

**EVALUATING EFFECTS OF INSECURITY OF SCHOOL ENVIRONMENT  
ON ACADEMIC PERFORMANCE AND SCHOOL ENROLLMENT OF  
SECONDARY SCHOOL STUDENTS IN KATSINA STATE**

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**ABSTRACT**

World Bank report (2018) revealed that one of the ways to solve learning crisis is to find truth from fact. In doing this, this research seeks to seek truth from the glaring fact by evaluating the effect of insecurity of school environment on the academic performance and school enrollment of secondary school students in katsina state, Nigeria. This study uses an exploratory sampling method to evaluate the effect of insecurity of school environment on the academic performance and school enrollment of secondary school students in Katsina State. A structured questionnaire tagged "Impact of Insecurity" questionnaire was used to collate data from 159 respondents within Katsina State. The respondents in this study are teachers, parents and guardians that had students in secondary schools or had children of secondary school age. The data collated was analyzed using descriptive statistics and chi-square test. The result of this study revealed that insecurity has negatively affected secondary school students' academic performance, school attendance and enrollment rate in Katsina State. The study recommended that as insecurity has impacted the teaching-learning process negatively, it is important that the government and other stakeholder make concerted effort to promote the safe school initiative, and that by the mandate of the Education for all initiative, provide alternative learning facilities with beefed up security for those that have been displaced from their schools due to insecurity.

**Keywords:** Evaluating, Insecurity, Effects, Academic performance, School environment, Kidnapping, Secondary school.

**Introduction**

For a nation to grow and witness optimum development, its citizens must be educated. Education is the singular tool that has been used to change the world and it has proven to

be the key that unlocks nations' resources and wealth. While it is impossible for education to run smoothly and unencumbered, there should be limits to the hindrances experienced by teachers and learners in the teaching-learning process. In most third world countries, challenges such as inadequate funding (Ololube, 2016), overpopulation (Adepoju and Fabiyi 2007), poor infrastructure (Acho and Abuh, 2016), lack of qualified teachers (UNESCO/EFA 2010), poor remuneration of teachers and traditional beliefs have hindered a smooth running of the education process. However, the new threats which threaten enrollment and students' academic endeavor are disease outbreak and insecurity. Although disease outbreak is not peculiar to the third world countries alone, it is important to note that first world countries and second world countries are advanced technologically hence it is easy for them to cushion the effect of pandemics. In third world countries, however, a pandemic means an end to education. The second major challenge that confronts education in sub-Saharan Africa is insecurity. As it is believed that insecurity in one place is insecurity everywhere, Nigeria has been faced with violent extremism, banditry and kidnapping that see the school environment as their area of concentration. Schools have been closed in some areas and special security forces are employed in some other areas for schools to continue running.

In Northern Nigeria, schools with boarding facilities are core targets of insurgents, armed bandits and kidnapers hence school enrollment and attendance are being threatened by insecurity. Serenity and tranquility of the school environment is important in the teaching-learning process and works on this subject have been done by many researchers. A learning environment without peace is an insecure environment. This insecurity is faced by poor people that constitute a larger percent of the country's population. According to McCawley, (2004) poor people in developing countries are prone to insecurity such as crime, domestic violence, epidemics, and unemployment. Ibrahim (2002) noted the impacts of ethno-religious conflicts and organized violent groups on Nigeria. Insecurity in Maiduguri Metropolis has led to the reduction in school enrolment in Borno State to 28 percent and that over 85 percent of the children of school age do not attend school due to insecurity (Bwala, 2012).

### **Statement of Problem**

Northern Nigeria has the lowest school enrollment rate in Nigeria. It also houses the highest number of out-of-school children in the country. While this has been linked to many reasons such as poverty and the traditional and religious education in the region, the incessant attack on schools and educational institutions have drawn the attention of the researcher to the role insecurity plays in the academic performance and school enrollment of secondary school students in Katsina State.

### Research Questions

The following research questions guided this study:

1. What impact does the current security challenge in Katsina State have on school attendance of secondary school students in Katsina State
2. What is the state of insecurity in Katsina state secondary schools?
3. What is the perceived impact of insecurity on students' academic performance.
4. What is the state of parents and guardians willingness to send their children to schools in spite of security threats?

### Research Hypotheses

Specifically, the hypotheses of this research are:

- a.  $H_0$ : There is no association between gender of parents and their perceived impact of insecurity on students' academic performance.
- b.  $H_0$ : There is no association between gender of parents and their perceived pattern of impact of insecurity on the rate of school attendance throughout the state.
- c.  $H_0$ : There is no association between educational qualification of parents and willingness to send their children to school in spite of security threats..
- d.  $H_0$ : There is no association between gender of parents and willingness to send children to school amidst the security threats in the school environment in Katsina secondary schools.

### Methodology

This study is exploratory research and it uses a survey design to achieve its objectives. The nature of the study warrants the use of structured questionnaire to carry out the opinion survey. The population of the study consists of all the teachers and parents that have children in some selected secondary schools across towns and villages in Katsina State. A multistage sampling technique was used to collect data from 160 participants. The participants are the parents, teachers and guidance that are willing to participate in this study. The instrument for data collection is a self-developed questionnaire with 20 items titled Impact of Insecurity Questionnaire (IIQ). The questionnaire was developed based on the principle of content relevance (Anastasi and Urbina, 2008). The items used in designing the questionnaire were a product of intellectual works carried out by experts in the field of education and security. While major items were derived from the suggestions of experts in the highlighted fields of study, others were sourced from review of literature and academic databases.

The *IIQ* was administered to the teachers in their schools while some were administered to some parents at the point of collecting their wards during closing hours in the schools that were in session. Other parents who were known to have wards in the schools that were closed down were allowed to answer the questionnaire through online medium. For

the purpose of estimating the alpha reliability of the questionnaire, the categories of responses were weighted – willing =3, not willing=2 and undecided=1. In ensuring that the instrument used for data collection produced the intended result, the researcher submitted the questionnaire to an expert for observation and validation. To answer the questions raised in the study, the percentage of response to each of the response category was computed per item in the questionnaire. The percentage was rounded up to the nearest whole number for brevity. To determine if there was significant impact of insecurity on academic performance, Chi-square was computed and tested at the  $P < 0.05$  level of significance using SPSS version 23 for all computations.

### Results and Discussion

A total of one hundred and sixty (160) questionnaire were distributed to respondents across the Katsina State for the purpose of this study. The respondents are parents, teachers and guidance across Katsina State. Out of the 160 questionnaires, 159 were returned and the following data was analyzed from the result.

4.2.1 Table 1: Demography of the Respondents

| Variable                          | Frequency | %     | Valid % | Cumulative Percent |
|-----------------------------------|-----------|-------|---------|--------------------|
| <b>Educational Qualifications</b> |           |       |         |                    |
| B.A, B. Ed, B. Sc. (Ed)           | 118       | 74.2  | 74.2    | 74.2               |
| Masters and PhD                   | 39        | 24.5  | 24.5    | 98.7               |
| SSCE                              | 2         | 1.3   | 1.3     | 100.0              |
| Total                             | 159       | 100.0 | 100.0   |                    |
| <b>Age</b>                        |           |       |         |                    |
| 20-40                             | 48        | 30.2  | 30.2    | 30.2               |
| 41-60                             | 111       | 69.8  | 69.8    | 100.0              |
| Total                             | 159       | 100.0 | 100.0   |                    |
| <b>Gender</b>                     |           |       |         |                    |
| Female                            | 94        | 59.1  | 59.1    | 59.1               |
| Male                              | 65        | 40.9  | 40.9    | 100.0              |
| Total                             | 159       | 100.0 | 100.0   |                    |
| <b>Categories of Respondents</b>  |           |       |         |                    |
| Guardian                          | 26        | 16.4  | 16.4    | 16.4               |
| Parent                            | 66        | 41.5  | 41.5    | 57.9               |
| Teacher                           | 67        | 42.1  | 42.1    | 99.4               |
| Total                             | 159       | 100.0 | 100.0   |                    |

Source: Field survey, 2021

The study showed that 74.2 % of the respondents are first degree holders, 24.5% are Masters and PhD degrees holders while 1.3% are holders of Senior School Certificates., The age bracket of the respondents' ranges between 20-40 (30.2%) and 41-60 (69.8%). The researcher noted that mothers are closer to the children and they pay attention to the psychosocial wellbeing of the children. The researchers, therefore, ensured that the questionnaire was responded to, by females (59.1%) than males (40.9%). As the research employ an exploratory method, the categories of respondents are guardians (16.4%), parents (41.5%), and teachers (42.1%).

4.2.2 Table 2: Impact of insecurity on students' attendance and enrollment

| Item  | SA  | A   | SD | D  | SA and A (%) | SD and D (%) |
|---|-----|-----|----|----|--------------|--------------|
| The current insecurity challenge in Katsina State has reduced the rate of school attendance amongst secondary students. | 130 | 27  | 2  | 0  | 98.8         | 1.2          |
| The rate of school attendance is only affected by insecurity in rural areas.  | 14  | 127 | 3  | 15 | 88.7         | 11.3         |
| The rate of school attendance is affected by insecurity throughout Katsina State.                                       | 33  | 104 | 13 | 9  | 86.1         | 13.9         |

Source: Field survey, 2021

On the impact of insecurity on students' attendance into secondary schools, 98.8 % of the respondents agree that insecurity within the state has greatly reduced rate of school attendance amongst secondary school students. 88.7% believed that the rate of school attendance is only affected in the rural communities. While the question was represented, 86.1% of the respondents believed that the rate of school attendance has been affected throughout Katsina state.

4.2.3. Table 3: State of security in schools

| Item  | SA  | A   | SD  | D   | SA and A (%) | SD and D(%) |
|---|-----|-----|-----|-----|--------------|-------------|
| There is inadequate security in the school. The school compound is not fenced and protected.                | 126 | 12  | 11  | 10  | 86.7         | 13.3        |
| Students' properties are tampered with during and after school.   | 5   | 61  | 3   | 90  | 41.5         | 58.5        |
| My children/students have not suffered any form of bullying in their schools.                               | 5   | 22  | 5   | 127 | 16.9         | 83.1        |
| My children/students have not seen any students/strangers with guns within and outside the school premises. | 14  | 136 | 6   | 3   | 94.3         | 5.7         |
| My children/students have not been sexually harassed or raped in school by teachers or senior students.     | 17  | 23  | 118 | 1   | 25.2         | 74.8        |
| There are no manifest cult activities in my school/children school.   | 12  | 47  | 19  | 81  | 37.1         | 62.9        |
| Some students smoke Indian hemp and other hard drugs within and outside school compounds.                   | 8   | 20  | 14  | 117 | 17.6         | 82.4        |
| There are some gangsterism in schools whose activities affect and disrupt school activities.                | 125 | 16  | 8   | 10  | 88.7         | 11.3        |
| Students have been kidnapped from my school/children schools before.  | 2   | 119 | 22  | 16  | 76.1         | 23.9        |
| There have been cases of violence and cult activities within our school                                     | 4   | 15  | 17  | 123 | 11.9         | 88.1        |
| There has been reported cases of armed robbery attack in or near my school/children's school compounds      | 9   | 14  | 125 | 11  | 14.5         | 85.5        |
| Armed security will make schools safer.   | 123 | 10  | 5   | 21  | 83.7         | 16.3        |

Source: Field survey 2021

While evaluating the safety of schools and its environment, 86.7% of the respondents agreed that there is inadequate security in the schools and that the school compound were not fenced and protected. 58.5% of the respondents did not agree that there were cases of theft in schools, while 41.5% agreed that students' properties were tampered with during and after school. 83.1 % of the respondents agreed that bullying constitute part of the insecurity in schools and that their children/students have suffered bullying in their school. 94.3% were of the opinion that their children/students have not seen any students/strangers with guns within and outside the school premises before. 74.8 % of the respondents have noted cases of sexual harassment and rape in their children school before either by senior students or teachers. 62.9 % of the respondents are of the opinion

that there are manifest cult activities within their children schools. 82.4% of the respondents reject the assumption that drug abuse is part of the threat to security of schools by disagreeing with the item that some students smoke Indian hemp and other hard drugs within the school compounds. 88.7% of the respondents agreed that there are some gangsterism in the schools whose activities affect and disrupt school activities. On whether students have been kidnapped from their schools/children's schools before, 76.1% of the respondents agreed that they have heard the report of kidnapping before. 88.1% of the respondents did not agree that there have been cases of violence and cult activities within their schools and their children schools while 85.5% of the respondents disagree that there has been reported cases of armed robbery attacks in or near their school/children's school compounds. 83.7% of the respondents believe that the deployment of armed security forces will make schools safer.

4.2.4. Table 4: Impact of Insecurity on students' academic performance

| Item   | SA  | A   | SD | D | SA and A (%) | SD and D (%) |
|--|-----|-----|----|---|--------------|--------------|
| The security situation in the state negatively affects students' academic performance. | 14  | 135 | 8  | 2 | 93.7         | 6.3          |
| The current security situation in Katsina State affects teaching-learning process.     | 131 | 21  | 5  | 2 | 95.6         | 4.4          |

Source: Field survey 2021

On the impact of insecurity on the academic performance of students, 93.7% of the respondents believe that the insecurity in the state has negative impact on students' academic performance. 95.6% of the respondents agree that the current security situation in Katsina State affects teaching-learning process.

4.2.5. Table 5: Willingness to send children to school

| Item   | W  | N W | W (%) | NW (%) |
|--|----|-----|-------|--------|
| As a parent/guardian, are you willing to send your children to schools in spite of the security threats? | 64 | 95  | 40.3  | 59.7   |

Source: Field survey 2021

59.7% of the respondents are not willing to send their children to school citing security threat as reason for their reluctance.

4.2.6. Table 6: Chi-Square Tests on Relationship between gender and parents' willingness to send their children to schools in spite of the security threats

|                                    | Value              | Df | Asymptotic Significance (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
|------------------------------------|--------------------|----|-----------------------------------|----------------------|----------------------|
| Pearson Chi-Square                 | 7.211 <sup>a</sup> | 1  | .007                              |                      |                      |
| Continuity Correction <sup>b</sup> | 6.355              | 1  | .012                              |                      |                      |
| Likelihood Ratio                   | 7.366              | 1  | .007                              |                      |                      |
| Fisher's Exact Test                |                    |    |                                   | .009                 | .006                 |
| N of Valid Cases                   | 159                |    |                                   |                      |                      |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.16.

b. Computed only for a 2x2 table

$H_0$ : there is no association between gender of parents and willingness to send children to school

A test of independence was calculated by comparing the gender of parents with their willingness to send their children to school,  $X^2(1, N=159) = 7.21$ ;  $p < 0.05$ . Therefore, this shows a significant association between gender of the parents and their willingness to send their children to schools in spite of the security situation in Katsina state

4.2.7. Table 7: Chi-Square Tests on Relationship between educational qualification and parents' willingness to send their children to schools in spite of the security threats

|                    | Value             | Df | Asymptotic Significance (2-sided) |
|--------------------|-------------------|----|-----------------------------------|
| Pearson Chi-Square | .771 <sup>a</sup> | 3  | .856                              |
| Likelihood Ratio   | 1.126             | 3  | .771                              |
| N of Valid Cases   | 159               |    |                                   |

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .40.

$H_0$ : There is no association between educational qualifications of parents and willingness to send their children to school.

A test of independence was calculated by comparing the educational qualifications of parents with their willingness to send their children to schools,  $X^2(3, N=159) = 0.771$ ;  $p > 0.05$ . Therefore, this shows there is no significant association between educational qualifications of the respondents and their willingness to send their children to schools in spite of the security situation in Katsina State.



4.2.8. Table 8: Chi-Square Tests on Relationship between gender and parents' perception of the impact of insecurity on students' academic performance

|                    | Value               | Df | Asymptotic Significance<br>(2-sided) |
|--------------------|---------------------|----|--------------------------------------|
| Pearson Chi-Square | 17.031 <sup>a</sup> | 3  | .001                                 |
| Likelihood Ratio   | 20.689              | 3  | .000                                 |
| N of Valid Cases   | 159                 |    |                                      |

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.45.

$H_0$ : There is no association between gender of parents and their perceived impact of insecurity on students' academic performance.

A test of independence was calculated by comparing the gender of parents with their perceived impact of insecurity on students' academic performance,  $X^2$  (3, N=159) =17.03;  $p < 0.05$ . Therefore, this shows a significant association between gender of the parents and their perceived impact of insecurity on students' academic performance

4.2.9. Table 9: Chi-Square Tests of Relationship between gender and parents' perception of the impact of insecurity on the rate of school attendance

|                    | Value               | df | Asymptotic Significance (2-sided) |
|--------------------|---------------------|----|-----------------------------------|
| Pearson Chi-Square | 11.896 <sup>a</sup> | 2  | .003                              |
| Likelihood Ratio   | 11.805              | 2  | .003                              |
| N of Valid Cases   | 159                 |    |                                   |

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .82

$H_0$ : There is no association between gender of parents and their perceived impact of insecurity on the rate of school attendance.

A test of independence was calculated by comparing the gender of parents with their perceived impact of insecurity on the rate of school attendance amongst secondary students,  $X^2$  (2, N=159) =11.90;  $p < 0.05$ . Therefore, this shows a significant association between gender of the parents and their perceived impact of insecurity on the rate of school attendance amongst secondary students.

### Discussion of Findings

On the effect of insecurity on students' attendance to secondary schools, 98.8 % of the respondents agreed that insecurity within the state has greatly reduced rate of school attendance amongst secondary school students. This is consistent with the findings of Bwala, (2012) and Eric (2012) who reported that as a result of insecurity in the Metropolis, school enrolment has gone down by 28 percent in Borno State more than

any other state in the country. The implication of this reduction in attendance and enrollment is that when students stay out of school for long, it can lead to high rate of school dropouts which has been reported by Patrick (2012) as recurrent menace in West Africa. To reverse the trend, stakeholders in the education sector must take seriously, the observation of Okaga, Chijioke and Innocent (2012) that Nigeria must put efforts to raise the educational attainment of all its youths especially those that are deprived of regular school attendance because of insecurity and conflicts. This will not only help the economy of the nation but also make violent extremism less attractive to the educated youths.

On the willingness of parents, guardians and teachers to send their children to schools with the current security situation in the country, 59.7% of the respondents are not willing to send their children to schools citing security threat as reason for their reluctance. This is in agreement with the Nigeria Education Data Survey (NEDS) as cited by Saleh (2011) that constant attacks on schools make it hard for teachers and other stakeholders in the education sector to persuade parents to let their children stay on at school. The fear of regular attack on school facilities as reported by Fasan (2011) and Okorie (2011) could be the reason for the larger percentage of the respondents (59.7%) to be unwilling to send their children to school. Akintoye (2010) noted that irrespective of age, sex and nationality, Boko Haram attacks make the surviving parents hesitant of sending their children to school especially when they are not sure of the security measure that have been put in place.

While evaluating the safety of schools and its environment, 58.5% of the respondents disagreed with the fact that there is case of theft in schools, while 41.5% agree that students' properties are tampered with during and after school hours. 83.1 % of the respondents agree that bullying constitutes part of the insecurity in schools and that their children/students have suffered bullying in their schools. This case of bullying is capable of making students stay from school as anecdotal and other evidence suggests that children who are bullied skip school to avoid being bullied (Rigby 2004, Sharp 1995, Byrne 1994, Kann L, Warren CW, Harris WA, *et al.* 2004).

94.3% are of the opinion that their children/students have not seen any students/strangers with guns within the school premises or outside school before. 74.8 % of the respondents have noted cases of sexual harassment and rape in their children schools before either by senior students or teachers. This by implication could lead to school dropout as Ojukwu and Chigozirim (2015) noted that the uncertainty of the school environment incorporates that occasionally female staff and students complain of being assaulted or impregnated and this leads to school dropouts. 62.9 % of the respondents are of the opinion that there are manifest cult activities within their children schools. 82.4% of the respondents rejected the assumption that drug abuse is part of the threat to security of schools by disagreeing with the item that some students smoke Indian hemp and other hard drugs within the school compound and outside school. 88.7% of the respondents agreed that there are some gangsterism in the school whose

activities affect and disrupt school activities. On whether students have been kidnapped from their schools/children schools before, 76.1% of the respondents agreed that they have heard the report of kidnapping before. 88.1% of the respondents disagreed that there have been cases of violence and cult activities within their schools and their children school while 85.5% of the respondents disagreed with the position that there has been reported cases of armed robbery attacks in or near their schools/children's school compounds. This is largely inconsistent with the observation of Ibrahim (2002) that Nigeria, especially the North is faced with threats such as armed robbery, kidnapping, ethno-religious conflicts, organized violent groups, economic-based violence, gender-based violence, sexual abuse, trafficking and insurgency by the Boko Haram group.

On the effect of insecurity on the academic performance of students, 93.7% of the respondents believe that the insecurity in the state has negative effect on students' academic performance. 95.6% of the respondents agree that the current security situation in Katsina State affects teaching-learning process. This could be as result of the psychosocial wellbeing of the students being threatened by the recurrent attacks on schools and educational infrastructure. This is corroborated by Agbaje and Alake (2014) in their study on "The student variables as a predictor of secondary school students' academic achievement in science subjects" that students' interest is vital to learning. In the area under review, students that are supposed to have their interest fixated on learning are bothered by their security and safety. Milam et al. (2010), Bowen (1999) and Gronna and Chin-Chance (1999) demonstrated safer elementary schools had higher academic scores and the same effect of school safety on school performance were noted among middle scholars and high scholars.

As opined by Olofintoye (2008), securities are the dynamic conditions that include the overall capacity of a state to counter dangers to its fundamental beliefs and ensure the necessary actions for the safety of the residents. 83.7% of the respondents believe that the deployment of armed security forces will make schools safer and this belief is consistent with the recommendation of Oladunjoye and Omemu (2013) that the federal government should post security personnel to guide all schools from primary to tertiary institutions in Nigeria.

### **Conclusion**

Based on the findings of this study, the following conclusions were drawn from the study

1. Insecurity has negatively affected secondary school students' academic performance in Katsina State.
2. Sexual assault, bullying, theft, kidnapping and manifest cult activities constitute security threats to school environment in secondary schools in Katsina State.
3. Insecurity has negative effect on the teaching-learning process in Katsina State.
4. Majority of the respondents are not willing to send their children to school due to the growing insecurity in the state.

### Recommendation

In the light of the findings of the study, the following recommendations are put forward:

That the government and other stakeholder make concerted effort to promote the safe school initiative and also by the mandate of the Education for all initiative, provide alternative learning facilities with beefed up security for those that have been displaced from their schools due to insecurity.

That individuals and non-governmental organizations are also encouraged to help government with information that can make schools less vulnerable to attacks.

That researchers should conduct further studies that can unravel ways in which the students can be made to learn and concentrate while security situation is being worked on. This is important since, as revealed during the conduct of this study, emotional trauma is one of main ways through which insecurity affects the teaching-learning process.

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