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

[1]Musa Ibrahim Usur, [2]Jamila Mohammed Suraj and [3]Gambo Bukar

[1,2,3]Department of Educational Foundation,
Umar Suleiman College of Education Gashu'a, Yobe State, Nigeria
Correspondence Email: musaiusurgmail.com

A B S T R A C T

The research investigates the effect of insecurity on the educational continuity and academic performance of students in north eastern Nigeria. A total of twenty 3 secondary schools within seven (3) insurgency prompt local government areas of Borno state were used for the study. The study consist of two hundred (150) students and twenty (15) teachers. A structured questionnaire consisting of twenty five (25) questions using a four (4) Liker scale rating was administered on the students while an unstructured questionnaire and interview were used for educational personnel. The data gotten were analyzed using a qualitative data analyzer and a quantitative data analyzer python. The finding reveals that the long closure of schools has negatively affected the academic performance of students. Many students did not return to school due to fear, anxiety and unfriendly learning environment after the resumption of schools. Some measures taken to ensure educational continuity in the area. Government ensures safety of students, resource allocation. The community ensures awareness campaigns, community support programme and parent engagement while educational stakeholders ensures quality education access, teacher training and curriculum development. The research suggested that security measures should be enhanced in schools to remove fear and anxiety among students. Improve quality of education to encourage students' resumption and strengthening community initiatives and as well ensuring government support for educational programmes. The research concluded that insecurity lead to the long closure of schools is having a very high on the students and the education sector.

Keywords: Insecurity, educational continuity, Academic performance.

INTRODUCTION

The quality of life and economic status of citizens in any country depends on the level, quality and accessibility to education. The situation in Nigeria, North East region in particular is contrary to what is obtainable in other regions of the country due to insecurity. Insurgency has become a threat to community life as well as the educational aspiration of students in many North Eastern states of Nigeria. Imrana (2019), asserts that the insurgency in North East Nigeria has crippled the already existing poor educational system that is suffering from inadequate infrastructure, insufficient qualified teachers, teaching materials as well as overcrowded classrooms. The uprising in the North East has led to attacks and destruction of more than 910 schools and has forced not less than 1500 schools to close up. Hassan (2018). In addition, school children were abduction; the Chibok and the Dapchi abduction are examples of such events. This is collaborated by Imrana (2019) where he exposed that over one (1) million school children were forced out of school and 600,000 have lost access to education. Some Local Government

like Biu, Hawul, Shani, Michika, Madagali, Mubi North, Mubi South, Hong, and Gombi in Borno and Adamawa states are affected by insurgency. Elsewhere Abdullahi et al., (2018) discovered that the insurgents dislike children attending schools. This has led to attacks on schools and school children thus the closure of schools in the affected areas. Many schools in areas that were not affected were closed down and turned to Internally Displaced Persons (IDP) Camps for a long time. Typically, IDP camps are not conducive learning environment. Several interventions were carried out to ensure that the impacts of the interruption in the school sessions were minimized. Series of class sessions were carried on radio, television, as well on the internet for those students who have access to such while those who do not have access to these facilities were left behind. Many learners did not however benefit from such intervention.
The long period of insurgency coupled with incessant teachers strike as well as the devastating effects of the Corona virus worsened the educational situation for students in the affected zones. The result of the insurgency made the academic aspirations of most students blurred. This research therefore investigates the effects of insecurity on the educational continuity and academic performance of students in some of the affected areas of North Eastern Nigeria.

Statement of the problem

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

1.3 Objectives of the Study

The objectives of the study are to:

i. Examine the effect of insecurity on the continuity of teaching and learning
ii. determine the effect of insecurity on students' academic performance

1.4 Research Questions

The following research questions guide the study:

i. Does insecurity affect the continuity of teaching and learning n the North East?
ii. What are the effect insecurity on students' academic performance in the study area

LITERATURE REVIEW

Severe security issue that jeopardize the education system of the Nigerian state in general did not exclude attacks on schools. Amos & Paul (2024) discovered that insecurity has contributed to low student's attendance in most school that resulted to school closures. Though Government has the responsibility of protecting lives and properties of citizens to ensure peaceful coexistence and enhanced effective delivery of education, the insecurity has challenged education delivery especially in public schools. Insecurity in Nigeria has course a lot of destruction to education system though the reasons behind may be many Adebayo et, al (2024) discovered that unemployment, illiterates, bad governance, ethnicity, porous borders, marginalization and inequality affect security in Nigeria. There are also, high cost of living, economic recession and poor social life is as a result of insecurity in the country. Research findings by Bertoni (2018); show that conflict reduces school enrollment and increases the probability of school dropout. In addition, conflict reduces the years of education completion as well increasing the child's probability of working in the household's. Finally, findings indicates that conflict also worsen the general health conditions of students. In a similar finding Okpanachi (2023). Discovered that a Secured environment enhances academic performance. He sees performance as a measurable and observable

behavior of a student within a specific period of study. He further emphasized that academic performance is measured by variable that include secured environment.

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

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

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

METHODOLOGY

This study was carried out seven (7) local Government areas of Adamawa state. The local government includes Gombi, Hong, Madagali, Maiha, Michika, Mubi North, and Mubi South. The target population of the study is 10,000 pupils and teachers from the Local Government Areas. The study employed simple random sampling technics to select the required sample. The sample size consist of 30 students from each local government (210 s students) and 5 teachers from each local government (35) randomly selected from pubic secondary school in the study. Data collected were analyzed with the used of descriptive statistic. Simple descriptive statistics such as frequency, percentage, and mean were used to analyzed the research questions. A four point rating scale will be used and the design value of 4, 3, 2, and 1 for strongly agreed, agreed, strongly disagreed and reed respectively. The ground mean of the responses would be computed: $\frac{4+3+2+1}{4}$ =2.50. A decision cut off point of 2.50 was adopted.

Any item or component in which the respondents have a mean score of 2.50 and above was regarded as "agreed"; while a mean score below 2.50 was regarded as "disagreed".

Table 1: Effect of Insecurity on Educational continuity

s/n	Items	Strongly agreed	Agreed	Strongly disagreed	Disagreed	Mean
1	Insecurity cause students drop out in North East	194(79.2%)	20(8.2%)	11(4.5%)	20(8.2%)	2.66
2	Insecurity results in temporary closures of schools in North East	160(65.3%)	61(24.9%)	5(2.0%)	19(7.8%)	2.71
3	Displacement as a result of insecurity cause students to miss school	182(74.3%)	31(12.7%)	9(3.7%)	23(13.1%)	2.54
4	Insecurity results in the destruction of the schools building and infrastructural facilities	153(62.5%)	56(22.9%)	14(5.7%)	22(9.0%)	2.63
	Grand mean					**2.64**

Source: Authors' computations, 2026

Item 1 in table 1 sought the opinions of respondents on whether insecurity cause students drop out in North East. 79.2 percent of the respondents strongly agreed that insecurity cause students drop out in North East, 8.2 percent agreed to the opinion, 4.5 percent strongly disagreed and 8.2 percent disagreed.

Item 2 in table 1 of the questionnaire solicited for the opinion that Insecurity results in temporary closures of schools in North East. The responses show that 65.3 percent of the respondents strongly agree with the opinion. 24.9 percent agreed, 2.0.percent strongly disagreed while 7.8 percent disagreed

Item 3 in table 1 of the questionnaire seek the opinion of the respondents whether displacement as a result of insecurity cause students to miss school. The responses indicated 74.3 strongly agreed to the opinion, 12.7 percent agreed; 3.7 percent strongly disagreed while 13.1 percent of the respondents disagreed.

Item 4 in table 1 in the questionnaire seeks the opinion of the respondents whether Insecurity results in the destruction of the schools building and infrastructural facilities. The result indicate that 62.5 percent of the respondents strongly agreed that insecurity results in the destruction of the schools building and infrastructural facilities, 22.9 percent agreed, 5.7 percent strongly dis agreed, and 9.0 percent disagreed on the outcome.

Table 2 revealed that the summary result of the total opinion of respondents on the relationship between of insecurity and Educational continuity was 2.64. .However, the decision rule says that the mean of the scale used is 2.50, therefore any score above 2.5 shows that to "a high that the respondents agreed that insecurity has effect on educational continuity and any score below 2.50 indicates "that the respondents disagreed that insecurity has effect on educational continuity. With the grand mean of 2.64, we concluded that insecurity has negative effects on Educational continuity in North East.

Table 2: Effect of Insecurity on Academic Performance

s/n	Items	Strongly agreed	Agreed	Strongly disagreed	Disagreed	Mean
1	Insecurity negatively affect the school academic calendar which negatively affect students' academic performance	173(70.6%)	42(17.1%)	6(2.5%)	24(9.8%)	2.79
2	Insecurity brings Fear and anxiety among teachers and students which affect concentration	124(50.6%)	110(44.9%)	0(0%)	11(4.5%)	2.72
3	Insecurity results in the loss of qualified teachers in the affected areas	161(65.7%)	31(12.7%)	23(9.4%)	20(8.2%)	2.61
4	Insecurity brings about School interruptions that affect students' academic performance	89(36.32%)	121(49.4%)	19(7.8%)	16(6.5%)	2.55
	Grand mean					**2.67**

Source: Authors' computations, 2026

Item 1 of the table 2 seek opinions of respondent on whether Insecurity negatively affect the school academic calendar which negatively affect students' academic performance. The response shows that 70.6 percent of the respondents strongly that insecurity negatively affect the school academic calendar which negatively affect students' academic performance, 17.1 percent agreed, 2.5 percent strongly disagreed while 9.8 percent of the respondents disagreed with the opinion.

Item 2 in table 2 solicited opinions of the respondents Insecurity brings Fear and anxiety among teachers and students which affect concentration. 50.6% respondents strongly agreed with the opinion, 44.9 percent agree with the opinion; zero percent strongly disagree while 4.5 percent disagreed.

In response to item 3 that sought for the opinions of respondents whether insecurity results in the loss of qualified teachers in the affected areas. The responses in the table indicated 65.7 percent strongly agreed, 12.7 percent agreed with the opinion; 9.4 percent strongly disagreed while 8.2 percent disagreed with the opinion.

Item 4 seek for the opinion of respondents whether Insecurity brings about School interruptions that affect students' academic performance. The respondent's opinion shows 36.3 percent of the respondents strongly agreed; 49.4 percent agreed; 7.8 percent strongly dis agreed while 6.5 percent dis agreed. The grand mean of 2.67 indicated that insecurity affect the academic performance in North East. The illustrative findings indicate that respondents generally perceive a negative relationship between insecurity and academic performance.

Summary of findings

Insecurity cause students drop out in North East, temporary closures of schools in North East, cause students to miss school and destruction of the schools building and infrastructural facilities. It also affect the school academic calendar, brings Fear and anxiety among teachers and students which affect concentration, loss of qualified teachers in the affected areas And school interruptions. All these results in poor academic performance in the region.

CONCLUSION

In conclusion the research shows that the effect of insecurity in the North East lead to students drop out, temporary closures of schools and destruction of the schools building and infrastructural facilities. These effect affect academic performance negatively in the region by creating conditions in which teachers struggle to cover the syllabus and students find it difficult to attend class often.

RECOMMENDATIONS

Base on the research findings the researchers suggested that Government should:

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

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