

Factor Assessment Of Pupils' enrolment And Remediation Of Impact Of Insurgency On Schools In Maiduguri, Borno State, Nigeria

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Abstract : The study was designed to investigate factors responsible for school enrolment of pupils in primary schools in Maiduguri and Jere local government area of Borno state. Documents studied included school enrolment registers and school attendance registers. 95 primary school were involved in study (Maiduguri = 52, Jere = 43). Ten (10) schools were sampled and surveyed. In addition, 211 teachers were sampled, 46 parents and 55 pupils to elicit information on reasons for non-enrolment or otherwise. Data in the study showed that between 2008 and 2010 there was steady school enrolment in the state. However, between 2011 and 2015 the enrolment rate dropped to an unprecedented level with closure of schools following the insurgency. From 2016 to date school enrolment gain momentum following collaborative efforts of government and NGOs in the state. Results showed that there were improvements in schools infrastructure, training and retraining of teachers, recruitment of teachers and provision of learning materials. It was therefore concluded that the intervention done by government and NGOs has revitalised education which in turn has improved the school enrolment. Parents and Pupils were interviewed using a simple designed questionnaire with 10 items while teachers 15 item questionnaire was administered by research assistants. The questionnaire was designed to elicit the same information concerning school enrolment. The reliability of the instruments were ascertained using three private schools in the state. The reliability index of $r = .86$ was obtained. This is considered high enough to be used in the study.

The study recommended that facilities put in place should be effectively utilised for teaching, teacher/pupil ratio should be improved upon and further in-service training should be provided to teachers and administrators.

Key words: school enrolment, remediation, insurgency

Introduction

Maiduguri has witnessed brutal confrontation and massive assault from terrorists group which is undoubtedly the most blood thirsty and destructive. The impunity with which the group caused havoc in the state left many families bewildered as many children were forced to drop out of school. Although the fight against terrorism is still on in the Northern part of Nigeria, it is not surprising the reports by UNESCO (2018) about the rate of out of school child being 13.5 million. This is so far the highest number of out of school child proportion in the world. In 2014 alone over 100,000 children dropped out of school in Borno state while over 900 schools were burnt down (GCPEA, 2014). The situation was as frightening as that when the group over ran the 27 Local Government councils and schools were forced to close down for fear of having more people killed.

The relative peace that returned to the state now has brought about more social activities with schools being active and life returning to normal. Pursuant to this, school enrolment is expected to rise in the state. To achieve this, emphasis must be made

in line with Basic Education policy statements of the country. According to the National Policy on Education (2013), Basic Education is the education given to children aged 0-15 years. It encompasses the early childhood education (0-4) and 10 years of formal schooling. In this regard, early childhood education however, is said to be segmented into 0-4 years situated in day-care or crèches, fully in the hands of the private sector and social development services, whilst ages 5-6 are within the formal education sector (NPE, 2013).

Conversely, the policy does not contain in its entirety any provision in the interest of common good for education of every child in the state, including children with special educational needs. It is therefore not possible to think that education system is accountable to pupils and students in Borno state given the fact that people have respect for diversity of values, beliefs and tradition. However, the enrolment has been impressive following the proactive intervention of Government, and NGOs. As at 2017 the Children enrolment in schools in the state rose to 687,733 children in 1,627 schools in the state (<https://reliefweb.int>). Prior to this period, the dropout incidence in Borno was majorly attributable to distance to school, child labour needs at home and monetary costs of education. Other reasons adduced were, the perception that the child was too young to attend school, and the poor quality of schools (<https://endorennigeria.files.wordpress.com/2004>).

It may be argued that with spirited efforts of the government, International agencies and Non-Governmental Organisations (NGOs) there has been increase in the access to education, school enrolment and attendance in Borno in general and Maiduguri in particular (UNICEF, 2018). What must have facilitated this increase? It may not be far from the following factors; double shift schooling strategy, construction of schools/classes, provision of uniforms, organised educational campaigns/enrolment drive, water and sanitation services, education and recreation materials, recruitment and training of teachers or capacity building for teachers and community/school based participation/management as well as monitoring and evaluation and so on (<https://reliefweb.int>).

Double shift schooling strategy

According to Bray (2000) double shift schooling has been used to describe schools which have different pupils in the mornings and afternoons but the same number of classroom hours. It appears many African countries (Botswana, Zimbabwe, South Africa, and Namibia) practiced the double shift schooling including Nigeria. The purpose of double-shift schooling is to increase the supply of school places while limiting strain in budget. Introduction of double shift allows a single set of buildings and facilities to serve more pupils (<https://unesdoc.unesco.org/ark:/>). This strategy of schooling has gained popularity in Maiduguri where Non-Governmental Organisations intensively utilise government own school facilities to run school shifts for internally displaced children. Moelanyane (2004) commenting on this kind of schooling, observed that the atmosphere of double shift is inferior to that of single school due to the fact that children who attend school at second shift lost concentration due to the low span of interest. Similarly, Harper (2007) has observed truancy as one of the weaknesses of double shift schooling. Above all,

the time for lessons are normally too short that the school might not run the normal 8 hours period stipulated by the Ministry of Education. The greater advantage of double shift schooling has to do with facilities and equipment in the schools used for teaching and learning. Although Bush (2003) and Bray (2003) have both criticised the system giving the fact that the class equipment becomes overstretched in most cases with furniture deteriorating, reading materials thorn and classrooms poorly kept. Examining the effects of double shift schooling in Zimbabwe, teachers sought that the system be abolished owing to the problems associated with it (Tichaona et al, 2015).

The Republic of Philippines adopted a double shift school policy in 2004 to address classroom shortage in the country. The reasons adduced for the adoption was the perennial problem of inadequate classrooms as a result of the annual increase in enrolment and continuing sever budget constraints (www.deped.gov.ph). It could be observed that creating school time tables are most often problematic in many schools that have to deal with school shifts as the complexities are practically difficult to handle. In this case if schools do not have enough resources, they are forced to work several or double shifts. Bray (2008) pointed out that double shift schooling is aimed to extend access and minimise unit costs. Apparently, it is sometimes done at the expense of educational quality.

Construction of Schools

It is a known fact that most schools prior to 2009, at the emergence of armed conflict in North eastern states of Nigeria, schools had deteriorated to the extent of disrepair. The existing primary and secondary schools were dilapidated and without furniture. Coupled with this was the spade of wanton destruction of the already dilapidated facilities. According to Human Rights report (2012) over 910 schools in Borno state were destroyed by members of Boko Haram sect. This alone has displaced an estimated number of 800,000 school aged children out of school in Maiduguri. Construction of schools and classrooms remains another factor in remediating the insurgency problems. There have been several interventions directed towards extending access to quality education and providing psychosocial support to pupils and students in many areas of the state. For example, AICS, that is, Italian Agency for Development Cooperation constructed and rehabilitated some schools in Maiduguri (www.coopi.org). Among these spirited interventions was that provided by Education Crisis Response programme which established 180 temporary learning centres in Maiduguri and renovated 16,000 formal schools. The group has been able to enrol 5,778 out of school children and supported them with school items in Maiduguri (bags, textbooks, writing materials) (www.hrw.org). This has, to a great extent, increased school enrolment in the State. Borno state in a report in www.pulse.ng claimed to have reconstructed 50,000 houses, schools, and clinics. The report specifically said the government has reconstructed 26 mega schools to take care of increasing number of orphans in the state. Similar constructions being supervised by NEMA include the construction of primary and post-primary education for IDPs living in camps among host communities with UNICEF deploying schools on wheels and school in the Box. These has added up to the enrolment pattern in the state (<https://reliefweb.int>).

Other factors

The roles played by NGOs in increasing the school enrolment has been tremendous. Hitherto, most schools lacked good water supply, sanitary facilities, reading materials and other things that facilitates teaching and learning. In a study by Mohammed and Yalwa (2018) the role of NGOs in Post-conflict region complemented the efforts of government in provision of relief materials, establishment of schools, counterpart funding, provision of health care services, advocacy/awareness campaigns and resettlement of internally displaced persons. The activities of NGOs has further increased school enrolments in affected places. For instance, www.reliefweb.int reported that among the key intervention programmes embarked upon by NGOs are increased access to basic education, and improved quality of education. All these include and not limited to provision of uniforms, reading materials, enrolment drive, water and sanitation services, recreation facilities, teachers training and community based management committee.

Methodology

The study surveyed 10 out of the 95 Primary schools in Maiduguri, Borno state at least representing over 10% of the schools. The documents observed in the sample consisted of schools attendance register, transfer registers and new enrolment files by schools. Ten (10) out of 95 schools were sampled in Maiduguri Metropolis and Jere Local government areas. To compliment the data, 211 teachers were sample, 46 parents and 55 pupils using the sample of convenience. A proforma was designed to check the availability or otherwise of facilities in the schools. Records from State Universal Basic Education Board (SUBEB) also formed part of the data collection. Parents and Pupils were interviewed using a simple designed questionnaire with 10 items while teachers 15 item questionnaire was administered by research assistants. The questionnaire was designed to elicit the same information concerning school enrolment. The reliability of the instruments were ascertained using three private schools in the state. The reliability index of $r = .86$ was obtained. This is considered high enough to be used in the study.

Table 1. school enrolment in Maiduguri and Jere Local government areas

Year	Pupils		
		% Male	% Female
2008 **	12,623	7,133 (56.5%)	5,490 (43.5%)
2009 **	12,127	8,241(68%)	3,886 (32%)
2010 **	11,565	6,322 (54.7%)	5,243 (45.3%)
2011	7,240	5,441 (75.2%)	1,799 (24.8%)
2012	5,594	3,321 (59.4%)	2,273 (40.6%)
2013	1,736	1,121 (64.6%)	615 (35.4%)

2014	2,274	1,363 (59.9%)	911 (40.1%)
2015	2,365	1,464 (61.9%)	901 (38.1%)
2016 **	11,727	8,781 (74.9%)	2,946 (25.1%)
2017 **	13,776	7,195 (52.2%)	6,581(47.8%)
2018 **	15,154	7,637 (50.4%)	7,517(49.6%)
Total		56.5%	35.2%

Table 1. shows school enrolment in a number of public Primary schools in Maiduguri Metropolis and Jere local govnrnmet areas. the school enrolment decline drastically between 2011 and 2015 at the pick of the insurgency with enrolment rate of 7,240 students to 2,365 pupils per year in the area of study. The percentage of enrolment over the years stood at 56.5% males and 35.2% females.

Table 2. School facilities supporting enrolment

95 primary schools

Facilities	New facility	Number usable	No unusable
Classrooms	15	All	None
Water source	15	All schools	None
Toilets	15	All schools	None
Play ground	6	All schools	14 Not well kept
Praying places (mosque)	All	All	None
Library	0	None	Not available
Staff rooms/offices	3	68	27
Male teachers latrines	4	95	-
Female teachers latrine	15	95	-

Source: Borno state Universal Basic Education Board (SUBEB, 2018)

Table 2 show school facilities supporting school enrolment in Maiduguri and Jere local government. 95 schools were surveyed in Maiduguri and Jere. There were 15 additional make shift schools established by NGOs in the area of study. Some of these facilities have few classrooms partitioned by blocks, plants and other materials. The new facilities have no sufficient play ground for pupils during free time. No libraries in the new facilities nor the schools. The new facilities have few areas designated as staff

rooms. Whereas in the 95 schools visited 68 have staffrooms but 27 of 95 schools have no well furnished staff rooms. Of the 15 new facilities, 4 have staff toilets though not designated male or female. Whereas the 95 schools have male and female staff toilets.

Table 3. reasons for non-enrolment

N = 312

Responses	Teachers (211)	Parents (46)	Pupils (55)
School too far from home	21 (9.95 %)	15 (32.6%)	0 (0%)
No enough teachers	211 (100%)	38 (82.6%)	52 (94.5%)
Lack of classrooms	198 (93.8%)	32 (69.55%)	49 (89.1%)
Lack of security	201 (95.3%)	39 (84.9%)	49 (89.1%)
Families prefer Islamic education	52 (24.6%)	15 (32.6%)	19 (34.5%)
Lack of school fees	0 (0.0%)	11 (23.9%)	0 (0.0%)
Lack of uniforms	187 (88.6%)	38 (82.6%)	51 (92.7%)
Lack of books	0 (0.0%)	9 (19.6%)	0 (0.0%)
Parental attitude	209 (99.1%)	6 (13.0%)	49 (89.1%)

Table 3. is a percentage distribution of respondents views for non-enrolment in primary schools in Maiduguri and Jere local government areas. In their views teachers about 10% of teachers said distance from school accounts for non-enrolment of pupils and 33% of parents agreed it could be the reason while the pupils said distance from school is not actually a reason. Shortage of teachers have been implicated by all respondents. It is a known fact that lack of classrooms have been a long time reason for poor school enrolment as shown by this study. However, the rate of enrolment dropped in 2011-2015 due to security reasons as shown in table 2. Majority of the respondents did not view preference for Islamic education as a reason for non-enrolment

Similarly, lack of school fees did not account for non-enrolment in school but lack of school uniforms do because parents have to provide schools uniforms. Where there are many children in a household, choice of who goes to school is critical in a family. Lack of books is not a reason for non-enrolment. However, parents' attitude is a strong reason.

Discussion

This study was designed to investigate the factors responsible for school enrolment in remediation of the insurgency in the state. Data in this study showed that between 2008 and 2010 the school enrolment was steady with slight decline in enrolment in 2009 and 2010 when the insurgency started. However, between 2011 and 2015 there was sharp decline in enrolment due to insurgency characterised by abduction, killings, burning of schools and total school closure. Accordingly, the crisis caused by the Boko Haram insurgency in the northeast Nigeria means that over 57 percent of schools in Borno, the epicentre of the insurgency, are closed even as the new school year begins (<https://reliefweb.int>).

By 2016 to date there has been renewed efforts to revitalised education in the state especially in Maiduguri and Jere as well as many other local government areas of the state. The increase in enrolment in the schools investigated showed the effort of government of the state along with other organisations to reinforce enrolment and make schooling conducive. This attest to the drive by UNCEF and partners to enrol nearly 750,000 children in schools as well as establishing over 350 temporary learning, distributing nearly 94,000 packs of learning materials to get children back to school (<https://reliefweb.int>).

School enrolment have so far gone high as opposed to the regular enrolment year in year out prior to the insurgency. This is because the government was awakened to the need to provide amenities in schools that would promote enrolment and indeed learning, for instance, provision of safe drinking water, improvement in school hygiene by the increase in toilet facilities for pupils and teachers. Although UNICEF and other organisations have done much in rehabilitating schools and classrooms, much is still desired in terms of adequacy. The number of pupils per class still shows that spaces are not enough or that teachers are still in short supply as revealed by this study. The teacher/pupil ratio is 1-95 which indeed is too high for effective teaching and learning given the fact that teaching is still done in the traditional method despite the training and retraining of teachers in the use of new pedagogy. This is because the training is not complimented by modern teaching equipment like the use of ICT.

The reasons for poor enrolment were investigated in this study and in the respondents' views for instance, about 10% of teachers said distance from school accounts for non-enrolment of pupils and 33% of parents agreed it could be the reason while the pupils said distance from school is not actually a reason. In this regard, the choice of school matters to parents and teachers. That is to say, some parents preferred taking their children to some schools rather than the ones closer to their residents. The choice of schools is therefore not bound by law. Shortage of teachers have shown the long neglect of schools over the years. Over half Borno school teachers abandon work (Haruna, February, 08, 2017). To ameliorate this trend, the US Agency for International Development (USAID) trained 7,169 teachers in Borno to mitigate the shortages of teachers caused by Boko Haram insurgency (<https://pmnewsnigeria.com>)

It is a known fact that lack of classrooms have been a long time reason for poor school enrolment as shown by this study. However, the rate of enrolment dropped in 2011-2015 due to security reasons as shown in table 2. Majority of the

respondents did not view preference for Islamic education as a reason for non-enrolment. This means that there has been remarkable change in people's perception and attitude toward western education.

Similarly, lack of school fees did not account for non-enrolment in school but lack of school uniforms do because parents have to provide schools uniforms. Where there are many children in a household, choice of who goes to school is critical in family decision . Lack of books is not a reason for non-enrolment. However, parents' attitude is a strong reason. In this regard, the choice of boy child against girl-child still remain a strong factor in school enrolment in the state. Most girls help parents run household chores. Children in impoverished households often contribute to their family's welfare by managing household responsibilities (UNICEF, 2007). To this end, school enrolment involving girl-child appears low (35.2%) in this study which is a statement of fact that with population of female gender in communities there is still apathy towards girl-child education in the North.

Conclusion/Recommendation

Based on the findings in this study and the limitation thereof, it is concluded that school enrolment has increased in Borno state owing to several factors contributing to the phenomenon. There has been increase in facilities to support enrolment, training and retraining of teachers, provision of school materials needed by learners and above all increase in security has allayed peoples' fear of danger.

It is therefore recommended that government should argument NGOs efforts by funding the education sector appropriately. For example, NGOs efforts in training teachers should be sustained through retraining and in-service training. Provision of ICT materials and effective use of the materials is required.

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