Effects of Insecurity on Basic Education Administration in Northern Nigeria

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Abstract:

Insecurity is threatening the development of education in Nigeria. Basic schools, secondary schools and higher institutions are under attack. The continuous attacks on the educational institutions have adverse effects on the school administrators, teachers' job performance and student's learning. Specifically, the basic education is one of the educational system most affected by the insecurity problem in Nigeria. This paper intends to discuss the effects of insecurity on Basic education in Northern Nigeria. The study used secondary data obtained from published and unpublished sources. Disruption of school administration, learning loss due to school closure, low enrolment, retention and completion rate of Basic school programme, reduction in manpower, disruption in academic calendar of Basic school, killing of students, delay in development or progress of girl's child education and delay in development of Basic education were identified as the effects of insecurity on administration of Basic schools in Northern Nigeria. The paper recommended that government should do everything possible to restore peace in the country by addressing the various problem unemployment, fuel scarcity or increase in fuel price, insecurity and educational institutions should be stable by providing adequate security and resources which should be equitably distributed to all the schools in the northern region.

Keywords: Basic Challenges, Education, School, Insecurity

1.0 Introduction

Insecurity challenges and school attacks is a global problems. Ubong, (2016) submits that insecurity is on the hot plate globally as ease of transportation and community facilitate movement of persons and ideas across national boundaries sometimes in real time. It is a phenomenon which spans the physical, psychological, economic, and other aspects of the individual and extends to the community. Nigeria has experienced more of it in recent time, from insurgency to kidnapping, robbery, social media (Internet fraud), and so on. Onifade, Imhonopi & Urim (2013) and Imhonopi & Urim, (2012) observes that the insecurity challenge has assumed formidable dimensions forcing the country's political and economic managers and, indeed the entire nation, to rue the loss of their loved ones, investments and absence of safety in most parts of the country. The number of violent crimes such as kidnappings, ritual killings, car jackings, suicide bombings, religious killings, politically-motivated killing and violence, ethnic clashes, armed banditry and others has increasingly become the regular signature or crime that threatened lives in Nigeria since 2009.

Concerned about the possible adverse effects of insecurity and its attendant challenges might have on Nigeria's goal of enhancing Basic' education throughout the country have been the major issues for the educational stakeholders. The universal Basic education is one of the educational program badly affected by the insecurity problems. The Universal basic education programme is a national programme across the federation. This paper intends to discuss the effects of insecurity on administration of basic education programme in Nigeria.

2.0 Conceptual Framework

2.1 Concept of Basic Education Programme

The universal Basic Education (UBE) programme is a nine year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance, poverty as well as stimulate and accelerate national development, political consciousness and national integration. Former president Olusegun Obasanjo flagged off the UBE programme on the 30th of September 1999 in Sokoto, Sokoto State. The UBE programme in Nigeria is a strategy for the achievement of Education for all (EFA) and the education related Millennium Development Goals (MDGs). The universal Basic education in the recent National policy on education have been modified to be a ten years educational programme. National policy on education (2013) states that 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.

For purposes of policy coordination and monitoring, the Federal Government instituted a Universal Basic Education(UBE), with the following objectives:

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

b. the provision of compulsory, free and universal basic education for every Nigerian child of school age;

c. reducing the incidence of drop-out from formal school system, through improved relevance, quality and efficiency;

d. catering through appropriate forms of complementary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another have add to interrupt their schooling; and

e. ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for the laying of a solid foundation for life-long learning.

Basic Education, to be provided by Government, shall be compulsory, free, universal and qualitative. It comprises: 1-year of Pre-Primary, 6 years of Primary and 3 years of Junior Secondary Education. The goals of Basic Education according to National policy on Education (2013)are to: Provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement; develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socio—economic background; and 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 realization of educational objective and programme depends on effective administration and planning. Administration is critical to the development and sustainability of education programme.

2.1 Concept of Basic Education School Administration

Administration is the application of organization resources for the achievement of organizational objectives. Administration is found in all institutions. In education, generally, we have school administration and in specific, we have university administration, secondary school administration and basic school administration. Ogunode & Ahaotu (2021a) sees school administration as the internal administration of the school that deals with day-to-day planning, organizing and coordination of the school activities with the aim of achieving its objectives. School administration is the indoor operation of the activities and programme of the school for the purpose of realizing its objectives. Abdulrahman (2018) opined that, school administration is associated with the day to day running of schools having appointed officers. According Learn.org (2018), school administration is overseeing the daily operations of Schools, Colleges, Universities, Day Care Centres and Preschools. Johnson (2012) explains that school administration is the school's main governing body, and it plays a major part in making decisions related to students, faculty and the school's overall status. There are several types of school administration, depending on the school's nature. Abdulrahman (2018) observed that these administrations oversee the school's development as well as the welfare of its students and faculty. More often, they are also the only entity that bridges the relationship between the school and the community. Ogunode & Ahaotu (2021a) observes that school administration deals with school programme planning, fund allocation for programme implementation, instructional supervision, staff administration, students' administration, plant administration, teaching and learning administration, human resources administration and facilities maintenance. Basic education school administration is the systematic way of using the school resources for the execution of the school programme and for the purposes of realizing the objective of the school objective. School administration is key to the development of school. The realization of school administration hinges on a peaceful environment. No any meaningful school administration can thrive under insecure environment. Conducive teaching and learning environment and peaceful environment is key to the development of education. Insecurity is a threat to effective school administration.

2.3 Concept of Insecurity

There are many definitions of insecurity. For Ubong, (2016) insecurity occurs whenever people have a feeling of self-doubt, or feel vulnerable and susceptible to injury or harm particularly for a sustained period, insecurity is at work. Beland (2005), insecurity is "the state of fear or anxiety stemming from a concrete or alleged lack of protection." Onifade, Imhonopi & Urim (2013) sees insecurity as a situation where human and national security of a state is compromised by internal or external forces or interests exacerbated by the formers' weak or poor economic, military and/or human resource development conditions. They went further and observes that the lack or inadequate freedom from danger. This definition reflects physical insecurity which is the most visible form of insecurity, and it feeds into many other forms of insecurity such as economic security and social security. Achumba, Ighomereho & Akpor-Robaro, (2013) defines insecurity as the antithesis of security and has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe, and others. Insecurity according to Sanni, (2015) is the sense of vulnerability, defenselessness, lack of protection and danger present in the study area, influencing females' participation in education programmes.

3.0 Effects on Insecurity on Administration of Basic Education Programme in Northern Nigeria

The insecurity in the Northern Nigeria have led to disruption of school administration, learning lose, low enrolment, retention and completion rate of Basic programme, reduction in manpower, disruption of academic programme, death of many students, hampering development of girl's child and basic education.

3.1 Disruption of School Administration

The insecurity in the Northern Nigeria have disrupted the school administration of Basic schools across the region. School administration deals with the internal supervision of teaching and learning programme. It implies the coordination of all human and materials resources within the schools for the implementation of the schools programme for the realization of the objectives of the schools. The insecurity in the Northern region have led to suspension of school programme such as school supervision and inspection, teaching and learning, execution programme, examination and sport activities. School administrators were unable to go to school inspection and teachers activities were disrupted. Students were asked to stay at home because of insecurity. The entire basic school programme were disrupted. UNICEF (2021) observes that Learners are being cut off from their education and other vital benefits, schools provide, as families and communities remain fearful of sending children back to their classrooms due to the spate of school attacks and student abductions in Nigeria over the last several months and the current climate of insecurity (Vanguard 2021).

3.2 Learning Loss

Due to insecurity in the Northern part of Nigeria, many basic education school have been closed down. The close down of these Basic schools across the region have led to learning loss among the school children that have been denial educational opportunity. Many school children stay at home instead of being in school. Akintunde and Musa (2016), pointed out that insecure school environment affect the learning of children. Situations of insecurity triggers traumatic disorder and toxic stress that affect learning negatively. General school attendance and enrolment are equally affected as parents withdrawn their children out of schools while in some extreme cases, insecurity has led to closure of schools. For instance, Borno State schools were shut-down in major towns as a result of insurgency (Ameh,2015). Nigerian Tribune, (2021) submits that the inconsistence nature of school calendar in Nigerian educational system is no longer news. It is a common occurrence that one higher institution, secondary school or primary school is closed down due to internal crisis or attacks from bandits. 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 and 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. Ogunode & Ahaotu (2021) observes that the negative effect of the continuous closure of school by the states government in Northern Nigeria as a strategy to prevent further attacks on other educational institutions whenever schools comes under attack by Bandits or insurgents will obviously result to poor learning of students in the various schools affected. Learning is a process and a system that is planned from one stage to another, whenever a school is closed down as a result of external or internal crisis, this affects the learners and teachers because, teaching and learning will not take place and the students are mostly affected because they are always at the receiving side. Emmanuel (2018) and Olowoselu, Bello & Onuselogu, (2014) lamented 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.

3.3 Low Enrolment, Retention and Low Completion Rate

One of the objective of universal Basic education programme in Nigeria is to increase children enrolment in school, ensue retention of children in schools and ensure the children complete the basic education. The insecurity problem in the Northern part of Nigeria have led to the poor realization of the objectives because insecurity have reduced the enrolment rate, retention rate and completion rate of school children. The effects of the insurgence in Northeastern Nigeria have been recorded in terms of over one millions people that have been displaced (NEMA, 2015). The insecurity have given birth to high school dropout children (Sanni, 2015; Abdullahi & Terhemba, 2014). United Nations Children's Fund, UNICEF (2021), said 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. The Agency further revealed that a return to school has been delayed for an estimated 140 million children globally due to COVID-19. "As more than 37 million Nigerian children start the new school year this month, at least one million are being left behind – afraid to return to school due to insecurity (Vanguard 2021). Insecurity makes learners not be totally focus on their studies as they will not have peace of mind. They will always be in fears in schools with the menace.

3.4 Reduction in Manpower

The insecurity problems in the Northern part of Nigeria that involves attack on school facilities, school administrators, teachers and students have led to the death of many teachers. Ogunode (2021) reported that many teachers have been kidnapped while Musa (2020) submits that many students have been kidnapped and Ogunode & Ahaotu (2021) observes that many teachers have lost their lives to the insecurity challenges in the Country. In the (2018) UNESCO global education monitoring report (GEM), the UN agency said 19,000 teachers have been displaced in the region, affecting access to education. Thecable (2019) citing the United Nations Educational, Scientific and Cultural Organization (UNESCO) observes that Boko Haram has killed 2,300 teachers in Nigeria's north-East since the start of the insurgency in 2009. The implication of this is that, the quality of education will reduce since the educational sector will be faced with the problem of inadequate professional teachers (Ogunode & Ahaotu, & Obi-Ezenekwe, 2021).

3.5 Disruption of Academic Programme

The insecurity in Northern Nigeria since. Its inception have led to disruption of academic programme of basic schools in the region. Many Basic schools have been closed down to prevent further attack on other facilities. Sanni, 2015 and UNICEF (2015) reports paints a gory picture of the negative consequences of the Boko Haram insurgence on females' education in Northeastern Nigeria. In the report, it is documented that because of the security challenges, numerous children currently have no access to education in parts of the north, particularly in the northeast. The document emphasizes that schools have been closed for security reasons, and where schools in the affected areas still function, children and teachers are often afraid to attend. In comparatively safe areas in the northeast, schools are often overcrowded, understaffed and have insufficient teaching materials; and that because of the violence, many parents are unwilling to enroll their daughters or

are withdrawing those already in school. Ogunode & Ahaotu (2021) posits 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. Theses 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.

3.6 Death of Students

Many basic school students in the North part of the country have lost their lives due to insecurity. The continuous attack on basic schools in the region have led to the killing of innocent children sent to schools while other school children were kidnapped for ransom. Local media reports of school children abducted by bandits in Niger states and some of them died in the process. UNICEF (2021) noted that "So far this year 2021, there have been 20 attacks on schools in Nigeria, with 1,436 children abducted and 16 children dead. More than 200 children are still missing (Vanguard 2021).

3.7 Slow Down Girl Child Education

The insecurity problems in the Northern part of Nigeria is hampering the development of girl's child education. The activities of the bandits and insurgents are hindering girl child education problem in the Northern region Sanni (2015) cited Joda and Abdulrasheed (2015), in their study on the effects of the insurgence on girls' education in most of the affected states in Northeastern Nigeria and the study shows that insurgent attacks have affected the girls' education through mindless attacks on their schools. Frequent abduction of school girls in their dormitory, occasional kidnapping of school girls on their way to school have reduce their attendance in schools drastically (more than 1,000 female students have thus been kidnapped). Most teachers and school heads in the region are among the internally displaced persons. Female teachers and school girls were traumatize, and afraid of going to their schools on fear of attacks from insurgents. Educational planners and inspectors of girls education programme can't conduct periodic checking on schools as most educational officers in the region were currently out of their states. Children in the region according to Olugbode, (2015) are now living in perpetual fears.

3.9 Slow Down Development of Basic Education

The insecurity challenges facing the country especially the northern region is hampering the development of basic education in the religion. This submission is acknowledged by Ogbebo, (2014) and Garba, (2015) who submitted that insurgency is undermining the educational progress of Northern Nigeria. Many programme designed for the development of girl child education in the region disruption affected by insecurity problem. The girl child programme in the Northern Nigeria have been suspended due to the insecurity problems. According to the Nigerian Education Data Survey NEDS, as cited in Sanni, (2015) observes that constant attacks makes it even harder for teachers and other stakeholders to persuade parents to allow their children stay on at school. Sanni, (2015) concludes that it is rather pathetic that the northeastern region of Nigeria that has the highest level of illiteracy, and requires the highest level of encouragement to boost literacy level among its citizens, is the epicenter of Boko-Haram insurgence. The insurgence and its attendance insecurity have recorded adverse effects on education of the citizens of the region in general.

4.0 Recommendation and Conclusion

Insecurity is threatening the development of education in Nigeria. Basic schools, secondary schools and higher institutions are under attack. The continuous attacks on the educational institutions have adverse effects on the school administrators, teachers' job performance and student learning. Specifically, the basic education is one of the educational system most affected by the insecurity problem in Nigeria. Disruption of school administration, learning loss, low enrolment, retention and incomplete Basic school programme, reduction in manpower, disruption of academic programme of Basic school, death of students, slow development of girl child and slow development of Basic education were identified as the effects of insecurity on administration of Basic schools in Northern Nigeria. Based on the issues discussed in this paper, the following recommendations were made. The government at every level should make concerted efforts to end the activities of the sect in the Northern region and the entire country to pave ways for meaningful development of the area. Ubong, (2016) submits that the first duty of any government or administration institutions/organizations is to protect lives and property proactively. All other activities of governance must be seen as coming after, for economic growth and strides in socio-political developments are for the living. No one builds schools, develops transport systems and infrastructural facilities, provides entertainment and health centres, and plants food for the living, It is therefore an imperative that all administrators (school heads, village heads, local government administrators, state governors, President of Nigeria and others) must see citizens as first priority by way of keeping them alive, safe, and comfortable. The security units of institutions should be well equipped and funded to make them more effective in the future. Peace education should also be inculcated in the Nigerian schools from primary to tertiary institutions. This is because not all tiers of educational system are teaching peace education as proposed by UNICEF (2015). Which will help Nigerians to be tolerance and adhere to norms and values of the society to help prevent insecurity in higher education.

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