

THE PROBLEM OF INSECURITY IN ACHIEVING UNIVERSAL BASIC EDUCATION IN NORTH- EASTERN NIGERIA

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One of the major challenges faced by most contemporary societies of the world today is the problem of insecurity, a situation that has led to wanton social unrest and destructions of lives and properties, mostly in the developing countries of the world. The worrisome situation is the educational system that has become the theatre of the absurd by the activities of insurgency and threat of insecurity. However, achieving Universal Basic Education in most developing societies as contained in 2000, United Nations developmental plans on Millennium Development Goals, has continued to suffer setback. It is against this background, the research study attempts to examine the insecurity situation in North-Eastern Nigeria as a threat to the achievement of Universal Basic Education. The objectives are to identify causes and sources of insecurity, identify the effect of insecurity on education, identify the strategies in achieving UBE in the north-east. Questionnaire was administered on 1200 subjects in three states of north-eastern Nigeria, Borno, Adamawa and Yobe as sample frame, using stratified random sampling in ten (10) schools among the selected target groups in all the three states mentioned above as sample size through primary source to elicit opinions that provided understanding into the phenomenon of the problem of insecurity on the achievement of Universal Basic Education, while secondary source, deals with review of relevant literatures on the subject matter. The study chooses the aforementioned states because of their volatility to insurgency, as a result of porous borders that influence the influx of migrants, whose activities are rather inimical. The study revealed that there is no significant correlation between insecurity and the achievement of Universal Basic Education in North-Eastern Nigeria. Hence, we accept the null hypothesis and conclude that Universal Basic Education has not achieved its goals in education at the basic level. And suggest that a new strategy be adopted with a view of ameliorating the attainment of education for all.

Keywords: Insecurity, Achieving, UBE, North-East

Background to the Research Study

Insecurity situation in the global context is a major source of concern, in both academic circles and the general public, while most parts of the third world societies are volatile to the violent threat of insurgency, a process taking an unprecedented dimension. Education as the bedrock of socio-economic development has become a serious target for heinous violent threats, hampering the realization of educational activities in the affected societies. Insurgency attacked Garissa University, Kenya and an attempted attack on Abdulummin University, Niger with numerous assassinations of schoolteachers, attacks on schools with high profiles of death toll/abduction of students, are worrisome situations that have virtually paralyzed academic activities at the basic level of education in most parts of North-Eastern Nigeria are such few scenarios of insecurity on education. However, achieving Universal Basic Education in line with the policy strategies designed by the United Nations on Millennium Development Goals (MDGs) in the year 2000 to cater for developing countries with problems of illiteracy, gender disparity, poverty, low health status and quality of life among others, are not without challenges (Adetunji, 2015). It is

within this premises, the research study attempt to examine the problem of insecurity in achieving Universal Basic Education in North-Eastern Nigeria, being a region of an educationally disadvantage, bedeviled by high level of poverty with low level economic income and diversification. The greatest threat to the nation peace and development is the prevalence of insecurity, channeled towards destruction of educational system. According to Egbe (2010) cited in zieba (2004) is of the opinion that education is the philosophy that empowers the individual with broad knowledge and transferable skills and strong sense of values, ethics and civic engagement. A situation of inaccessibility by school age pupils to basic education in north-eastern Nigeria remain a serious danger on the upcoming generations as the region may continue to suffer perpetual marginalization in terms of requisite knowledge and transferable skill, prerequisite to socio-economic development, based on Millennium Development Goals (MDGs) plans in eradication of illiteracy and poverty.

Justification for the research

Understanding the insecurity situation in the North-Eastern Nigeria and the fact that the region is bedeviled with backwardness in education, influx of trans-border ideologies and high-level poverty, achieving Universal Basic Education is worrisome as it will require best form of strategies in its policy drive, towards enhancing desire transferable skills and strong sense of value with civic engagement that will boast individual commitment in requisite knowledge and socio-economic participation of the region.

Aims and Objectives

The research study is to examine the threat of insurgency in attainment of Universal Basic Education of North-Eastern Nigeria, as it affects education. Other specific objective will be to:

1. Identify causes and sources of insecurity
2. Identify the effect of insecurity on education in north-east
3. Identify the strategies in achieving UBE in north-east

Research Questions

This study will address the following research questions:

1. What are the causes and sources of insecurity?
2. What are the effects of insecurity on education in north-east?
3. What are the strategies in achieving UBE in north-east?

Research Hypothesis

This study has put forward the following hypotheses:

1. Ho: there is no significant relationship between insecurity and the achievement of Universal Basic Education.
2. Ho: nature of insecurity has no significant relationship with Universal Basic Education.

Insecurity and Its Causes

Insecurity has been viewed from different perspectives; there is no agreement among scholars on the concept of insecurity, even though there is no disagreement on its manifestations and impact in the society. The problem of definition is further compounded when it is realized that insecurity is multi-dimensional, such as conditions inimical to physical, emotional, psychological and any other form of harm, attack, terror injurious or undesirable to human existence. This being the case, there is no grand or universal theory to analyze the issue properly. In trying to examine the concept, scholars have avoided definitions and are rather trying to operationalize the concept. John Mary (2010) sees insecurity as a condition in the society. An action, natural or social which may cause structural damages leading to destruction of human capital development, such may be viewed as threat of insecurity. In the words of Vornanen (2009) Insecurity is a feeling of inferiority by the individual threat of loneliness, a subjective and objective experience which may affect connection between inner experience and outer conditions; such may be as a result of environmental threat or risk. The concern of this paper is insecurity in regards to threat to human lives and properties by the activities of insurgency or terror group and their attack in north-eastern Nigeria thereby exposing the region to continuous loss of human lives and capital, which impacts negatively on the human capital index. Many schools and physical structures in most institution of learning, have suffered violence attacked from insurgency with wanton loss of lives and destruction of properties among others. Udoidem (1997) argues that insecurity in Nigeria is deeply rooted in the negating values and predilections that are of ethno-religious origins. For instances, insecurity problems confronting Nigeria breath economic depression and political malaise and the rise of religious crises. However, situation of Insecurity has been viewed from the perspective of an aggressive tendency to act out destructive behaviours against others, in form of violence such as, harmful or injurious to human, animals and properties. Namadi, (2006) who believed Nigerian State has remained an insecurity generating mechanism, rarely shedding its colonial attributes. Repression, suppression and intimidation have remained its enduring features. Hence, the establishing of hegemony, consensus building, dialogues, negotiations and respect for human rights and the rule of law is largely alien to its modus operandi.

The causes of insecurity in the north-eastern Nigeria could be viewed from both the remote and the immediate causes. The remote cause of insecurity in the words of Omoyibo & Akpomera (2005) from the political and historical development of Nigeria with an abandonment of its sovereignty to a group of military and political cabal whose exercise of authority lack legal recourse to the populace in lieu of an acceptable referendum and constitution, a process that relegate Nigerian state and its national security perspective to a source of threat, as there are no core values to defend except corruption. In the same vein, Namadi (2006) observed that the British colonial administration encouraged communal sentiments among Nigerians. It's seized every available opportunity to spread the myth and propaganda that they were "separated from one another by the distance, differences of history and traditions, and by ethnological, racial, tribal, political, social and religious barriers". This situation leads to the harvest of ideological permutation and social crises

being the source of insecurity. The analysis of the above scholars on the causes of insecurity, attempt the failure of country's political structure which either represent a mere geographical expression or manipulation of mere sentiment by the privilege few. But understanding the immediate cause of insecurity, it could be attributed to the fallout of parental control of their children/wards, as a result of broken-home/homelessness, being the major contemporary challenges in the globe as most parents lack the impetus on impacting the requisite socialization/moral discipline among others, leading to emergence of sub-groups of antagonism with conflicting ideology and system incompatibility.

Sources and Nature of insecurity in the North-Eastern Nigeria

The greatest threat to the nation peace and development is the activities of insurgency which is eroding educational system (western education) in the northeastern Nigeria, even though the region is regarded as educationally backward region, a gap the universal basic education was set out to fill. However, the incessant insecurity problems and the activities of insurgency which leads to assassination of schoolteachers, bombing of schools, attacks/abduction of students are such worrisome scenario as it has paralyze educational activities, rendering the set out goals of universal basic education unattainable among others. The major sources of insecurity in the north-eastern Nigeria could be attributed to the fallout of numerous porous borders in Nigeria, believed to have being amounted to 663 routes (Dukku, 2015). This process creates opportunity for the influx of alien immigrants from some economic and political war torn zones in Africa, these situations further breed religious ideological permutation with various cross border crimes along north-east porous geographical boundaries. Borno state could also be said to be a source of breeding theatre of absurd with hubs and vary degree of religious ideological permutation based on its pedigree as a center for education (Islamic) from the time immemorial of trans-Sahara trade of Kanem-Borno empire. A scenario that creates influx of peoples from both international and national communities, such as the northern part of Cameroun, the southern part of Chad and Republic of Niger; others are Adamawa, Gombe, and Yobe state within the northeastern Nigeria. The consequence of these cross-border ideological permutations is the harvest of ethno-religious crisis, with greater influence on the youths with family disconnection, such as broken home; orphans, war victims and children of marital/family conflict among others, being such scenario of youths left on their own volition. Gital (2007) opine, they are widely involved in deviant behavior when it comes to finding of their economic viability and other anti-social activities. In a similar vein, Mebude (2015) posit, such youths are easily recruits into crime forming syndicates which organize gangs for pick pocketing, burglary, drug trafficking, prostitution and even terrorist activities. In another development, the problem of insecurity as affect the achievement of universal basic education, instance of north-east has being viewed, as arising from the cultural held belief and perception that the concept of western education is 'Haram' meaning forbidding or fake knowledge which has been extant in northern Nigeria for over a century. It was this derogatory name tagged on western education 'iliminboko' meaning fake education, as a result of held believe that the philosophy of western-Christian education was alien to African traditional culture and

Islamic belief, due to prolong existence of Islamic form of education in the north, before the advent of western education.

Also the fact that the emergence of western education was championed by Christian missionaries with the sole aim of training clergymen and based on the formation of early schools as western-Christian orientation, such as St. John, Catholics, Methodists among others, which signify Christian dominance over the system. According to Abdurrahman & Canhan, (1979:58) the contributing factors to menace of the northern cultural conception of western education as ‘iliminboko’ were based on the behavior of the early educated ones which involve alcoholism and lack of concern for religious activities with alien characters among others. This scenario tends to create the southern-northern dichotomy in education, a cultural situation that has failed to be rename as ‘iliminzamani meaning modern education which is responsible for the misconception and misinterpretation that stir the psyche of most contemporary northern youths, rather gave rise in ‘Almajiri’ system of Islamic education leading to clash of civilization on the concept of modernity in most developing societies of the world and northern Nigeria in particular. This situation impacted more on doctrinal difference, leading to more often recorded sectarian crisis. Instance of these were the ‘maitatsine’ riot which struck Kano in December 1980, Maiduguri in 1982, and Kaduna in 1983 with

Yola in 1984 are such instances. There had been ‘Fanshakara’ insurgence in 2000 in Kano, the current embattles ‘Boko-haram’ and the recent clashes of ‘Shi’ite movement with the Nigerian army in Zaria which led to the partial disruption of academic activities, are such numerous threat of insecurity to educational development in the northern Nigeria. (Garba&Uchenna, 2009)

Education

Education has been viewed from various perspectives among scholars, such as process of liberation of human from the cloche of illiteracy and poverty, process that unlock human civilization among others. Egbe (2012) viewed education as the philosophy that empowers the individual with broad knowledge and transferable skills and strong sense of values, ethics and civic engagement. Obasanjo (1999) defined education as the sum total of culture values and attitude which each generation systematically transmit to those who are desirable, adapt this continuously to meet the exigencies of changing times. In a related development, Garba & Uchenna, (2009) are of the opinion that education is a life-long process of learning which beings at birth and ends with death. It was based on this premise Islam reiterated the significance of knowledge as revealed by numerous Hadiths on the significance of learning. Thus: He dies not he who seek for knowledge ”“Seek knowledge even though in China ”“To be present in a circle of learned men is better than oneself in prayer a Thousand time or visiting a thousand sick persons and attending a a thousand funeral. Garba .A et’al(2009) cited in (Hossain, 1979: 93-4).

The views of these scholars justified education as prerequisite in reposition the individual(s) mind in creative activities that will engender social sanity and egalitarian environment towards socio-economic development among others.

North-eastern Nigeria's disadvantage position in requisite education with current ravaging in educational activities by the insurgency is viewed within these premises of afore mentioned scholars view on education.

Universal Basic Education

Universal basic education (UBE) as founded in 1999 in Nigeria is a scheme of renewal vigor from universal primary education (UPE) initially lunched in the country in 1976 to address the problem of distortions in basic education with the aimed of eradication of illiteracy, ignorance, and poverty. In the word of Uche and Chinyere (2013) the need for a more responsive/robust education in Nigeria became inevitable, following the outcome of the Jomtien World Conference held in 1990 and the declaration of Education for All (EFA) by the year 2000:

universal basic education (UBE) is the type of education in quality and content that is given in the first level of education. The concept UBE changes from country to country. The UBE in Nigeria is intended to be universal, free and compulsory. Basic education according to Federal Government of (1999) is the foundation for sustainable lifelong learning. It provides reading, writing and numeracy skills. It comprises a wide variety of formal and non-formal education activities and programmes designed to enable learners to acquire functional literacy, such as six years of primary schooling, three years of junior secondary school, learning up to 15 years of age.

It was within the afore mentioned premises universal basic education is founded with its specific objectives that will impact positively on cradles towards life-long functional process of sustainable knowledge, that will remain an indelible archive in mental possession of an individual for optimum application.

Objectives of UBE

The Universal Basic Educations' objectives according to Yusuf & Ajere (2015) citing UBEC (2004) include:

- *Developing in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion;*
- *The provision of free, Universal Basic Education for every Nigerian child of school-going age;*
- *reducing incidence of dropout from the formal school system (through improved relevance, quality and efficiency); and*
- *ensuring the acquisition of appropriate level 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 learning.*

North-eastern Nigeria is backward in terms of western education, even though the concept of universalization of primary education has begun in the Western Region since 1954 and subsequently Eastern Region of Nigeria popularly referred to as universal Primary Education (UPE) with the recently re-introduction of Universal Basic Education (UBE) that repudiate UPE, due to its ineffectiveness (Labo Popoola, et'al 2009). Hence, the attainment of basic

education for the school age pupils in the north-eastern Nigeria as MDGs' affirmation on education for all, has continue to attract debates within the academic cycles and public discus on the continuous disruption of academic activities and ravaging of school infrastructures by the activities of insurgency in the region, among others.

Millennium Development Goals Policies

The millennium development goals (MDGs) were designed to cater for developing countries led by United Nations in the year 2000. The conceived goals of MDGs were in line with the problems of illiteracy, gender disparity, poverty, low health status and quality of life among under-developed low income countries. Thus:

- Eradication of extreme poverty and hunger;
- Achieving of universal primary education;
- Promoting of gender equality and empowerment of women;
- Reduction of child mortality;
- Improving of maternal health;
- Fighting against HIV/AIDS, malaria and other diseases;
- Ensuring environmental sustainability; and,
- Development of a global partnership for development (Adetunji, 2015)

Sustainable Development Goals Policies

The sustainable development goals (SDGs) is set to achieved a broad range of sustainable development issues, these included ending poverty and hunger, improving health and education, making cities more sustainable, combating climate change and protecting oceans and forests. Sustainable development goals is the successor to the millennium development goals, transforming the world, being 2030 agenda for sustainable development, contained in paragraph 54 United Nation Resolution A/RES/70/1 of 25 September, 2015.

The above goals were designed with specific targets, and related with quantifiable indicators in line with the requirements of the Millennium Development Goals and Sustainable Development Goals. However, the major concern of this research study is the attainment of millennium and sustainable development targets in northeastern Nigeria as education play pivotal role in national development. In the word of Uche & Chinyere, (2013) the emergence of UBE in Nigeria was a source of development by the country's administration towards achieving the MDGs and to meet the agitations and needs of the Nigerian populace for an educational system that would be more useful to the socio-economic, political and cultural process of the society among others. However, SDGs give right to education been recognized by some government including at the global level. Article 13 of the United Nation such as international covenant on economic, social and cultural rights recognizes a universal right to education.

It is against this background, that it become worrisome by the scenario of insurgency in most sub-Sahara African countries, Nigeria and north-east in particular, as the insecurity situation continue unabated understanding the backwardness of education in the north-eastern with current insecurity hindrance in attainment of MDGs/SDGS on universal education plan, a truly practical plan for achieving the MDGs/SDGs has to be based on

recognition of the existing approaches to identifying the best alternative developmental strategies in achieving a desire universal educational goals in the region, as hundred percent gross enrollment rate, eradication of adult illiteracy and general improvement in the quality of education remain unattainable.

Effect of insecurity on education in North-Eastern Nigeria

The incessant insurgency in north-eastern Nigeria has creates psychological trauma, phobia and fear, apart from wanton destruction wreck on lives and properties, living people in perpetual fear of uncertainty and misfortune.

Many people are subjected or confined to refugee camps (IDPs) in their birth place across states boundaries as most economic activities are on the decline. Educational structures, either newly built or renovated schools structures by ETF has been destroyed amidst abduction of school pupils, elimination of some school teachers leading to disruption of academic activities as school age pupil are either made to stay home or flew their various communities among others.

Theoretical Approach Social Disorder/Disorganization Approach Theory

Social disorder/disorganization theory was founded in early 1900s at the Chicago University and was developed by Flynn and Conrad, (1978). Holborn and Haralambos (2004) attempt to account for the effect of industrial revolution as a mitigated ecological perspective on social disorganization characterize by problem of urbanization, migration, poverty, unemployment, over-crowding given rise to various degree of crimes. The consequent of these scenarios created weaknesses in law enforcement in the social arena, due to high level of social disorder and disorganization among people. The theory however, seems to analyze the various degree of situations in the north eastern Nigeria, ranging from concentration of people of questionable characters, the emerged complex environment with little accessible to scares resources, uncontrollable cross-borders migration with divergence ideologies. The theory further attempt to explained the vulnerability of certain situation in the north-east, which may be a propensity in weaken the activities of law enforcement agencies, such as broken-down in the family system, either as a result of high level divorce rate, poor economic participation and backwardness in western education among others. In a similar vein, Kubrin and Weitzer (2003) cited Thomas and Znaniecki 1920, on social disorder/disorganization theory, which attempt to explain a situation of weak social relationship and communication difficulties, arises from culturally diverse populations. The formation of city leading to concentration of people in certain areas, as a result of influx migration of people to urbanism, with its adverse effect was informed by arising competition over resources. The over whelmed scenario of Social disorder/disorganization was rather expressed via the degree of certain lapses or failure in the family functional system, which the theory laid claimed as a situation that gave rise in the formation of sub-social groups, due to the incapacitation of law enforcement agencies to offer community based services. Others are insecure national geographical/regional boundary in regulating both the influx and the activities of an individual(s) harboring criminal tendency, leading to all sort of slums in the neighborhood environment, shaping behaviors (undesirable) among members of the society.

Braithwaite (1988) wrote that the tranquility and wellbeing of a society are the pre-conditions for security, which naturally promotes human capital building.

Methodology Brief History of the Study Area

The study area is Northeastern part of Nigeria, located within the border region sharing with other African countries, such as Niger, Chad and Cameroun. Northeast comprises of Borno, Yobe, Adamawa, Taraba, Bauchi, and Gombe States. The region share major routes linking other sub-Sahara Africa to Nigeria, which served as trans-Sahara trade that linked the famous Kanem Borno with the Magrib states and other parts of African countries from pre-colonial era. Prior to the advent of insurgency, it has been a relatively peaceful, multicultural and dynamic region in Nigeria. Apart from its landlocked, vast desert, a small unevenly distributed population of diverse origin, religion and ways of life. The escalation of insurgency further served as impediment to the achievement of basic education, even though the region could be attributed to the under-developed economy with low level educational accessibility among most of its rural communities.

Research Design

Descriptive research method was used for this study that access first hand data from the respondents, describing the nature of condition as it was existed at the time of the study period, to discover the causes of particular occurrence and it gives greater options in selecting the instrument for data gathering. Multi stage sample method was employed for the study. First of all, purposive sampling was used, which enables the researchers to select the population for the study. Stratified sampling was used because of the large size of the population.

Sample Size and Sample Technique of the study

Stratified sampling technique was used in identifying respondents, such as, variation in population, people accessible to school, vulnerable to porous borders, among others in the three states of the north-east. Three local governments were randomly selected from each of the states. Purposive sampling techniques were used to select parents while staff and students were randomly selected. 10 schools were derived from Borno State in three Local governments (Bama, Shani & Biu Local government Areas), 10 schools were derived from Yobe state in three local governments (Damaturu, Yusufari, & Gaidam Local government Areas), and 10 schools were derived from Adamawa state in three Local governments (Yola, Numan & Madagali Local government Areas) The total sample size of the study was 1200 respondents. Table.1. 1 below shows the sample frame for the study.

Table 1.1 Sample Frame of Respondents in the study area

Respondents	Borno	Yobe	Adamawa	Total
Staff	50	35	40	125
Parents	250	160	230	640
Pupils	200	106	127	435
Total	500	301	399	1200

Borno State has the highest respondents (500), because the state is highly volatile in terms of destruction on education by the activities of insurgency, followed by Adamawa with (399) respondents and Yobe (301) respondents.

Methods of Data Analysis

The researchers analyzed the data using descriptive, frequency tally and simple percentage. Analysis of Variance (ANOVA) was used to test the null hypothesis.

Data Analysis Table 4.1

Problem of Threat of Insurgency on the Attainment of Universal Basic Education in the North-East

Item Statement							
Causes and sources of insecurity	Categories of respondents	Strongly agreed	Agreed	Undecided	Disagreed	Strongly disagreed	Mean
The activities of the influx of trans border ideologies	Staff	15	15	8	1	6	9.0
	Parents	85	73	2	4	6	34.0
	Pupils/Students	48	40	10	13	2	22.6
Weak socioeconomic activities and break down in family system	Staff	25	22	6	5	1	11.8
	Parents	70	71	2	30	20	38.6
	Pupils/Students	90	62	2	10	2	33.2
Negative perception of socio-cultural belief on western education	Staff	10	8	1	1	1	4.2
	Parents	2	10	10	85	75	36.4
	Pupils/Students	15	48	5	35	20	24.6
Assessing Insecurity on Education							
There is phobia due to threat of fear of Unknown among populace	Staff	25	15	5	6	1	10.4
	Parents	85	73	5	6	6	35.0
	Pupils/Students	90	62	2	10	2	33.2
People are displaced and accessing education is difficult	Staff	15	22	8	6	1	10.4
	Parents	70	71	2	30	20	38.6
	Pupils/Students	45	38	5	15	10	22.6
Abduction of pupils, killing of teachers and destruction on schools is a major obstacle	Staff	8	10	1	1	1	4.2
	Parents	108	90	10	15	25	49.6
	Pupils/Students	80	36	10	13	2	28.2
Strategies Required to Achieve Universal Basic Education							
The need for ICT security networking in educational institutions with community policing	Staff	12	10	6	1	1	6.0
	Parents	38	98	0	2	1	27.8
	Pupils/Students	90	62	2	10	2	33.2

Domestication of traditional school system 'Al'majiri into conventional school	Staff	15	15	8	1	5	8.8
	Parents	45	50	10	15	25	29.0
	Pupils/Students						
Correction of misconception of sociocultural belief on western education by way of enlightenment	Staff	10	3	0	7	1	4.2
	Parents	10	11	2	80	75	35.6
	Pupils/Students	45	38	5	15	10	22.6
Government and Private participation on wealth creation to engage school leavers	Staff	10	10	1	6	4	6
	Parents	102	73	0	3	1	35.8
	Pupils/Students	80	36	10	13	2	28.2

Test of Hypothesis

Hypothesis one: The insecurity situation has significantly affected the achievement of UBE/MDG s.

Table ANOVA Computation Table

GROUP	SA	AG	UD	DA	SDA	TOTAL	MEAN
BORNO	130	200	35	30	105	500	100.0
YOBE	90	96	40	38	37	301	60.2
ADAMAWA	102	120	79	56	42	399	79.8
TOTAL	322	416	154	124	184	1200	240.0

Source: Field Survey 2016

Source of variation	Sum of square	DF	Means square	F	P-value
Between groups	6602.889	2	3301.444	0.677361	0.677361
Within groups	47620	6	7936.667		
Total	54222.89	8			

Discussions on Findings

Based on the objectives, 85 respondents among parents strongly agreed that the activities of influx trans-border ideologies are the causes of insurgency and 90 respondents among pupils/students strongly agreed that weak socio-economy and break down in family system also contributed to the activities of insurgency.

The effects of insurgence on education in north-east 90 respondents among pupils/students strongly agreed that the abduction of pupils, killing of teachers and destruction on schools are the major obstacles in attaining basic education in the region.

The strategies among the respondents' pupils/students, 90 strongly agreed on the need for ICT security networking in educational institutions with community policing.

Also 102 respondents' parents strongly agreed that government and private participation in wealth creation to engage school leavers is critical

The essence of this study is to examine the insurgence problem in attaining universal basic education in north-eastern Nigeria. The analysis of the study was on the effect of insurgence on the attainment of universal basic education in the north-east. The following are the major findings.

First, our finding revealed that weak in socio-economy activities/break down in family system with the activities of the influx of trans border ideologies had significantly negative effect on the achievement of universal basic education. This is in agreement with Holborn et'al (2004) on theory of social disorder/ disorganization on the effect of insecurity in achieving basic education in the north-east, owing to the mitigated ecological environment characterize by migration, poverty, unemployment and uncontrollable cross-border activities with negative divergence ideologies among others.

Second, it also revealed the abduction of pupils, killing of teachers and destruction on schools as a major obstacles couple with phobia as a result of fear of unknown among populace had significantly affect the achievement of basic education. In the same vein as put forward, in work of Labo-popoola et'al (2009) who believed that the continuous disruption of academic activities, ravaging of school infrastructures includes abduction and killing by insurgencies may likely to hinder the attainment of universal basic education as contained in MDGs affirmation on education for all. However, in line with SDGs 4 goals, it was to ensure inclusive and equitable quality education and promote lifelong learning opportunity for all being extension of MDGs goals, such as: An effort on the over view concerning an enormous progress in achieving the target of universal primary education. Be it the total enrolment rate in developing regions and the worldwide number of children out of school. The goal preempt the challenges being faced in developing regions due to high levels of poverty, armed conflicts and other emergencies, resulting to increase in the proportion of children out of school. Instance of this scenario could be seen on the threat of insurgent on education in the north-eastern Nigeria.

However, SDGs 4 goals is channel in achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This is to ensure that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training and to eliminate gender and wealth disparities with the aim of achieving universal access to a quality high education. It is against this background, the research study concern itself on the best strategies to adapt by SDGs in tackling the situation of universal basic education in the northeastern region of Nigeria

Third, our finding also revealed that, the best strategic approach lies in government and Private participation on wealth creation to engage school leavers and the need for ICT security networking in educational institutions and community policing, that will guarantee successful execution of basic education in the north-east region.

Conclusion

Understanding the global insecurity situation and the ravaging of the north-eastern Nigeria, leading to wanton destruction not only on lives and properties but also on educational activities and facilities, being new strategies of the insurgencies of wrecking on the attainment of basic education, however, this process has called for adoption of new paradigm shift in tackling the activities of insurgency. Hence, if most developing societies of the world must be ride of illiteracy in 2030 as a driven motive of SDG's, there is need for robust re-strategize in universal basic education drive on its programmes and activities to make its goals a realistic process.

Recommendations

Based on the findings of this study, the following recommendations has being advocated in order to make programmes and activities of basic education accessible and available to the target groups, (young school age groups) in volatile areas, not only in the north-eastern Nigeria, but also in most affects insecurity areas of the world.

There is need for an even economic infrastructural distribution by government and private sector in encouraging/engaging most teaming youths in meaningful ventures that will bring about balancing in nation's economic developmental indices and resource allocation.

Building human capacity is central to securing security and socio-economic development, the need to co-opt 'Almajiri' (Islamic traditional system of education) into universal basic educational programme activities, is crucial such as its modification into conventional school system through expanding its funds utilization, while strengthen adult literacy education in most hinter/periphery part of the north-east region, as these segment of people are easily aided or abetted by the insurgent activities due to their low level education and awareness as could easily be swayed by vary ideologies.

There is need for the collaboration of government and nongovernmental agencies to strengthen ties in correcting the socio-cultural ill-perception on western education as 'iliminboko' or 'boko haram', meaning forbidding of fake education, as a commonly held belief in the north-east and northern region in general, so as to erode negative conception on western education, through process of campaign and enlightenment, using educated elites in the academic arena among others.

There should be private-public alliance in the transformation of the country's security system through ICT-based security networking, to handle over 663 routes linking nation's porous borders and community policing should be instituted with sustain collaboration of present involvement of what is known as 'Civilians Joint Task Force' (CJTf) with conventional law enforcement agencies in north-eastern Nigeria. Security post should be mounted in every five kilometers away from each established schools or academic institutions of learning in the north-east among others.

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