

# The Impact of Insurgent Activities on Government Senior Secondary Education in Borno and Yobe States

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**Abstract:** This study was on the impact of insurgent activities on government senior secondary education in Borno and Yobe States. Three purpose of the study with three corresponding research questions and hypotheses guided the study. Descriptive survey research design was adopted for this study. The population comprised of 2600 teaching staff and 276 administrators for Borno and 957 teaching staff and 123 administrators for Yobe State. The sample was randomly selected among the senior secondary schools in those areas while the sampling technique used was proportionate stratified sampling. The instrument used for data collection was "Impact of Insurgents' Activities on Senoir Secondary Schools in Borno and Yobe States Questionnaire (IIASSBYQ). The reliability of the instrument was .825. The findings of the result revealed that Students were reluctant to go school for fear of insurgency (.768). Also, the coefficient of influence of insurgency activities on students enrolment reveal that forceful recruitment of student as child soldiers and suicide bombers by insurgency lower enrolment in my school (.817). Conclusions and recommendations were made among which are Nigerian Government should address the root and symptom of the problem by eradicating poverty, providing employment to the people and enhancing security efforts. Government should ensure that there is equity and transparency in the distribution of resources and maintain justice and fairness in resolving conflicts.

## I. INTRODUCTION

Despite the increased campaigns and formulation of policies to encourage students' enrollment in schools, retention and completion of school, still the overall learning process of students and the completion of education among senior secondary school students in north eastern States is not that great. However, the government has continued to invest heavily in improving both the access and quality of education, in an effort to realize the promise of education as well as to achieve the education-related Millennium Development Goals. However, Quality education is depending largely on encouragement from families in the society, provision of school instructional materials and safety. Insurgent has become a threat to many families and students in north eastern States. There are frequent cases of kidnaping, abduction and attack on schools, students, teachers and administrators of schools in the region. As a result, the Borno state government had to close 85 schools thereby affecting nearly 120,000 students. Joda & Abdulrasheed (2015) stated that majority of the schools have been closed indefinitely while most primary

and secondary school teachers working in affected areas had escape during series of attack on their communities.

The closure has a consequential effect not only on the students, but the nation as a whole, as the educational administrators themselves are at a lost as to where to channel the resources earmarked for education which is either being diverted or misappropriated since most of the schools were either destroyed, some teachers and other school workers were killed and survivors had to desert the affected area for safety. With the desolate and pathetic conditions of schools in Borno State, one wonders what the resultant consequences or implications this negative development has on not only the schools in Borno state, but also its effects and implications for the entire educational stakeholders (students, teachers, parents and the educational administrators/ policy makers).

Since the tendency of accessing to quality education, enrolment, retention and completion are strongly affected by insurgents' activities in the region, this study aims at investigating impact of insurgents' activities on enrolment, retention and completion of senior secondary school in the area. A better understanding of that will allow for more informed decisions about today' senior secondary education administration in insurgent affected area.

### *Statement of the Problem*

Despite the increased campaigns and formulation of policies to encourage students' enrollment in schools, retention and completion of school, still the overall learning process of students and the completion of education among senior secondary school students in north eastern states is not that encouraging (Joda,2014). However, the government has continued to invest heavily in improving both the access and quality of education, in an effort to realize the promise of education as well as to achieve the education-related Millennium Development Goals. However, Quality education depends largely on encouragement from families in the society, provision of school instructional materials and safety. Insurgency has become a threat to many families and students in north eastern states of Nigeria. There are frequent cases of kidnaping, abduction and attack on schools, students, teachers and administrators of schools in the region. According to Joda and Abdulrahseed (2015) Borno state government had to close 85 schools thereby affecting nearly 120,000 students. Joda

and Abdulrasheed (2015) stated that majority of the schools have been closed indefinitely while most primary and secondary school teachers working in affected areas had escaped during series of attack on their communities.

Similarly, Muraina and Muraina (2014) conducted a study on Historical Antecedents of Boko Haram Insurgency and Its Implications for Sustainable and Educational Development in North Central Nigeria. The purpose of this study was to x-ray the historical antecedents of Boko Haram insurgency and its implications for sustainable educational development in North Central Nigeria. Historical research design was used in the study. Six research questions guided the study. The findings of the study revealed that parents were rejecting their children's schooling in volatile North. Many schools in Niger and Nasarawa state had been closed down due to Boko Haram activities, talented lecturers; teachers abandoned their schools for other schools in other peaceful states leading to brain-drain syndrome. More than 800 school buildings were affected in the North, leading to some students having lessons under trees and canopies. Also, school girls were abducted. Proactive and pragmatic approach to quelling this menace was recommended including the provision of employment for unemployed ones and proper education for non-educated ones. The gap to fill in this study is that the previous study was conducted in the Northern Central Nigeria while the present study is in North East specifically Borno and Yobe States, Nigeria. The previous study x-rayed the historical antecedents of Boko Haram insurgency and its implications for sustainable and educational development while the present study investigated the influence of Insurgency activities on Government Senior Secondary Education In Borno And Yobe States student's enrolment, retention and completion in senior secondary schools in Borno State, Nigeria and the variables are not the same.

The closure has a consequential effect not only on the students, but the nation as a whole, as the educational administrators themselves are at a lost as to where to channel the resources earmarked for education which is either being diverted or misappropriated since most of the schools were either destroyed, some teachers and other school workers were killed and survivors had to desert the affected areas for safety, which lead to many of them losing their jobs as teachers. With the desolate and pathetic conditions of schools in the States, one wonders what the resultant consequences or implications this setback had, not only the schools in Borno and Yobe states, but also its effects and implications for the entire educational stakeholders (students, teachers, parents and the educational administrators/ policy makers) in the nation.

In the same vein, Olaniyan (2015) conducted a study on influence of Boko Haram Insurgency on secondary schools in Yobe and Borno States in Nigeria. The result showed that various factors of Boko Haram insurgency such as religion, politics, economy and ethnicity significantly influenced the Nigerian education system. The researcher therefore recommended that urgent proactive measures should be taken

against Boko Haram insurgency which has defied military solution. It was further recommended among other things that, mass re-orientation of the polity should be immediately embarked upon to promote western education especially in the northern region; and adequate security measures should also be provided in Nigerian schools to forestall attacks and kidnapping of students and personnel as well as to deter gratuitous destruction of school facilities. The gap that exists between them is that while the previous study investigated the factors of Boko Haram insurgency that influence the Nigeria educational system, the present study seeks to investigate the influence of insurgency on the management of secondary schools in the North Eastern States of Nigeria. The previous study looked at various factors of Boko Haram insurgency such as religion, politics, economy and ethnicity which significantly influenced the Nigerian education system while this study will address eight management variables namely: funding, loss of human lives, infrastructural facilities, school records, school calendar, enrolment, students' and staff's attendance and teaching and learning that are been influenced by insurgency in the study area. The previous study's population and sample was school heads while the present study's population and sample was teachers, principals and vice principals.

In the works of Chike-Okoli (2007), he carried out a study on training needs of school administrators for effective supervision of schools in Nigeria. The purpose of the study was to determine training needs of school administrators and rate the identified training needs in terms of their importance in the performance of their jobs. Findings of the study revealed that school administrators in Nigeria are not well equipped for school inspection and therefore need training and development. The result further indicated that the areas in which Nigerian school administrators are most in need of training are: instructional supervision techniques, human relation skills, communication skills, teacher evaluation skills, education law and government regulations and policies, principles and practice of modern supervision, curriculum and instructional evaluation, teaching skills and how to write inspection reports. The researcher concluded that since inspectors vary in their educational backgrounds and experience, training needs of any group of inspectors should be identified before training programmes are designed. The study recommended that intra-mural supervision should be highly encouraged, and supported in schools to provide in-built and continuous supervision of teaching and learning of instruction; organize workshops, seminars and conferences annually to train school administrators and inspectors on relevant and effective skills for improved supervision of teaching and learning; practice-oriented short term and induction courses on educational supervision and school inspection should be run for school administrators. This study is relevant to the present study as it determined training needs of school administrators. The study however failed to explain reasons why school administrators are not given the requisite training to enhance their supervisory role. One of the reasons

could be insecurity occasioned by insurgent activities. The present study explored students' enrolment, retention and completion and the impact of insurgency on them.

The problem of Insurgency on Education in Borno and Yobe states can be summed up to include: low enrolment and attendance of students, shortage of teachers and teaching materials as well as infrastructure facilities, recruitment of school children as soldiers. These problems can be vividly seen in Borno and Yobe states in that all of them have manifested practically for everybody to see.

The insurgency causes a lot of killing and maiming of human beings and destruction of school facilities. These made both teachers and students to run in order to save their lives. These incidences led many students to stop attending schools. Parents who have children of secondary school age were scared to send their children to school due to the fear of being seized or killed by book haram this situation can lead to low enrolment of new intake in secondary schools. Those who were already enrolled in school were terrified and have nightmares because they saw their classmate being killed in their presents. This may make them lose interest in attending schools and prefer to drop out of school and save their lives than to remain and be killed. Some of the students who left school became idle at home. Their idleness and stage of poverty may probably lure those with weak mind into joining the insurgence group to fight for them for just some miserable amount of money. This may be one of the reasons most of the students were unable to complete their secondary school education. The activities of the insurgencies sent fear in the minds of teachers and school administrators which are likely the reason that makes some of them to resign their services as teachers.

These realities prompted this researcher to investigate the activities of the insurgency as it affects school enrolment, retention, attendance and completion. To the best of the researcher's knowledge, no study has been conducted on the impact of insurgent activities on government senior secondary education in Borno and Yobe states. It is in view of this that the researcher aims at filling this gap in Borno and Yobe States respectively.

#### *Purpose of the Study*

This research is an appraisal of insurgent activities on senior secondary schools in Borno State and its implications on enrolment, and great retention. Specifically, the study intends to:

1. Determine the extent to which insurgent activities influence communities' access to Senior Secondary schools in Borno and Yobe States.
2. Determine the extent to which insurgent activities deter enrollment of Senior Secondary schools in Borno and Yobe States.
3. Find out the extent to which insurgent activities affect students' retention in senior Secondary education in Borno and Yobe States.

#### *Research Questions*

The study was guided by the following research questions:

1. To what extent do insurgent activities influence communities' access to senior Secondary schools in Borno and Yobe States?
2. To what extent do insurgent activities affect enrolment in senior Secondary school in Borno and Yobe States?
3. How do insurgent activities affect students' retention in Senior Secondary Schools in Borno and Yobe States?

#### *Hypotheses*

- Ho1: There is no significant relationship between the perception of male teachers and that of their female counterparts on the influence of insurgent activities on student's access to Senior Secondary Schools in Borno and Yobe States.
- Ho2: There is no significant relationship between the perception of urban school teachers and that of rural school teacher on how insurgent activities affect student's enrolment in Senior Secondary Schools in Borno and Yobe States.
- Ho3: There is no significant relationship between the perception of large school teachers and that of small school teachers on how insurgent activities affect students retention in Senior Secondary Schools in Borno and Yobe States.

## II. METHODOLOGY

#### *Research Design*

Descriptive survey research design was adopted. The design is chosen because the study will seek information from the respondents as the situation exists without manipulation of any variable. This survey design is also chosen because it is suitable and reliable for this research since it involves investigation of facts that could be studied in other researches. It is also suitable and reliable in collecting information from a representative group and based on such information inferences are drawn about the behaviour of the entire population.

#### *Area of the study*

The area in which the study was conducted was Borno and Yobe states. Borno state shares borders with Gombe, Yobe and Adamawa states, while Yobe state has borders with Gombe, Bauchi, Borno and Jigawa states. Borno state also shares boarder with Cameroon, Chad and Niger republic while Yobe shares borders with Chad and Niger in the international front. Borno has the largest land mass among the states of Nigeria (69,435 square kilometres). It has two distinct climates which are the dry season (November – March) and the rainy season (April - October) with an average rainfall of 850mm. The most dominant tribe is kanuri and most of the populace are farmers, fishermen or herdsman. Yobe has a land

mass of 45,502 km<sup>2</sup> with the same climatic environment as that of Borno and an average rainfall of 603mm/23.7 inch.

#### *Population of the Study*

Borno state has four education zones comprising of Maiduguri, Gwoza, Biu and Monguno. These zones have 28, 29, 20 and 15 schools respectively making up 92 schools in the state. Yobe on the other hand has three education zones comprising of Damaturu, Gashua and Potiskum zones and each zone has 9, 13 and 19 schools respectively. According to a brief by the Borno state Teachers Service Board, there are 92 Secondary schools in the state with 3142 operative staffs among which 2600 are teaching staffs and 276 administrators. Yobe state has 41 schools with 44,178 numbers of students and 957 numbers of teaching staffs and 123 administrators.

#### *Sample and Sampling Techniques*

Three sampling techniques was used in selecting sample for this study as thus; proportionate Stratified random sampling technique was used in selecting a sample teachers of 357 based on the table for determining sample size (Research Advisor, 2006). Disproportionate stratified sampling techniques will be used in selecting 26 administrator according to the table for selecting sample size (Research Advisor, 2006). The purposive sampling techniques will be used in selecting 13 secondary schools of which 6 from Borno and 7 from Yobe states respectively. .

Therefore since the total number of teachers is 5086 and that of the administrators is 399, s and 26 administrators will be randomly selected from the senior secondary schools in Borno and Yobe States using the percentage of each from the sample number given.

#### *Instrument for Data Collection*

The instrument for data collection is a questionnaire designed by the researcher based on extensive reviewed literature. The researcher developed research questionnaire titled “Impact of Insurgents’ Activities on Senior Secondary Schools in Borno and Yobe State Questionnaire (IIASSBYQ)” The questionnaire is designed to elicit information from the administrators and teachers based on their perception on the Impact of Insurgents’ Activities on Senior Secondary Schools in Borno and Yobe States. The instrument consists of two sections. Section ‘A’ contained demographic information of the respondents. Section ‘B’ contained five items comprising fifty five (55) questions. Eleven questions were asked for each of the research questions. The response to the items in the questionnaire was scaled using a modified 4 point response scale, which include 4= Very Large Extent (VLE), 3= Large Extent (LE), 2= Small Extent (SE), and 1= Very Small Extent (VSE). The maximum score of the instrument is 220 while the minimum score is 55 the total score for each items will be taken as the index assessment for the impact of insurgency activities on teachers and school administrators in Borno and Yobe States respectively. The mean score of (2.5) and above for each scored item will be used to indicate agreement or

acceptance with the statement on the item, while mean score less than (2.5) will be disagreed or rejected statement on the item.

#### *Pilot Study*

A pilot study was conducted to pre-test the draft research tools in the field before the actual data collection starts in this case Mugenda and Mugenda (2012) argue that Piloting of data collection instruments is the most important stage of questionnaire design because it reveals what works and what doesn’t, such as vague questions and unclear instructions. Specifically, in this study the researcher conducted Pilot study in Adamawa state. Adamawa state is chosen because it one of the state affected insurgent activities and it is out of area of the study. Fifty teachers were randomly selected for this purpose. Therefore in this study pilot study serve as tool for testing reliability and validity of the instrument.

#### *Validity of the Instruments*

Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Babbie and Mouton, 2017). Validity is thus an indication of the extent to which results obtained in a study are a true reflection of what is real and whether the findings can be generalized beyond the sample used. The instrument was validated by three experts in educational administration and planning and one expert in test and measurement from Department of Educational Foundations, Abubakar Tafawa Balewa University, Bauchi. Their corrections, criticisms and suggestions was used in modifying the instrument.

#### *Reliability of the Research Instruments*

Reliability is concerned with the question of whether the results of a study are repeatable.

The range of Cronbach’s alpha ( $\alpha$ ) normally is between 0 and 1. Surya and Sushil 2016) had provided the rules of thumb e. i. if the value of alpha is  $>0.9$  = Excellent,  $>0.8$  = Good,  $>0.7$  = Acceptable,  $>0.6$  = Questionable,  $>0.5$  = Poor, and  $<0.5$  = Unacceptable. in doing this the quantitative data obtained from the questionnaire were coded for statistical analysis using the

Statistical Package for Social Sciences (SPSS) because it is able to handle large amount of data. After completion of data entry, was cleaned to ensure that there are no outliers or improper entries which might contaminate the findings and then the data have been analysed using SPSS 21 Version.

#### *Result of the Reliability of the Research Instruments*

The result of the reliability test of the constructs as documented in Table reveals that the

Cronbach’s alpha coefficients of all the constructs are greater than .70 recommended as good level (Surya and Sushil 2016). Furthermore the Cronbach’s alpha coefficients of cluster is .782 which is also greater considered as accepted.

III. RESULTS

Table 1.2:-Result

S/N	Research Questions	Mean	SD	Remarks
1	To what extent do insurgent activities influence communities' access to senior Secondary schools in Borno and Yobe States?	3.50	4.67	Accepted
2	To what extent do insurgent activities affect enrolment in senior Secondary school in Borno and Yobe States?	3.50	5.052	Accepted
3	How does insurgent activities affect students' retention in Senior Secondary Schools in Borno and Yobe States?	3.464	5.430	Accepted

The result on table 1.2 shows the respondents' views of The Impact of Insurgent Activities On Government Senior Secondary Education In Borno and Yobe States. The results reveals that the impact of insurgency activities are known in Borno and Yobe States with a cluster mean (x) of 3.50 and standard deviation of 4.67 for the first research question. The result on the basis research question two also shows a (x) of 5.50 with standard deviation of 5.052. The remaining 3 research questions have the respondents mean ((x) ranging from 3.520 - 3.464 with standard deviation ranging from 5.430 – 4.656. The result implies that the respondents agreed on all the items.

Table 1.3:- Influence of Insurgency Activities on Students Access to Education

S/N	Research Questions	Mean	SD	N	Cronbach's Alpha	Remark
1	Student are reluctant to go school for fear of insurgency	3.50	.735	50	.768	Accepted
2	Community migrated to safer location	3.62	.725	50	.759	Accepted
3	Road leading to school which are considered vulnerable have been deserted	3.16	.955	50	.753	Accepted
4	The life of both teachers and students are not safeguarded due to insurgents activities	3.38	.901	50	.737	Accepted
5	School activities are generally hampered due to insurgents activities	3.52	.789	50	.784	Accepted
6	Insurgent has undermined the access of education	3.66	.688	50	.783	Accepted
7	Abduction of school children by insurgency influence	3.38	.805	50	.759	Accepted

	students access school					
8	Students are unable to access education as a result of distance and no means of transportation	3.58	.731	50	.752	Accepted
9	Destruction of school infrastructural facilities affect students' access to education.	3.64	.563	50	.790	Accepted
10	Closure of school as a result of insurgents activities denied students' access to education	3.68	.587	50	.770	Accepted
11	Lack of good and safe roads for children to go to school affect access to the schools.	3.38	.753	50	.755	Accepted
12	Cronbachs Alpha				.782	
13	Cronbachs Alpha based on standardized items				.773	

The result of the reliability test of the constructs as documented in Table reveals that the Cronbach's alpha coefficients of all the constructs are greater than .70 recommended as good level (Surya and Sushil 2016). Furthermore the Cronbach's alpha coefficients of cluster is .782 which is also greater considered as accepted.

The result of the reliability test of the constructs as documented in Table 3 reveals that the Cronbach's alpha coefficients of item 1,3,5,6,7,9,10 and 11 range from .817 to .840 therefore their reliability is good since they greater than .80 on another hand the Cronbach's alpha coefficients of item 2, 4 and 8 is .797, 790 and 785 respectively. Hence they are greater than .70 therefore they are at accepted level as recommended (Surya and Sushil 2016) and the Cronbach's Alpha for the cluster is .825 while the Cronbach's Alpha Based on Standardized Items .825 the number of item is 11.

IV. DISCUSSION OF THE FINDINGS

The finding of reliability of the draft (IIAGSSEBYSQ) revealed that internal consistency was determined by using coefficient alpha method. There are 55 items in five cluster seeking information to answer three research questions and hypotheses, however, the details of finding is as following. The coefficient of influence of insurgency activities on student's access to education reveal following alpha coefficients: Student are reluctant to go school for fear of insurgency (.768), Community migrated to safer location (.759) Road leading to school which are considered vulnerable have been deserted (.753), The life of both teachers and students are not safe guarded due to insurgents activities

(.737), School activities are generally hampered due to insurgents activities (.784), Insurgent has undermined the access of education (.783) Abduction of school children by insurgency influence students access school (.759), Students are unable to access education as a result of distance and no means of transportation (.752) Destruction of school infrastructural facilities affect students' access to education. (.790), Closure of school as a result of insurgents activities denied students' access to education (.770) and Lack of good and safe roads for children to go to school affect access to the schools. (.755) the Cronbach's Alpha for the cluster is (.782). Therefore reliability of these items is considered accepted as recommended by Scholars like Gliem &, Gliem. (2018), Babbie and Mouton (2017), Surya K and Sushil (2016), Cortina, (2015) Dede, (2015).

The coefficient of influence of insurgency activities on students enrolment reveal that the following statement have the respective alpha coefficient as following: Forceful recruitment of student as child soldiers and suicide bombers by insurgency lower enrolment in my school (.817), Insurgent activities compel students to abandon academic activities to business or paid labour (.797), Kidnapping of students by insurgency decreases students enrolment (.809) Orphan children whose parent were killed by the insurgents find it difficult to enroll into school (.790), Since .post schools in the zone are destroyed, some nearby schools which are not affected do not have many enrollees (.840), Students' enrolment influenced as no one want to risk the lives of his wards/children (.802), The fear of school bombing by insurgency discourage many students from coming to school thereby decreasing enrolment (.815), The menace of insurgency precipitated huge damages to school buildings which in turn retarded students' enrolment (.785), The students see schooling as a dangerous venture to enroll (.835), There is a general loss in students' interest to study (.802), Lack good and safe reads network to school decreased enrolment (.811) and the Cronbach's Alpha for the cluster is (.825). According to Scholars like Gliem &, Gliem. (2018), Babbie and Mouton (2017), Surya K and Sushil (2016), Cortina, (2015) Dede, (2015). The reliability at this level is accepted.

Moreover, the coefficient alpha on influence of insurgency activities on students retention is also significant the following are statement and their respective alpha value: Insurgent activities have affected schooling as instructional and learning material can hardly be transported, accordingly, both obsolete and irrelevant materials are used. (.864) Class are large due to congestion in classrooms. (.837), Insurgent activities cause increase in school size in one area and small in other places. (.862), Due to Insurgent activities, most school record high student-teacher ratio. So learning is made difficult, (.830), Most student are traumatize as a result of insurgent activities which affect student comprehension in school (.863) The resultant effect of Insurgency is poor performance (.845), Poor teaching and learning are typical characteristic of education in the war zone. So, students are ill-trained (.867) Since children

and parent migrated to safer environment classrooms are usually crowded so they barely concentrate (.830), There is a synergy between insurgent activities and student comprehension (.871), Insurgent activities are some of the causes of students' mass failure in examinations. (.845), Movement of student from one community to the other is a major problem in retention (.865) and the Cronbach's Alpha for the cluster is (.867). However, the reliability of this cluster is good as suggested by Scholars like Gliem &, Gliem. (2018), Babbie and Mouton (2017), Surya K and Sushil (2016), Cortina, (2015) Dede, (2015).

The study revealed Cronbach's Alpha coefficient reliability on influence of insurgency activities on students completion, the result of each statement is as follows: As a result of insurgent activities school facilities such as libraries, equipment etc. have been destroyed (.864) Due to Insurgent activities students rarely complete their studies (.777), Insurgent activities cause increases truancy and absenteeism (.736) Insurgent activities cause large school size and that affect students' ability to concentrate (.796), Insurgent activities increase influence of peer group which lead to decrease in school completion rate (.802), Since both teachers and students are targets of incessant attack students drop out of schools (.778), Since Insurgent activities affect everything including income, some parents find it difficult to pay their children's' school fees and learning materials (.777), Since insurgent attack schools, schools materials are inadequate which contributes to students' poor attendance (.810), Since insurgent attack their target indiscriminately, students boycott schools for the fear of abduction (.791), The value of education is affected as students' completion decline due to insurgent activities. (.778), Insurgent recruit the school children which make the drop-out of school (.768) the Cronbach's Alpha for the cluster is (.798). going by this finding the draft item is this cluster is considered to be acceptable as recommended by Scholars like Gliem &, Gliem. (2018), Babbie and Mouton (2017), Surya and Sushil (2016), Cortina, (2015) Dede, (2015).

## V. CONCLUSION

Based on the results that were found in the pilot study, it was concluded that IIAGSSEBYSQ consist of five clusters and each cluster has eleven items. Each item has the minimum requirement for being acceptable for research assessment according to the research findings of the pilot study. Therefore, the reliability and validity of the instrument is good, hence the instrument obtained .808 which signify good reliability.

## VI. RECOMMENDATIONS

From the aforementioned findings and conclusions, the study recommends that:

- i. Nigerian Government should address the root and symptom of the problem by eradicating poverty, providing employment to the people and enhancing security efforts. Government should ensure that there

- is equity and transparency in the distribution of resources and maintain justice and fairness in resolving conflicts.
- ii. Construction or reinforcement of walls and Transport for teachers/students is also recommended to provide safety learning environment.
  - iii. Government and other Education authorities should ensure that their institutions have adequate teaching and learning facilities that will improve teaching and learning activities and encourage more enrolment, attendance and commitment of both teachers and students.

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