

Thematic Assessment of Impact of Insurgency on Secondary School Enrolment and Drop-Out Rates in Mubi Educational Zone, Adamawa State: Focus on The Absence of Violence

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Abstract: The main objective of this study was to assess the impact of insurgency on secondary school enrolment and drop-out in Mubi educational zone of Adamawa state Nigeria. The study determined the impact of insurgency on secondary schools' students' enrolment and investigated the impact of insurgency on secondary schools' facilities using two research questions. The design and development approach was used for the purpose of the study propounded by Gall and Borg, 2007 as modified by Baharuddin, 2017. The population of the study was 19,200 respondents which were drawn from secondary schools across Mubi educational zone of Adamawa State. A purposive sampling technique was used to determine the sample of 200 respondents (both students and teachers in the area of study). A structured questionnaire of 20 items was used to collect data, and the data collected were analysed using means and standard deviation, while the hypotheses were tested using simple linear regression analysis at 0.05 level of significance. The major findings of the study include the following: insurgency had reduced the number of students' enrolment, insurgency had negatively affected the secondary schools' facilities and there is no significant difference in the opinion of teachers and students on the impact of insurgency on secondary schools' students' enrolment and secondary schools' facilities in Mubi educational zone of Adamawa state. It was concluded that: the insurgency contributed to the decline in number of students' enrolment which increases the high number of school dropout and had destroyed a good number of secondary schools' facilities. The opinion of teachers and students had no significant differences on the impact of insurgency on secondary schools' students' enrolment and secondary schools' facilities in Mubi educational zone of Adamawa state, Nigeria. The researchers recommended that the government at local and state level should hire the services of registered and accredited vigilante to help in complementing the efforts of security personnel, so as to provide adequate security especially in the areas affected by insurgency in Mubi educational zone of Adamawa state, Nigeria. This will help to increase the students' enrolment thereby reducing the number of dropouts in schools.

Keywords: Insurgency, Enrolment, Drop-outs

I. INTRODUCTION

Domestic terrorism in Nigeria arose because of the emergence of armed and militant groups that capitalized on the government's inefficient performance in its decision making process. The Boko Haram insurgency began in 2009 in Borno state, and quickly spread to Yobe State and later to

northern part of Adamawa state. The group is defiant enough to declare war against the Nigerian state. The North Eastern part of the country which at the starting point was the base and the citizens become victims of the dangerous clashes that ravaged every aspect of human endeavor (Musa 2015).

Nigeria, the most populous country in Africa is located in the western part of Africa and the country covered a huge land mass which led to a lot of vulnerabilities, from porous borders to corruption and other social indiscipline by government officials and even ordinary citizens. It has been taken into cognizance that the phenomena of insurgency in the country has dated back to its independence in 1960. The groups that were pronounced as terrorists such as; Movement for the Actualization of the Sovereign State of Biafra (MASSOB), the Maitatsine group and the deadliest of them all the Boko Haram kill, maim, kidnap and displace people in the name of religion or seeking for a sovereign country.

The insurgent group popularly known as the Boko Haram happens to be the deadliest, most unique, most sophisticated, unpredicted sect group which the country ever faced since its inception. The peculiarity of the sect group in Nigeria was not its criminal nature but the sectarian nature of its ideologies, which proved different from all other terrorists groups Nigeria experienced. The dynamic of a resource-driven conflicts and different ethnic conflicts that occur in different parts of the country is far more different from the Boko Haram which is simply put as western education is sinful. Various reports have grown up around Boko Haram, and its origins, motivations, and future plans remain a matter of debate by scholars (Femi 2016).

Educationally, school children in Nigeria have experienced their share of the insurgency ravaging the north – eastern part of the country. Many of those children were killed, abducted, forcefully recruited and internally displaced, while other sought refuge in the neighboring countries. The Unicef gazette in 2015 had it that, throughout that year armed conflicts in north – eastern Nigeria was one of the deadliest for children. Enrolment/drop-outs in schools were profoundly affected as a result of the targeted attacks on school children, teachers, schools and education facilities.

The enrolment ratio in the education system in Nigeria consists of primary, secondary, and tertiary education. Formal primary education typically starts at the age of six (6) and runs up to age eleven (11). Secondary schooling lasts six (6) years and consists of 3 years of Junior Secondary schooling ending with the Basic Education Certificate Examination (BECE) which leads to 3 additional years of senior secondary school. At the end of secondary school, students are required to take the Senior Secondary Certificate Examination (SSCE), often a minimum requirement to access higher education. Since 1999, formal education is free and compulsory up to Junior Secondary school.

According to Favara, Appasamy and Marito (2015), Nigeria accounts for the 10 percent of the world's out-of-school children, and access to education is also very low with 52 percent of children being out of school in the Sub-Saharan region. Nigerian net enrollment rate in 2010 was around 64 percent, well below the average rate for Sub-Saharan Africa (76 percent) and that of lower-middle-income economies (87 percent). Total primary completion rate (as a percentage of the relevant age group) in 2010 was around 76 percent, higher than the average rate for Sub-Saharan Africa (68 percent) but lower than the average for lower-middle-income economies (91 percent). Disparities in educational achievements exist between the north and the south of the country. More than two-thirds of students in the north remain illiterate even after completing primary school, as compared to only about 18 – 28 percent of students in the south. Moreover, students in the north-eastern part of the country have the lowest literacy outcomes from schooling.

Statement of the Problem/Justification

According to Mohammed (2016) the insurgency in the north-east is one of the security challenges affecting Nigeria as a country. The insurgents break prisons, kill people, and the likes which led to the displacement of those left alive. Towns and villages were captured in the North-Eastern States by the terrorists; this affects the community educationally.

Tukur (2015) opined that the insurgents invaded many educational institutions in the North East. They were responsible for series of threats to educational institutions. In 2011 alone not less than fifteen (15) educational institutions of learning in Mubi educational zone received messages from the insurgents of threats of invasions and kidnappings. Academic activities such as enrolments were seriously affected due to long vacation caused by the threats and the activities of the insurgents. This made many students to abandon their studies and move to other schools in peaceful areas across the country.

Ismail (2016) stressed that insurgent attacks have affected and crippled teaching, learning, research and community services as part of the academic activities. Government has shut down schools in order to forestall sudden attacks on them by the insurgents. The attacks culminate in poor student's enrolments because learning is characterized by threats. Academic activities thrive only in an environment devoid of threat. The threat of insecurity usually constitutes negative reinforcement

due to the fact that teaching, learning and research cannot occur successfully in an environment characterized by threat.

As the UNICEF (2015) and Human Right Watch (2015) reported; all educational institutions are closed in North East due to the insurgent threats in the region. Thousands of students have been forced out of schools across communities in the affected area especially northern Adamawa state. Many teachers have been forced to flee for their safety to other States.

Mubi educational zone of Adamawa state as the hot bed of the insurgent activities may have serious implications on management of the secondary schools in the zone. Loss of lives and displacement of the real inhabitants are the real destructions to the educational activities. So also the increasing number of poverty-ridden communities' as a result of high rate of orphans and widows that translates to serious concerns of enrolment and drop-out of schools in the zone.

Objective (s) of the study

The main objective of the study was to assess the impact of insurgency on secondary school enrolment and drop-out in Mubi educational zone of Adamawa state Nigeria. Specifically, the study sought to:

1. Determine the impact of insurgency on secondary schools' students' enrolment in Mubi educational zone of Adamawa state.
2. Investigate the impact of insurgency on secondary schools' facilities in Mubi educational zone of Adamawa state.

Research Questions

In line with the specific objectives, two (2) research questions were raised and answered:

1. What is the impact of insurgency on secondary schools' students' enrolment in Mubi educational zone of Adamawa state?
2. What is the impact of insurgency on secondary schools' facilities in Mubi educational zone of Adamawa state?

Research Hypotheses

Based on the specific objectives and research questions, the following hypotheses were raised and tested at 0.05 level of significance:

1. There is no significant difference in the opinion of teachers and students on the impact of insurgency on secondary schools' students' enrolment in Mubi educational zone of Adamawa state.
2. There is no significant difference in the opinion of teachers and students on the impact of insurgency on secondary schools' facilities in Mubi educational zone of Adamawa state.

II. INSURGENCY IN HISTORY

Since 2009, the terror unleashed by Jama'atu Ahlis – Sunnah Lida Awati Wal Jihad popularly known as Boko Haram on education has unequivocal effects. This group has adopted several approaches including slaughtering, abducting students and bombing strategic places. Schools became vulnerable and became high targets to security threats, ranging from murderous campaigns against individuals and institutions leading to the destruction of lives and property. According to Umaru and Haruna (2015) in Fasuma and Ahmad (2019), the impact of insecurity and poverty on sustainable economic development in Nigeria with special emphasis on the insurgency is negative. They used the technique for analysis known as, Error Correction Model (ECM), where the result showed a negative relationship between economic growth, insecurity and poverty. The result of causation revealed that lack of economic growth causes poverty and poverty causes insecurity in Nigeria.

Phukan (2013), defined Internally Displaced Persons (IDPs) as those who have been coerced to vacate their homes suddenly or unexpectedly in large numbers, as a result of armed conflict, internal strife, systematic violations of human right or disaster, and who are within the territory of their own country. Students and staff of educational institutions in Adamawa, Borno and Yobe States became part of the Internally Displaced Persons (IDPs). One of the dire consequences of the insurgency is the displacement of millions of people from homes and schools. Many institutions of learning have been taken over by the insurgents, who maltreated people for no reason. Students and staff who were displaced suffer from problem of the non-availability of food, psychological depression, insecurity, lack of accommodation and healthcare (CITAD, 2016).

According to the Amnesty International (2015), students in the affected states were displaced, abducted, injured and killed. In 2014, about 276 school girls were abducted from Chibok Secondary School. According to UNESCO (2017), Nigeria has the world's highest number of out of school children due to insurgency. In Borno and Yobe States, some schools were closed for more than two years. More than 600 Nigerian teachers were killed. Moreover, about 59 students from Federal Govt. College, Buni Yadi in Yobe State were killed by the insurgents. Forty –three (43) students and teachers were killed by insurgents at Government Secondary School, Mamudo in Yobe State. This has led to displacement of thousands of students and staff in the affected states (Musa, 2015).

III. EMPIRICAL REVIEW

Studies of this sort are conducted by many researchers and have impetus to this research. Review of such studies is well presented here. Bilyaminu (2017) examined the impact of the Boko Haram insurgency to education as a whole in Adamawa state Nigeria. The data shall be primarily sourced through distribution of questionnaires to the affected schools in Mubi educational zone. Structural Equation Model (SEM) is the model to be used in analyzing the data.

Boko Haram insurgency indirectly and significantly affects human capital investment through school enrolments, school attendance and school infrastructure. The study if completed should therefore recommend that, government should provide adequate and more security to the area, free education to increase enrolments ratio and drop-out rates in the zone. Government should be in constant dialogue with religious leaders and parents on religious issues and for the sustenance of the schools in the zone.

Studies in Nigeria have produced negative impact of insurgency on education and its stake holders. Oladunjoye and Omemu (2015) examined the effect of Boko Haram on school attendance in northern Nigeria. The study used three hypotheses which were formulated to guide the study. The data was analysed using Pearson correlation coefficient statistic. The result showed that there is no significant difference in enrolment among male and female students. But there is a significant increase in school attendance and drop-outs among rural and urban schools. A document on the same note titled "Education under attack" by the "Global Coalition to Protect Education from Attack" reporting to the Nigerian Union of Teachers (NUT) president revealed that, about 171 teachers were killed since 2009 at the hand of Insurgents. On the effect of this, they noted that the synergy of low pay and risk of attacks may weaken Nigerian education system. Awortu, (2015) analysed the Boko Haram insurgency and its impact on development of Nigeria as a nation.

Primary source of data collection was used. The study should analyse the data through Qualitative technique to assess the impact of insurgency on enrolment and drop-out in Mubi educational zone.

Theoretical Framework

The frustration-aggression theory is a theoretical framework developed or propounded by John Dollard with his associates but was expanded, improved and modified by Yate (1962) and Berkowitz (1969) as cited in Friedman, Howard S. (2015), designed mainly from the psychological basis of motivation and behaviour. The model provides explanation for violent behavioural disposition which caused by the inability of individuals to fulfill their human desire. It is on the basis of the general premise that all individuals have basic needs which they seek to fulfill, and that any distraction that can prevent them from getting these basic needs, can result in violent reaction. The theory emphasizes the discrepancy between what people want and the difference between what is sought and what they get. The model therefore, tries to explain the fact that violent response by individuals resulted from the prevention of not achieving their basic needs. The theory also emphasized that, in the face of frustrated expectations, individuals are capable of embarking upon violent destructive behavior, or even become ready army to be used, to cause crisis once their basic needs are not fulfilled. The main explanation of the theory is that, aggression is the natural result of frustration. In a situation where the legitimate need a group of people is denied either directly or indirect, the feeling

of frustration can influence such individuals to express their anger through violence. Such violence is often directed at those perceived to be the cause of the misfortune or even those related to frustrating their expectations.

Study Area

Mubi educational zone as the base of this research, is one of the five educational zones in Adamawa state, the zone comprises of Mubi North, Mubi South, Maiha, Michika and Madagali local government areas. Other zones are; Yola zone which comprises of Yola North, Yola South and Fufore local government areas. Gombi zone consists of Hong, Gombi, Song and Girei local government area. Numan zone has Demsa, Numan, Lamurde, Guyuk and Shelleng local government areas. Ganye zone has Mayo Belwa, Jada, Ganye and Toungo local government areas. The zone suffered much more than other zones because of its proximity with Borno state and the Sambisa forest.

Design

The research design adopted in this study was a descriptive survey design. Survey design are those studies which aim at collecting data on, and describing the data in a systematic manner, using the characteristics, features and facts about a given population. According to (Gall and Borg, 2007 as modified by Baharuddin, 2017) a design and development approach was used for data collection or interview to which the findings of the data analysis can be generalized. This design was therefore considered suitable since the study solicits information on the analysis of the thematic impact of insurgency on enrolment and drop-out in secondary schools; a case study of Mubi educational zone in Adamawa state, Nigeria.

IV. METHOD OF DATA COLLECTION

The data was collected through the use of twenty structured questionnaires from the respondents. The questionnaires were designed using A 5 points Likert scale with 1 point (strongly disagree) to 5 points (strongly agree). The researchers will distribute the questionnaires to the respondents directly.

Sample Population

The population of the study comprised all teachers and students of government owned secondary schools in Mubi Educational zone of Adamawa state. There are 1,780 teachers and 17,420 students, given the total population of 19,200 respondents in Mubi educational zone among the five (5) educational zones in Adamawa state. Other educational zones are, Gombi, Yola, Numan and Ganye educational zones.

Sampling Technique

A purposive sampling was adopted for selection of two hundred (200) respondents which comprised of one hundred (100) teachers and one hundred (100) students in twenty (20) secondary schools. Four secondary schools were sampled in

each local government area of Mubi educational zone and a simple random sampling technique was used for selecting the schools that partook in the study. The sample size of twenty (20) secondary schools and their principals represent all the secondary school in the zone as a simple random sampling technique. However, indices and statistics from the Post Primary Schools Management Board (PPSMB) (2022) was used as tool for sampling.

Instrument

The instrument for this study is a structured questionnaire. The validity and reliability of the adapted instrument is established by the Researchers. Descriptive statistical analysis would be used for the purpose of data analysis.

Statistical Method of Data Analysis

The study employed mean and standard deviation to answer the research questions and simple linear regression (SLR) in the test of hypotheses at a 0.05 level of significance. The study also utilizes the structured questionnaires; the data to be generated will be analyzed using both descriptive and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS).

Innovation

Researches of these sorts focused mostly on the impact of insurgency to education, but most researches failed to narrow the education level down to the stakeholders of education; the students, the parents, the teachers and the community in the insurgency ridden areas who are turning their backs to education system because of the threats around them. Thus, this study fills this gap by assessing the impact of that which may lead to bringing them back through upgrading the level of enrolment to schools and proffer solutions that would stop them from dropping-out of such schools as the area is now more than eighty 80% percent peaceful.

Dissemination Plan

The outcome of the research will be disseminated through published international and local journals, organizing workshops for education stakeholders in the zone, seminars to parents, religious and community leaders in the zone.

V. RESULTS

Answers to Research Questions: Data relating to the research questions were analysed by using mean. The results are shown in Tables 1 & 2.

Research Question One: What is the impact of insurgency on secondary schools' students' enrolment in Mubi educational zone of Adamawa state?

To answer this question, items 1 – 10 included in the questionnaire provide the necessary data. The results are shown in table 1.

Table 1: Mean and Standard Deviation of Responses of the Impact of Insurgency on Secondary Schools' Students' Enrolment.

S/N	Items/Statements	\bar{X}	SD	Remarks
1.	Parents feel discourage to enroll their children in school since after the insurgency attack.	3.88	1.97	Agree
2.	Most of the teachers teaching in Mubi educational zone withdrew their services and these affected the student's enrolment.	3.17	1.78	Agree
3.	Since after the insurgency attack, girl child education experiences a very low enrolment in schools.	3.99	1.99	Agree
4.	Poverty experienced by parents, discourages them to enroll their children in school after the insurgency attack.	3.11	1.76	Agree
5.	Many parents, relocated to other part of the country since after the insurgency attack, and these affected the student's enrolment in schools.	4.00	2.00	Agree
6.	The insurgency contributed in weakening of the commercial activities in Mubi educational zone thereby affects student's enrolment in schools.	3.74	1.93	Agree
7.	Abduction of teachers discourages student's enrolment in schools.	3.51	1.87	Agree
8.	Abduction of parents affected the student's enrolment in schools.	3.69	1.92	Agree
9.	Lack of knowledge of western education, encourages low student's enrolment in schools.	3.32	1.82	Agree
10.	Absence and lack of fully arm security personnel in our schools affects the student's enrolment in schools.	4.15	2.04	Agree
Grand Weighted Mean		3.66	1.91	Agree

Source: Field Survey, 2022.

Table 1, revealed the respondents mean rating of the impact of insurgency on secondary schools' students' enrolment in Mubi educational zone of Adamawa state. The responses of item one to ten in the questionnaire were analysed and the study revealed that insurgency had reduced the number of students' enrolment in Mubi educational zone of Adamawa state. (The grand weighted mean was 3.66, and the SD stood at 1.91).

Research Question Two: What is the impact of insurgency on secondary schools' facilities in Mubi educational zone of Adamawa state?

To answer research question two, the responses obtained from despondence was analysed using mean and standard deviation as shown in table 2.

Table 2: Mean and Standard Deviation of Responses of the Impact of Insurgency on Secondary Schools Facilities.

S/N	Items/Statements	\bar{X}	SD	Remarks
11.	Since after the insurgency attack, stationaries are not adequately made available for learning process and examinations in our schools.	3.03	1.74	Agree
12.	Since after the insurgency attack, our schools have no adequate furniture to makes the students comfortable for learning.	3.87	1.97	Agree
13.	Since after the insurgency attack, adequate exercise books are provided for students to enable them participate during lessons.	3.55	1.88	Agree
14.	The library in this school is not functioning adequately as expected and stocked with current educational materials to improve students reading habit, since the last insurgency attack.	4.12	2.03	Agree
15.	Workshop is not made available in our school to enable technical students carry out their practical work, since the last insurgency attack.	3.96	1.99	Agree
16.	Since after the insurgency attack, text books are not adequate in our school to improve student's learning.	3.69	1.92	Agree
17.	The poor state of our school sports facilities as a result of insurgency attack has discourages our children attendance in schools.	3.77	1.94	Agree
18.	The destruction made by insurgents makes our classrooms in our schools inadequate to shelter the students from climatic conditions and improve their learning.	3.90	1.97	Agree
19.	Bulletin boards in our schools which are used to disseminate information to students were not fixed since the last insurgency attack.	3.41	1.85	Agree
20.	Laboratory facilities are not adequate for practical exercise, hence increases the number of school dropout as a result of their poor understanding and academic performance.	4.09	2.02	Agree
Grand Weighted Mean		3.73	1.93	Agreed

Source: Field Survey, 2022.

Table 2 revealed the respondents mean rating of the impact of insurgency on secondary schools' facilities in Mubi educational zone of Adamawa state. The responses of item 11 to 20 in the questionnaire were analysed and the study revealed that insurgency had negatively affected the secondary schools'

facilities in Mubi educational zone of Adamawa state. (The grand weighted mean was 3.73, and the SD stood at 1.93).

Test of Research Hypotheses

The null hypotheses were tested at 0.05 level of significance. The summary of the test of research hypotheses are presented in Tables 3 and 4 as follows:

H₀₁: There is no significant difference in the opinion of teachers and students on the impact of insurgency on secondary schools’

Table 3: Summary of T-test on the Opinions of Principals and Teachers on the Impact of Insurgency on Secondary Schools’ Students’ Enrolment in Mubi educational Zone of Adamawa State

Variables	N	Mean	S.D	T-Cal.	Df.	Prob.	T-Critical
Teachers	100	38.5071	6.20541				
Principals	100	36.3481	6.02894				
Total	200						

*Significant, $p < 0.05$. Source: Field Survey (2022).

The result of the above, T-test shows that the t-calculated value (1.325) is less than the t-critical value (1.96) at 198 degree of freedom and at 0.05 level of significance. The observed level of significance P (.151) is greater than 0.05. This means that there is no significant difference in the opinion of teachers and students on the impact of insurgency on secondary schools’ students’ enrolment in Mubi educational zone of Adamawa state. Therefore, the null hypothesis is retained.

Table 4: Summary of T-test on the Opinions of Principals and Teachers on the Impact of Insurgency on Secondary Schools’ Facilities in Mubi educational Zone of Adamawa State

Variables	N	Mean	S.D	T-Cal.	Df.	Prob.	T-Critical
Teachers	100	34.7710	5.89667				
Principals	100	34.1012	5.89962				
Total	200						

*Significant, $p < 0.05$. Source: Field Survey (2022).

The result of the above, T-test shows that the t-calculated value (1.212) is less than the t-critical value (1.96) at 198 degree of freedom and at 0.05 level of significance. The observed level of significance P (.149) is greater than 0.05. This means that there is no significant difference in the opinion of teachers and students on the impact of insurgency on secondary schools’ facilities in Mubi educational zone of Adamawa state. Therefore, the null hypothesis is retained.

VI. FINDINGS

The study established that:

1. Insurgency had reduced the number of students’ enrolment in Mubi educational zone of Adamawa state. (The grand weighted mean was 3.66, and the SD stood at 1.91).
2. Insurgency had negatively affected the secondary schools’ facilities in Mubi educational zone of Adamawa state. (The grand weighted mean was 3.73, and the SD stood at 1.93).
3. There is no significant difference in the opinion of teachers and students on the impact of insurgency on secondary schools’ students’ enrolment in Mubi educational zone of Adamawa state. (P. value of .151 is greater than 0.05).

students’ enrolment in Mubi educational zone of Adamawa state.

The test of this null hypothesis can be seen as summarise in table 3 below.

H₀₂ There is no significant difference in the opinion of teachers and students on the impact of insurgency on secondary schools’ facilities in Mubi educational zone of Adamawa state.

The test of this null hypothesis can be seen as summarised in table 4 below:

4. There is no significant difference in the opinion of teachers and students on the impact of insurgency on secondary schools’ facilities in Mubi educational zone of Adamawa state. (P. value of .149 is greater than 0.05).

VII. DISCUSSION OF FINDINGS

The findings of research question one and test of null hypotheses one in Table 1 and 3 which checked the impact of insurgency on secondary schools’ students’ enrolment in Mubi educational zone of Adamawa state. This finding is in agreement with the writings of Bilyaminu, Ibrahim & Suleiman (2017) who posited that parents in the areas affected by insurgency attack feel discourage in enrolling their children in school since after the last insurgency attack in Mubi educational zone of Adamawa state. Mohammed and Abdurashed (2014) also supports this research finding by affirming that since after the insurgency attack, girl child education experiences a very low enrolment in schools. In line with this also, Femi (2015) found that the rate of poverty experienced by parents, discourages them to enroll their children in school after the insurgency attack. Again, Muhammad (2014) viewed that absence and lack of fully arm security personnel that will be going around the school

premises and environment in northeastern Nigeria had seriously affected the student's enrolment in that region.

The findings of research question two and test of null hypotheses two in Table 2 and 4 which looked at the impact of insurgency on secondary schools' facilities in Mubi educational zone of Adamawa state. The data collected showed that insurgency attack had negatively affected the number and qualities of secondary schools' facilities in some part of the schools in Michika, Madagali, Mubi North and Mubi South local government area of Adamawa state. The findings of the study corroborated with that of Ismail (2016) who stated that there is documented evidence which shows that since the commencement of an insurgency attack, the schools in some part of the north east, Nigeria had witnessed a shortest in supply in number of furniture, which makes the students not to be comfortable for effective learning processes. In addition to above Umar, Pate and Haruna (2015) attested that the library in this school is not functioning adequately as expected and stocked with current educational materials to improve students reading habit, since the insurgency began in Nigeria. The insurgency destroyed the few available personal copies of students and teachers' textbooks in their various hostels and staff room respectively. Thus, text books are not adequate in some schools to improve student's teaching and learning. The finding also is in consonance with Tukur (2015) who noted that the laboratory facilities are not adequate for practical exercise, and this help in increasing the number of school dropout as a result of their poor understanding and academic performance in both internal and external examinations in north eastern Nigeria.

VIII. CONCLUSION

After statistical analysis of the data, the researchers arrived at the following conclusions. It was found that: the insurgency contributed to the decline in number of students' enrolment which increases the high number of school dropout and had destroyed a good number of secondary schools' facilities. The opinion of teachers and students had no significant differences on the impact of insurgency on secondary schools' students' enrolment and secondary schools' facilities in Mubi educational zone of Adamawa state, Nigeria.

IX. RECOMMENDATIONS

Based on the findings obtained in the study, the researchers make the following recommendations:

1. The government at local and state level should hire the services of registered and accredited Vigilante to help in complementing the efforts of security personnel, so as to provide adequate security especially in the areas affected by insurgency in Mubi educational zone of Adamawa state, Nigeria. This will help to increase the student's enrolment thereby reducing the number of dropouts in schools.
2. Private investors and nongovernmental organisation should help people in the area affected by insurgency with capital so as to improve their commercial

activities. This will help the parents to have more income to reduce the rate of school dropout in engaging their children in hawking especially during school hours thereby improving student's enrolment in schools

3. Traditional and religious leaders should help in enlightening and educating the people in their own territory on the importance and contributions of girl child education and western education on the social, economic development and religious tolerance thereby ensuring better student's enrolment in schools.
4. Government should create enabling environment in area through provision of adequate electricity, water and good roads for the people to be discouraged from relocating to other part of the country.
5. Government at both federal and state level should increase the budgetary allocation of education sector for proper and better provision of secondary schools' educational facilities.

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