

Insurgency and Quality Assurance in Nigeria Secondary Education

ESTHER TOYIN EZEFOR, MICHAEL OLAREWAJU OGUNDELE
TIMSON IFEANYI NDUPUECHI
University of Jos, Nigeria

Abstract. The study was on insurgency and quality assurance on secondary education in Nigeria. The aim of the study was to examine how insurgency impedes quality secondary education. The study was guided by three basic research questions. The study adopted the cross-sectional survey design. The population was 13,661 while the sample was 220 respondents. A structured four-point Likert-type scale was used for data collection. The questionnaire reliability index is 0.72. The personal contact method was used to collect data while the mean was used for data analysis. Result showed that access to secondary education is negatively affected by insurgency through killing of students, teachers and destruction of school buildings. In the same manner, quality and equity in access to education have been truncated by insurgent attacks. The study recommended that the government should provide alternative education to take care of those whose access to education has been disrupted by insurgent attacks. The study concluded therefore that insurgent attacks have negative influence on quality assurance in secondary education in Nigeria.

Keywords: Insurgency, Quality Assurance, Secondary Education.

1. Introduction

Education is a fundamental human right. It is because of indispensability of education that the United Nations charged every member country to provide education at all cost to its citizens. The importance of education in human is not in doubt. Education is a means of acquiring traits,

competences and capabilities needed for meaningful living in the society and for contribution to national growth (Obanya, 2011).

In Nigeria, education is in three levels, namely: primary, secondary and tertiary education. However, the secondary education is regarded as the transition education as it bridges between primary education and tertiary education. The objective of secondary education is to prepare youths for useful living in the society and for higher education (Federal Republic of Nigeria, 2013). Going by the two cardinal objectives of secondary education, one would see that it is critical stage in one's educational pursuit and as such needs to be of quality for it to achieve desired result.

For all citizens to benefit from education, it follows that education has to be accessible, qualitative and equitably distributed. In Nigeria a lot of challenges have hindered the efforts of the Federal Government to make education accessible, qualitative and equitably distributed. One of such factors is the issue of insurgency (Ede, 2000).

Insurgency is a violent attempt by an individual or group of persons revolting against constituted authority of the state in order to establish their ideology (Powell & Abraham, 2006). The occurrence of insurgency in Nigeria has affected the extent to which learners have access to the education that has been provided. Access means being able to utilize what has been provided (Ogunu, 2008).

Regarding education, access means citizens being able to utilize the educational opportunities that have been provided by the government. This statement presupposes that it is not enough to provide a resource, service or opportunity; there is need to ensure that those who the service, opportunity or resources are meant for are given the right or enabling environment to utilize them. This means that whatever may stand as obstacle for citizens to not utilize educational opportunity which have been provided for them hinders access to education (Tonwe, 2005). In the face of insurgency, it may be difficult for citizens to attend school and acquire education even though it has been provided.

The goal of education is to produce citizens who will be well-equipped to be self-reliant and contribute meaningfully to the advancement of the nation. However, the education that will achieve such feat must be qualitative. Quality education is education that meets the set standard workable and effective. Some of the criteria for assessing quality of education as documented by UNICEF (2000) include healthy learners' safe and protective environment, contents that are reflected in relevance curricula and materials for the acquisition of basic skills. However, in the face of insurgency, safety of learners may not be guaranteed. Insurgency causes psychological trauma that leaves learners unhealthy for meaningful learning. In such scenario, quality education may not be feasible (Osioke, 2014).

Another issue of importance is equity in education. Equity in education means ensuring that all segments of the society get their fair share of the educational opportunities that are provided (Education Sector Analysis (ESA), 2003). In simplest term, equity means fairness to all. It means that all obstacles or impediments to education opportunities be removed especially those which are not due to natural capacities and social arrangements but which are the products of social factors. Insurgency is a social factor which tends to cause an impediment on the extent to which citizens get their fair share of education in Nigeria. During insurgent attacks, the affected persons are affected educationally,

thereby denying them of getting equal share as others.

It is against this background that the study seeks to examine the influence of insurgency on quality secondary education in Nigeria.

2. Statement of the Problem

Education is a fundamental human right of every citizen. Despite the fact that each child has a right to education, many school-aged children are not accessing secondary education in Nigeria. This is because of the enormous attacks on schools by insurgent group popularly referred to as Boko Haram (BH). In the same vein, many schools have been destroyed, students and teachers have been killed leaving some schools permanently closed. This situation has put fear in citizens regarding accessing secondary education which have been provided by the government. The insurgent attacks have hindered some eligible school-aged children equitable access to secondary education.

Furthermore, the numerous insurgent attacks on schools have hindered effective teaching by teachers, adequate concentration by students while in class and the quality of education obtained. Now the problem of this study is embedded in the broad question: "How has insurgency affected quality assurance in secondary education in Nigeria?"

3. Aim and Objectives of the Study

The study is aimed at examining the influence of insurgency on quality secondary education. Other objectives include:

- Examine how insurgency has influenced access to secondary education in Nigeria.
- Find out the influence of insurgency on quality of secondary education in Nigeria.
- Identify how insurgent attacks have affected equity in access to secondary education.

4. Research Questions

The study is guided by the following research questions:

- What is the level of influence of insurgent attacks on access to secondary education in Nigeria?
- To what extent do insurgent attacks affect quality in secondary education in Nigeria?
- In what ways do insurgent attacks influence equity in access to secondary education in Nigeria?

5. Methodology

The study adopted the cross-sectional survey design. The population of the study consists of all teachers and students in the 290 public secondary schools in Taraba State. There are 2,382 teachers and 11,279 students in the 290 secondary schools in Taraba. Hence the population of the study is 13,661. The sample consists of 220 respondents who were

conveniently drawn out of five (5) secondary schools in Jalingo, Taraba State. The sample is made of 200 students and 20 teachers (including principals).

Data were elicited from the respondents by means of research-made structured questionnaire tagged Insurgency and Quality Assurance in Secondary Education Questionnaire (INSQASEQ). The content validity of the instrument was sought through experts' judgment. The two experts certified the instrument to be of high content validity. The internal consistency reliability of the instrument was established using the Cronbach-alpha method which yielded a reliability index of 0.72 indicative of high reliability. The mean was used for analysis of data. The benchmark mean is 2.50 which is equal to the mean of the scale.

6. Results

Research Question 1: What is the level of influence of insurgent attacks on access to secondary education in Nigeria?

Table 1: Level of Influence of Insurgent Attacks on Access to Secondary Education

S/N.	Statement	SA	A	D	SD	Mean	Remark
1.	Many schools have been shut down due to insurgent attacks.	180	15	15	10	3.66	Accepted
2.	Educational activities in some areas have been on hold because of crises.	200	10	5	5	3.84	Accepted
3.	Many students have been killed because they went to school during crises.	210	10	-	-	3.96	Accepted
4.	Students fear to go to school during crises.	220	-	-	-	4.00	Accepted
5.	Many schools have lost their students due to insurgency.	190	20	8	02	3.81	Accepted

Result in Table 1 shows that insurgent attacks influence access to secondary education through killing of students who went to school (3.96) and putting fear in students about going to school (4.00) and others. It could be seen from data in table 1 that all the items have mean response above 2.50 which means that all the items are accepted as influential.

Research Question 2: To what extent do insurgent attacks affect quality in secondary education in Nigeria?

Table 2: Extent of Insurgent Attacks on Quality of Secondary Education

S/N.	Statement	SA	A	D	SD	Mean	Remark
6.	Many teachers find it difficult to teach well after crises.	168	22	10	20	3.54	Accepted
7.	Insurgent attacks have destroyed most school facilities.	183	27	5	5	3.76	Accepted
8.	Many students hardly pay attention in class after crises due to fear.	172	18	15	5	3.53	Accepted
9.	Students' learning outcomes are inadequately assessed because of crises.	158	32	24	06	3.55	Accepted
10.	A lot of teachers do not complete their subjects' scheme due to crises.	180	30	5	5	3.75	Accepted

Evidences in Table 2 show that insurgent attacks influence quality of secondary education through destruction of school facilities (3.76), teachers’ inability to complete their subject scheme of work (3.75) among others. Moreover, all the items in Table 2 have mean response above the benchmark mean of 2.50. This means that all the items are influential. It can then be deduced based on data in Table 2 that insurgent attacks affect quality in secondary education in Nigeria.

Research Question 3: In what ways do insurgent attacks influence equity in access to secondary education in Nigeria?

Table 3: Influence of Insurgent Attacks on Equity in Access to Secondary Education

S/N.	Statement	SA	A	D	SD	Mean	Remark
11.	Many school-aged children do not attend school because of crises.	170	30	10	10	3.64	Accepted
12.	Some school children are at home because Boko Haram destroyed their schools.	195	25	-	-	3.89	Accepted
13.	Many students cannot go to school now due to fear of crises.	183	20	12	5	3.73	Accepted
14.	Students living in war-torn zones cannot go to school due to fear.	150	65	5	-	3.66	Accepted
15.	Insurgency has created unsafe environment for going to school.	178	22	10	10	3.67	Accepted

Data in Table 3 reveal that insurgent attacks have influence on equity in access to secondary education as the insurgent attacks have made some school children to remain at home because their schools have been destroyed by Boko Haram (3.89) and many students can no longer go to school due to fear of crises (3.73) and others. One could easily see from data in Table 3 that equity in access to education is greatly affected by insurgency.

7. Discussion

Education is a basic human right and as such needs to be accessed by all school-aged children in Nigeria. Research question one shows that insurgent attacks have denied many school-aged children access to education. Access to education means that obstacles that prevent anyone from taking advance of the educational opportunities should be removed (Osiobe, 2004). Many children in Nigeria have been denied access to education by insurgency. Insurgency is a social factor which has made many children not to have access to educational opportunities even though provided. This is why Ogunu (2008) lamented that many children are denied access to education on different grounds which cut across gender, religion and socio-cultural factors like insurgency.

Similarly, quality secondary education has been negatively affected by the spate of insurgent attacks. Quality also means fitness of purpose.

The occurrence of insurgent attacks has affected the quality of education obtained in secondary education due to unhealthy, unsafe and poor-facilitated learning environments orchestrated by the attacks. These ugly aftermaths of insurgency create loopholes on quality of education. Quality education will be obtained if the learning environment is healthy and conducive. It is sad to see that insurgency has made most school environments to be very unconducive for learning which has adverse effect on quality of education (Ede, 2000).

Equity in access to secondary education connotes that every citizen of Nigeria should have a fair share access to education. However, this fairness has been hindered due to insurgent attacks. The occurrence of insurgent attacks in some parts of Nigeria has created impediments on access to secondary education. This has created impediments on access to secondary education. This has made many children of school-age not to enjoy equitable access to education (Obanya, 2011).

8. Recommendations

Based on the findings of the study, the following are recommended:

- The study found that access to secondary education is being negatively affected by insurgent attacks. Therefore, the onus lies on the

Federal Government to device means of fighting insurgency to increase access to education.

- Quality education is equally affected by insurgency, hence it is imperative for the government to device other means of providing education even in the face of insurgency.

- Many children are not having equitable access to secondary education as a result of insurgency. Therefore, there is need to provide alternative forms of education to cater for those whose equitable access to education has been denied due to insurgency.

9. Conclusion

The study examined how insurgent attacks impede quality assurance in secondary education in Nigeria. The study was expedient due to the fact that education (though a fundamental human right) is not accessible to some school-aged children due to occurrence of insurgency. The study discovered that many children no longer attend school due to insurgency. In the same vein, qualitative secondary education has been hampered at the instance of insurgency because many educational facilities have been destroyed. Finally, it was discovered that insurgency has affected equitable access of students to education in Nigeria. Based on the findings from the study, it is concluded that insurgency has a negative influence on quality assurance in Nigerian secondary education.

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