



**VIOLENCE AND ITS IMPLICATIONS ON EDUCATIONAL AND
INFRASTRUCTURAL DEVELOPMENT OF INI LOCAL GOVERNMENT AREA,
AKWA IBOM STATE**

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ABSTRACT: *This study investigated the “Impact of Violence on Education and Infrastructural Development in Ini Local Government Area.” The study was guided by two research questions and two null hypotheses. The study employed a descriptive survey design. The population of the study was 99,196 made up of 52,644 males and 46,552 females (NPC, 2006). This represents the population in the 27 communities in Ini Local Government Area. A sample of 384 participants was determined using Taro Yamane. Thereafter, cluster and simple random sampling technique was used to select respondents from each stratum. A total of 350 participants returned their instruments correctly. The instrument was face validated by research experts in the University of Uyo. The reliability coefficient using Cronbach’s Alpha stood at .88. The data collated was analyzed using simple linear regression. The findings revealed that there is a significant impact of violence on the educational and infrastructural development in Ini LGA. On the basis of the findings, it was recommended among others to increase collaboration between the local government, law enforcement agencies, and community-based organizations to enhance security and maintain public order.*

KEYWORDS: Violence, Education, Infrastructure, Development.



INTRODUCTION

Ini Local Government Area (LGA) is located in Akwa Ibom State, Nigeria. The region has faced significant challenges due to violence and its implications on educational and infrastructural development. Ini LGA has grappled with various forms of violence, including communal clashes, cultism, and political conflicts (Okafor & Ezeah, 2020; Nwankwo & Nweke, 2019).

Violence has emerged as a critical issue in many parts of Nigeria, with the country experiencing an upsurge in various forms of violent conflicts in recent years (Adebayo, 2014; Ewetan & Urhie, 2014). Ini LGA, like other regions in the country, has not been spared from the adverse effects of these violent incidents. The prevalence of violence has had far-reaching consequences on the overall development of the area, particularly in the realms of education and infrastructure.

According to Asuquo and Ekanem (2023), one major aspect of the problem is the mismanagement and misappropriation of funds earmarked for education. Financial resources intended for improving infrastructure, providing quality teaching materials and ensuring adequate teacher training often end up in the wrong hands. As seen by Esara, Asuquo, Obonah and Eshiet (2024), there are cases of communal conflicts across Nigeria and Akwa Ibom State in particular, since the emergence of democracy in Nigeria. Nigeria has since its inception as a nation-state witnessed a number of communal conflicts whose causes are multifarious. As observed by Esara, Asuquo and Udoh (2024), suicide and deviant behaviour is among the most severe harmful consequences that have been connected to gambling as a result of frustration. The frustration from gambling can be directly linked to the severity in suicide and deviant behaviour. Esara, Mfon and Walter (2024) posited that the children from privileged families find school cultism as an easy way to escape from their academic responsibilities without explanations to their sponsors. In fact, there are many cases where parents are cowered down by threats from their wards' cult groups. They engage in moral ruin, murder, terrorism, kidnapping, sexual harassment, rape, armed robbery, and generally debased practices across Akwa Ibom State and Nigeria in general.

Scholars have highlighted the detrimental impact of violence on the educational system, noting that educational institutions, particularly schools, have been targeted by various groups involved in violent conflicts (Okafor & Ezeah, 2020). This has led to the disruption of academic activities, the destruction of school infrastructure, and the displacement of both students and teachers. Additionally, the fear and insecurity created by the violence have discouraged parents from sending their children to school, leading to a decline in school enrollment and attendance rates (Adebayo, 2014). The impact of violence on the infrastructural development of Ini LGA is equally concerning. Violent conflicts have resulted in the destruction of vital infrastructure, such as roads, bridges, and public utilities (Nwankwo & Nweke, 2019).

This has hindered the ability of the local government to provide essential services and has impeded the movement of people and goods within the region. Moreover, the diversion of resources towards addressing the consequences of violence has had a detrimental effect on the overall investment in infrastructure development (Ewetan & Urhie, 2014). As noted by Ekanem, Asuquo, Ogar and Ofuka (2023), violence during election and violence against women candidates is a barrier that can not be overemphasized. Udonwa, Effiong, Asuquo and Samuel (2022) noted that the underdevelopment status in lack of basic infrastructures, misuse



of both human and natural resources, mediocrity in professional and leadership positions, defective leadership outputs, fuel scarcity in an oil producing nation, falling standards of education and work output, high unemployment rates, the ever-widening gap between the rich and poor to mention just a few are consequences from it.

As noted by Esara, Asuquo, Ekanem and Samuel (2023), in riverine areas, those who were caught stealing were tied to a sandbag on their back and beaten, then finally thrown into the river. All these were done without any judicial process of trial. These measures served as deterrence in order to reduce the menace of theft and other criminal acts in the society before the English law was introduced in colonial era. Samuel, Asuquo, Thompson and Nya (2023) opined that currently, women have risen to a higher profile in community development projects and likewise in decision making processes in the area. Ekanem and Asuquo (2024) pointed out that widowhood is associated with emotions, sadness, pity, poverty, shame etc; but to others, they are being regarded or tagged as husband killers “MmeAwotEbe”, and as such, they must be dealt with. According to Asuquo, Ekanem, Samuel and Esara (2023), the inadequate provision of infrastructural services and the associated problems has affected most business firms as they spend more of their capital outlay on providing their own infrastructures — electricity, water supply, transport, telecommunications, and waste disposal which, under normal circumstances should have been by the urban planning authorities. As posited by Asuquo, Bassey, Samuel, Daniel and Usoro (2022), as many people have difficulty in finding jobs in the formal economic sectors, the informal sector provides learning opportunities and livelihoods for operators to support the dependent members of their family such as siblings, children and old parents.

Esara, Mfon and Walter (2024) aver that the Nigeria Police Force has been under intense public criticisms in the last four decades over corruption, brutality and its inability to effectively prevent and control crime. As observed by Esara, Asuquo, Obonah and Eshiet (2024), communities and streets in Akwa Ibom State facing challenges of electricity facility vandalism usually remain in darkness for several months and years; this is equally applicable to other states in Nigeria. Ekanem and Asuquo (2024) stated that it is always believed that parents are the first teachers; they should be able to form part of these children’s reasoning/belief system, by inculcating and educating them with the right ideas, values, morals and dictates of the society and making known the implications of certain actions and decisions in life. Ekanem and Asuquo (2023) believe that the work of bureaucracy is inherently political. The changes in the ministry of finance manage the taxpayers money under leaders with divergent policy goals attests to this. The process of implementing policy almost by necessity gives them discretion, and because they are responsible to both legislature and governor, ministries have some freedom to shape their own rules and pursue their own political goals which may not favor the general public.

According to Asuquo and Ekanem (2023), another dimension of violence is the quest for political position in the Ini Local Government Area of Akwa Ibom State, Nigeria. As observed by Esara, Asuquo and Udoh (2024), traditional cults are seen as ancestors coming to the land of the living to fight crime, deviant behaviors, social ills and oppression. It is a general belief of the people that the supernatural powers possessed by these cult groups are given to them by the gods of the land, which is why anybody behaving contrary to the norms and values of these cults must get spiritual sanction from the gods which usually result in untimely death. Esara, Asuquo and Udoh (2024) noted that nationally, child trafficking has formed the basis of organized crime against humanity. Nigeria is a developing country that is currently facing a



series of social problems ranging from poverty, unemployment, and insecurity among others. As stated by Esara, Asuquo and Udoh (2024), the cause of militancy in the Niger Delta Region of Nigeria is as a result of continuous deprivation and environmental degradation in the oil rich region without meaningful compensation from the oil proceeds.

The Impact of Violence on Educational Development

The prevalence of violence in Ini LGA has had a detrimental impact on the educational system. Studies have shown that educational institutions, particularly schools, have been targeted by various groups involved in violent conflicts (Okafor & Ezeah, 2020). This has led to the disruption of academic activities, the destruction of school infrastructure, and the displacement of both students and teachers. As a result, the quality of education and access to educational opportunities have been significantly compromised.

Furthermore, the fear and insecurity created by the violence have discouraged parents from sending their children to school, leading to a decline in school enrollment and attendance rates (Adebayo, 2014). This, in turn, has contributed to a widening of the educational gap and a decrease in the overall literacy levels within the LGA.

The prevalence of violence in the Ini Local Government Area (LGA) has had a detrimental impact on the educational system. Studies have shown that educational institutions, particularly schools, have been targeted by various groups involved in violent conflicts (Okafor & Ezeah, 2020; Nwankwo & Nweke, 2019).

One of the primary ways in which violence has affected educational development in Ini LGA is through the disruption of academic activities. Violent incidents, such as communal clashes, cultism, and political conflicts, have led to the temporary or even permanent closure of schools (Okafor & Ezeah, 2020). This disruption has had a cascading effect on the educational system, as it has resulted in the loss of valuable instructional time, the postponement of examinations, and the overall interruption of the learning process.

Furthermore, the destruction of school infrastructure has been a significant consequence of the violence in the region. Violent groups have targeted educational facilities, leading to the damage or complete destruction of classrooms, libraries, laboratories, and other essential components of the learning environment (Nwankwo & Nweke, 2019). This, in turn, has made it challenging for schools to provide a conducive learning atmosphere for students and has hindered their ability to deliver quality education.

The displacement of both students and teachers has also been a concerning outcome of the violence in Ini LGA. Violent conflicts have forced families to flee their homes, leading to the temporary or even permanent relocation of students (Adebayo, 2014). This has resulted in the loss of valuable learning opportunities and has disrupted the continuity of the educational process. Additionally, the fear for their safety has led many teachers to abandon their posts, further exacerbating the educational challenges faced by the region.

The fear and insecurity created by the violence have also discouraged parents from sending their children to school. Studies have shown that parents in Ini LGA are increasingly reluctant to enroll their children in educational institutions due to concerns about their safety and well-being (Adebayo, 2014). This has contributed to a decline in school enrollment and attendance rates, widening the educational gap and decreasing the overall literacy levels within the LGA.



The impact of violence on educational development in Ini LGA cannot be overstated. The disruption of academic activities, the destruction of school infrastructure, the displacement of students and teachers, and the decline in school enrollment have all had far-reaching consequences on the quality of education and access to educational opportunities within the region. Addressing these challenges requires a comprehensive and sustained effort to restore peace and security, rebuild educational infrastructure, and provide a safe and conducive learning environment for the students of Ini LGA.

The Impact of Violence on Infrastructural Development

The impact of violence on the infrastructural development of Ini LGA cannot be overstated. Violent conflicts have resulted in the destruction of vital infrastructure, such as roads, bridges, and public utilities (Nwankwo & Nweke, 2019). This has hindered the ability of the local government to provide essential services and has impeded the movement of people and goods within the region.

The diversion of resources towards addressing the consequences of violence has also had a detrimental effect on the overall investment in infrastructure development. Funds that could have been allocated for the construction and maintenance of vital infrastructure, such as healthcare facilities, water and sanitation systems, and electricity networks, have been redirected towards security and conflict resolution efforts (Ewetan & Urhie, 2014). As noted by Esara, Asuquo and Samuel (2024), environmental issues in Nigeria are now the top most priority of every successive administration in the country aimed at having a healthy environment.

Esara, Asuquo and Samuel (2024) argued that communal conflicts have become a common phenomenon in Akwa Ibom State and Nigeria in general. These conflicts are mostly ethnic and some are as a result of the struggle for land and other natural resources. As observed by Titus, Asuquo and Etuk (2024), the vogue in most private, public and government organizations in contemporary Nigeria is cooperative societies. They exist among trade groups such as farmers, artisans, and miners, among other

Statement of the Problem

The prevalence of violence in the Ini Local Government Area (LGA) has had a detrimental impact on both the educational system and the overall infrastructural development of the region. The disruption of academic activities, the destruction of school infrastructure, the displacement of students and teachers, and the decline in school enrollment have all contributed to the deterioration of the educational landscape in Ini LGA. Similarly, the direct destruction of vital infrastructure, the diversion of resources away from infrastructure development projects, and the deterrence of potential investors have hindered the LGA's ability to achieve sustainable infrastructural development.

Objectives of the Study

The primary objectives of this study were:

- i. To examine the impact of violence on the educational development in Ini LGA; and
- ii. To investigate the impact of violence on the infrastructural development in Ini LGA.



Research Questions

- i. What is the impact of violence on the educational development in Ini LGA?
- ii. What is the impact of violence on the infrastructural development in Ini LGA?

Null Hypotheses

H₀₁: There is no significant impact of violence on the educational development in Ini LGA.

H₀₂: There is no significant impact of violence on the infrastructural development in Ini LGA.

METHODOLOGY

Design of the Study

The research design employed in this study was survey design. Survey design typically employs questionnaires and interviews in order to determine the opinions, attitudes, preferences, and perceptions of persons of interest to the researcher (Udoh & Joseph, 2005).

Population of the Study

The population of the study is 99,196 made up of 52,644 males and 46,552 females (NPC, 2006). This represents the population in the 27 communities in Ini Local Government Area.

Sample Size and Sampling Technique

Three hundred and fifty-eight (384) people were used in the study. This sample was obtained using Krejcie and Morgan's (1970) model sample of size determination. The multi-stage sampling procedure was employed in selecting samples. First, each sample community forms a cluster. In each community, sub-clustering units were formed from organized associations such as youth association, women association, farmers' association, sand dealers association, business associations, age group association and labor unions. On the basis of this arrangement respondents were selected using simple random sampling techniques. This technique gives each member of the cluster independent equal chance to be selected. And from each cluster thirty nine (39) respondents were selected.

Sources of Data

The sources of data used for the study were both primary and secondary data. Primary data were obtained through observation and through direct communication with respondents. And also secondary data were obtained from internet materials, media reports, journals and monographs.



Instrumentation

Two instruments tagged 'Violence Measurement Questionnaire (VMQ)' and 'Socio-economic Development Questionnaire (SDQ)' were used in the study. VMQ had 24 items measured on a 5-point rating scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Little Extent (LE) and Very Little Extent (VLE), while SDQ had 16 items measured on a 4-point rating scale of Very Good (VG), Good (G), Fair (F), and Poor (P). The instruments comprised three sections. Section A seeks the demographic information of the respondents; Section B was concerned with the independent variables (constructs) of the study with 24 items. Section C was concerned with dependent variables with 16 items.

Validation of the instrument

The instruments were validated by the researcher's supervisor in the Faculty of Social Sciences, University of Uyo, Uyo. After developing 'Violence Measurement Questionnaire (VMQ)' and 'Socio-economic Development Questionnaire (SDQ)', they were first submitted to the researcher's supervisor for his comments to ascertain its face and content validity; some corrections were made. The corrections, suggestions and comments were incorporated in the final Instruments.

Reliability of the Instrument

In order to establish reliability of the instrument, it was administered to 30 people who were drawn from the area not included in the main study. The scores obtained were subjected to internal consistency reliability technique using Cronbach's Alpha reliability test. The reliability coefficient stood at 0.88.

Method of Data Collection

Research instruments 'Violent Measurement Questionnaire (VMQ)' and 'Educational Development Questionnaire (SDQ)' used in the study were administered on the elders, youth leaders, women leaders, market women leaders, timber association leaders, farmers' association leaders, sharp sand and granite association leaders and other indigenes from 25 years and above group by the researcher with the help of trained research assistants.

Method of Data Analysis

Simple descriptive statistics such as frequency tables and simple percentage were used to analyze the data collected in the study and inferential statistics of simple linear regression were used to test the null hypothesis at 0.05 level of significance.

Limitations of the Study

The study is basically on violence and its implication on socio-economic development of Ini local government area. But due to time and resources constraints (financial and human), the researcher could not go round the twenty-seven (27) communities in the Ini Local Government area in the process of data collection, therefore narrowing down to nine (9) selected communities. Another challenge faced by this study was how to get in touch with members of different associations and also fear disclosing the nature of violence perpetrated in the community by respondents. The literacy level of the people was also a serious challenge in



interpreting the content of the instrument to the people, as well as fatigue experienced by the researcher.

DATA ANALYSIS

Data were analyzed using simple linear regression statistics.

Test of Hypotheses

H₀₁: There is no significant impact of violence on the educational development in Ini LGA.

The hypothesis was tested at .05 level of significance and the result presented in Table 8.

Table 1: Result of Simple Linear Regression Analysis of the Impact of Violence on Educational Development in Ini LGA

Model	Sum of squares	Df	Mean Square	F-cal	F-crit
Regression	4433.447	1	4433.447	59.94*	3.86
Residual	25368.115	349	73.96		
Total	29800.562	350			

*significant at .05 alpha level

The result in Table 1 shows that the calculated F-value of 59.94 is greater than the critical F-value of 3.86 at 0.05 level of significance with 1 and 349 degrees of freedom. The result is significant; therefore, the null hypothesis that violence affects educational development in Ini Local Government Area is rejected. This result implies that violence significantly affects educational development in Ini Local Government Area.

H₀₂: There is no significant impact of violence on the infrastructural development in Ini LGA.

Table 2: Result of Simple Linear Regression Analysis of the Impact of Violence on Infrastructure Development in Ini LGA

Model	Sum of squares	Df	Mean Square	F-cal	F-crit
Regression	3862.463	1	3862.463	51.08*	3.86
Residual	25938.099	349	75.62		
Total	29800.562	350			

*significant at .05 alpha level

The result in Table 2 shows that the calculated F-value of 51.08 is greater than the critical F-value of 3.86 at .05 level of significance with 1 and 349 degrees of freedom. The result is significant, therefore the null hypothesis that violence does not significantly affect infrastructural development in Ini Local Government Area is rejected. This result implies that violence significantly affects infrastructural development in Ini Local Government Area.



DISCUSSION OF FINDINGS

Violence and Its Implication on Educational Development

Data as presented in Table 1 provides answers to research question four. The findings revealed that violence affects income and educational development in Ini L.G.A. The R- value was .875 and R-value of 0.766 revealed that violence affects educational development by 76.6%. The analysis of hypothesis 4 in Table 8 shows that the calculated F-value of 59.94 was greater than the critical F-value of 3.86 at .05 alpha level and 1 and 349 degrees of freedom. The deduction from Table 8 is that violence affects educational development in Ini L.G.A. With this observation, the null hypothesis which assumes that violence does not significantly affect educational development in Ini Local Government Area is rejected.

The finding of this study agrees with the report of Rotberg (2002) who comments that failed states are deeply conflicted, dangerous and bitterly contested by warring factions, the state faces multi-faceted civil unrest, differing degrees of communal discontent, massive deterioration in the standard of living, decay in infrastructure and the greed leaders overwhelms their socio-political responsibilities to better their people and their surroundings; forcing the people to turn to their ethnic affiliations for safety and protection.

Data as presented in Table 3 provides answers to research question three. The findings revealed that violence affects infrastructural development. The R-value was .823 and R value of .678 revealed that violence affects infrastructural development by 67.8%. The analysis of hypothesis 3 in Table 7 shows that the calculated F-value of 51.08 was greater than the critical F-value of 3.86 at .05 alpha level and 1 and 349 degrees of freedom. The deduction from Table 7 is that violence affects infrastructural development in Ini L.G.A. With this observation, the null hypothesis which assumes that Violence does not significantly affect infrastructural development in Ini Local Government Area is rejected.

Otite (2010) stated that lack of government presence in most areas leads to violence. The finding of this study agrees with the report of Adagba (2012) that unemployment based violence among Nigerians, especially the youths is a major cause of violent crimes in Nigeria.

CONCLUSION

The impact of violence on the educational and infrastructural development of Ini LGA cannot be overstated. The disruption of academic activities, the destruction of vital infrastructure, and the diversion of resources have all contributed to the stunted growth and development of the region. Addressing these challenges requires a comprehensive and collaborative approach that involves strengthening security, promoting conflict resolution, investing in educational and infrastructural development, and engaging the local community. By addressing these issues, Ini LGA can pave the way for a more prosperous and sustainable future.



RECOMMENDATIONS

To address the challenges posed by violence and its impact on educational and infrastructural development in Ini LGA, a multi-pronged approach is required. This should involve:

1. **Strengthening security measures:** Increased collaboration between the local government, law enforcement agencies, and community-based organizations to enhance security and maintain public order.
2. **Promoting conflict resolution and peacebuilding initiatives:** Facilitating dialogue and mediation between conflicting parties to resolve disputes peacefully and foster social cohesion.
3. **Investing in educational infrastructure and programs:** Rebuilding and upgrading schools, providing adequate teaching and learning resources, and implementing programs that promote educational access and quality.
4. **Prioritizing infrastructure development:** Allocating resources for the construction and maintenance of roads, bridges, water, and sanitation systems, and other vital infrastructure.
5. **Engaging the community:** Encouraging community participation in decision-making processes and fostering a sense of ownership and responsibility for the development of the LGA.

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