

Impact Of Boko Haram Insurgency On Primary School Infrastructure In Maiduguri Metropolis, Borno State, Nigeria

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Abstract: The study assessed impact of Boko Haram insurgency on primary school infrastructure in Maiduguri Metropolis, Borno State, Nigeria. The purposes of the research were to assess the impact of Boko Haram insurgency on primary school classrooms and staff offices in Maiduguri Metropolis, Borno State, Nigeria and the research questions were; what is the impact of Boko Haram insurgency on primary school classrooms in Maiduguri Metropolis and what is the impact of Boko Haram insurgency on primary school staff offices in Maiduguri Metropolis, Borno State, Nigeria? The study adopted survey research design. The population of the study comprised of all the 54 public primary schools in Maiduguri Metropolis. Data on the destroyed classrooms and staff offices were collected from all the schools. A profoma was used in collecting data. The data collected through the profoma were analysed using frequency count and simple percentage. The results of the study revealed that insurgency had negative impact on the primary school classrooms as 9% of the classrooms were destroyed in the year 2011, 26% in 2012 and 7% in 2013 in Maiduguri Metropolis, Borno State, Nigeria. The result of the study equally revealed that Boko Haram insurgency had negative impact on primary school staff offices as 8% of the staff offices were destroyed in the year 2011, 24% in 2012 and 7.4% in 2013 in Maiduguri Metropolis, Borno State, Nigeria. The researcher recommends that government should provide adequate security to the schools, renovate destroyed structures or build new ones to replace completely destroyed classrooms and staff offices as the findings revealed that schools were attacked and classrooms and staff offices destroyed by the Boko Haram insurgents.

Keywords; Impact, Boko Haram, Insurgency, School infrastructure, Classrooms, Offices

I. INTRODUCTION

Primary education is the first six (6) years of the basic education that is, Universal Basic Education (UBE) in Nigeria. The National Policy on Education (FGN, 2013) defined basic education as the type of education received at the primary school level to the junior secondary school level. The (UBE) has among its objectives the provision of free, compulsory, universal basic education for Nigerian child of school age. This is to reduce drastically dropout outrage from the formal school system through improved, relevant and efficient curriculum. This ensures unfettered access to nine (9) years of formal education as well as ensuring the acquisition of

appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as ethical, moral and civic values needed for laying a solid foundation for life-long leaning.

Insurgency refers to the activities of a group or groups seeking political power through armed conflict or other means illegally under the rules of the existing government. Insurgency is an international problem today. Many countries are experiencing the problem of insurgency ranging from religious, social, political to economic insurgency. The world is experiencing insurgencies in places like Mali, Afghanistan, Somalia, Iraq, Syria, Pakistan, Yeman and many other nations. Terrorist groups include Alqayida, ISIS, Aqim and Boko

Haram among others. Boko Haram is the one existing in Nigeria. Boko Haram had pledged allegiance to ISIS and Aqim. Abubakar Shekau, the sect leader after the demise of the late leader, Muhammad Yusuf pledged allegiance to the leader of Aqim, Abdulmalek Droukdel, when he actually expressed solidarity to the jihadist fighters in northern Mali (Hakilu, 2014).

Many schools were whether burnt, damaged, or destroyed by the Boko Haram insurgents in Borno State, Nigeria. The destruction and damage to school infrastructure and facilities grossly reduces the availability of access to education of many children in Borno State. Schools are burnt down, it is not only the classrooms that are lost but also teaching materials, equipment and school records leaving children with nowhere to learn and teachers nowhere to teach (Ogwunba & Odom, 2014; Okoli & Lortyer, (2014).Ogwunba and Odom (2014) argued that access to primary education requires that sufficient and proper facilities and services are put in place and that students can have access to adequate books and materials that will facilitate teaching and learning. However, the books and material are damaged when the school infrastructure is damaged.

Ogwunba and Odom (2014) in their study; Boko Haram insurgency: a peril to achievement in education reported that the impact of insurgency on education is devastating. Various people have become refugees in their communities; hamlet and homes are destroyed by the Boko Haram's scotch-earth policy, the school infrastructure is damaged; both teachers and pupils are traumatized and displaced. In most cases, National Emergency Management Agency (NEMA) assumes that the school buildings are ready-made accommodation for internally displaced persons (IDPs) who look after displaced school children and adolescents which will equally have impact on school infrastructure. (Okoro, 2014) equally reported that about 50 schools have either been burnt or seriously damaged and more than 60 others have been forced to close in northern Nigeria.

The human right commission of Pakistan (HRCP) reported that 505 schools were damaged or destroyed in 2009 alone (global coalition, 2014). A survey of schools in Iraq in 2004 found out that 700 primary schools had been destroyed or damaged by bombing and 200 secondary schools since 2003 (UNICEF, 2005). For example, there were 356 schools damaged or destroyed in Swat district, Pakistan. In 2007-9; 300 education facilities were damaged or severely damaged in the three-week Israeli military operation in Gaza at the turn of 2008-9 and more than 300 school buildings were reported blown up by Moist rebels in India in 2006-9 (O'malley, 2014).

UNICEF (2015b) in its study; education system in Yeman suffers in conflict zones, reported that the conflict in Yeman has had a large negative impact on the education system in Yeman. 3600 schools have been directly affected; 248 of these schools have been damaged, 270 have been used for housing internally displaced citizens and 68 have been occupied by armed groups. Because schooling has been interrupted for many students, UNICEF has been holding catch-up classes for over 200,000 students who have been unable to go to school for over two months due to conflict. The outbreak of attacks on schools in Yeman left 200,000 schools completely destroyed, partially destroyed or looted in Saada Governate

during the five months conflict that ended with the signing of ceasefire agreement on 11 February 2009 (O'malley, 2014).

UNICEF (2015a) in its study on impact of Boko Haram and armed conflict on schooling in Cameroon Far North using purposive sampling methodology to sample population and the data collected via Magpi was analyzed using on-line Magpi analytic function and micro soft excel reported that Boko Haram called for, and carried out direct attacks on schools thereby destroying school infrastructures. UNICEF (2015) reported that 30% of the schools studied are occupied by IDPs since the Boko Haram conflict started and 18% have been structurally damaged, 11% have been looted or pillaged as a direct result of the conflict and 4% indicate unexploded ordinance of war in and around school grounds which means that teaching and learning in such schools were stopped by the Boko Haram activities. Whitbread (2015) reported that school destruction disturbs school activities including teaching and learning.

UNICEF (2015c) in it report on the Syrian crisis and humanitarian aids reported that in Syria, schools are burnt, damaged, looted and destroyed on regular basis, many places of learning are now deserted as children and teachers flee to safety. Since the conflict began, more than 4200 schools have been damaged, destroyed, militarized or are currently used as shelters by IDPs according to data gathered by UNICEF. One quarter of Syrian schools have been damaged, destroyed or used as shelters or for other purposes than education.

Jones and Naylor (2014) in their study titled; the quantitative impact of armed conflict on education: counting the human and material cost reported that between 2009-2012 over 724 schools were damaged in Democratic Republic of Congo (DRC), 69 schools destroyed and 16 schools were damaged in Nigeria and at least 959 schools were damaged in Pakistan and these schools need to be rebuilt or renovated for further educational activities. Jones and Naylor (2014) and Adamu (2009) contended that some insurgency groups are ideologically opposed to secular education (for instance Boko Haram in Nigeria and Taliban in Pakistan and Afghanistan); others attack schools as they are highly visible extensions of the government they are fighting. For instance, in Sierra Leon rebels targeted schools for destruction so as to get base for their insurgency activities (Turrent, 2012). Jones and Naylor (2014) also reported that schools are destroyed during conflict simply because they provide tactical bases for insurgents and government armed force thereby leading to the closure of such schools which means halting the teaching and learning process.

Olaniyan (2015) contended that bombings and shootings by Boko Haram insurgents destroyed school facilities which are grossly inadequate in the first place due to poor funding by the government. These portends gave consequences for effective teaching and learning which becomes hampered by inadequacy of educational facilities. Olaniyan (2015) also contended that the federal government should ensure that educational facilities are adequately secured, especially in the northern states to forestall attacks on schools which claim the lives of pupils and their teachers alike, while also leading to wanton destruction of school facilities. This finding agrees with Patrick and Felix (2013) who state that there is wanton destruction of government properties, bombing of mosques,

churches and other public places, assassination of prominent individuals, burning of schools occasioned by sporadic shooting of innocent citizens.

Olaniyan (2015) contended that the Boko Haram's resolve to eradicate the propagation of western education has continued to be more prominent in the killing of educational personnel and destruction of educational facilities. Adebakkin (2012)'s finding also agrees with this where he asserts that the Boko Haram militant group is one of the greatest problems which have destroyed institutions of learning and their facilities thereby disturbing teaching and learning process.

Destruction and damage to schools and educational infrastructure makes teaching and learning activities to be grounded. For instance, as a result of the conflict in Bosnia and Herzegovina, 50% of its schools required reconstruction or rehabilitation, 58% of primary schools in Mozambique were destroyed or closed as a result of its long war; 85% in Iraq were equally destroyed (UNESCO Institute for Statistics, 2010). Destruction of school infrastructures disturbs a lot of educational activities including teaching and learning due to the absence of physical structures in the schools. Physical access to school is a major constraint against educational participation during political violence, often because of the destruction of facilities, frequently the popular perception is that a system building is by definition inferior (Boyden & Ryder, 1996).

PURPOSES OF THE STUDY

The purpose of the study was to assess the impact of Boko Haram insurgency on classrooms and offices of public primary schools in Maiduguri Metropolis, Borno State, Nigeria.

RESEARCH QUESTIONS

The following research questions were answered.

What is the impact of Boko Haram insurgency on primary school classrooms in Maiduguri Metropolis, Borno State?

What is the impact of Boko Haram insurgency on primary school staff offices in Maiduguri Metropolis, Borno State?

II. METHODS

DESIGN

This study adopted survey research design which assessed the impact of Boko Haram insurgency on primary school infrastructure; classrooms and offices in Maiduguri Metropolis, Borno State, Nigeria. According to Cohens, Manion and Morrison (2009) survey is used to scan a wide field of issues, population and programmes in order to measure or generalize and hence economical and efficient. The choice of survey enabled the researcher to assess the impact of insurgency on primary school infrastructure; classrooms and offices in Maiduguri Metropolis, Borno State, Nigeria.

POPULATION

The population for this study comprised of all the public primary schools in Maiduguri Metropolis, Borno State, Nigeria. There are 54 public primary schools in Maiduguri Metropolis, Borno State, Nigeria (Borno State Universal Basic Education Board). All the 54 public primary schools in Maiduguri Metropolis, Borno State were used for the collection of the data on primary school classrooms and staff offices destroyed by the Boko Haram insurgents in Maiduguri.

RESEARCH INSTRUMENT

A profoma was used for the collection of data for this study. The profoma was used to record the number of public primary school classrooms partially destroyed, number of classrooms completely destroyed, offices partially destroyed and offices completely destroyed in Maiduguri Metropolis, Borno State for the period under study, that is, 2011 to 2013.

PROCEDURE

The researchers wrote an introductory letter soliciting for permission from the heads of the Borno State Universal Basic Education Board, Maiduguri and the public primary schools where the researchers conducted the research and sought permissions from the heads of such organizations. After securing permissions from the Borno State Primary Education Board and the primary schools, the researchers collected the appropriate records for compilation of the required information on the profoma. The compilations of the information on the profoma was done within one month.

III. RESULTS

The data collected for this study were recorded and reduced to units for statistical analysis. Descriptive statistics, that is, frequency count and simple percentage were used to analyze the data collected.

Table 1 presents the number and percentages of classrooms destroyed by Boko Haram.

Year	TNC	TNCD
2011	546	49(9%)
2012	507	132(26%)
2013	375	26(7%)

Key

TNC; Total Number of Classrooms

TNCD; Total Number of Classrooms Destroyed

Table 1: Primary School Classrooms Destroyed By Insurgents from 2011- 2013

Table 2 presents the number and percentages of offices destroyed by Boko Haram.

Year	TNO	TNOD
2011	251	20(8%)
2012	231	55(24%)
2013	176	13(7.4%)

Key

TNO; Total Number of Offices

TNOD; Total Number of Offices Destroyed

Table 2: Primary School Offices Destroyed By Insurgents from 2011- 2013

Table 1 presents the total number of classrooms in Maiduguri Metropolis public primary schools and the total number of classrooms destroyed and the percentages of classrooms destroyed for the years 2011, 2012 and 2013.

The table shows that there were 546 classrooms in 2011 and out of these, a total of 49 classrooms representing nine percent (9%) were destroyed by the Boko Haram insurgents. The table also shows that there were 507 classrooms in 2012 and out of these a total of 132 classrooms representing twenty-six percent (26%) were destroyed by the insurgents. The table equally shows that there were 375 classrooms in 2013 and out of these, a total of 20 classrooms representing seven (7%) were destroyed.

Table 2 presents the total number of offices in Maiduguri Metropolis primary schools and the total number of offices destroyed and the percentages of offices destroyed for the years 2011, 2012 and 2013.

The table also shows there were 251 offices in 2011 and out of these a total of 20 offices representing eight percent (8%) were destroyed by the insurgents. The table also shows that there were a total of 231 offices in 2012 and out of these 55 offices representing twenty-four percent (24%) were destroyed by the Boko Haram insurgents. The table equally shows that there were 176 staff offices in 2013 and out of these, a total of 13 offices representing 7.4% were destroyed.

IV. SUMMARY OF FINDING

The study found that;

Insurgency had negative impact on primary school classrooms because classrooms were destroyed as 9% of the classrooms were destroyed by the Boko Haram insurgents in the year 2011, 26% in 2012 and 7% in 2013.

Insurgency had negative impact on primary school staff offices as 8% were destroyed in 2011, 24% in 2012 and 7.4% in 2013.

V. DISCUSSION

The findings of this study with regard to research question one on the impact of Boko Haram insurgency on primary school classrooms in Maiduguri Metropolis, Borno State, Nigeria revealed that primary school classrooms were destroyed by the Boko Haram insurgents. This was indicated in table 1, the findings revealed that 9% of the classrooms were destroyed in 2011, 26% in 2012 and 7% in 2013. The finding was in line with UNICEF (2015) which conducted a study on the impact of Boko Haram and armed conflict on schooling in Cameroon Far North. UNICEF (2015) found out that Boko Haram carried out direct attacks on schools thereby destroying the school infrastructure and that 8% of the schools studied have been structurally damaged.

The findings of this study with regard to research question two on the impact of Boko Haram insurgency on primary school staff offices in Maiduguri Metropolis, Borno State, Nigeria revealed that primary school staff offices were

destroyed by the Boko Haram insurgents. This was indicated in table 2, the findings revealed that 8% of the staff offices were destroyed in 2011, 24% in 2012 and 7.4% in 2013.

VI. CONCLUSION

The findings of the study revealed that there was negative impact of Boko Haram insurgency on primary school classrooms and offices as classrooms and offices were destroyed. These destructions equally had negative impact on teaching and learning as teaching and learning were disturbed in the public primary schools in Maiduguri Metropolis, Borno State, Nigeria. The researcher concludes that, there is shortage of classrooms and staff offices in the primary schools as the study revealed that primary school classrooms staff offices were destroyed by the Boko Haram insurgents

VII. RECOMMENDATIONS

The following recommendations were made based on the findings of this study.

- ✓ The Federal Government of Nigeria should provide adequate security to protect the schools from future attacks as the findings indicated that schools were attacked and destroyed by the insurgents.
- ✓ The Federal Government of Nigeria and the Borno State Government should renovate the destroyed structures or build new ones to replace completely destroyed classrooms and staff offices so as to facilitate proper teaching and learning.
- ✓ Non-Governmental Organizations (NGOs) should help in the reconstruction of destroyed schools.
- ✓ The Maiduguri community should help in the reconstruction of the destroyed schools.

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