



EFFECT OF INSURGENCY ON SENIOR SECONDARY SCHOOL EDUCATIONAL RESOURCE MANAGEMENT IN THE NORTHEAST, NIGERIA

ABSTRACT

This study examined the effect of insurgency on senior secondary school educational resource management in the northeast, Nigeria. The study adopted a descriptive survey research design using a population of 17,479 teachers, 363,156 students and 737 senior secondary schools. The sample size of 391 teachers and 400 students was determined using Yamane (1973) formula. The respondents were selected using a multi-sample sampling technique. The study was restricted to four Northeastern States, Nigeria (Adamawa, Borno, Gombe and Yobe) grossly affected by insurgents' activities from 2014 – 2023. Insurgency and Educational Resource Management Questionnaire (IESMQ) with a reliability of 0.89 after content and face validation was used for data collection. Descriptive statistics of simple bar chart, mean and standard deviation were used to answer the research questions and any item found to be within the mean score of 2.50 and above was considered high, adequate and frequent while below 2.50 was considered to be low, inadequate and rarely. The study found that students' enrolment as of the year 2024 stood 94,617 for Yobe, 74,890 for Borno, 69,739 for Gombe and 123,910 for Adamawa. The level of educational resource provision by State government and availability was found to be grossly inadequate in all of the States. The study also revealed that the maintenance of facilities was frequently carried out while the effect of insurgent activities on school attendance was high in the region. Based on the findings, the study recommended that the Federal and the State governments should increase funding, security provision and investment in rebuilding infrastructure in all the affected States in the region and equally develop workable strategies and measures to mitigate disparities in the provision and maintenance of educational resources in the area.

Keywords: *Insurgents, Boko-Haram, Frustration-Aggression, Educational Resources.*

Introduction

The Northeast region of Nigeria has been grappling with a severe and protracted insurgency since 2009. This ongoing conflict has had far-reaching implications, significantly impacting various sectors, including education. The effect of insurgency on the management of educational resources in senior secondary schools in the region is a critical concern, as it not only jeopardises the present state of education but also poses a threat to the future development and stability of the area.

Kwaji Tizhe Takwate
Dept. of Arts & Social Sciences
Education
Adamawa State University, Mubi
07061269085
takwate637@adsu.edu.ng

Beatrice Mologoh
Dept. of Science Education
Adamawa State University, Mubi

Mustapha Raji
Dept. of Science Education
Adamawa State University, Mubi

Innocent Fanen Yanmeor
Dept. of Science Education
Adamawa State University, Mubi

***Corresponding author:**
Kwaji Tizhe Takwate
Dept. of Arts & Social Sciences
Education
Adamawa State University, Mubi
07061269085
takwate637@adsu.edu.ng

As of January 2022, the insurgency has led to the displacement of millions of people, causing disruption to normal life and hampering the functioning of educational institutions and Senior secondary schools, in particular, have become vulnerable targets for attacks, leading to closures, destruction of infrastructure, and a palpable fear among students, teachers and parents (Ali, Sani & Raji, 2023).

There are no doubts about the repercussions of the violence that Boko Haram, an Islamic organization, has unleashed on education. Boko Haram first began to deliberately target schools in 2009. Initially the attacks were sporadic and usually after hours. Often insurgents looted the property before torching and throwing bombs to destroy school buildings, equipment, books, other educational materials, school records, and certificates. Sometimes witnesses identified the attackers as former students. People purportedly speaking for Boko Haram to local and foreign journalists and on videos posted on the Internet, claimed the group's responsibility for some of the attacks reported in this section. One of the earliest documented attacks occurred on July 29, 2009, when the group attacked Success International Private School in Maiduguri, destroying six classrooms and a school office and after carrying out the attack, chants of "Allahu Akbar" or "Allah is great" rented the air (www.youtube.com retrieved March, 24, 2024).

Their beliefs or goals are to prevent Western education by destroying schools, killing teachers, and kidnapping students. They intend to achieve this by making the community feel unsafe and afraid. Their rigid worldview was enforced by radical religious beliefs, a terrorist mindset, a network of criminal gangs, and a political tool to "colonize" regions to propagate their philosophy. Mohammed (2014) claims that Boko Haram caused economic destruction wherever its tendrils were felt and that restlessness caused people to flee the impacted area. Boko Haram is known for its ruthless devastation of people and property, particularly in the Northeastern region of the nation and other areas. Insecurity and dread have resulted from this in the political community (Mohammed, Ibrahim & Suleiman, 2017).

Since then, the educational sector in Northeast, Nigeria has suffered from a lack of proper resource management due to pervasive insecurity. Educational resources in terms of textbooks, laboratory equipment, computers and other essential learning materials, which are crucial for the effective delivery of quality education, have been disproportionately affected (Abdullahi, Bello & Ali, 2018). The volatile security situation has made it challenging to establish a stable and conducive environment for the proper management of these resources. Furthermore, insurgent activities have had a profound impact on the enrollment and retention of students in senior secondary schools in the region because of fear of attacks and displacement. Girls, in particular, have been disproportionately affected beginning with the abduction of over 270 Chibok girls in April 2014 (Anyanwu, 2016) and over 2.2 million without access to education (United Nations Development Programme, UNDP, 2021) due to security concerns and cultural factors.

The management of educational resources in the Northeast has become a complex task, requiring adaptive strategies to address the unique challenges posed by the insurgency. The constant threat of attacks necessitates security measures that, unfortunately, divert resources away from the core educational needs. Moreover, the destruction of infrastructure, including classrooms and laboratories in addition hampers the effective utilization of available resources.

Several studies and reports highlight the detrimental effects of the insurgency on education in the Northeast. A report by Human Rights Watch in 2020 emphasized the scale of the crisis, outlining the impact on schools, teachers, and students. Additionally, research conducted by organizations like

International Alert and the United Nations International Children's Emergency Fund (UNICEF, 2016) has shed light on the specific challenges faced by the education sector, emphasizing the urgent need for intervention to address resource management issues. Given these observations and recommendations efforts were made by governmental and non-governmental organizations to mitigate the impact of the insurgency on education to no avail. However, the persistent security challenges continue to undermine these efforts. The international community, recognizing the severity of the situation, has assisted in improving resource management and educational access in the region.

The effect of insurgency on the management of educational resources in senior secondary schools in Northeast, Nigeria, is a dimensional challenge that requires a holistic and sustained approach. As the region strives for stability, addressing the educational crisis is paramount to ensuring the development and well-being of its youth. Ongoing research, interventions, and collaborative efforts are essential to overcoming the adverse effects of the insurgency on educational resource management in Northeast, Nigeria.

Statement of the problem

The Northeast region of Nigeria has been trapped in a prolonged and devastating insurgency, orchestrated primarily by the extremist group called Boko Haram. This protracted conflict has cast a long shadow over various facets of society, with the educational sector bearing a substantial brunt. At the forefront of these challenges lies its profound impact on the management of educational resources in the region characterized by bombings and abductions resulting in the widespread destruction of school infrastructure and the disruption of academic activities. This state of chaos presents a significant obstacle to the effective management of educational resources because of the obliteration of classrooms, laboratories, libraries, and other essential facilities. Rebuilding these structures necessitates significant financial investments, redirecting resources that could have been channelled into acquiring other educational materials.

Similarly, in April 2014, as documented by Ugwumba and Odom (2015) and Anyanwu (2016), insurgents from Boko Haram abducted over 200 school girls from a Government secondary school in Chibok, Borno State, and destroyed and killed hundreds of senior secondary school teachers and educational materials. In North-Eastern Nigeria, comparable attacks resulted in the closure of over 910 schools and at least 1,500 others between 2009 and 2015, depriving over 600,000 school-age children of an education. Because of this and because Boko Haram detests Western education, the United Nations International Children's Education Fund (UNICEF, 2014) decided to concentrate its attention on these horrifying attacks on defenceless children. Chester (2015) further revealed that between 2009 and 2015, insurgent activity in the northeast caused over 10,600 deaths among students and teachers, with far-reaching consequences for educational resources and student enrollment rates. This makes it more difficult for people to get access to high-quality education, particularly in Nigeria's northeast. We must solve this complex problem as soon as possible. The ramifications go beyond the current obstacles that educational institutions must overcome to get to the heart of the future stability and growth of the region.

The regular operation of schools is disrupted by this kind of displacement, which results in variations in student enrollment and attendance. This dynamic shift in the student population calls for modifications to the academic calendar and materials to meet the varied demands of the displaced students.

This crisis is rooted in the direct impact of insurgent activities, destroying educational processes. A comprehensive comprehension of the problem faced in the management of educational resources in northeast, Nigeria is indispensable for formulating effective strategies and interventions that can reconstruct the educational landscape and secure a brighter future for the youth, hence the need for this study.

Theoretical Framework

The theoretical framework adopted by the study was Miller (1941) Frustration-Aggression Theory. The theory stressed that the failure of people to satisfy their basic needs leads to violent behavioural inclinations and any disruption of an induced goal response occurring at the appropriate point in the behaviour sequence will cause dissatisfaction. According to Abiodun et al. (2020), it refers to a circumstance in which an individual or group of individuals is prevented from achieving a particular objective.

This theory was chosen in response to attempts to shed light on the reasons behind insurgents' attacks on educational facilities in northeastern Nigeria. Many of these attempts used religion as an excuse for the insurgents' acts of violence in schools, claiming that there is some aspect of their religion that motivates them to commit horrible acts of violence. There is no conclusive link between being a Muslim and becoming a terrorist, which undermines the case made by Muhammad and Mohammed (2019). The Frustration-Aggression Theory helps in understanding why there has been an increase in insurgent attacks on educational resources in the northeastern region of Nigeria. This is because the insurgents are frustrated and unable to achieve their personal goals, which include ending Western education, forcing Islam on the populace, creating unemployment, and impoverishing the area. The locals have vented their frustration on the public and government agencies, whom they accuse of actively impeding their opportunities since the objective of finding gainful employment to support oneself and lead a respectable life, as well as imposing a particular religion on the nation's citizens and ending Western education, has gradually been impeded (Abiodun, et al 2020).

Purpose of the Study

The purpose of the study is to determine the effect of insurgency on secondary school educational resource management in Northeast Nigeria. Specifically, the objectives are to:

- i. Determine the effect of insurgency on the level of students' enrolment into Senior Secondary School One (SSS 1) based on State and gender 2014 – 2023 in the Northeast, Nigeria.
- ii. Assess the effect of insurgency on the levels of educational resources provided by State governments to Senior Secondary Schools in the Northeast, Nigeria.
- iii. Determine the effect of insurgency on the level of availability of educational resources in Senior Secondary Schools in the Northeast, Nigeria.
- iv. Ascertain the effect of insurgency on the level of Senior Secondary Schools' educational resource maintenance in the Northeast, Nigeria.
- v. Determine the effect of insurgents' activities on Senior Secondary School students' attendance in the Northeast, Nigeria.

Research Questions

The study was guided by the following research questions:

- i. What is the level of student enrolment into Senior Secondary Schools in 2024 based on State and gender in Northeast, Nigeria?
- ii. What is the level of educational resource provision to senior secondary schools by State governments based on State 2014 – 2023 in the Northeast, Nigeria?
- iii. What is the level of educational resource availability in Senior Secondary Schools as of 2024 in the Northeast, Nigeria?
- iv. What is the level of senior secondary schools’ educational resource maintenance in the North East, Nigeria?
- v. What is the perceived effect of insurgents’ activities on secondary school students’ attendance in the North East, Nigeria?

Methodology

A descriptive survey research design was adopted for the study. The study was purposively restricted to four States (Adamawa, Borno, Gombe and Yobe) in the Northeast, Nigeria that are grossly affected by insurgents’ activities 2014 – 2023. Figure 1 shows the map Northeastern States of Nigeria affected by insurgents’ activities. Northeast is one of the geopolitical zones in Nigeria, consisting of Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe State. It occupies slightly less than one-third of Nigeria’s total area and has a population of 28,182,725 as of 2019 (Wikipedia, 2024). The region shares international borders with the Republic of Cameroon to the East, the Republic of Chad to the North East, and the Niger Republic to the North. The region has been considered one of the Educationally Less Disadvantaged States (ELDS) in Nigeria (Ezegwu, 2023).

The population of the study consists of all senior secondary schools in the northeast, Nigeria 17,479 teachers, 363,156 students and 737 senior secondary schools. The sample size of 391 teachers and 400 students was determined for study using the Yamane (1973) formula

$$n = \frac{N}{1 + N (e)^2}$$

Where :

- | | | |
|---|---|------------------------------------|
| n | = | sample size required |
| N | = | number of people in the population |
| e | = | allowable error (%) |

Multi-stage random sampling technique was used to sample all the respondents for study in the following Stages. Stage I: Four States were purposively selected from northeastern, Nigeria. Stage II: One political senatorial zone was randomly selected from each State. Stage III: Three Local Government Areas were selected from each senatorial zone using a simple random sampling technique. Stage IV: The respondents were proportionately selected for the study.

A researcher structured questionnaire titled “Insurgency and Educational Resource Management Questionnaire (IESMQ)” with a reliability of 0.89 after content and face validity was used for data collection. Four research assistants who were trained on the purpose of the study was randomly selected from each senatorial zone in each State. Descriptive statistics of simple bar chart,

mean and standard deviation were used to answer the research question. Decision rule: The mean for the response scale is 2.50. Therefore, any item found to be within the mean score of 2.50 and above was considered high, adequate and frequent and any item below 2.50 was considered to be low, inadequate and rare.



Figure 1: Map showing the Geographical Location of Northeast -Nigeria

Results

The results of the study were analyzed using simple bar chart, mean score and standard and they are presented in Figure 2 and Table 2 – 4 respectively.

Research Question 1: What is the total number of schools, teachers and senior secondary school students’ enrolment as of 2024 based on States in the Northeast, Nigeria?

Figure 2: Students' Enrolment based State in the Northeastern in Nigeria, 2024

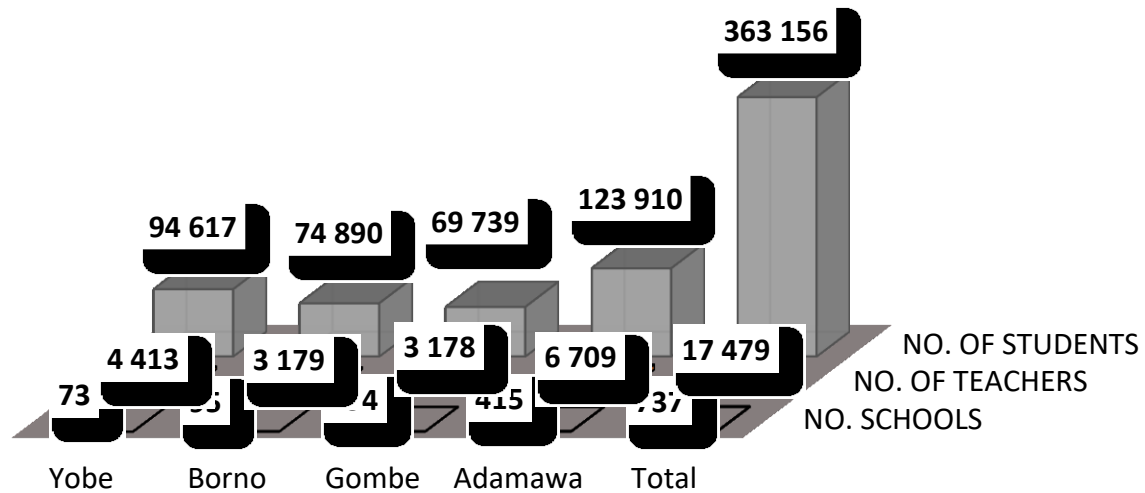


Figure 2, shows the total number of schools and teachers respectively in senior secondary schools in the northeast, Nigeria: Yobe State (73:4413), Borno State (95:3179). Gombe State (154:3178) and Adamawa State (415:6709) while students' enrolment as of the year 2024 stood at: Yobe (94,617), Borno (74,890), Gombe (69,739) and Adamawa (123,910). Despite the devastating nature of insurgent activities, Adamawa State has the highest student enrolment, Yobe State second followed by Gombe and Borno State respectively.

Research Question 2: What is the level of educational resource provision to senior secondary schools by State governments as of the year 2024 in Northeast, Nigeria?

Table 1: Level Educational Resource Provision by State Government in the Northeast, Nigeria as of the Year 2024

S/N	Item Statement	Principals		Teachers		$\frac{a+b}{2}$	Remark
		(a)		(b)			
		\bar{x}	δ	\bar{x}	δ	$G\bar{x}$	
1	Textbooks	2.86	0.72	3.11	1.03	2.99	Adequate
2	Laboratory equipment	3.23	0.99	2.73	1.01	2.98	Adequate
3	Computers and technology	3.47	0.78	2.59	1.22	3.03	Adequate
4	Classroom facilities	2.51	0.82	2.90	0.87	2.71	Adequate
5	Arts and craft	2.07	0.63	1.74	0.90	1.91	Inadequate
6	Sports and physical education equipment	2.50	0.82	2.81	0.76	2.66	Adequate
7	Library resources	2.07	0.63	2.45	1.08	2.26	Inadequate
8	Extracurricular resources	2.25	0.64	2.43	1.04	2.34	Inadequate
9	Career guidance resources	2.44	0.80	1.92	0.84	2.18	Inadequate
10	Vocational training equipment	2.63	0.79	1.29	0.86	1.96	Inadequate
11	Special education resources	2.13	0.63	1.98	0.90	2.06	Inadequate
12	Financial literacy resources	2.30	0.72	1.74	0.90	2.02	Inadequate
13	Inclusive education resources	2.47	0.84	2.30	0.72	2.39	Inadequate
14	Health education resources	2.30	0.72	2.44	0.67	2.37	Inadequate
	$G\bar{x}$	2.52	0.75	2.32	0.91	2.42	Inadequate

$G\bar{x}$ =Grand mean score, \bar{x} =Mean, δ =Standard Deviation

Table 1 indicates that the level of educational resource provision by the State government in northeast, Nigeria is inadequate with a mean score of 2.42. Though the mean response of the school principals has shown that it is adequate with grand \bar{x} =2.52 and δ =0.75 while to the teachers, the provision is inadequate with $G\bar{x}$ =2.32 and δ =0.91.

Research Question 3: What is the level of educational resource availability in Senior Secondary Schools as of the year 2024 in Northeast, Nigeria?

Table 2: Level of Availability of Educational Resources as of 2024 in the Northeast, Nigeria

S/N	Education Resource	Principal		Teacher		$\frac{a+b}{2}$	Remark
		(a)		(b)			
		\bar{x}	δ	\bar{x}	δ	$G\bar{x}$	
1	Textbooks	2.31	1.15	1.92	0.83	2.12	NA
2	Laboratory	1.87	0.92	1.05	0.25	1.46	NA
3	Computer Laboratory	1.83	1.03	1.63	0.88	1.73	NA
4	Building and Furniture	3.23	1.01	2.64	1.26	2.94	A
5	Classroom and Supplies	2.56	1.04	2.80	1.04	2.68	A
6	Safety and Emergency Resources	1.55	0.82	2.15	0.95	1.85	NA
7	Audio-visual Aid	1.99	0.94	1.90	0.87	1.95	NA
8	Library	2.04	0.33	1.33	0.67	1.69	NA
9	Career Guidance service	2.01	0.96	1.44	0.71	1.73	NA
10	Inclusive Education Resources	1.69	1.20	1.04	0.20	1.37	NA
11	Sports and Physical Education Equipment	2.11	0.42	2.15	0.93	2.13	NA
	$G\bar{x}$	2.11	0.89	1.82	0.78	1.96	NA

Table 2 revealed the level of availability of educational resources in senior secondary schools in northeast, Nigeria with a grand mean score of 1.96. The mean responses of principals and teachers have equally revealed the level of availability to 2.11 and 1.82 respectively. The Table has shown that educational resources are greatly inadequate in all of the States.

Research Question 4: What is the level of senior secondary schools' educational resource maintenance in the North East, Nigeria?

Table 3: Level of Educational Resource Maintenance in the North East, Nigeria

S/N	How often are the following maintenance activities carried out on educational resources at your school?	Principals		Teachers		$\frac{a + b}{2}$	Remark
		(a)					
		\bar{x}	δ	\bar{x}	δ	$G\bar{x}$	
1	Educational resources are inspected and assessed for maintenance needs	2.44	1.07	2.78	0.93	2.61	Frequent
2	Established procedures for reporting and addressing issues related to the maintenance of educational resources are carried out	1.89	0.11	2.45	1.08	2.17	Rare
3	Funds are allocated for the maintenance of educational resources	1.67	0.13	2.89	0.95	2.28	Rare
4	Textbooks are updated or replaced	3.00	0.86	2.81	0.76	2.91	Frequent
5	Laboratory equipment and materials are inspected and maintained	2.49	0.91	2.43	1.05	2.46	Rare
6	Computers and technology resources are updated or replaced	2.50	0.72	2.70	0.87	2.60	Frequent
7	Technical support staff for maintaining computers and technology infrastructure are provided	2.00	0.67	2.90	0.88	2.45	Frequent
8	Challenges are being experienced in maintaining educational resources	3.54	0.76	2.06	0.76	2.80	Frequent
	$G\bar{x}$	2.44	0.65	2.63	0.91	2.53	Frequent

Results in Table 3 revealed that the maintenance of secondary schools' educational resources in northeast, Nigeria was frequently carried out by the government and school management with a grand mean score of 2.53. However, the study indicates that funds are rarely provided for such maintenance.

Research Question 5: What is the perceived effect of insurgents’ activities on secondary school students’ attendance in the North East, Nigeria?

Table 4: Effect of Insurgent Activities on School Attendance in the North East, Nigeria

S/N	To what extent do insurgents' activities affect students' attendance?	Principals		Teachers		$\frac{a + b}{2}$	Remark
		(a)	(b)	(a)	(b)	$G\bar{x}$	
		\bar{x}	δ	\bar{x}	δ		
1	It creates an atmosphere of fear and insecurity in the parents and students’ minds, making them hesitant to attend school due to concerns for their safety	3.01	0.07	2.91	0.71	2.96	High
2	It disrupts transportation, making it difficult for students to go and come from school	2.29	0.12	3.41	0.09	2.85	High
3	It results in increased stress, anxiety, and trauma, negatively impacting students’ overall well-being and motivation to attend school	2.82	0.06	2.90	0.19	2.86	High
4	The destruction of school buildings and facilities limits students’ access to school, forcing them to stay at home	3.22	0.08	3.13	0.74	3.18	High
5	It causes students to become refugees. This displacement disrupts their education continuity, leading to gaps in attendance and learning	2.86	0.61	2.75	0.70	2.81	High
6	It increased pressure on students to join or support these groups leading to withdrawal from formal education	2.22	0.11	3.11	0.31	2.67	High
8	Insurgent activities affect female students, leading to increased gender disparities in education	3.32	0.81	2.91	0.73	3.12	High
9	Girls face additional challenges, such as forced marriages or restrictions on attending school	3.71	0.79	3.00	0.56	3.36	High
10	It leads to the displacement or targeting of teachers and school staff	3.65	0.78	3.52	0.81	3.59	High
11	It leads to a shortage of qualified teachers resulting in overcrowded classrooms, reduced quality of education, and a lack of support for students	3.00	0.63	2.90	0.39	2.95	High
14	Insurgent activities make schools inaccessible to secondary school students	3.43	0.77	3.52	0.32	3.48	High
	$G\bar{x}$	3.05	0.44	3.10	0.51	3.07	High

The perceived effect of insurgents’ activities on secondary school students’ attendance in the North East, Nigeria as shown in Table 4 was found to be very high with a grand mean score of 3.07.

Discussion

This study on the effect of insurgency activities on senior secondary school educational resource management in the northeast, Nigeria revealed in Figure 2 that the total number of senior secondary schools and teachers respectively in the northeast, Nigeria in the period under to be: Yobe State (73:4413), Borno State (95:3179). Gombe State (154:3178) and Adamawa State (415:6709) while students' enrolment as of the year 2024 stood at: Yobe (94,617), Borno (74,890), Gombe (69,739) and Adamawa (123,910). Despite the devastating nature of insurgent activities, Adamawa State has the highest student enrolment, Yobe State second followed by Gombe and Borno State respectively. This concurred with Muhammed and Mohammed (2019) and Temitope, Opatoki, Adeyemo and Obi's (2020) assessment of students' enrolment in northeast, Nigeria which revealed that about 62 per cent of the country's population under 24 years of age as a result of insurgent have no access to education. As poor or low-quality education remains a problem in Nigeria, it is most common in the northeastern states, particularly in Yobe and Borno states which have low enrolment of students in 2024 as revealed by the study. The study equally revealed that more than 52 per cent of school-aged children in the northeast are out of school supporting UNESCO (2010) assertion that 60 per cent of out-of-school children in Nigeria live in the north.

The level of educational resource provision by the State government in the northeast, of Nigeria was found to be inadequate (Table 1). Research by Mahmood (2021) and Olujuwon, Perumal and Aminu (2024) supported this finding revealing the main challenge of education in northeast, Nigeria includes inadequate provision of infrastructural facilities and basic amenities such as water, electricity, and toilets by the respective State governments. This has led to overcrowded classrooms and limited access to educational resources such as textbooks and other teaching and learning materials in States affected by insurgency.

Table 2 reveals the level of availability of educational resources in senior secondary schools in northeast, Nigeria as of 2024 to not available. Collaboratively, a study by Bilyaminu, Iya and Purokayo (2017) and Ali, Sani and Raji (2023) has equally shown that the Boko Haram insurgency destroyed 512 schools in the Northeast, displaced nearly 3 million people, and was responsible for 350,000 deaths. Yobe State is the second most affected state by the activities of the insurgents in terms of destruction of education resources in the region after Borno State; then followed by Adamawa State. The findings revealed the destruction of 609 school buildings and equipment. The study further revealed that schools in the study area were indefinitely closed at the peak of the conflict in 2014, and thousands of staff and students were displaced.

Maintenance of educational resources in the northeast region was found to be frequently carried out by the study (Table 3). Though, due to the activities of insurgents the development of adequate and functional school facilities has been one of the major problems confronting education in the study areas mainly because of insurgency. A study by Mohammad (2020) concludes that facility maintenance was to a moderate extent in some northeastern States, in Nigeria because of good administration and policies. Poor maintenance of educational resources is sometimes due to inadequate funding by State governments (Olujuwon, Omiyale & Olujuwon, 2022).

The effect of insurgents' activities on secondary school students' attendance in the North East, Nigeria was found to be high as indicated in Table 4. The anti-western education activities by the

insurgents have led to a shortage of qualified teachers resulting in overcrowded classrooms, reduced quality of education, and a lack of support for students. It has created an atmosphere of fear and insecurity in the parents and students' minds, making them hesitant to attend school due to concerns for their safety among others (International Alert & UNICEF, 2016). Supporting the findings Muhammad (2014) and Mahmood (2021) revealed that the Boko Haram insurgency has negatively affected student enrollment in most public secondary schools in northeast, Nigeria and has strongly contributed to low school attendance by students.

Conclusion

The study assessed the effect of insurgency on senior secondary school educational resource management in the northeast, Nigeria. The theoretical framework of the study was Miller (1941) Frustration-Aggression Theory. This theory reflect the historical roots of the insurgency to the destruction of infrastructure and disruptions in education, each aspect intertwines to create a crisis that demands immediate attention and sustained efforts. While initiatives and interventions have been made by the various State governments, a long-term vision and commitment from the Federal Government, international community such as UNICEF, UNESCO, and local stakeholders (Non-government Organizations) have done and are still making the headway necessary to rebuild the educational landscape and provide a hopeful future for the education to thrive and strives for stability in the Northeast, Nigeria.

The study revealed the total number of senior secondary schools and teachers respectively in the northeast, Nigeria to be Yobe State (73:4413), Borno State (95:3179). Gombe State (154:3178) and Adamawa State (415:6709) while students' enrolment was 94,617 for Yobe, 74,890 for Borno, 69,739 for Gombe and 123,910 for Adamawa State. The level of educational resource provision and availability was found to be inadequate and not available respectively. The study further revealed that schools were frequently closed, thousands of staff and students were displaced, and as a result, it affect regular maintenance of educational resources due the high effect of the insurgents activities in the study area.

Recommendations

Based on the findings, the study recommended the following measures:

1. Both Federal and State governments should increase funding and investment in rebuilding infrastructure in all the affected States in the region.
2. The Federal government are to ensure adequate security provision to stationed in every school.
3. The government should develop workable strategies and measures to mitigate disparities in the provision and maintenance of educational resources in the region.
4. The government should formulate and implement policies that will prioritize the allocation of funds for regular maintenance of educational resources in the study area.

ACKNOWLEDGEMENTS

The researchers sincerely appreciate the entire management of Tertiary Education Fund (TetFund) for sponsoring the research work and also, appreciates the entire management of Adamawa State University, Mubi for giving them the opportunity to carry out the research. There is no conflict of interest to be disclosed.

References

- Abdullahi, U., Bello, A. I., & Ali, Y. (2018). Effects of Insurgency on Basic Education Facilities in Mandaragirau District, Biu, L.G.A., Borno State, Nigeria. *International Journal of Research and Innovation in Social Science*, 2(8), 22 – 26.
- Abiodun, et al. (2020). Assessment of Boko haram insurgents' threats to educational development in the northeast Nigeria: The way forward. *African Journal of Social Sciences and Humanities Research*, 3(1), 31-43.
- Ali, I. A., Sani, G. W., & Raji, R. B. (2023). The Impacts of Boko Haram Insurgency on Educational Infrastructure and Facilities in North-East Nigeria. *Global Journal of Arts Humanity and Social Sciences*, 3(3), 217 – 225.
- Anyanwu, U. (2016). Supporting the Nigerian Safe Schools initiative: Promoting safe and uninterrupted access to education for school children. Retrieved from www.bmz.de.
- Bilyaminu, M., Iya, I. B., & Purokayo, S. G. (2017). Analysis of the impact of Boko Haram insurgency on education in Adamawa State, Nigeria. *International Global Journal of Arts Humanity and Social Sciences*, 5(6), 45 – 56
- Chester, S. (2015). Introducing the Safe Schools initiative in Nigeria. Retrieved from www.icn.pascalobservatory.org.
- International Alert and UNICEF (2016). Bad Blood: Perceptions of children born of conflict-related sexual violence and women and girls associated with Boko Haram in Northeast Nigeria. Retrieved on 27th April 2024 from https://www.international-alert.org/sites/default/files/Nigeria_BadBlood_EN_2016.pdf.
- Mahmood, Z. U. (2021). Impact of Boko Haram Insurgency on Educational Activities in Borno State. *International Journal of Sustainable Development International*, 6(4), 19 - 29.
- Miller, N. E. et al. (1941). The frustration-aggression hypothesis. *Psychological Review*, 48(4), 337 – 342. Doi:10.1037/h0055861
- Mohammad, H. G. (2020). Assessment of school facilities maintenance in Nigeria for the effectiveness of the teaching process. (A Case Study of North Eastern Public Senior Secondary Schools). *African Scholars Journal of Contemporary Education Research*, 19(8), 153 – 176.
- Mohammed, B., Ibrahim, B. I., & Suleiman, G. P. (2017). Analysis of the impact of Boko Haram insurgency on education in Adamawa State, Nigeria. *International Journal of Academic Research and Reflection*, 5(6), 45 – 56.
- Muhammad, A. (2014). The effect of the Boko Haram crisis on socio-economic activities in Yobe State. *The Journal of Social Sciences is Humanities Invention*, 1(4), 23 – 39.

- Muhammad, F. D., & Mohammed, A. (2019). Analysis of the effects of insurgency on education in North Eastern Nigeria: A Case Study of Yobe State of Nigeria. *International Journal of Innovative Education Research*, 7(4), 75 – 84.
- Olujuwon, O., Omiyale, O. P., & Olujuwon, M. T. (2022). Management of school facilities on academic achievement of students in public secondary schools in Badagry Local Government Area of Lagos State. *International Journal of Educational Research and Policy Making*, 5(1),988-1001. <https://doi.org/10.13140/ijerpm.05.01.920>
- Olujuwon, O., Perumal, J. & Aminu, A. C. (2024). Managing public secondary schools in a volatile environment in Nigeria northeast zone: Implications for education leaders. *Journal of Public Administration, Finance and Law*, 31, 304 – 318.
- Temitope, F. A., Opatoki, O. O., Adeyemo, D. T., & Obi, C. C. (2020). Assessment of Boko haram insurgents' threats to educational development in the Northeast Nigeria: The way forward. *African Journal of Social Sciences and Humanities Research*, 3(1), 31 – 43.
- Ugwumba, E. U. & Odom, T. C (2015). Boko Haram insurgency: A peril to the achievement of Education for All in Nigeria. *Journal of Conflict Management*, 3(1), 1-11.
- United Nations Development Programme (2021). Assessing the impact of conflict on development in northeast Nigeria. UNDP: Abuja. Pg. 56.
- UNESCO (2010). Education sector analysis: The Federal Republic of Nigeria: assessing the status of education in the federation and Oyo, Adamawa and Katsina States. Retrieved from <https://unesdoc.unesco.org>
- United Nations International Children's Education Fund (UNICEF, 2014). Nigeria's Boko Haram insurgency forces one million children from school. Retrieved from <https://un.org>
- United Nations International Children's Education Fund (2016). Introducing the Safe School initiative in Nigeria. UK: UNICEF.
- Wikipedia (2024). List of Nigerian States by population. Retrieved on 26th March, 2024 from en.m.wikipedia.org/
- Yamane, T. (1973). *Statistics: An introductory analysis*. 3rd Edition. Harper and Row, New York.