



Educational Continuity and Academic Performance: The Effect of Insecurity in the North Eastern Nigeria

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ABSTRACT

The research investigated the effect of insecurity on the educational continuity and academic performance of students in north eastern Nigeria. A total of twenty 20 secondary schools in seven (7) insurgency prompt local government areas of Adamawa state were used for the study. The study consist of two hundred (200) students and twenty (20) educational personnel. A structured questionnaire consisting of twenty five (25) questions using a four (4) Liker scale rating was administered on the students while an unstructured questionnaire and interview were used for educational personnel. The data gotten were analyse using a qualitative data analyser insight7 and a quantitative data analyser python. The finding reveals that the long closure of schools has negatively affected the academic performance of students. Many students did not return to school due to fear, anxiety and unfriendly learning environment after the resumption of schools. Some measures taken to ensure educational continuity in the area. Government ensures safety of students, resource allocation. The community ensures awareness campaigns, community support programme and parent engagement while educational stakeholders ensures quality education access, teacher training and curriculum development. The research work suggested that security measures should be enhanced in schools to alleviate fear and anxiety among students. Improve quality of education to encourage students' resumption and strengthening community initiatives and as well ensuring government support for educational programmes. The research work concluded that the effect of insecurity that lead to the long closure of schools is having a very high impact on the students and the education sector.

Keywords: *Insecurity, educational continuity, Academic performance.*

Nomenclature

Insecurity: Refers to the state of insecurity or threat posed by insurgency in north-eastern Nigeria, which disrupts various social systems, including education.

Educational Continuity: The uninterrupted provision and accessibility of education, despite external disruptions, including insecurity or conflict situations.

Academic Performance: The assessment of students' achievements, grades, and educational outcomes, influenced by both internal and external factors, including security-related disruptions.

Insurgency-affected Local Government Areas (LGAs): Seven local government areas within Adamawa State identified as being heavily impacted by insurgent activities, leading to school closures and displacement.

Structured Questionnaire: A research tool with predetermined, closed-ended questions designed to gather quantitative data from the student population, employing a four-point Likert scale.

Unstructured Questionnaire: A more flexible, open-ended research tool used to collect qualitative data from educational personnel, allowing for in-depth responses.

Qualitative Data Analyzer (Insight7): A software tool used to analyze non-numerical data, particularly responses from unstructured interviews and open-ended questionnaires.

Quantitative Data Analyzer (Python): A programming language and tool used to perform statistical analysis on numerical data, derived from the structured questionnaires.

Community Support Programmes: Initiatives aimed at engaging local communities in ensuring the education of students during periods of insecurity, involving activities like awareness campaigns and parental involvement.

Educational Stakeholders: Groups or individuals responsible for the planning, implementation, and management of education, including government agencies, educators, and community leaders.

Teacher Training: The process of equipping educators with the skills and knowledge necessary to cope with and adapt to the unique challenges posed by insecurity in the educational environment.

Curriculum Development: The process of revising and adapting the educational syllabus to meet the needs of students in conflict-affected areas, ensuring its relevance and accessibility.

Introduction

The quality of life and economic status of citizens in any country depends on the level, quality and accessibility to education. The situation in Nigeria, North East region in particular is contrary to what is obtainable in other regions of the country due to insecurity. Insurgency has become a threat to community life as well as the educational aspiration of students in many North Eastern states of Nigeria. Imrana (2019), asserts that the insurgency in North East Nigeria has crippled the already existing poor educational system that is suffering from inadequate infrastructure, insufficient qualified teachers, teaching materials as well as overcrowded classrooms.

The uprising in the North East has led to attacks and destruction of more than 910 schools and has forced not less than 1500 schools to close up. (Hassan et al, 2018). In addition, school children were abducted, the Chibok and the Dapchi abduction are examples of such events. This is corroborated by Imrana (2019) where he exposed that over one (1) million school children were forced out of school and 600,000 have lost access to education. Some Local Government like Biu, Hawul, Shani, Michika, Madagali, Mubi North, Mubi South, Hong, and Gombi in Borno and Adamawa states are affected by insurgency. Elsewhere Abdullahi et al., (2018) discovered that the insurgents dislike children attending schools. This has led to attacks on schools and school children thus the closure of schools in the affected areas. Many schools in areas that were not affected were closed down and turned to Internally Displaced Persons (IDP) Camps for a long time. Typically, IDP camps are not conducive learning environment. Several interventions were carried out to ensure that the impacts of the interruption in the school sessions were minimized. Series of class sessions were carried on radio, television, as well on the internet for those students who have access to such while those who do not have access to these facilities were left behind. Many learners did not however benefit from such intervention.

The long period of insurgency coupled with incessant teachers strike as well as the devastating effects of the Corona virus worsened the educational situation for students in the affected zones. The result of the insurgency made the academic aspirations of most students blurred. This research therefore investigates the effects of insecurity on the educational continuity and academic performance of students in some of the affected areas of North Eastern Nigeria.

Statement of the problem

Abdullahi et al., (2018), discovered that insurgence dislike children attending schools. This has led attacks on schools and school children. It has resulted to the closure of the schools in the affected areas. Many schools in areas that were not affected turned to Internally Displaced Person (IDP) Camps and were subsequently closed for a long time. Several interventions were carried out to ensure that the impacts of the interruption in the school sessions were minimized. Series of class sessions were carried out on radio, television, and on the internet for those students who have access while those who do not have access to such facilities were left behind. The periods of the insurgency incessant coupled with teacher's strikes and Corona virus cannot be easily compensated especially for the disadvantaged students. The progresses in the school continue for those that were able to return to school but low societal expectation. This research attempt to ascertain how the academic performance of students are affected by insecurity, and the measures taken for students to continue their academic pursuit in life.

Objectives of this study

The objectives of this studies are to:

1. Assess how student's performance are affected by the long closure of schools.
2. Determine measures taken to continue with their academic life effectively.
3. Suggest the measures to bridge the gap in the educational system.

Research questions

The following research questions were formulated to guide the work

1. What are the effects of long closure of schools on the academic performance of students?
2. What measures are taken to ensure that student continue with their academic pursuit effectively?
3. What strategies were adopted to bridge the gap in the educational system as a result of the closure of schools?

Literature review

Severe security issue that jeopardize the education system of the Nigerian state in general did not exclude attacks on schools. Amos O.W & Paul O. O (2024) discovered that insecurity has contributed to low student's attendance in most school that resulted to school closures. Though Government has the responsibility of protecting lives and properties of citizens to ensure peaceful coexistence and enhanced effective delivery of education, the insecurity has challenged education delivery especially in public schools. Insecurity in Nigeria has course a lot of destruction to education system though the reasons behind may be many Adebayo et, al (2024) discovered that unemployment, illiterates, bad governance, ethnicity, porous borders, marginalization and inequality affect security in Nigeria. There are also, high cost of living, economic recession and poor social life is as a result of insecurity in the country.

Research findings by Bertoni et,al 2018; show that conflict reduces school enrollment and increases the probability of school dropout. In addition, conflict reduces the years of education completion as well increasing the child's probability of working in the household's. Finally, findings indicates that conflict also worsen the general health conditions of students. In a similar finding Okpanachi S. S (2023). Discovered that a Secured environment enhances academic performance. He sees performance as a measurable and observable behavior of a student within a specific period of study. He further emphasized that academic performance is measured by variable that include secured environment.

Amalu (2015), examined the threats of Boko Haram insurgency on human security in Nigeria and revealed that insurgency has claimed a lot of lives and property; compounded the food and nutrition insecurity situation in the country; aided the spread of infectious diseases; denied millions of children and youths access to education; increased the number of internally displaced persons IDP with dire need of shelter and has caused people to live in constant fear and anxiety.

In the words of Abdurashheed et,al (2015). Insurgency has affected Basic education negatively in Borno state as majority of learners have been hurt in the presence of their colleagues during attacks in their schools. The incidence of the abduction of chibok school girls' of 2014 has heighten the fear of learners as most stay away from school for the fear of the unknown. The researchers also discovered that, Majority of the schools were closed indefinitely while most basic school teachers working in affected areas had escaped death during series of attacks on their communities. The researchers further exposed that, teaching and learning processes were not conducive as classes were conducted in unsafe school environment.

A study by Bilyaminu and Iya (2019) indicated that, due to physiological and physical effects, insurgency significantly affects student's performance through psychomotor, affective, and cognitive domain above 70% as a result of every 1% increase in the Boko Haram attack and activities in Adamawa state. That is, insurgency contributes significantly in terms of low level of education, which is as a result of school's destruction, killing of students, student's abduction etc.

Research methodology

This study was carried out seven (7) local Government areas of Adamawa state. The loca government includes Gombi, Hong, Madagali, Maiha, Michika, Mubi North, and Mubi South. The target population of the study is 10,000 pupils from the Local Government Areas. The study employed simple random sampling technics to select the required sample of 10% precision level where confidence level is 95% using a specified parameters outline in Taro Yamane (1967). The sample size consist of 200 students and 20 educational personnel randomly selected from pubic secondary school in the area of study. A structured questionnaire with 25 items of 4 Likert scale rating was used for data gathering while an unstructured 10 item instrument was used on the educational personnel the data gotten was analysed using a qualitative data analyser insight7 as we as a quantitative data analyser python. Other various statistical instrument were as utilized.

Result and discussion

Data Analysis of interviews held with Educational Personnel the transcribed data contains 20 entries with six themes structured as follows:

Themes that captures the effects of insecurity and how it has affected student's performance to address the first research question

- i. Impact of insecurity on education
- ii. Community support for student recovery

Themes that captures measures taken to ensure that students continue with their academic life

- i. Community engagement an awareness
- ii. Improving school infrastructure

Themes that captures measure to bridging the gap in the school system

- i. Government role in education
- ii. Improving school infrastructure

The finding for each research question under the above themes are:

Research question one: Assess how student’s performance are affected by the long closure of schools.

The analysis indicates that educational personnel’s have experience severe insecurity and insurgency, leading to psychological trauma and a decline in educational attendance. The psychological effects of insecurity have resulted in loss of trust in the educational system, causing parents to hesitate sending their children to school. The findings is in line with Amelu 2015 findings that revealed that insurgency has claimed a lot lives and property, denied millions of children and youths access to education, increased the number of internally displaced persons with dear need of shelter and has caused people to live in constant fear and anxiety. The research is further supported be report from Bilyaminu and Iya 2019 that said, due to physiological and physical effects, insurgency significantly affect students’ performance.

Research question two: Determine measures taken to continue with their academic life effectively?

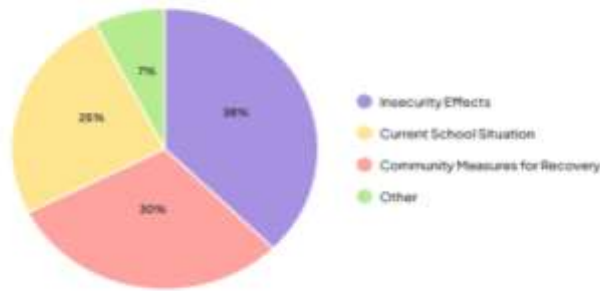
Educational personnel’s believe the government has responsibility to ensure that the learning environment is conducive for students. The communities’ cooperation with teachers is crucial for covering the syllables and ensuring students catch up on missed education.

Research question three: Suggest the measures to bridge the gap in the educational system?

Educational personnel’s are of the belief that Government has a responsibility to provide a conducive learning environment for students. There is also a consensus that improving the physical environment of schools, such as parameter fencing and renovation of damaged structures, is essential for enhancing the learning experience. There is need for increase sensitization and awareness to improve the school situation and encourage community involvement.

Illustrations

Impact of Insecurity on Education and Community Recovery
Segments represent various aspects of insecurity’s impact on education and community recovery efforts.



Source: Field work 2024



MIND MAP

SOURCE: FIELD WORK

Analysis for Students (Questionnaire)

The dataset contains 200 entries and 25 columns, with the following structure:

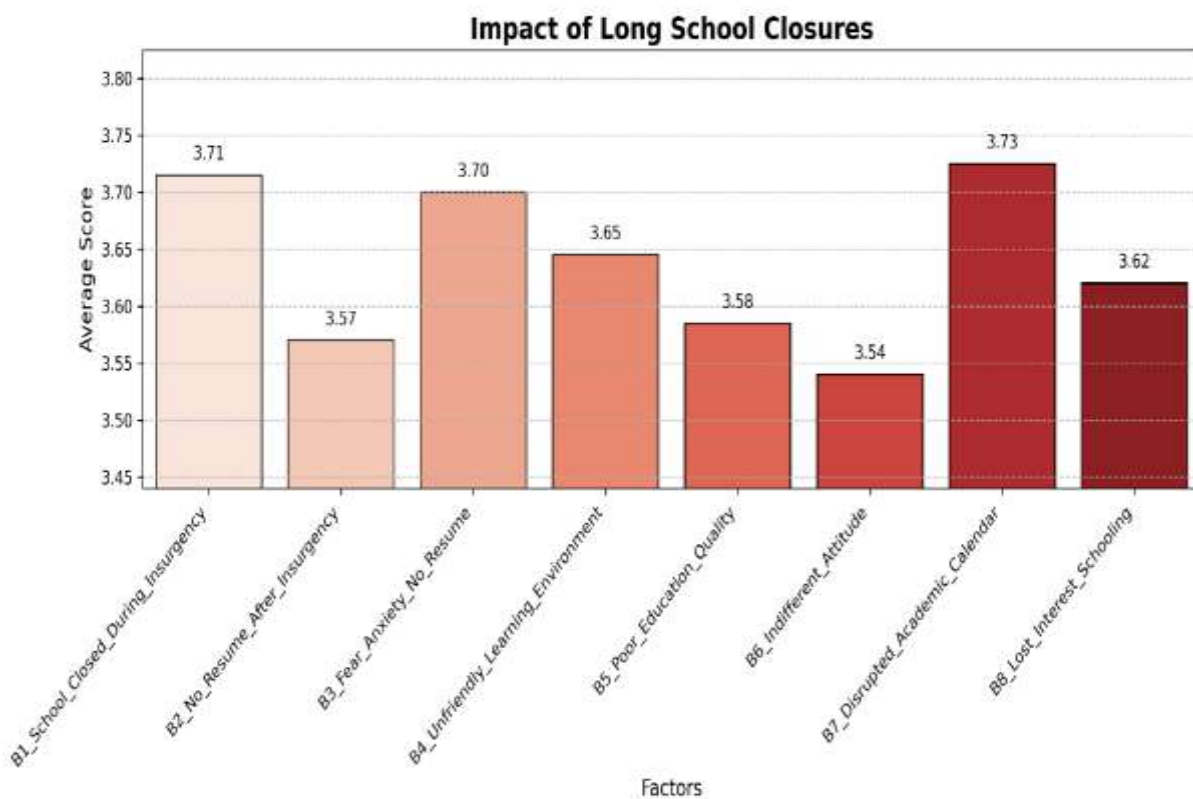
- **Effects of school closures (Columns starting with B):** These assess factors like fear,
- **Measures to continue academics (Columns starting with C):** These include stakeholder support, community initiatives, and NGO assistance.
- **Suggestions for bridging gaps (Columns starting with D):** These cover safe school initiatives, transfer systems, and Government/NGO support.

Descriptive Statistics for Impact of Long School Closures

Impact Variable	Mean	Standard Deviation	Strongly Agree (%)
B1: School Closure During Insurgency	3.72	0.45	71.5%
B2: Not Resuming After Insurgency	3.57	0.50	57.0%
B3: Fear and Anxiety About Resumption	3.70	0.46	70.0%
B4: Unfriendly Learning Environment	3.65	0.48	64.5%
B5: Poor Quality of Education	3.59	0.49	58.5%
B6: Indifferent Attitude Towards Education	3.54	0.50	54.0%
B7: Disrupted Academic Calendar	3.73	0.45	72.5%
B8: Lost Interest in Schooling	3.62	0.49	62.0%

Observations:

1. The most affected area is the **disrupted academic calendar**, with 72.5% of students strongly agreeing.
2. **Fear, anxiety** and **school closures** are also prominent issues, with over 70% of students strongly agreeing.
3. Challenges like **poor education quality** and **indifferent attitudes** have slightly lower but significant agreement levels.

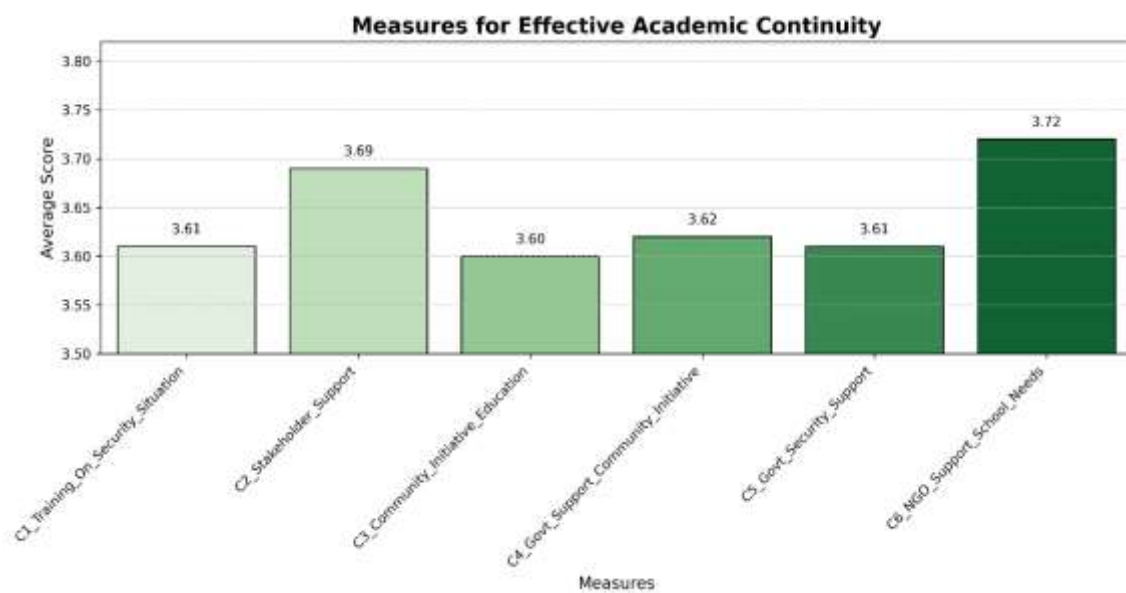


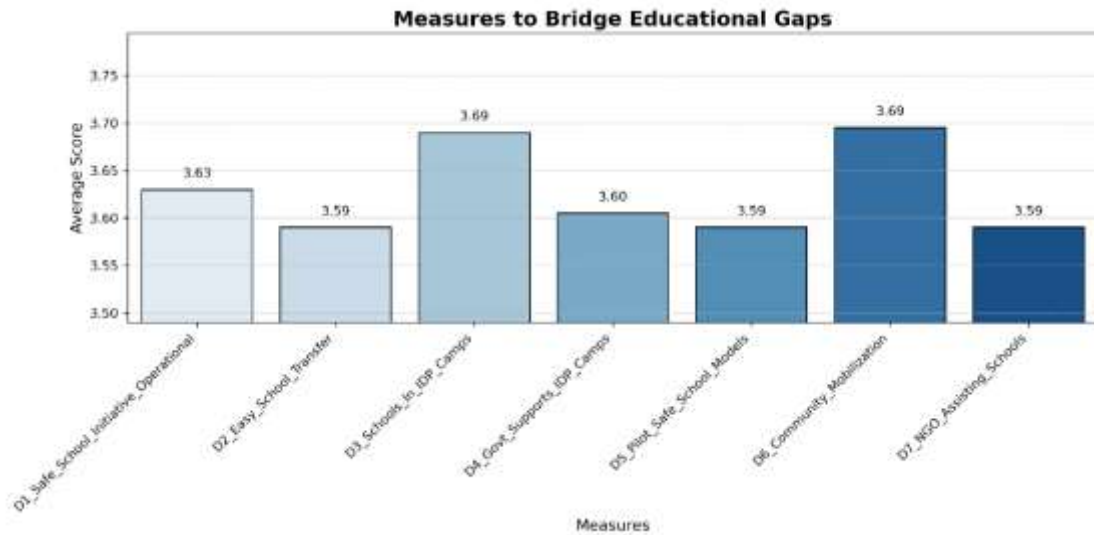
Descriptive Statistics for suggested Measures to Address Challenges

Measure	Mean	Standard Deviation	Strongly Agree (%)
C1: Training on Security Situation	3.61	0.49	61.0%
C2: Stakeholder Support	3.69	0.46	69.0%
C3: Community Initiative for Education	3.60	0.49	60.0%
C4: Government Support for Community Efforts	3.62	0.49	62.0%
C5: Government Security Support	3.61	0.49	61.0%
yC6: NGO Support for School Needs	3.72	0.45	72.0%
D1: Safe School Initiative Operationalization	3.63	0.48	63.0%
D2: Easy School Transfer	3.59	0.49	59.0%
D3: Schools in IDP Camps	3.69	0.46	69.0%
D4: Government Support in IDP Camps	3.61	0.49	60.5%
D5: Pilot Safe School Models	3.59	0.49	59.0%
D6: Community Mobilization Efforts	3.70	0.46	69.5%
D7: NGOs Assisting Schools	3.59	0.49	59.0%

Observations:

1. The **highest-rated measure** is **NGO support for school needs**, with a mean of 3.72 and 72.0% of respondents strongly agreeing.
2. **Community mobilization** and **stakeholder support** are also strongly supported by approximately 69-70% of respondents. Measures such as **easy school transfers** and **pilot safe school models** received relatively lower agreement but still have significant support (~59%).





Summary of result

School closure during the insurgency significantly impacted students' academic performance. Many students did not return to school due to fear, anxiety, and an unfriendly learning environment. The quality of education was deemed unacceptable, contributing to students' reluctance to resume. Community initiatives and government support are crucial for enhancing education and ensuring safety. Safe School Initiatives and operations in Internally Displaced Camps are in place to support education

Suggestion

Base on the research findings the researchers suggested that there should be

- i. Enhance security measures in schools to alleviate fear and anxiety among students.
- ii. Improve the quality of education to encourage student resumption.
- iii. Strengthen community initiatives and ensure government support for educational programs.
- iv. Expand the Safe School Initiative to cover more areas and ensure operational effectiveness.
- v. Facilitate transfers for students to schools with better conditions and support systems.

Conclusion

In conclusion the research shows that the effect of insecurity that lead to long school closure is having a very high negative impact on the students and education sector in the affected areas. Thus the impact is still very imminent in those areas despite several interventions from different sources. The suggested measures by the researchers if implemented will have high impact in bridging the gap in educational system especially in the affected areas.

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