

IMPACT OF INSURGENCY ON THE MANAGEMENT OF SECONDARY SCHOOLS IN THE NORTH CENTRAL ZONE OF NIGERIA

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Abstract

The study investigated the extent of impact of insurgency on the management of secondary schools in the North Central Zone of Nigeria. Two research questions were answered in the study while three research hypotheses were tested at 0.05 Alpha level of significance. Descriptive survey research design was used in the study. The population of the study comprised 5,976 principals and vice principals in the North Central Zone of Nigeria. Proportionate stratified random sampling technique was used to select the sample. Impact of Insurgency on the Management of Secondary Schools Questionnaire (IIMSSQ) was used to collect data for the study. The validated questionnaire yielded a reliability coefficient of 0.70 Cronbach alpha. Data collected were analyzed using mean and standard deviations to answer the set research questions. The t-test statistics was used to test the hypotheses at 0.05 Alpha level of significance. ANOVA statistics was used to undertake a multiple group comparison of data set. Post hoc tests were carried out to find out where the difference lies. Results showed that impact of insurgency on school facilities is to a low extent; impact of insurgency on progression rate is of high extent. Based on the findings of the study, it was recommended that government should partner with host communities of schools to protect their schools; Government should pay more attention to capacity building and establish indicators to measure progress made by schools.

Keywords: *Impact, Insurgency, Management, Secondary and School.*

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Introduction

Education is recognized globally as an instrument for national development. Jekayinfa and Kolawole (2008) see education as a lifelong process that aims at imparting skills needed to live meaningful life and for an individual to adjust well to his immediate environment and the ultimate world in which he finds himself. Education therefore equips learners to live useful lives by contributing to the growth and development of the society. For education to effectively achieve its goals and objectives, it needs educational management.

Babalola and Isuku (2008) state that educational management is a concept that goes along with the quest to put the formal education system under control, regulation or supervision. This Okwori and Ede (2012) see as an attempt to use judiciously available scarce resources through cooperative efforts when establishing institutions of learning, enrolling learners, attracting the best staff, conducting teaching, learning and research, as well as graduating learners at all levels of education in an effective and efficient manner.

In spite of the laudable goals and objectives of education, educational management seems to be in a serious plethora of problems due to insurgency. There is a growing body of evidence that violent political and military attacks on education have occurred in many of states in the past few years and have significantly intensified in many of the worst affected countries in recent years (O'Malley, 2010). Nigeria has also since 2009 witnessed violent attacks on education. The attacks are carried out against students, teachers, academics and education personnel including transport staff. In North Central Nigeria, insurgent attacks are also directed against secondary schools. Insurgent attacks on secondary schools may lead to destruction of education facilities which may again lead to delay in the completion of secondary school by students.

Statement of the Problem

North Central Zone of Nigeria seems to be a hot bed of insurgent activities. Insurgent activities may have serious implications on the management of secondary schools in the zone. The main insurgent groups are Boko Haram and Fulani herdsmen. Loss of lives and destruction of school facilities may translate into serious concerns on the management of secondary schools in the zone. Many secondary schools may have been burnt, bombed and shelled by the insurgents. Relevant stakeholders are concerned that if schools are damaged or closed, students might not be able to complete courses or sit for examinations. This means progression rate of students through the grades may be affected and could translate into educational wastages as the system might not run efficiently. The extent of impact of insurgency on the management of secondary schools in the North Central Zone of Nigeria thus becomes the focus of this study.

Theoretical /Conceptual Framework

This study is anchored on the state fragility theory by Sara (2008). The state fragility theory is a term used for countries facing severe developmental challenges such as weak institutional capacity, poor governance, political instability, unemployment, poverty and low level of economic development. A fragile state is trapped in a vicious circle of violent insurgency and poverty or suffer from a natural resource curse, others face a legacy of not providing the most basic services to their citizens.

Insurgency is a long term unconventional war which is characterized by guerrilla cells, terrorist acts and sometimes direct confrontation with government militaries.

American Department of Defense (2005) defines insurgency as an organized movement aimed at the overthrow of a constituted government through the use of subversion and armed conflict. According to Ajah (2011), Boko Haram insurgents target destruction of school facilities as a war tactic. Awojobi (2014) asserts that insurgents attack and destroy schools with the displacement of thousands of people. Tolulope (2012) avers that insurgency in Northern Nigeria has created a security challenge because schools have been target of insurgents as classrooms have either being burnt, bombed or shelled.

Progression rate is the relationship between number of students in a particular grade and number of students in a grade a year before. O'Malley (2010) asserts that the cumulative effect of teacher and student distraction, lost days due to closures, teacher shortages and failure to repair damage to schools, all occasioned by insurgency may cause falling levels of progression. According to Save the Children Fund (2013), given the centrality of teachers in any learning process, a reduction in the numbers of teachers has a significant impact on students' progression rate.

Purpose of the study

The main purpose of this study was to investigate the impact of insurgency on the management of secondary schools in the North Central Zone of Nigeria. Specifically, the study investigated;

- The extent of impact of insurgency on school facilities in urban and sub-urban secondary schools;
- The extent of impact of insurgency on students' progression rate in urban and sub-urban secondary schools.

Research Questions

The study was guided by the following research questions:

- To what extent is the impact of insurgency on school facilities in urban and sub-urban secondary schools?
- To what extent is the impact of insurgency on students' progression rate in urban and sub-urban secondary schools?

Hypotheses

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

- HO₁** There is no significant difference between the mean rating of the principals in urban and sub-urban secondary schools on the impact of insurgency on school facilities in the North Central Zone of Nigeria.
- HO₂** There is no significant difference between the mean rating of the principals in urban and sub-urban secondary schools on the impact of insurgency on students' progression rate in the North Central Zone of Nigeria.
- HO₃** There is no significant difference in impact of insurgency on the management of secondary schools across sampled locations.

Methodology

Research Design

The study used descriptive survey research design. Instrument used for data collection was constructed by the researchers entitled Impact of Insurgency on the Management of Secondary Schools Questionnaire (IIMSSQ). Five hundred and nine copies

of the questionnaire were returned out of the 598 administered. Data collected were analyzed using mean and standard deviation to answer the research questions, while t-test statistics was used to test the hypotheses at 0.05 alpha level of significance. Analysis of variance (ANOVA) and post hoc statistics were also used to determine if there is a significant difference between states and Abuja on the impact of insurgency on the management of secondary schools and where the difference lies.

Population and sample

The population of the study comprised 5,976 principals of public secondary schools in the North Central Zone of Nigeria. A sample of 598 principals representing 10% of the population was selected using stratified random sampling technique. The sample was proportionately disaggregated according to states and Abuja and by urban and sub-urban. Respondents were drawn randomly from each stratum in such a way that the relative proportions of the stratum in the resultant sample was the same as exist in the parent population.

Research Question 1

To what extent is the impact of insurgency on school facilities in urban and sub-urban secondary schools?

TABLE 1
 Impact of insurgency on school facilities

Item No.	Item Description	Urban			Sub-Urban			Totals			Decision
		N	Mean	Std. D.	N	Mean	Std. D.	N	Mean	Std. D.	
1	Classrooms, laboratories, libraries, workshops and offices.	259	3.1	.78	330	3.2	.90	589	3.2	0.84	Accepted
2	School furniture like desks, tables and chairs.	259	2.6	.81	330	2.7	1.05	589	2.6	0.93	Accepted
3	School statutory records.	259	2.8	1.03	327	2.8	1.12	586	2.8	1.07	Accepted
4	Funds for day to day school maintenance	259	2.8	1.14	330	2.7	1.06	589	2.7	1.10	Accepted
5	General maintenance and investment in secondary schools.	259	2.7	.82	330	2.7	.90	589	2.7	0.86	Accepted
			2.8	.92		2.8	1.01		2.8	0.96	Accepted

Source: Researchers' field survey result (2018)

Result in Table 1 shows the average mean score and standard deviation of 2.80 (0.96) which implies that all the items are considered on the decision rule to be of low extent.

Research Question 2

To what extent is the impact of insurgency on students’ progression rate in urban and sub-urban secondary schools?

Table 2
Impact of insurgency on students’ progression rate

Item No.	Item Description	Urban			Sub-Urban			Totals			Decision
		N	Mean	Std. D.	N	Mean	Std. D.	N	Mean	Std. D.	
6	Normal school academic calendar.	259	3.2	.82	330	3.4	.85	589	3.3	0.83	Accepted
7	Regular teaching and learning activities.	259	3.3	.51	330	3.5	.64	589	3.4	0.58	Accepted
8	Continuous assessment, terminal and promotion examinations, WAEC and NECO examinations.	259	2.5	.64	330	2.6	.87	589	2.6	0.75	Accepted
9	Educational progression of students from grade to grade.	259	2.5	.60	330	2.7	.92	589	2.6	0.76	Accepted
10	All cohorts and their completion of secondary school.	259	3.3	.65	330	3.0	.69	589	3.2	0.67	Accepted
			3.0	.64		3.1	0.79		3.0	0.72	Accepted

Source: Researchers’ Field Survey Result (2018)

Table 2 shows the total mean score and standard deviation of 3.00 (0.72) which implies that all the items are considered on the decision rule to be of high extent.

Hypothesis 1

Answer to hypothesis 1 is given on table 3.

Table 3
Summary of t-test Analysis of Impact of Insurgency on School Facilities in Urban and Sub-urban Secondary Schools.

	Location	N	Mean	t	df	p
Impact of insurgency on facilities in urban and sub-urban secondary schools	Sub-urban	259	2.794	0.246	587	0.808
	Urban	330	2.811			

Source: Researchers’ field survey result (2018)

The table gives $t = 0.246$, $df = 587$ and $p = 0.808$. Since $p = 0.808 > 0.05$ the null hypothesis is accepted

Hypothesis 2

Answer to hypothesis 2 is given on table 4

Table 4

Summary of t-test Analysis of Impact of Insurgency on Students' Progression Rate Facilities in Urban and Sub-urban Secondary Schools.

	Location	N	Mean	t	df	p
Impact of insurgency on students' progression rate in urban and sub-urban secondary schools.	Sub-urban	259	2.960			
	Urban	330	3.064	2.466	587	.014

Source: Researchers' field survey result (2018)

The table gives $t=2.466$, $df = 587$ and $p = 0.014$. Since $p = 0.014 < 0.05$ the null hypothesis is not accepted.

Table 5

ANOVA Table for the difference in the mean rating across North Central Zone of Nigeria.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	62.363	6	10.394	506.153	.000
Within Groups	11.767	573	.021		
Total	74.130	579			

Source: Researchers' field survey result (2018)

Table 5 gives the value of $F_{6,579} = 506.153$, $p = 0.000$. Since $p < 0.05$, the result implies that there is a significant difference in the mean rating of respondent in the various states in the North Central Zone of Nigeria and Abuja.

Table 6

Homogenous subset for multiple comparison of data set

Tukey HSD						
State	N	Subset for alpha = 0.05				
		1	2	3	4	5
Kogi	105	2.6212				
Abuja	24	2.6429	2.6429			
Niger	54		2.7143			
Kwara	81			2.8667		
Benue	108				3.3111	
Plateau	127				3.3339	
Nasarawa	81					3.4476
Sig.		.980	.079	1.000	.974	1.000

Source: Researchers' field survey result (2018)

Results in Table 6 shows that impact of insurgency on the management of secondary schools in the North Central States of Nigeria and Abuja is not the same.

Discussion

Table 1 revealed impact of insurgency on school facilities in urban and sub-urban secondary schools with a cluster mean and standard deviation of 2.80 (0.96) implying that all the items are considered on the decision rule to be of low extent. The study also finds no difference in the mean rating between urban and sub-urban respondents on the impact of insurgency on facilities in secondary schools in the North Central Zone of Nigeria. These findings were supported by hypothesis testing which revealed that the difference in the mean rating of respondents in urban and sub-urban secondary schools on the impact of insurgency on school facilities in the North Central Zone of Nigeria is not significant. This finding does not agree with that of Ogwumba and Odom (2004) who reported in their study that insurgency causes all teaching materials, equipment and school records to be lost. The finding also disagrees with those of Aja (2011) who found that Boko Haram insurgents have destroyed many classrooms.

The second set of findings of this study is that impact of insurgency on students' progression rate is of high extent. The finding was subjected to hypothesis testing which revealed that the difference in the mean rating of respondents in urban and sub-urban secondary schools on the impact of insurgency on students' progression rate is significant. This finding agrees with that of Babalola and Isuku (2008) who found in their study that educational progression of students in Nigeria is still a far cry from what it is expected to be. The study also agrees with that of Global Education First Initiative (2013) in which it was reported that progression rate in secondary schools in the North is a challenge as only 29% of those who started school graduate from secondary schools at the official graduating age of 17 years old. They maintain that even if there is a delay up to age 24, only 75% pass out from secondary schools and the remaining 25% never finish secondary school. The study also agrees with that of Kecmanovic (2012) who found low progression among cohort affected by insurgency in Croatia.

Conclusion

Based on the data collected and analyzed, the following conclusions were arrived at:

- There is no significant difference between the mean rating of the respondents in urban and sub-urban secondary schools on the impact of insurgency on school facilities in the North Central Zone of Nigeria.
- There is a significant difference between the mean rating of the respondents in urban and sub-urban secondary schools on the impact of insurgency on students' progression rate in the North Central Zone of Nigeria.

Recommendations

The implication of the results of this study and recommendations are as follows:

- Government should sensitize host communities of public secondary schools to assist government in protecting the school as their own. This can contribute to the return of conditions in which education services can be rendered without hindrance.
- Government should pay more attention to capacity building and to establish indicators to measure progress made by schools, students and education management system to monitor progress made in the delivery of education service.

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