

# INSURGENCY AND MANAGEMENT OF SECONDARY SCHOOLS IN BENUE STATE, NIGERIA

**Prof. Adejo Okwori**

Department of Educational Foundations,  
Benue State University, Makurdi-Nigeria

**Winifred Dooshima Anikpa**

College of Education Katsina-Ala,  
Benue State-Nigeria

## **Abstract**

*This study investigated the impact of insurgency on the management of secondary schools in Benue State, Nigeria. It was guided by two research questions. Two hypotheses were tested. Descriptive survey research design was adopted for the study. The population of the study comprised 1764 principals of public secondary schools. A sample of 176 principals representing 10% of the population was selected using simple random sampling technique. Questionnaire was used for data collection. The instrument has Cronbach Alpha reliability co-efficient of 0.88. The data collected were analyzed using mean scores and standard deviations. A 4-point rating scale was used to score the responses at cut-off point of 2.50 as agreed and less 2.50 as not agreed. Chi-square ( $X^2$ ) was used to test the hypotheses at 0.05 level of significance. The study found that, insurgency has significant impact on school facilities and teachers in the management of secondary schools in Benue State. It was recommended among others that government through its security agencies such as soldiers, police, civil defence and vigilante groups should take surveillance of school environment prevent attacks on schools, federal and state governments should formulate laws to forestall insurgency activities prevent attacks on host communities and schools and school administrators to employ internal security personnel and other security devices to check and prevent attack schools for effective management of schools for overall realization of educational objectives in Benue State.*

**Keywords:** Insurgency, management, school facilities,

## **Introduction**

Globally, education is seen and recognized as an instrument for nation building. It is the process for bringing positive change for the benefit of the society. The guiding principle of education in Nigeria is the equipping of every citizen with such knowledge, skills, attitudes and values as to enable him/her to derive maximum benefits from his/her membership in society, lived a fulfilling life and contribute to the development

and welfare of the community. Akpakwu (2012) sees education as the process of bringing desirable changes into the behavior of human beings. It is also a process of acquiring knowledge, attitudes and skills through instruction or study in a formal educational setting like secondary school. Secondary school is an important pyramid of education. It serves as a bridge between primary and tertiary education receiving candidates who wish to further their education after primary education. The broad goal of secondary education, according to Federal Republic of Nigeria is to prepare the individual for useful living within the society and for higher education (FRN, 2014). For the laudable objective of secondary education to be achieved there must be enabling environment free of insurgent activities which will guarantee effective teaching and learning. However, it has been observed by education stakeholders such as school principals, teachers, students and parents that education in Nigeria is in crises. The situation seems to be worsen by frequent insurgent activities. Abimbola and Adesota (2012) note that, since the return of Nigeria to civilian democratic rule in 1999, the country has been facing security challenges ranging from bomb blasts, kidnappings, Fulani herdsmen invasion of farming communities and other forms of criminality. Biam (2016) maintain that Boko Haram insurgency and incessant clashes between herdsmen and farmers remain the major live threatening challenges facing Nigerian society today. The activities of insurgency seem to have negatively affected Nigerian communities including schools. The term insurgency seems to continue to suffer interpretations at the hands of both experts and pundits. Generally, accepted meanings remain elusive, with predictable conceptual confusion. Insurgency continues to be used interchangeably, and imprecisely, with irregular warfare, unconventional warfare, revolutionary warfare, guerrilla warfare and even terrorism. According to Awojobi (2014) insurgency refers to a group of persons fighting against the government or armed forces of their own country with a view to taking control and imposing their own laws, practices and traditions in education. Insurgency is therefore considered as an act of terrorism. Terrorism can be in form of kidnapping armed robbery, violence, taking hostage and other social vices leading to the destruction of lives and school facilities in the affected communities which seems to pose hardship management of secondary schools.

Management, according to Aguba (2009), refers to as the process undertaken by one or more individuals coordinate the activities of others in order to achieve results not achievable by one individual acting alone. It then means that management has to involve others in an attempt to accomplishing the predetermined goals and objectives. Management according to Okwori and Ede (2012) goes along with the quest to put the formal education system within secondary schools under control, regulation or supervision. It is the organization, mobilization and maintenance of all human, material, financial and time resources for efficient and effective teaching and learning in schools particular secondary schools (Okosun, 2013). Management of secondary schools in the face of insurgency may indeed be seen as the process of planning and coordinating the human, material, financial and time resources taking account of the insurgency issues to achieve the goals of education within secondary schools and accomplished the needed sustainable development. It also indicates the manner in which the principals of secondary schools with the management team execute management functions such as planning, policy making, organizing, leading, controlling, motivating and communicating to both staff and students the values of the immediate society for effective and efficient achievement of educational goal in the face of

The activities of Fulani herdsmen which constitute insurgency in Benue State include random movement of Fulani herders and their cattle within and outside places of learning, destruction of farms and other valuable properties, killings, kidnapping, raping of women, to mention just a few. According to Mikailu (2016), random movement of Fulani herders with their cattle, most a times lead them to have conflicts with people of their host communities who are always farmers and such conflicts in most cases result to destruction of school facilities. Gift (2016) note that the tension between Fulani herdsmen and farming communities has been in existence for many years, but has seen dramatic escalation in recent times in the areas of attacks, kidnapping armed robbery, raping and killing. When insurgency activities are rampant, teaching and learning stop, as pupils and teachers are sometimes killed in the violence and schools are also closed down (Alabi, 2013). This is why O'Malley (2010) opines that Nigeria has in recent years witnessed violent attacks on education and attacks were carried against teachers, students and educational facilities. The continuous insurgent attacks on Nigerian society especially Benue State has become a source of concern to education stakeholders. Thus it calls for an investigation into the impact of insurgency on the management of secondary schools in Benue State.

### **Statement of the Problem**

Benue State has in recent time seems to be a hot bed for insurgent activities evidenced in Fulani herdsmen attacks, kidnapping, killings, rapes, among other activities. This generated concerns by various education stakeholders such as teachers, students and parents over the loss of lives and destructions of school facilities as a result of insurgent activities perpetrated by invaders which seem to have impact on the management of secondary schools in the Benue State. There is an expression of worry by these stakeholders as many secondary schools have been closed down, teachers and students displaced, school facilities destroyed and some even burnt down. As a result management of schools is stalled, teaching and learning have been paralyzed and students' progression to various school levels seems to be affected. Given the above situation, the education stakeholders and the researcher have wondered what impact has insurgency on the management of secondary schools in Benue State. Hence, this study investigated the impact of insurgency on the management of secondary schools in Benue State, Nigeria

### **Purpose of the Study**

The main purpose of the study was to investigate the impact of insurgency on the management of secondary schools in Benue State. Specifically, the study sought to:

1. find out the impact of insurgency on school facilities secondary schools in Benue State.
2. examine the impact of insurgency on teachers in secondary schools.

### **Research Questions**

The following research questions guided the study:

1. What is the impact of insurgency on school facilities in secondary schools in Benue State?
2. What is the impact of insurgency on teachers in secondary schools?

### **Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance:

1. Insurgency has significant impact on school facilities in secondary schools in Benue State.

## Research Method

### Research Design

The study used descriptive survey design. The population of the study comprised 1764 principals of public secondary schools in Benue State, Nigeria. (TSB Makurdi, 2016) A sample 176 principals representing 10% of the population was selected using simple random sampling technique. The hat and draw method was used in order to guarantee respondents' equal chance of being selected. The instrument used for data collection was a questionnaire constructed by the researchers; titled "Insurgency and Management of Secondary Schools Questionnaire (IMSSQ). Section A contained the general information about the school. Section B contained 10 items designed to find out the impact of insurgency on school facilities and teachers in the management of secondary schools in Benue State and is divided into two dusters according to the variables of the study. The instrument was validated by two experts in Educational Management from the Department of Educational Foundations, Benue State University, Makurdi. To determine the reliability of the instrument, the instrument was pilot tested using 30 principals in 30 secondary schools in Benue State who were not part of the sampled principles and the Cronbach Alpha reliability co-efficient of 0.88 was obtained which shows that the instrument was suitable to measure what it was designed for. The instrument was structured on 4 point Likert scale, ranging from 4 to 1 as follows: Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1.

Data collected were analyzed using mean scores and standard deviations to answer the research questions. The decision rule for the research question is, that any response item for which the mean score is 2.50 and above was regarded agreed while any item for which the mean score is below 2.50 were regarded as not agreed. Chi-square was used to test the hypotheses at 0.05 level of significance.

**Research Question 1:** What is the impact of insurgency on school facilities in secondary schools Benue State?

**Table 1:** Mean ratings and Standard Deviations of Respondents on the Impact of Insurgency on School Facilities in Secondary Schools in Benue State

Item No.	Item Description	N	$\bar{X}$	St.D	Remark
1	Many classrooms are destroyed during insurgency.	176	3.08	1.12	Agree
2	Due to insurgency many laboratory equipments got damaged.	176	3.02	.25	Agree
3	As a result of insurgency many seats are broken in schools.	176	3.26	1.07	Agree
4	Many libraries in schools got damaged as a result of insurgency.	176	3.12	.76	Agree

5	Instructional materials in many schools destroyed as a result of insurgency	176	3.01	.99	Agree
---	---	-----	------	-----	-------

Table 1 shows that items 1-5 have mean scores (and standard deviations) of 3.08 (1.12), 3.02 (.25), 3.26 (1.07), 3.12 (.76) and 3.01 (.99) respectively. The item by item analysis shows that, the respondents agree that many classrooms are destroyed during insurgency and due to insurgency many laboratory equipments got damaged. The respondents further agreed that, as a result of insurgency many seats are broken in schools and many libraries in schools got damaged as a result of insurgency. The respondents finally agreed that, instructional materials in many schools destroyed as a result of insurgency. The cluster mean score of 3.10 which is also above the mean cut-off point of 2.50 implies that, insurgency has impact on school facilities in secondary schools in Benue State.

**Research Question 2:** What is the impact of insurgency on teachers in secondary schools?

**Table 2:** Mean ratings and Standard Deviations of Respondents on the Impact of Insurgency on Teachers in Secondary Schools

Item No.	Item Description	N	$\bar{X}$	St.D	Remark
6	Many teachers are displaced in schools as a result of insurgency.	176	3.04	.78	Agree
7	Some teachers in many schools are kidnapped due to insurgency attacks.	176	3.11	.97	Agree
8	Due to insurgency attack some teachers are killed in schools.	176	3.19	1.18	Agree
9	Due insurgency many teachers stay away from schools.	176	3.21	1.02	Agree
10	Female teachers are raped during insurgency in schools.	176	3.33	.67	Agree
<b>Cluster Mean Score and Standard Deviation</b>		176	<b>3.18</b>	<b>0.92</b>	<b>Agree</b>

Table 2 shows that items 6-10 have mean scores (and standard deviations) of 3.04 (.78), 3.11 (.97), 3.19 (1.18), 3.21 (1.02) and 3.33 (.67) respectively. The item by item analysis shows many teachers are displaced in schools as a result of insurgency, some teachers in many schools are kidnapped due to insurgency attacks and due to insurgency attack some teachers are killed in schools. The respondents were also of the opinion that, due to insurgency many teachers stay away from schools and that, female teachers are raped during insurgency in schools. This shows the impact of insurgency on teachers in secondary schools. The cluster mean score of 3.18 which is also above the mean cut-off point of 2.50 implies that, insurgency impact on teachers in secondary schools in Benue State.

**Hypothesis 1**

Insurgency has no significant impact on school facilities in secondary schools in Benue State.

**Table 3:** Chi-Square Analysis on Significant Impact of Insurgency on School Facilities in Secondary Schools in Benue State

Items	Fo	Fe	x <sup>2</sup> Cal.	x <sup>2</sup> Crit.	Df	Level of Sign.	Decision
SD	27	44.0					
D	24	44.0	58.500 <sup>a</sup>	7.82	3	0.05	Sign.
A	38	44.0					
SA	87	44.0					
<b>Total</b>	<b>176</b>						

Table 3 shows that  $x^2$  cal. (3) = 58.500<sup>a</sup> > 7.82;  $P < .05$ . With this result, the null hypothesis was not accepted. This result implies that, insurgency has significant negative impact on school facilities in secondary schools in Benue State.

### Hypothesis 2

Insurgency has no significant impact on teachers in secondary schools.

**Table 4:** Chi-Square Analysis on Significant Impact of Insurgency on Teachers in Secondary Schools

Items	Fo	Fe	x <sup>2</sup> Cal.	x <sup>2</sup> Crit.	Df	Level of Sign.	Decision
SD	15	44.0					
D	22	44.0	94.45 <sup>a</sup>	7.82	3	0.05	Sign.
A	42	44.0					
SA	97	44.0					
<b>Total</b>	<b>176</b>						

Table 4 shows that  $x^2$  cal. (3) = 94.45<sup>a</sup> > 7.82;  $P < .05$ . With this result, the null hypothesis was not accepted. This means that, insurgency has significant negative impact on teachers in secondary schools.

### Discussion of Findings

The first finding showed that insurgency has significant negative impact on school facilities in secondary schools in Benue State. This is finding in consonance with Mikailu (2016) who asserts random movement of Fulani herders with their cattle, most a times lead them to conflicts with people of their host communities who are always farmers and such conflicts in most cases result to destruction of school facilities. The researcher also supports this finding by stating that, in an environment where insurgent activities are rampant the implication on the management of secondary schools may be destruction of school facilities, such as libraries, laboratory equipments, classrooms, instructional materials and many others. Therefore, there is the need to address such ugly trend for smooth and effective management of secondary schools in the area of school facilities.

The second and last finding showed that insurgency has significant negative impact on teachers in secondary schools. This finding agrees with Gift (2016) who notes that the tension between Fulani herdsman and farming communities has been in existence for many

years, but has seen dramatic escalation in recent times in the areas of attacks, kidnapping armed robbery, raping and killing. The finding also confirms Alabi (2013) that when insurgency activities are rampant, teaching and learning stop, as pupils and teachers are sometimes killed in the violence and schools are also closed down. This finding supports O'Malley (2010) opines that Nigeria has in recent years witnessed violent attacks on education and attacks were carried against teachers, students and educational facilities.

## Conclusion

The study investigated the impact of insurgency on management of secondary schools in Benue State. The review of the study ascertained that wave of insurgency is on the increase in Benue State in recent years and the implication on educational management is negative. The study concluded that insurgency has significant negative impact on the management of secondary schools in Benue State. This is evident in the results of the analyses of the two research questions and hypotheses of the paper which shows clearly that insurgency has significant negative impact on school facilities and teachers in secondary schools. The study therefore advocated suitable measures to curb the malady so as to enhance effective management of secondary schools for effective teaching and learning towards achievement of educational objectives in Benue State.

## Recommendations

Based on the findings of this study the following recommendations were made:

1. Government through security agencies, such as soldiers, police, civil defence, vigilante groups and other security personnel should take surveillance of school environment and checkmate the insurgent activities of the perpetrators in order to prevent the attack on schools which result to the destruction of schools facilities and killing, kidnapping and rape of teachers.
2. The federal and state governments should promulgate laws that would guide against communal conflicts, Fulani herders-farmers crises and other insurgent related incidence so as to prevent attack on the host communities and schools thereby enhancing effective management of secondary schools in Benue State.
3. The secondary school administrators should employ internal security personnel and should also employ security devices to monitor insurgent activities which result to attacks on schools militating against effective management of secondary schools in Benue State.

## References

- Abimbola, J.O. & Adesote, S.A. (2012). Domestic terrorism and Boko Haram insurgency in Nigeria, issues and trends: A historical discourse. *Journal of Arts and Contemporary Society*, (4), 11-28.
- Aguba, C.R. (2009). *Educational administration and management: Issues and perspectives*. Enugu: Tons and Tons PDS.
- Akpakwu, S.O. (2012). *Educational management: Theory and practice*. Makurdi: Destiny Ventures.
- Alabi, C.O. (2013). Education: Antidote for national insecurity in Nigeria. In A.O. Ayemi, U.G. Ematarouom, A.Y. Abdulkareem, J.A. Undie, & J.E. Okon (Eds) *Managing education for national security*. 49-56.

- Biam, S. (October 27, 2016). News comments from Inspector-General of Police (I-G), Mr. Ibrahim Idris on the incessant clashes between herdsmen and farmers in Nigeria. Retrieved on 27/10/2016 from [salomebiam@gmail.com](mailto:salomebiam@gmail.com)[ATE-u-Tiv]
- Federal Republic of Nigeria (2014). *National policy on education*. Abuja: NERDC Press.
- Gift, S. (2016). *Analysis: The deadly influx of Fulani herdsmen in Nigeria*. Retrieved on 12/12/2106 from <https://www.naij.com/814082-analysis-the-deadly-influs-of-the-fulani-herdsmen-in-nigeria.html>.
- Mikailu, N. (May 5, 2016). Making sense of Nigeria's Fulani-farmers conflict. BBC News.
- O'Malley, B. (2010). The hidden crisis: Armed conflict and education. *Background paper prepared for Education for All Global Monitoring Report*.
- Okosun, M. (2013). Functional education as panacea to insecurity in Nigeria. In A.O. Ayeni, U.G. Emetarom, A.Y. Abdulkareem, J. A. Udie & J.E. Okon (Eds). *Managing education for national security*. Ibadan: His Lineage Publishing House.
- Okwori, A. & Ede, S. (2012). *Management issues in education*. Makurdi: Aboki Publishers.