The insecurity have migrated to the educational institutions (Ogunode 2020; Sarkinfada,2011; Sarkinfada,2008).

Best (2006) defined insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury, etc. the challenge of insecurity is a worldwide

phenomenon and not only peculiar to Nigeria. The country Nigeria has witnessed a drastic and frantic insecurity challenges in the last few years. These are in various forms, communal, political, socioeconomic etc with varying degree of casualty, mostly affecting innocent citizens of the country. (Eme, 2011) described insecurity as a breach of peace and security whether historical, ethno, religious, civil, political and psychological that have contributed to prevalent conflicts the country has witnessed over the years, resulting to war and destruction and loss of lives and properties, in which the education sector has not been left untouched. He explained further that during the pre-colonial and colonial era, insecurity was a small matter handled mainly by the federal government through the ministry of internal affairs. Insecurity creates fear, anxiety, uncertainty, death and disruption of academic activities and programmes etc. these institutions are constantly on fire because of the devilish activities of cult members. (Olamosu 2000), insecurity is a state or condition in the life of a social unit, system, organization or society in which the existence of a; problem assumes critical dimension to the extent that the survival or existence of the social system or structure is threatened. (Iyoha et al 2010) argued that: insecurity is becoming a perennial and agonizing problem in our education institutions in Nigeria. In the View of (Omorogbe, 2016), the insecurity in the country possessed the capacity to drastically reduce the performance, aims and objectives of the education system and if not checked may totally destroy the education sector in the country, hence it is important to analyze the impact of insecurity problems on the Basic education in Nigeria. Based on this submission, the purpose of the paper is to analyze the impact of insecurity on

Basic education in Nigeria. The specific objectives are;

1. To find out the impact of insecurity problems on academic calendar of Basic schools in Nigeria;
2. To find out the impact of insecurity problems students enrolment, retention and completion;
3. To identify the impact of insecurity problems on Basic education teachers' strengthen;
4. To find out the impact of insecurity problems on Basic education funding in Nigeria
5. To find out the impact of insecurity problems on Basic school infrastructure facilities in Nigeria

Based on the above research objectives, the following are put forward as research questions;

1. What is the impact on insecurity problems on academic calendar of Basic schools in Nigeria?
2. What is the impact of insecurity problems students' enrolment, retention and completion?
3. What is the impact of insecurity problems on Basic education teachers' strengthen?
4. What is the impact of insecurity problems on Basic education funding in Nigeria?
5. What is the impact of insecurity problems on Basic school infrastructure facilities in Nigeria?

## LITERATURE REVIEW

There are many attacks on the Nigerian educational institutions especially the Basic schools. The chronicles of the event as put forward by (Adams, Adedeji, Majekodun, Kehinde, and Adams, 2021) as follows; in JULY 29, 2009: Maiduguri, Borno: Success international private school, Maiduguri — Four buildings, including two blocks of three classrooms each were set on fire by suspected Boko Haram members. In SEPTEMBER 14, 2010: Maiduguri, Borno: Maiduguri, Borno: Boko Haram insurgents set ablaze 36 classrooms and offices at Yerwa Primary School, Maiduguri. A school guard told Human Rights Watch he recognized the attackers as then current and former students of the school. In APRIL 2, 2012: Daura, Yobe: Men suspected to be Boko Haram insurgents raided Government Senior Secondary School, Daura, stealing computers, power generators, and the school bus before setting fire on 2 blocks of 6 classrooms, principal's office, books and certificates. In FEBRUARY 22, 2012: Maiduguri, Borno: Bundum Primary School, Maiduguri — Some classrooms and a store set ablaze overnight by unknown men suspected to be Boko Haram members. Residents said there was a similar incident at Kulagumna Primary School along Ali Kotoko area of the metropolis on Tuesday. Abba Ganaram Primary School, Maiduguri, Borno state — burnt during the night by suspected Boko Haram insurgents. In FEBRUARY 28, 2012: Maiduguri, Borno: Gomari Costain Primary School and three other schools in Maiduguri — Gunmen detonated a bomb that destroyed all of the schools' buildings. No casualties were reported. In MARCH 1, 2012: Maiduguri, Borno: Success International School, old Maiduguri — Suspected Boko Haram burned down two buildings in the school overnight. In MARCH 7, 2012: Gombe state: A school in Gombe state, near

the sect's spiritual home in Maiduguri, was set ablaze overnight. Residents said the school was burned in a town near the border with Yobe state. In APRIL 14, 2012: Maiduguri, Borno: Two primary schools in Maiduguri metropolis: Kulagumna Primary school and Gamboru II Primary and Junior Secondary School were burned to the ground overnight. In JUNE 18, 2012: Damaturu, Yobe: Boko Haram insurgents struck six churches, five primary schools, a police station and a police outpost in Damaturu Yobe state during a battle with government forces. A top member of the sect, Habibu Bama (a former Nigerian soldier) died from injuries sustained in the battle.. In JULY 22, 2012: Damaturu, Yobe: Commissioner of Police revealed that the Yobe Children's Academy, the oldest private school in the state had been burned down. A school staff member told Human Rights Watch that a teacher working late in the school was killed. 30 classrooms were also razed. In AUGUST 19, 2012: Damagun, Yobe: Police said that a section of the Central Primary School in Damagun LG was gutted by fire from targeted explosions. In AUGUST 21, 2012: Goniri, Gujba Local Government Area, Yobe: Gunmen stormed Goniri village in Gujba LG, killing 2 residents and then burning down classrooms at a primary school, the Lower Sharia court, and a police outstation, confirmed State Police PR officer, who suspected Boko Haram.. in SEPTEMBER 4-5, 2012: Damaturu, Yobe: Police said that two primary schools, a fire station, an electoral office and two religious affairs buildings were also burnt in the northeastern city of Damaturu, which had been hard hit by Boko Haram. In SEPTEMBER 30, 2012: Zaria, Kaduna: A bomb blast and gunfire shook an area around an Islamic boarding school in the city of Zaria, leaving two Boko Haram Islamists dead and three others wounded. In OCTOBER 1, 2012: Mubi, Adamawa: At least 26 students of the Adamawa State University, the Federal Polytechnic, and the School of Health Technology, both in Mubi, Adamawa State were killed around 10pm Monday night by gunmen suspected to be Boko Haram. In MARCH 12, 2013: Kano, Kano state: Gunmen struck Dan Maliki primary school while pupils were in class. Three teachers and the headmaster were wounded. The Police in Kano state confirmed the incident. In MARCH 13, 2013: Maiduguri, Borno: Unknown assailants burnt Gwange III Primary School, two days after Gwange I Primary School was set ablaze. In MARCH 18, 2013: Maiduguri, Borno: Four school teachers including two female teachers and two other people were yesterday morning killed when some gunmen launched multiple attacks on four schools in the troubled city of Maiduguri. The schools attacks, according to sources, include Mafoni Day Secondary School, Yelwa Central School, Shehu Sanda Kyari Secondary School and Ali-Alaskiri Primary School. In MARCH 24, 2013: Biu, Borno state: Godiya Primary School; Lajada Private School; and Standard Private School in Biu, Borno state were burnt as soldiers and gunmen believed to be members of the Boko Haram were locked in a gun battle. In APRIL 9, 2013: Maiduguri, Borno: Two teachers killed at home in Maiduguri, while 4 officials of the Borno State Schools Feeding Committee were killed during an inspection tour of schools in Dikwa, Borno state. in JUNE 16, 2013: Damaturu, Yobe: Gunmen, suspected to be Boko Haram members, killed seven students and two teachers of Government Secondary School, Damaturu Yobe State capital. In JANUARY 9, 2014: Gwoza, Borno: A member of the House of Representatives, Peter Biye Gumtha, representing Gwoza/Chibok/Damboia said the attacks were launched by eight insurgents. Many primary schools and other public buildings in his constituency, were also burnt. The gunmen also destroyed 90, 000 packets of chalk, pens and exercise books procured at N38 million for distribution to schools in my constituency," he further said. In FEBRUARY 11, 2014: Konduga, Borno: Gunmen attacked Konduga about 40 kilometers from Maiduguri, along Maiduguri-Bama Road. They destroyed Abba Ashigar School of Business and Administrative Studies, and many other buildings in the town with explosives. They also abducted 20 female students from the school, five female street traders, a medical doctor and carted away drugs and medical equipment.in FEBRUARY 24, 2014: Buni Yadi, Yobe: Gunmen suspected to be Boko Haram members attacked and killed dozens students of Federal Government College Buni Yadi, Gujba Local Government Area of Yobe State. Yobe state Police Commissioner, Sanusi A Rufai confirmed that twenty nine male students were killed and twenty four structures that include the Administration block, students hostel and staff quarters were burnt down.in FEBRUARY 26, 2014: Shuwa, Adamawa: Suspected members of Boko Haram terrorist sect attacked a number of villages in Madagali and Michika LGAs in Adamawa State. In Shuwa, three catholic churches were set ablaze, as well as a primary school. The Saint Joseph Minor Seminary (secondary school). Local residents say three bodies were recovered from the seminary. In MARCH

15, 2015: Damasak, Borno: Boko Haram insurgents who had occupied and detained at least 300 pupils and over 200 more women and children at the Zanna Mobarti Primary School, Damasak, Borno state since November 24, 2014, escaped with at least 400 of the captives when security forces from Chad and Niger expelled the insurgents from the town. In MAY 8, 2015: Potiskum, Yobe: A suicide bomber suspected to be a member of the Boko Haram sect, armed with Improvised Explosive Devices (IED) and AK47 rifle on Friday launched an attack on the College of Administrative and Business Studies (CABS) Potiskum in Yobe state. Potiskum is Northwest and about 100km from Damaturu, the Yobe state capital. The bomber stormed the school around 8:00am and started shooting sporadically at the gate before entering the school shooting at students and teachers alike. In MARCH 2, 2016: In Lagos State, 3 students of a private secondary school, Babington Macaulay Junior Seminary, Ikorodu were abducted by unknown gunmen. In JANUARY 13, 2017: Ten students and staff of Nigerian Tulip International College in Isheri, (formerly Nigerian Turkish International College) Ogun State were abducted. In JANUARY 16, 2017: Two teenage suicide bombers detonated bombs in the University of Maiduguri which killed 3 people including a Professor. In MAY 25, 2017: a group of gunmen attacked Lagos State Model College, Igbonla Epe and abducted 6 students despite the perceived security in the school. In FEBRUARY 19, 2018: In what seems like a repeat of the Chibok girls' attack four years earlier, 111 school girls from the Government Girls Science and Technical College Dapchi, Yobe State were abducted. Even though most of the girls have been released, this particular case showed failure of the existing security architecture to proactively secure the volatile area as Dapchi which is very close to Chibok in the north-eastern part of Nigeria ((Adams, et al 2021). From 2017 till date, records showed that many Basic schools have been attacked in Niger state, Zamfara state, Kaduna state, Yobe state and many students and teachers killed while others were kidnapped.

## METHODOLOGY

Secondary data were used in this paper. The data were generated from online publication and print materials from the libraries. Content analysis was adopted to itemize relevant literatures that have relationship with the topic. Out of the literature gathered, only 80% were finally used in the paper presentation. The literatures were sourced directly from CEON, Elsevier, Hindawi, JSTOR, IEEE, LearnTechlib SAGE, Nebraska and Springer amongst others.

## DISCUSSION OF FINDINGS

### 1. What is the Impact of Insecurity Problems on Academic Calendar of Basic Schools in Nigeria?

The insecurity problems in Nigeria have affected the school calendar of Basic schools in most Nigeria states. Insecurity have led to Basic school closure in many states in the North West, North East, South-East and North Central of Nigeria. (Ogunode & Ahaotu 2021) stated that continuous closure of schools by the state government in the Northern Nigeria whenever there is any attack on educational institutions within or close to the state is also responsible for unstable academic calendar of various educational institutions in the states especially, the secondary schools which are the most affected in the region. Educational institutions operates on planned academic calendar which specifies the academic session, terms and weeks that school will open for teaching and learning. Scheme of work and syllables are there to be covered within the school calendar. These academic calendar and programmes of educational institutions are poorly implemented due to closure of school which is unhealthy for the development of education because, teaching and learning and other academic activities are intermittently disrupted. (Tribune 2021) also reported that authorities in North-West, Nigeria had shut down more over 4,000 public primary schools across the state, and over 4,000 public secondary schools were among the closed down schools. According to him, over 300, 000 to 400,000 thousand students and pupils are at home after the incidence of Chibok school students' kidnap without considering the effects on the internal administration of the school especially the learners (Tribune, 2021). Also, (Musa 2020) and (Abdul 2020) agreed that the actions of the Northern States government in closing down educational institutions whenever there is an attacks in any educational institutions within a state is dangerous to educational development. (Aliyu 2021) submitted that school closure in the Northern Nigeria has affected the students' academic

performance. (Sarkinfa, 2012; Sarkinfa, 2012; Ogunode & Ahaotu 2021) concluded that poor learning, poor quality of education, loss of interest in education and disruption of academic calendar and learning loss are effects of closure of schools on school administration in Northern Nigeria.

## **2. What is the Impact of Insecurity Problems Students' Enrolment, Retention and Completion?**

The insecurity challenges in Nigeria have also affected the Basic school' students enrolment rate, retention rate and completion rate in the school programme. (Ogunode & Ahaotu 2021) posited that school closure is an action or a decision to close school to prevent further attacks by bandits and insurgence. School closure due to insecurity is a strategy to stop further attacks on educational institutions. School closure due to insecurity is an educational strategy to safeguard the students and teachers from possible attacks by the bandits. School closure strategy is one of the strategies the Nigerian government at all levels have adopted to prevent further attacks on educational institutions. Whenever an educational institution is experiencing attacks, other educational institutions close by are shut down immediately to prevent further attacks of other institutions in the state. The implementation of this strategy in the Northern Nigeria by the various state government have led to continuous closure of school in the region because, educational institutions had always been attacked by the bandits, Boko Haram and other terrorists in the region. The school closure in Nigeria as a result of insecurity have led to poor students' enrolment. (Musa 2018); (Abu 2020) and UNICEF (2021) reported low enrolment of students in schools in the North states.

The insecurity problems in Nigeria have also affected the children of Basic schools retention and completion in the school programme. The insecurity have given birth to high school dropout children (Sanni, 2015; Amalu, 2015; Abdullahi & Terhema, 2014; Sarkinfa, & Rabo, U2022). Also, United Nations Children's Fund, UNICEF (2021), reported that at least one million school children among more than 37 school children in Nigeria are afraid to return to school as schools resume, September. The fears by the children to return to schools, the agency said, was as a result of insecurity in the country, especially abductions that had taken place in schools so far. Generally, (Emmanuel 2018 and Olowoselu, Bello & Onuselolu, 2014) observed that the inaccessibility of schools as a result of the inherent dangers therefore remains a serious challenge to the knowledge givers, the learners and also other critical stakeholders. In most schools attacked, the traumatic experience alone cannot easily be erased as such, experience instills fear on the teachers and the students alike and make it very difficult for them to return back to school. More so, the "planning , organizing, coordinating, financing and evaluating of all educational activities on students, teachers and school heads" in the schools attacked are often jeopardized while teaching and learning processes are hindered because the school environments are unsafe and learning can't be properly conducted and coordinated in an unsafe school environment.

## **3. What is the Impact of Insecurity Problems on Basic Education Teachers' strengthen?**

The insecurity crises in Nigeria have affected teachers, school administrators and students leading to death and kidnapping of others. Insecurity in Nigeria have led to the death of many professional Basic school teachers in Nigeria. This submission is confirmed by (Ogunode, Godwin & Unoaku, 2021) when they submitted that insecurity in Nigeria is affecting the administration of educational institutions because many professional teachers have lost their lives due to the problem of insecurity in the country. This act has reduced the number of teachers for the effective administration of schools especially in the northern part of the country. Insecurity in Nigeria, particularly in Northern part of Nigeria is responsible for the death of professional teachers in the Nigeria. Many professional teachers, school administrators and students have been killed because of insecurity in the country. According to (Protect Education Attack, 2020) and (Thecable 2019) citing the United Nations Educational, Scientific and Cultural Organization (UNESCO) that submitted Boko Haram has killed 2,300 teachers in Nigeria's north-East since the start of the insurgency in 2009 to 2021. Akor Musa & Ogunode (2021); Sarkinfa, & Kyari, (2022); Ogunode, Godwin & Unoaku, (2021) and Musa (2020) identified loss of manpower in educational institutions as one of the major impact of insecurity on school administration in Nigeria. In the (2018) UNESCO global education monitoring

report (GEM), the UN agency stated that 19,000 teachers have been displaced in the Northern region, affecting access to education.

#### **4. What is the Impact of Insecurity Problems on Basic Education Funding in Nigeria?**

The insecurity in Nigeria have affected investment in the Basic education. This is attested to by (Ogunode, Attail & Ebute 2023) who claimed that insecurity is one of the barriers to effective investment into the education in Nigeria. They claimed education investment over the years have reduced due to the huge investment on the security challenges every year. *The PUNCH* reported that Nigeria budgeted a total of N11.18tn for security from 2015 to 2022 amid the persisting insecurity issue. Despite the high budgetary allocation, however, the country remains the second most attacked country globally by the Islamic State terrorist group, according to the data from “Trillions of naira, which would have been used for development, are being wasted fighting insurgency and criminality. This is why both the perpetrators and their sponsors should have a rethink to release their stranglehold on our economy and advancement.” A report by the African Development Bank stated that high military expenditures in Nigeria and other African countries such as Mali, Burkina Faso, Niger, Ghana, and Senegal have weakened governments’ investments in critical sectors. According to the report, the Nigerian government and other African governments have a reduced capacity to invest in human capital, infrastructure, energy, and agriculture due to the high military expenditures. It read in part, “In response to heightened insecurity and violence, many African governments have increased military and security expenditures, diverting resources away from other development priorities. Military expenditure in Africa was estimated at US\$39bn in 2021, 7 per cent higher than in 2018 and 16 per cent higher than in 2011. Over the past decade, the biggest percentage increases in military expenditure occurred in the Sahel countries of Mali, Burkina Faso, and Niger. (Ogunode, Lawan, & Solomon 2021) agreed that insecurity spending in Nigeria have affected investment into other critical sector of the economy like the health, education and infrastructure. According to (Eme, 2012), when he posited that in recent times government spends huge amount of money on security, both at the federal, state and local government levels. Also, (Ogunode, Godwin & Unoaku, 2021) concluded that it is unfortunate that funds that are supposed to be allocate for the development of education is been used yearly in security. Research has it that Nigerian government annually spent one trillion naira on security budget.

#### **5. What is the Impact of Insecurity Problems on Basic School Infrastructure Facilities in Nigeria?**

Insecurity in Nigeria especially in the South East, North East, North Central and North west have led to the destruction of school facilities like classrooms, halls, computer centres and school desks and chairs. This submission is affirmed by (Sarkinfada, 2013; Hussaini & Sarkinfada, .2020; Ogunode, Godwin & Unoaku, 2021) when they acknowledged that many school facilities like classrooms, administrative block, ICT facilities, tables, chairs and desks have been destroyed by insurgencies and Boko Haram members in the Northern part of the country. (Human right watch 2016) reported that “Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers. “The Education Needs Assessment found that out of 260 school sites, 28% had been damaged by bullets, shellings or shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups or military in close proximity.” Between 2009 and 2015, attacks in north-Eastern Nigeria destroyed more than 910 schools and forced at least 1,500 to close down (HRW,2016). School buildings and facilities are destroyed during insurgency or crises. Many secondary schools have been burnt down by insurgents. School facilities become inadequate (Oluyomi, & Gbenge, 2016).

#### **Conclusion and Recommendations**

This paper examined the impact of insecurity problems on the Nigerian Basic schools. The sub-objectives of the paper includes; to find out the impact of insecurity problems on academic calendar of Basic schools in Nigeria; to find out the impact of insecurity problems students enrolment, retention and completion; to identify the impact of insecurity problems on Basic education teachers’ strengthen; to find out the impact of insecurity problems on Basic education funding in Nigeria and to find out the impact of insecurity problems on Basic school infrastructure facilities in Nigeria. The

paper hereby concluded that insecurity problems in Nigeria have impacted negatively on the Basic education in Nigeria. The paper specifically stated that insecurity have affected the basic school calendar, students enrolment, retention and completion in basic schools, led to death of professional Basic school teachers (reduction in strength of teachers), led to reduction on the Basic education investment and led to destructions of Basic school facilities across Nigeria. Based on these points, the paper suggested the following:

- 1) Government at every levels should address all factors responsible for insecurity in Nigeria;
- 2) Government should invest on school security to be more proactive in dealing with security situation in the schools
- 3) School premises and their surroundings should be secured adequately in order to guaranty the safety and security of lives and properties.
- 4) Government should do the needful to restore public confidence that educational institutions are not open access to kidnapping and hostage taking as perceived by many.
- 5) Restoration of interests in education amongst our pupils and students in the regions worst hit by banditry, terrorism, kidnapping, hostage taking is paramount.
- 6) Possible strategies can be devised on how to make pupils and students learning loss be recalled and be made permanent irrespective of the duration of loss.

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