

SECURITY CRISES IN NIGERIA: IMPLICATIONS FOR EDUCATIONAL MANAGEMENT

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Abstract

This study examined security crises, and its implications for management of education in Nigeria. The vision of the Nigeria educational system is a commitment to transforming the lives of people, communities and society at large without leaving anyone behind. But this become unachievable as the security situation of the country continue to deteriorate on daily basis. The current security crises in Nigeria that have mared educational management include: armed robbery, kidnapping, ethno-religious violence, political corruption, Fulani herdsmen and farmers conflict, and the Boko haram insurgency. All these deflect the effectiveness and efficiency of educational management in the country. The study suggest that, government should be more sincere in tackling the menace of Boko Haram insurgency and other security vices by equipping the military, Police and other security operatives to be able to confront these insurgents so as to allow education function appropriately for the management of education all over the country.

Keywords: Security Crises, Educational Management.

Introduction

The Nigeria state is confronted today with a myriad of security crises as mention by Alemika (2015:49), they include: armed robbery, kidnapping, ethno-religion violence, political corruption, fulani herdsmen-farmers conflict and Boko haram insurgency. Boko haram insurgency has constituted the major security crises in the northern region form 2009 till date. Infactically, education in the northern Nigeria, has been under severe and seemingly endless attacks as primary and secondary schools, colleges and universities have ceaselessly become targets of Boko Haram insurgents (Ugwumba & Odom, 2014:16). Boko Haram insurgency therefore is a source of security crises, posing a great threat to education in Nigeria (Olapiyam 2015:2). Buttressing this view, Ekundayo (in Ukwayi & Anam, 2017:30) assert that, Boko haram insurgency occasioned by religious fanaticism and intolerance presently constitutes the major and visible source of insecurity in Nigeria.

The global education community has made tremendous effort to increase and expand world wide access to education and established the education for All (EFA) since the year 2000, and this gave way to the Millennium Development Goals (MDGs). Unfortunately, at the end of 2015 which was set as a deadline for achieving the goals, the goals were yet to be attained. Eck Naidoo & Sachs-Israel (2016) revealed that, the world attention was shifted away from the six relevant EFA goals to a new education agenda that would earnestly address the education challenges by the 2030. These new education goals informed the Sustainable Development Goals (SDG), with its target for implementation at the global, regional and country levels, which was proposed at the United Nations General Assembly's Open Working Group (OWG) on the SDGs (Tang, 2015).

The education agenda for sustainability came into being through a process of extensive consultations among member states and with the collaboration of civil society and other important stakeholders coordinated by UNESCO and the EFA steering committee members (Tang 2015). The vision of education for Nigerian is a commitment to transforming the lives of people, communities and societies without leaving anyone behind. The global education community also acknowledge the need for safe and effective learning environments devoid of violence, conflict and sexist discrimination by stating that one of the means to achieve education agenda for the Nation is to "build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all" (UNESCO, 2016).

Elebu and James (in Olaniyan, 2015:32) are critical of the fact that, "any society characterized by any form of violence will not be conducive for any learning". Unfortunately, this is the situation in Nigeria especially in the North where schools have to closed down due to incessant bombings, shooting, kidnapping and killing of school children and teachers as well as other forms of attacks from dreaded Boko Haram insurgents.

Boko Haram implies, "Western education is sinful or forbidden". Boko haram insurgents are a group of Nigeria Islamist militants whose goal is to enthrone sharia law and Islamic civilization in place of secular constitution, western education, western culture and modern science (Nwagbosco, 2012:51). Boko haram evolved in three different but intertwined phases in Nigeria. As noted by (Mohammad, 2014:4), the first, tagged the kanama phase (2003-2005), took place when a tiny militant Jihadist group led by Muhammad Ali declared war on the Nigeria state. Unfortunately, they were crushed and repelled by the Nigeria security operatives. The second phase started with the suppression of the kanama upheaval and ended following the military attack launched on Boko Haram in July 2009. This phase was the Dawa period. The third phase emerges following the conquest of the group by the Nigerian security forces in 2009, which led to the killing of its leader Mohammed Yusuf. The group members went into hiding and re-strategized in 2010 with the desperation to revenge the killing of their leader and arrest of most of their members. They started attacking anyone perceived to be their enemy. They became more desperate to burn down school buildings, Police stations, kill and kidnap foreign citizens, carrying out sporadic shooting, slaughtering of students and teachers, attacking priest and their churches (Mohammed, 2014).

Alenuka (2015) opined that, "in an ideal and well – governed nation, there is a symbiotic relationship between education and security. Insecurity undermines education and absence of or poor quality education for citizens constitute constraint on capacity for sustainable security in multifaceted dimension encapsulated in human security framework". In other words, security portends both positive and negative situations for education. School can only open for daily activities when students, teachers and parents fell safe and the environment is conducive and secure for teaching and learning activities. In Nigeria today, insecurity creates

tension, fear and doubt in the minds of all stakeholders in the education sector, especially in the northern and eastern region.

The concern however is the security crisis posed by Boko Haram insurgency, the Herdsmen, kidnappers etc as regards effective education management for sustainability in Nigeria. Against these background, the paper examined the security crises and the implications for effective education management. Therefore, this study intended to investigate if any meaningful educational management can take place in the atmosphere of tension and heightened security challenges as currently exist in Nigeria.

Education management in Nigeria

Management of education in Nigeria dates back to pre-independence on the introduction of Western education by the missionaries. Ogunbiyi, Aina and Soetan (2007) identified various period in educational management in Nigeria to be pre-independence or colonial and government take – over of schools. As asserted by Nwankwo (1987), that, management of education in Nigeria, reflect the earlier impact of the various agencies such as missionaries, British Colonial government and Nigeria herself, Each of these agencies left foot print that has guided the educational management and supervision in Nigeria. At the beginning of Western education in Nigeria around 1840s, education management was solely in the hands of the missionaries and the colonial administration made ordinance 1882. The first colonial government intervention in the national education management and control took place in 1887 with promulgation of the first Nigeria education ordinance between 1887 and 1960, the colonial government and the national played very significant roles in the national educational management (Nwagwu, 2003).

Nigeria got fully involved in the management of education beginning from the time of the Richards constitution of 1946 with the creation of the regional government who took control of the management of Nigeria education. Noted by Dada (2004), the giant step ever taken in the management of nation's education took place in 1969 with the convention of the national curriculum conference which led to the provision of the educational document titled national policy on education in 1977 that serves as a guide to the direction of our educational practice. The management of education in Nigeria, changed between the civilian and the military rules from 1960 – 1999 when the education sector witnessed several policies inconsistencies. The Universal Basic Education (UBE) programme was introduced in 1999 as an intervention reform programme by the federal government aimed at providing access to, and ensuring quality of basic education throughout Nigeria. The objectives of the UBE programme was to,

1. Ensure an uninterrupted access to 9 year formal education by providing free and compulsory basic education for every child of school-going age under;
 - ❖ Early childhood care development Education
 - ❖ Six years of primary education
 - ❖ Three years of primary education
 - ❖ Three years of Junior Secondary Education
 - ❖ Three years of senior secondary education
2. Reduce school drop-out and improving relevance quality and efficiency and
3. Acquisition of literacy, numeracy, life skills and values for lifelong education and useful living.

Noted by Nwagwu (2003) is that, the numerous projects completed within the UBE programme which has been set as legacy are gradually fading away due to poor management. Dada (2004) also asserted that, many established primary schools by the UBE programmes in the states and local governments are deteriorating rapidly due to the handover of the reins of management into wrong hands, ridiculing the progress of the UBE programme. Education can

be described as an instrument par excellence for ensuring national development, this can only be achieved through effective and efficient management of education.

According to Yanling (2014), Nigeria education has witness some myriads of administrative problems confronting the system in the past few years. These is ranging from the decayed facilities and infrastructure to poor funding, poor quality products, low morale teachers, inadequate research and development, and the rear absence of on-the-job training. An efficient and sound system of education management is the basis of a good democracy. It is absolutely necessary to evolve an efficient system of education management at all levels; national, state, local, institutional, so that the light of education penetrates every nook and corner of this country to make it dream of democratic state a reality as early as possible (Yanling, 2014). Obviously, these things do not come by themselves, they have to be planned. A systematic and permanent system of educational management, with a philosophy and vision, has to be evolved to feed on young democracy with right kind of citizens.

Functions of Educational Management in Nigeria

Management is not a collection of disjointed task; rather it is a seamless wall, in which functions are closely integrated into a process or patterns. As observed by Ryan (2008), the functions of education management in Nigeria include;

Forecasting: it is a systematic assessment of the future conditions by collecting all sort of information about the present position of the system, its present and expected resources and trying to form a picture in terms of the accepted philosophy in a particular country to arrive at a fruitful forecast.

Decision-Making: This is the key factor in educational management. Here, various alternatives and consequences are considered for course of action, and a suitable course of action is determined. Okonkwo (2013) suggested the following points to be considered for any course of action: it should be simple and easily understood by all concerned, standards for target must be laid down and goals should be clear.

Organization: it is the combination of necessary human effort, material equipment's in systematic and effective correlation to accomplish the desire results. Under educational management, we organize: ideas and principles into school systems, curricular and co-curricular activities, time schedule, norms of achievement and so on, human beings into schools, classes, committees, groups, school staff, the inspecting staff and materials into building, furniture and equipment, libraries, laboratories, workshops, museums and art galleries.

Motivation: This aimed at making the people to be cheerfully willing to do the job we want them to do.

Communication: Down, up and across is also of great importance to the motivation of organization members.

Control: the administrator or manager must constantly check on their terms and their own performance and the standard lay down.

Cooperation: it is required of all elements, the persons, materials and ideas, knowledge and principles, to interweave them as to achieve common objectives and single effect. The administrator therefore look into: relations among people, allocation of task and division of labour

Evaluation: It is the good way to find out the success or failure of a project. Good measures are required to find out the reason why it failed or succeeded.

Recording and Reporting: These are essential elements of educational management which is answerable to the parents, the higher authorities and the society.

Supervision: This is to bring about a continuing improvement in the instructional programme.

Security Crises and Educational management in Nigeria

The enormous insecurity in Nigeria which the Boko Haram insurgency constitutes and the inability of government to quench it, this become a major threat to achieving an effective educational management in the nation (Gunter, 2004). Practically, it becomes impossible to ensure that the target for all girls and boys to have complete free, equitable and quality basis education is difficult because most villages are burnt down and most families are homeless with the present situation. Some parents have even lost hope in sending their children to school for fear of losing them to the insurgents who kidnap young girls to use for suicide bombing or force them into early marriage in their hideouts in Sambisa forest (Gunter, 2004).

Consequently, the managing of education in Nigeria to ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary, secondary and tertiary education, does not seem to be achievable because government's effort at reconstructing schools and other infrastructure in the nation have consistently been sabotaged by terrorist who usually sneak into villages where there is no military presence to destroy and raid the villages, especially during the night. This has instilled a lot of fear in the minds of the parents in the insurgency ravaged north-east zone who are now afraid to release their kids for schooling (Mohammed. 2014). Asserted by Nwagboso (2012) that educational management in Nigeria is geared towards ensuring that, all women and men have access to quality, affordable, technical, vocational and tertiary education. But this is impossible because insurgents allegedly warn their victims not to return to schools, if not, they will recapture them and kill them. This kind of threat may adversely affect both girls and boys in the northern region of the country. Even the universities education seem to become difficult to managed as these insurgents sometimes bound them down and kidnapped lecturers, making the adult to developed fear of attending universities.

Management of education in Nigeria is to ensure education for all citizens (Ryam, 2008). But insurgency in the country have shown high level of vulnerability on people with disabilities, ravaging even the internally displaced people (IDP) camps to disrupt the welfare activities and education programmes planned for the displaced children.

The Literacy and numeracy achievement programmes instituted for adult men and women are also interrupted as the rate of insurgency in the north keep on increasing. The youth are been entice and brainwashed into joining their group, the adult men and women are threatened and numeracy for all Nigeria is not achievable as it is difficult to manage education effectively towards achieving that aim. The insurgents consider western education with its civilization as forbidden and they have been successfully planting the idea of "Western education is sinful" in the hearts of the northern youth who they have been able to recruit, rendering education management in Nigeria slow in achieving their aims and objectives.

CONCLUSION

The former British Prime Minister Tony Blaire spoke to the United Nations counter-terrorism body on 21st November, 2013 and told them that Broad base cross cultural education is crucial for management of education and defeating terrorism. Since security measures will not succeed alone, and that is termism, based on perversion of religious belief, a fanaticism that abuses faith to justify violence against innocent civilians (Babalola, 2013).

Report from UNESCO show that hundreds or millions who have an education of poor and hazards quality leave school more or less illiterates. Gilled (2004) said that for Nigeria schools in some ways the argument for getting every child into school speaks for itself, but in a crowded noisy world even things that should be obvious have been spoken for and advocated. The abduction of school girls in Nigeria by Boko haram insurgents should act as an alarm bell for the threat of extremism and a catalyst for protecting education in Nigeria. This situation has

to focused the wold attention on what is happening more broadly, that education is under attack and education management render ineffective. Gilled (2004) suggested that, not only for the world to come to aid of girls in Nigeria, but it is that the world should make sure that the power of education is extended to children even in the most difficult circumstances.

Suggestion

In new of the security crises constituting an impediment to educational management in Nigeria, the following suggestions are imperative:

- 1 The federal government should stepped up security facilities in schools and educational institutions in trouble states to encourage teachers, students and other stakeholders to stay in schools without fear of attacks from insurgents.
- 2 The security at the IDP camps should be strengthened also to provide safe environment for teaching and learning and other aids and emergency service workers.
- 3 Federal government should be more sincere in tackling the menace of Boko Haram by equipping the military, police and other security agencies better to be able to confront the insurgents headlong without retreating for fear of being over powered for lack of adequate equipment.
- 4 Security operatives ranging from the military to civil defense should work together to strengthened their intelligence gathering techniques so as to outsmart the insurgents at any point.
- 5 The federal government should collaborate with the international communities for the provision of military hardware and training in tackling the menace of Boko Haram effectively.

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