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## A COMPARATIVE STUDY OF THE IMPACT OF INSURGENCY ON SECONDARY SCHOOL EDUCATION IN ADAMAWA STATE

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### **Abstract:**

*This study explores the impact of the ongoing Boko Haram insurgency on secondary school education in Adamawa State. It focuses on the disparities between the Northern Senatorial Zone (NSZ), where disruptions have been severe, and the Southern Senatorial Zone (SSZ), where disruptions have been less severe. By addressing five objectives and corresponding research questions, the study investigates the various challenges caused by the insurgency's impact on education. From damaging school buildings to distressingly abducting students and teachers, along with tragic loss of life, especially in 2014 and 2015, the need for fully understanding the educational consequences is emphasized. Employing a descriptive cross-sectional survey design, the study engages 92 participants from 16 secondary schools in both zones, combined with a careful review of school-related data. The findings reveal a notable difference, with the NSZ facing more difficulties in key areas such as enrollment, dropout rates, school facilities, and availability of staff. To tackle these issues, the study suggests important actions, notably increased funding from the State Government in collaboration with Non-Governmental Organizations (NGOs). Through these joint efforts, the study highlights the potential not just to alleviate the negative impact of the insurgency on secondary education, but also to strengthen the educational system's ability to handle future challenges.*

## 1. INTRODUCTION

Education in Adamawa State is overseen by the State Ministry of Education (MoE), while the responsibility for implementing educational policies in public schools is undertaken by the Local Government Authorities (LGAs). The education system is subdivided into pre-primary, primary, secondary, and tertiary levels. Secondary education is defined as the stage following primary education and preceding tertiary education [1]. Its purpose is to equip individuals for effective participation in society and higher education [1]. However, the dynamic nature of education policy implementation, often disrupted by changes in leadership, has led to challenges in achieving continuity and consolidating progress. Consequently, disparities in quality, curriculum, and funding exist within the education system, as noted by [2] and [3]. Population of out-of-school youth due to factors such as insurgency, which results in poverty, displacement, and reduced access to education. Since the onset of Boko Haram's insurgency in 2010, thousands of Nigerian civilians have lost their lives, and millions have been internally and externally displaced, hampering educational access [4]. Despite security efforts to control the insurgency, its underlying social and political causes persist, leading to sporadic targeted activities that impact the education system in the North East Zone (NEZ). This instability has far-reaching effects on critical sectors like education, health, and agriculture, impacting not only the citizens of North Eastern Nigeria but also extending beyond.

### 1.2 Statement of the Problem

In Adamawa State, the insurgents strongly opposed Western Education, and the government faced challenges in implementing its education policies outlined in [1]. This issue existed even before the insurgency and led to the government not meeting the UNESCO target of allocating 26% of its annual budget for education over the years. This issue has significantly led to various challenges, including subpar infrastructure and learning materials, a shortage of skilled and qualified teachers, inadequate teacher compensation, low student enrolment and high dropout rates, insufficient recreational facilities, and a generally low education standard. By 2013, the gross

enrolment rate for secondary schools in Nigeria reached 55.7%, marking the highest point in the trend analysis spanning from 1970 to 2014. In contrast, the lowest enrolment rate of 4.4% was documented in 1970 [5]. The enrolment of students in schools was severely disrupted, particularly during the height of the insurgency, owing to the significant destruction inflicted upon educational facilities, as well as human and material resources. This tumultuous period saw teachers being pursued, abducted, and even killed. Male students were subjected to kidnapping, being coerced into becoming child soldiers, while their female counterparts endured harrowing experiences of rape and forced marriages to the insurgents. Both Government and Non-Governmental Organizations (NGOs) have initiated efforts to address the devastation caused by the insurgents in the local educational landscape. However, the outcomes of these interventions often entail substantial expenses due to the scarcity of resources. This study evaluates the impact of insurgency on secondary education and examines intervention strategies in Adamawa State, Nigeria. The region witnessed a clash between insurgents opposing Western education and government challenges in education policy implementation. This discord led to adverse effects on infrastructure, teacher quality, enrolment rates, and education standards.

### 1.3 Aim and Objectives of the Study

This research aims to assess the impact of the insurgency on secondary school education in the NSZ of Adamawa State relative to non-affected SSZ with the following Specific objectives:

- i) Determine the effect of Boko Haram insurgency on the rate of school enrolment:
- ii) Determine the effect of the Boko Haram insurgency on the rate of school dropout
- iii) Determine the effect of Boko Haram insurgency on trends of school enrolment
- iv) Determine the effect of the Boko Haram insurgency on the number of students in school.
- v) Determine the effect of the Boko Haram insurgency on the number of Teachers in School

## 1.2 Research Questions

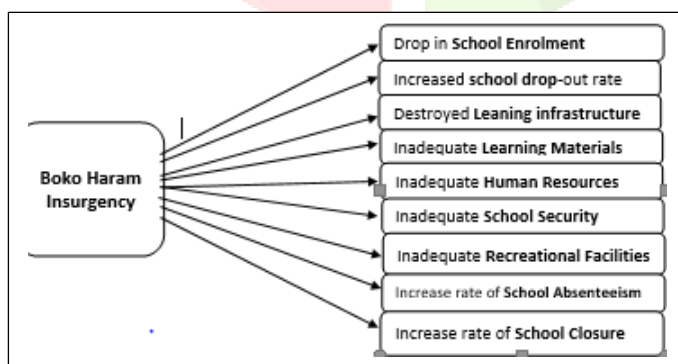
The following research questions were raised to address the problems

- i) What is the effect of the Boko Haram insurgency on the rate of school enrolment?
- ii) What is the effect of the Boko Haram insurgency on the rate of school dropout?
- iii) What is the effect of the Boko Haram insurgency on trends of school enrolment?
- iv) What is the effect of the Boko Haram insurgency on the number of students in school?
- v) What is the effect of the Boko Haram insurgency on the number of Teachers in Schools?

## 2.0 Literature Review

### 2.1 Conceptual Framework of the Study

Various theoretical responses to those research questions are the focus of this research. Scholars have focused on the relationship between education and civil war dating as far back as early political theorists like Aristotle. As a way of systematizing the different theoretical propositions, the literature review will attempt to discuss 9 key dependent variables. These are Student Enrolment (SE), Student Retention (SR), Learning Infrastructure (LI), Learning Materials (LM), Human Resources (academic and non-academic) (HR), School Security Recreational Facilities, school absenteeism (SA) and the total number of days school was inappropriately closed due to insurgency (SC). The Independent Variable is Insurgency (see figure below).



**Figure 1:** Conceptual Framework

## 2.2 Insurgency, school enrolment and retention

Ref. [5] stated that School enrolment in Nigeria shows variation with the Northern States showing a higher number of children not in school. Enrolment at the primary could influence enrolment at the post-primary level. [6] the Boko Haram insurgency has affected school enrolment, attendance and infrastructure, increasing school dropout. enrolment and attendance were affected by 71% and 84% for any 1% increase in Boko Haram insurgency activities. [7] observed that the increased intensity of bombing in the North has led to a strategic mass movement of individuals from the most attacked Northern States especially in early 2012.

## 2.3 Insurgency, infrastructure and learning materials:

Further analysis showed that for any 1% increase in Boko Haram insurgency activities, infrastructure was affected by 82%. Ref. [8] 57% of schools in Borno State have remained closed while it has established 350 temporary learning spaces with approximately 750,000 student enrolments. Boko Harams' attacks on educational infrastructure and the misuse of schools as military bases in the North East affect thousands of students' teachers and education administrators' right to education [8].

## 2.4 Insurgency and Human Resources for Education:

During the insurgency, schools were destroyed or closed down while teachers and students were chased down, abducted and killed [6]. Over 19,000 teachers have been displaced while 2,295 were killed, killing youth coppers, and destroying 14,000 schools while the majority remain closed due to irreparable damage and security threat. The massive killing in NE in 2010 affected human resources, especially in the North-Eastern States [7].

## 2.5 Insurgency and Security in Schools:

Ref. [7] school attendance was grossly affected in areas prone to Boko Haram attacks in Northern Nigeria (NN); while the urban schools are by government security forces, rural schools were neglected and the children live in fear of attacks. Ref. [9] the Nigerian government has failed to protect schools, In April 2014 276 schoolgirls from Government Secondary School in Chibok, were attacked, at Zanna Mobarti Primary School in Damasak, in November 2014, an estimated 300 young students were abducted; most of the students are yet to be rescued and brought back.

## 2.6 Insurgency and Schools Recreational Facilities:

Health as holistic well-being, encompassing physical, social, and mental aspects. Recreational facilities, often part of a hidden curriculum, offer unplanned learning opportunities in schools. However, a significant portion of these facilities, crucial for education, has been damaged by BH insurgency [9].

### 3. Methodology

In a descriptive cross-sectional survey, the study population consists of 20 secondary schools, with 10 schools each from Boko Haram-affected and unaffected Senatorial Zones. Within these groups, 5 Local Government Areas (LGAs) are selected. The study compares 5 LGAs in the BH-affected Northern Senatorial Zone (NSZ) of Adamawa State to 5 unaffected LGAs in the Southern Senatorial Zone (SSZ) of the State. The NSZ consisted of the following 5 LGAs; Madagali, Michika, Mubi North, Mubi South, and Maiha, which are compared to SSZ LGAs such as Jada, Ganye, Mayo-Belwa, Guyuk, and Tongo. Two secondary schools are selected from each LGA (one rural, one urban) within the 20 LGAs using purposive sampling. The study involves 100 respondents (5 per school) across NSZ and SSZ schools in Adamawa State. Data is collected through a questionnaire, findings are triangulated, and a descriptive analysis is conducted, comparing trends and data from NSZ to SSZ.

## Results

### 4.1 Effect of BH Insurgency on the Rate of School Enrolment:

From the NSZ, Madagali and Michika had the highest percentage of respondents with 100% and 80% strongly agreeing that BH had greatly affected the rate of school enrolment. From the SSZ, 90% of the respondents from Ganye strongly agreed that the BH insurgency affected school enrolment while 60%-70% strongly agreed in Mayo-Belwa and Tongo. None of the LGAs disagreed that BH has greatly affected the rate of school enrolment in communities of Adamawa State (Fig. 1)

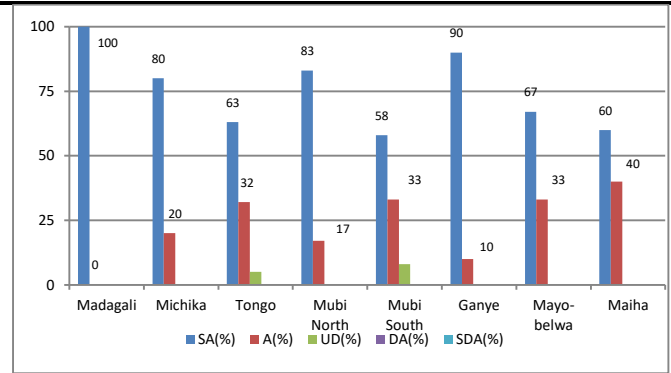


Figure 1: Effect of BH insurgency on the school enrolment in NSZ and SSZ of Adamawa State

Madagali, Mubi South and Michika from the NSZ and Ganye from the SSZ had the highest percentage of respondents who strongly agreed that the BH insurgency affected female secondary school enrolment more than males. While 100% of respondents in Madagali strongly agreed, 80% of responders in Michika, Ganye and Mubi South also strongly agreed that BH Insurgency affected female secondary school enrolment more than males. 10% of respondents from Maiha in the NSZ and 5% from Tongo in the SSZ disagreed that BH Insurgency affected female secondary school enrolment more than males (Figure 2)

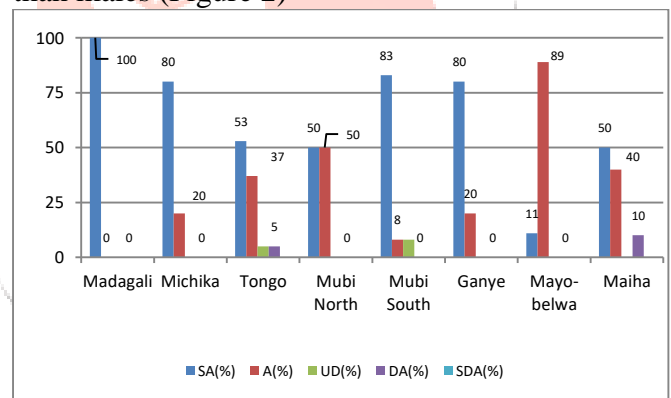


Figure 2: Effect of BH insurgency on school enrolment by gender in SSZ of Adamawa State

From the NSZ, Madagali and Michika had the highest percentage of respondents who strongly agreed that the BH insurgency affected secondary school enrolment more in rural than urban communities. While 100% of respondents in Madagali strongly agreed, 90% in Michika also strongly agreed. While between 8%–10% of respondents in Michika, Mubi North, Mubi South and Mayo-Belwa remained undecided, 10% of respondents in Maiha LGA strongly disagreed that BH insurgency affected secondary school enrolment more in rural than urban communities (figure 3).

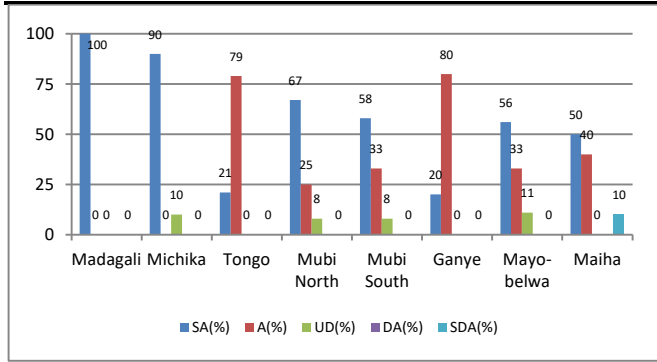


Figure 3: Effect of BH on students' enrolment.

**4.2 Effect of BH Insurgency on school drop out** Madagali and Michika from the NSZ had the highest percentage of respondents who strongly agreed that the rate of school dropout has significantly increased due to BH. While 100% and 70% of respondents in Michika and Madagali also strongly agreed.

The dropout rate has significantly increased due to the BH insurgency except for Toungo (Fig. 4). 7 of the 8 LGAs analysed in this study either agreed or strongly agreed or both that BH insurgency led to higher drop rates for female students compared to males. An exception was observed in Mubi South from the NSZ and Toungo from the SSZ where a few respondents disagreed that BH insurgency led to higher drop rates amongst female students compared to males (Figure 5).

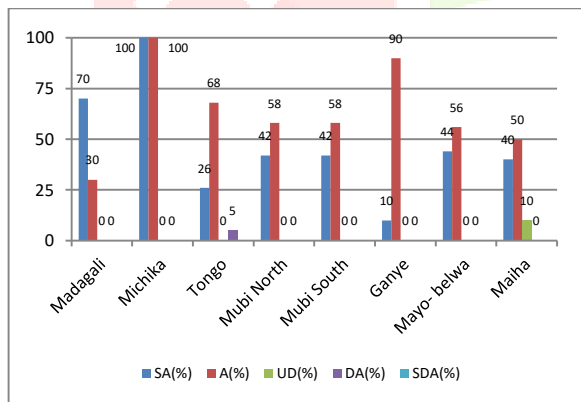


Figure 4: Effect of BH on dropout in Adamawa State

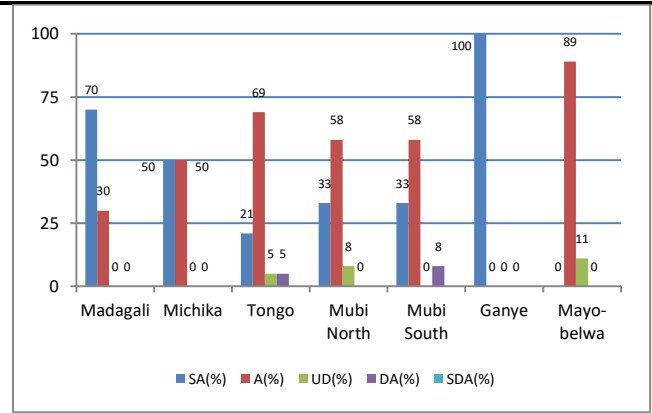


Figure 5: Effect of BH drop-out rates by gender in Adamawa State

Madagali and Michika from the NSZ had the highest percentage of respondents with 70% in both LGAs strongly agreeing that as a result of insurgency, children could not have access to sound education. Mubi North had 55% of respondents strongly agreed. All 8 LGAs either agreed or strongly agreed except for Maiha where 20% of the respondents were undecided. None of the LGAs disagreed that children could not have access to sound education as a result of the BH insurgency (Figure 6)

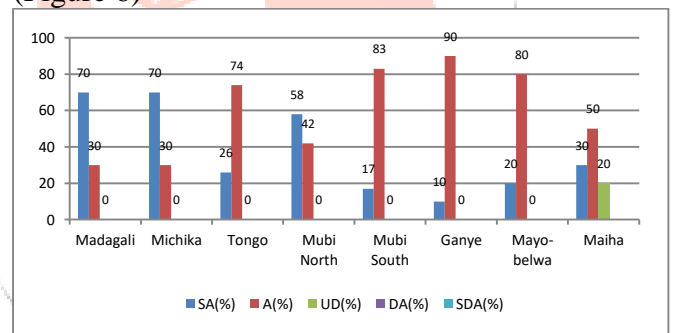


Figure 6: Effect of Boko Haram insurgency on the access of school children to sound education in Adamawa State.

**4.3 Effect of Boko Haram Insurgency on Trends of School Enrolment**

Besides Madagali and Michika LGAs where enrolment records show no enrolments in 2014 and 2015 respectively, school data from the remaining LGAs shows that there were school enrolments from 2012 to 2017 (table 1).

Table 1: Record of School Enrolment from Secondary Schools in the NSZ and SSZ of Adamawa State: 2012 – 2017.

	LGAs	Gender	2012	2013	2014	2015	2016	2017	Total
NSZ	Madagali	Male	344	354	0	296	183	174	1351
		Female	229	214	0	148	116	106	813
	Maiha	Male	321	537	341	192	455	681	2527
		Female	130	293	130	112	175	283	1123
	Michika	Male	229	294	207	0	224	234	1188
		Female	233	153	170	0	199	208	963
	Mubi North	Male	363	336	206	290	282	341	1818
		Female	104	99	53	285	95	111	747
Mubi South	Male	248	209	154	249	218	196	1274	
	Female	180	238	135	66	149	129	897	
SSZ	Ganye	Male	356	441	433	140	504	660	2534
		Female	129	132	151	60	284	340	1096
	Mayo-Belwa	Male	415	403	350	239	275	298	1980
		Female	381	412	308	96	261	287	1745
	Toungo	Male	121	130	110	203	115	105	784
		Female	32	40	50	104	60	51	337
Total	Male	2397	2704	1801	1609	2256	2689	13456	
	Female	1418	1581	997	871	1339	1515	7721	

The highest school enrolment across the 8 LGAs was observed in 2013 with a total of 4,285 students; 63% (2,704) of the total school enrolments were males while females make up the remaining 37% (1,581). On the other hand, the lowest school enrolment was observed in 2015 with a total of 2,480; 65% of the total school enrolments were males while females make up the remaining 35% (871).

Figure 7 compares school enrolments in the 5 LGAs of the NSZ to that in the 3 LGAs of the SSZ. A total of 12,701 school enrolments were recorded in the 5 LGAs of the NSZ; 4,543 (36%) were female students. Similarly, a total of 8,476 school enrolments were recorded in the 3 LGAs of the SSZ; 3,178 (38%) were female students. Across the 8 LGAs in the 2 Zones, a total male enrolment of 13,456 and a corresponding female enrolment of 7,721 were recorded from 2012 to 2017

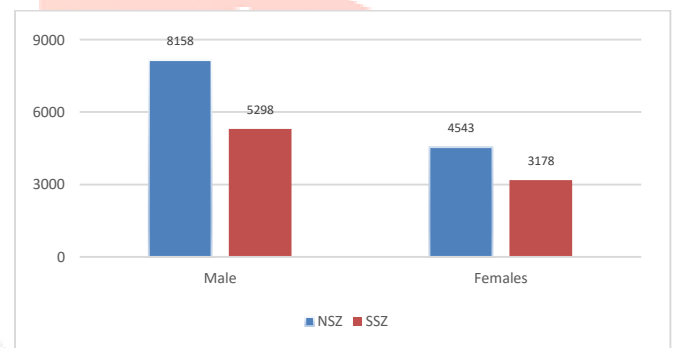


Figure 7: Secondary school enrolment from the NSZ and SSZ by Gender in Adamawa State: 2012 – 2017.

Figure 8 below shows the trend of student enrolment across the 2 Senatorial Zones. An initial increase in both male and female school enrolment was observed from 2012 with a resultant peak enrolment of 2,704 males and 1,581 females in 2013.

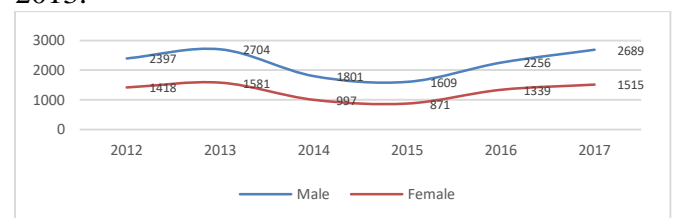
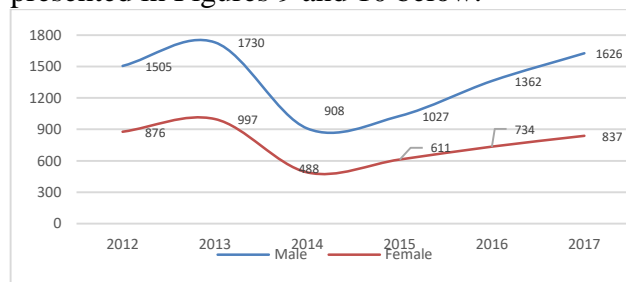
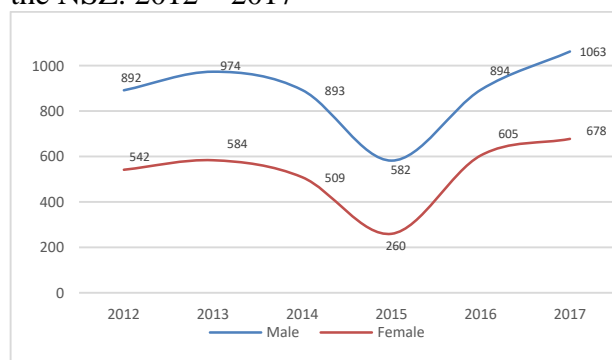


Figure 8: Trends of School Enrolment by Gender in Adamawa State: 2012 to 2017

This was followed by a drastic drop in enrolments from 2014 through 2015 where the lowest school enrolment of 1,609 males and 871 females was recorded. This was followed by a sharp increase from 2016 to 2017. An analysis of the individual Senatorial Zones reveals a similar trend as presented in Figures 9 and 10 below.



**Figure 9:** Trend of school enrolment in 5 LGAs of the NSZ: 2012 – 2017



**Table 2:** Record of number of students in secondary schools in the NSZ and SSZ of Adamawa State: 2012 – 2017.

LGAs		Gender	2012	2013	2014	2015	2016	2017	Total
NSZ	Madagali	Male	335	343	0	190	175	172	1215
		Female	212	210	0	112	111	105	750
	Maiha	Male	174	197	272	60	301	545	1549
		Female	41	60	79	31	103	199	513
	Michika	Male	634	604	574	0	408	482	2702
		Female	608	575	508	0	362	449	2502
Mubi North	Male	284	240	106	212	288	348	1478	
	Female	72	68	118	56	100	128	542	
Mubi South	Male	343	305	253	209	292	262	1664	
	Female	97	107	33	9	84	76	406	
SSZ	Ganye	Male	356	441	429	433	506	659	2824
		Female	149	132	145	208	285	346	1265
	Mayo-Belwa	Male	529	511	401	408	390	362	2601
		Female	494	575	355	386	355	381	2546
	Toungo	Male	121	130	110	131	115	105	712
		Female	32	40	50	60	60	51	293
Total	Male	2776	2771	2145	1643	2475	2935	14745	
	Female	1705	1767	1288	862	1460	1735	8817	

**Figure 10.** The trend of school enrolment in 3 LGAs of the SSZ: 2012 – 2017

In both Zones, the changes observed were mirrored in each other. In both Senatorial Zones, there was a decrease in secondary school enrolment from 2013 to 2014. However, while the decrease in the NSZ was sharper with a maximum dip in 2014, that of the SSZ was slower, protracted and lasted till 2015 when the lowest enrolment was recorded.

**4.4 Effect of Boko Haram Insurgency on the number of students in school**

It was observed that there were fair records and an average same number of students enrolled in schools in 2012 and 2013. This grossly changed in 2014 and 2015. In 2014, no students were recorded to be in school in Madagali while the same was observed for Michika in 2015 (Table 2).

The lowest number of students in school was recorded in 2015 with a total of 2,505; 862 (34%) were females. This was followed by a gradual increase

Figure 11 compares the number of students in school in the 5 LGAs of the NSZ to that in the 3 LGAs of the SSZ.

A total of 13,321 students were in school in the 5 LGAs of the NSZ from 2012 to 2017; 4,713 (35%) were female students. Similarly, a total of 10,241 students were in school in the 3 LGAs of the SSZ during the same period; 4,104 (40%) were female students.

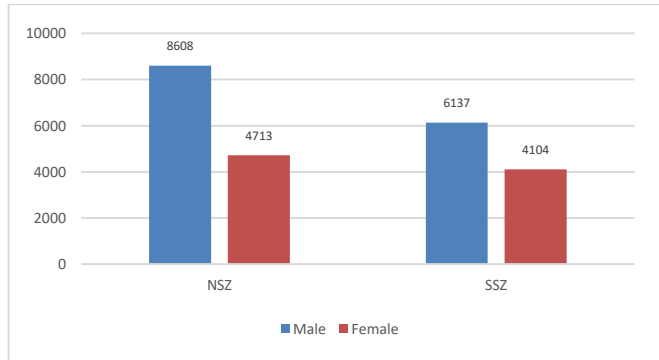


Figure 11: Number of students in school by gender and by zone in Adamawa State: 2012 – 2017.

Across the 8 LGAs in the 2 Zones, a total of 23,562 students were in school from 2012 to 2017; 8,817 (37%) were females. Figure 12 shows the trend of number of students in secondary schools across the 2 Senatorial Zones of Adamawa.

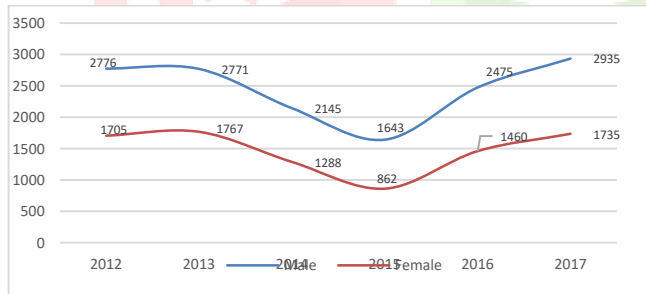


Figure 12: Trend of number of students in school by gender in Adamawa State: 2012 – 2017.

State from 2012 to 2017. While the number was fairly stable from 2012 to 2013 at an average of 2,774 male students and 1,736 for females annually, a gradual decrease was observed from 2013 until 2015 where the lowest number of 1,643 for males and 862 for females was recorded. This was followed by a steep increase through 2017 where the highest number of students in school was recorded: 2,935 males and 1,735 female students.

Figures 13 and 14 compare the number of students in schools by gender in the NSZ and SSZ from 2012 to 2017.

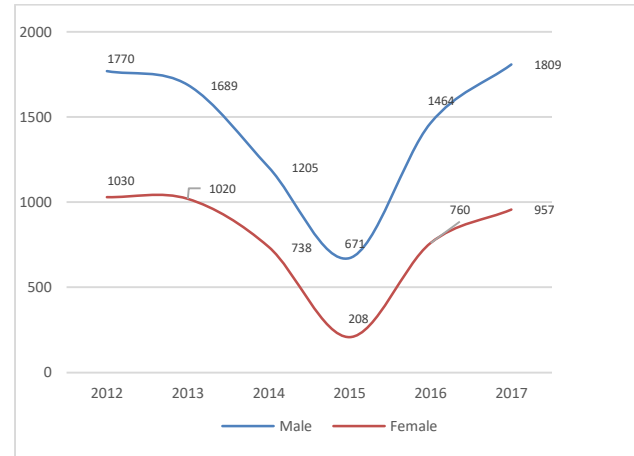


Figure 13: Trend of the number of students in school by gender in the NSZ: 2012 – 2017

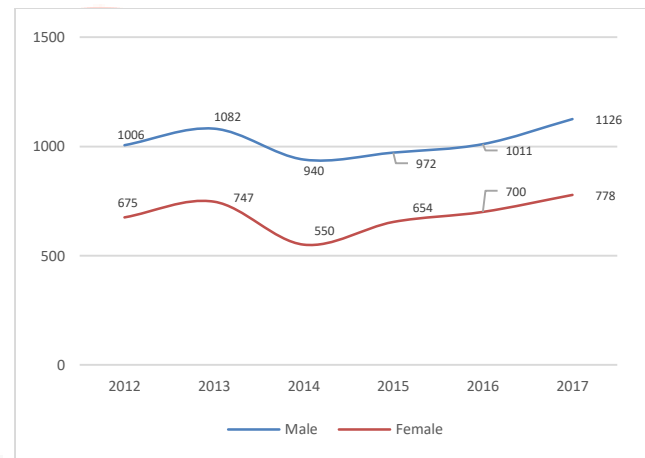


Figure 14. The trend of the number of students in school by gender in the SSZ: 2012 – 2017

From being fairly stable from 2012 to 2013 (figure 13), a steep decline in the trends of the number of students in school in the NSZ from 2013 to 2015 where the lowest number of 671 male and 208 female students in school was recorded. This was followed by a sharp increase up to 2017 where the highest number of 1,809 male students was recorded. However, the rate of increase in the number of female students in the school was not as high as that of male students. On the other hand, a slightly different trend was observed in the number of students in schools in the SSZ which showed a slight decrease from 2013 to 2014 among both male and female students (figure 14). The trend remained fairly stable with a slight increase from 2016 to 2017 where 1,126 males and 778 females which



was the highest number of students in school in the period was recorded.

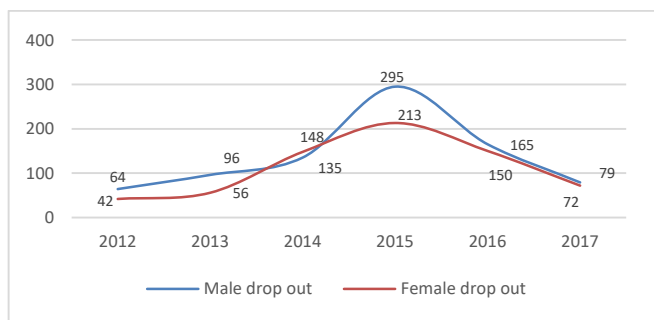


Figure 15: Trend of secondary school drop-out in NSZ and SSZ of Adamawa State: 2012 – 2017.

Secondary school drop-out in the study period shows the highest drop-out rate in 2015 with male student drop-out peaking 295 while female was 213.

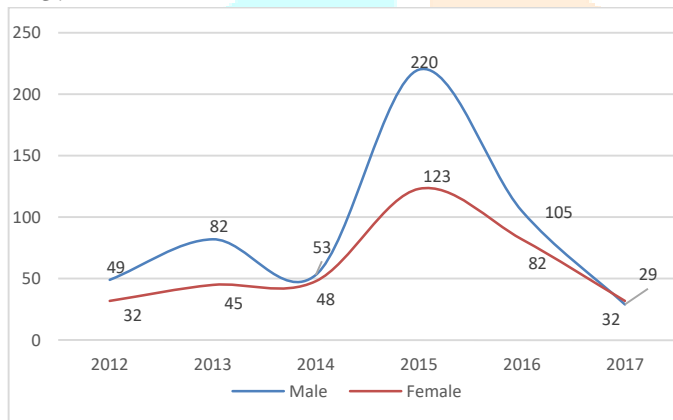


Figure 16: Trend of student drop-out in by gender in the NSZ: 2012 - 2017

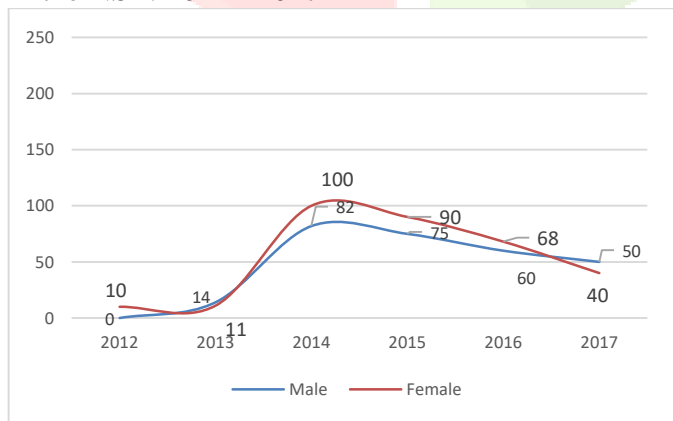


Figure 17. The trend of student drop-out in by gender in the SSZ: 2012 – 2017

An increase in secondary school student drop-out was common in the 2 zones (Figures 16 and 17). Two (2) peaks in school drop-out were recorded in 2013 and 2015 in the NSZ while 1 peak was recorded in 2014 in the SSZ; the NSZ showed the highest number of secondary school drop-outs.

Most of the respondents also agreed that school absenteeism was very common, especially in 2014 and 2015.

#### 4.5 Effect of Boko Haram Insurgency on the Number of Teachers in School

A similar number of teachers in secondary schools in the NSZ and SSZ was observed in 2012 and 2013. In 2014 however, no teachers were recorded from Madagali and just a few from the same LGA in 2015 compared to 2012 and 2013 (Table 3).

Table 3: Number of Teachers in secondary schools in the NSZ and SSZ of Adamawa State: 2012 – 2017.

	LG	G	2012	2013	2014	2015	2016	2017	T			
			M	F	M	F	M	F		M	F	
NSZ	Mada-g-ali	M	2	7	2	6	0	2	6	9	11	
		F	4	7	0	3	4	4	4	4	22	
	Maih-a	M	2	6	2	8	2	2	8	8	16	
		F	5	7	4	4	1	4	5	7	42	
	Michi-ka	M	2	8	2	4	5	1	8	2	13	
		F	8	1	1	1	1	7	8	9	9	
	Mubi-Nort-h	M	3	2	2	8	0	2	4	4	8	
		F	8	8	8	8	8	8	8	8	48	
	Mubi-South	M	1	9	1	9	1	1	1	1	11	
		F	6	6	6	6	6	6	4	4	92	
	SSZ	Gany-e	M	2	1	2	6	7	7	2	6	15
			F	1	0	1	3	4	4	6	7	84
Mayo-Belw-a		M	3	3	3	3	3	3	3	3	19	
		F	3	2	2	2	1	3	2	2	3	
Toun-go		M	4	4	4	4	5	6	2	1	44	
		F	5	4	7	6	7	8	5	6	40	
Tota-l		M	19	6	19	7	15	15	18	4	72	
		F	25	2	26	2	21	3	22	6	42	
		T	3	2	25	2	35	3	25	29	14	

**Key:** G- Gender, M- Male, F-Female, T- Total

From 2012 to 2017, the lowest number of teachers in secondary schools across the 2 Senatorial Zones was 215 recorded in 2014. This however changed as the number of teachers increased drastically especially in Madagali in 2015 and 2016. The highest number of teachers in secondary schools was 290 recorded in 2017 (table 3).

Figure 18 shows the trend of Teachers in secondary schools in the study LGAs. It goes further to show that the number of female teachers was rather stable at an average of 67 female teachers in school from 2012 to 2016 followed by a slight increase to the highest of 87 female teachers in secondary schools recorded in 2017. The trend of male teachers in school in the same period shows a clear decline from 2013 to 2015 followed by an increase from 2016 to 2017 where the highest number of 204 male teachers was recorded.

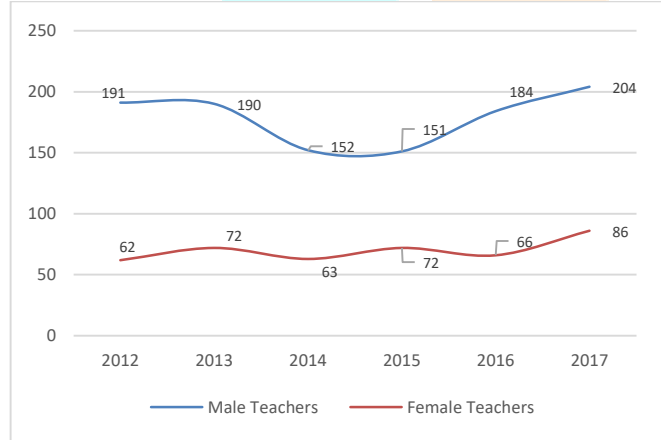


Figure 18: Trend of number of Teachers in schools by gender in the NSZ and SSZ of Adamawa State; 2012 to 2017

Figure 19 and 20 compares the trends of teachers in secondary schools in the NSZ to that of the SSZ. While the trend in the NSZ shows a clear decrease in the number of male teachers in schools in 2014 and 2015, the trend of female teachers in the same zone was rather stable throughout the period. A different picture can be seen in the SSZ where the trend for both male and female teachers in secondary schools was stable from 2013 to 2016 and was followed by a sharp increase in the number of female teachers in 2017.

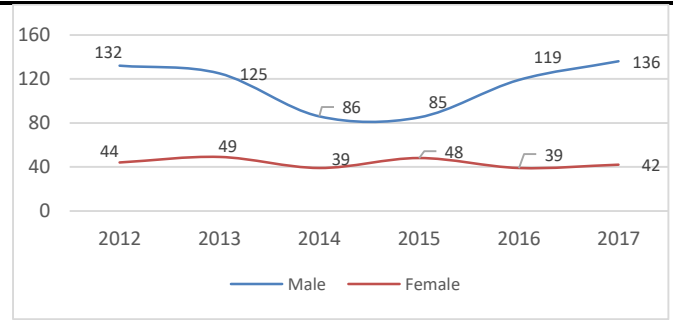


Figure 19: Trend of the number of students in school by gender in the NSZ: 2012 – 2017

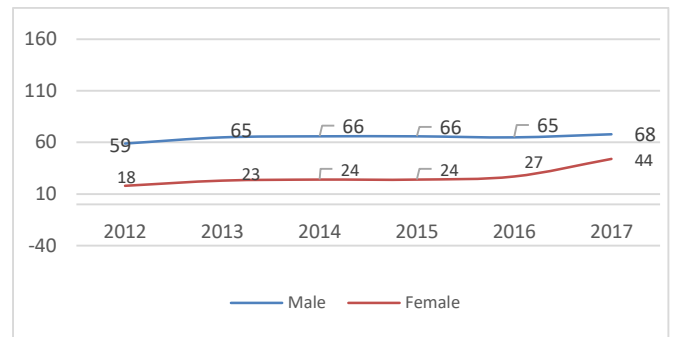


Figure 20. The trend in the number of students in school by gender in the SSZ: 2012 - 2017

Figure 19 and 20 compares the trends of teachers in secondary schools in the NSZ to that of the SSZ. While the trend in the NSZ shows a clear decrease in the number of male teachers in schools in 2014 and 2015, the trend of female teachers in the same zone was rather stable throughout the period. A different picture can be seen in the SSZ where the trend for both male and female teachers in secondary schools was stable from 2013 to 2016 and was followed by a sharp increase in the number of female teachers in 2017.

**Table 4:** An assessment of the functionality of school equipment and infrastructure before, during and after the insurgency

**Key;** B-Before , D- During, A- After

Table 4 shows an assessment of the functionality of school equipment and infrastructures before, during and after the insurgency. While the variables considered remained unaffected in the SSZ, changes were observed in the NSZ where the numbers increased unexpectedly across all variables except the number of functional administrative blocks which remained the same.

#### 4.6 Discussion of Results:

Most (64%) of the respondents were between the age bracket 30 – 45 with over half (56%) being females. This implies that the teaching workforce in secondary schools was mostly young and had the potential to continue on the job and grow professionally with a resultant positive impact on secondary education. The high level of risk of death faced by abducted male teachers in the hands of the BH insurgents could have influenced the number of male teachers available in the schools, especially in the NSZ. It is not surprising to find that the number of teachers in schools increased in the SSZ; this agrees with findings by [6], [7] and [10], furthermore, half of the respondents had NCE or a higher qualification which corroborates with reports by the [11] which showed that 51% of secondary school teachers in the North East were not qualified; this has negative implications on the quality of secondary education in Adamawa State and the region at large

As documented by [6] and [7], BH insurgency led to lower secondary school enrolment and retention with a greater affectation of female students than male students; this was more pronounced in 2014 and 2015 with more affectation of the NSZ compared to the SSZ. It is on record that in 2014 and 2015, the entire NSZ was overrun by the BH insurgents who occupied the area for months. The documented kidnaps and abductions of secondary school girls across the North-Eastern region could have also contributed to this finding. Schools located in rural areas were also found to be more affected by the BH insurgency. While this could be attributed to less security presence leading to frequent attacks by BH insurgents in rural communities and schools, the forceful abduction of young males and females by BH insurgents could have instilled fears in parents across communities thereby leading to low school enrollment [12].

It was not surprising that the number of students in school in the NSZ was at its lowest in 2014 and 2015 in comparison to the SSZ where the

numbers of students in schools were higher with an increasing trend. This agrees with the views of most respondents in this study and corroborates the findings of [6] and [7]. The mass movement of displaced persons from the NSZ to the SSZ could have led to a gradual increase in number of students in schools. In both zones, the surge in dropouts was followed by a linear decline in the number of dropouts experienced. This coincides with the return of relative calm to the areas affected by the BH insurgency following the success of the military incursion and the presence of humanitarian services in the area.

		<u>B</u>	<u>D</u>	<u>A</u>
	No. of Functional Computers	1 8	2 0	2 0
	No. of Functional Classrooms	1 4	1 7	1 5
	No. of Functional Libraries	1 8	2 0	2 0
	No. of Functional Staff Rooms	1 6	1 8	1 6
	No. of Functional Admin Blocks	1 7	1 7	1 7
<b>SSZ</b>		-	-	-
	No. of Functional Computers	7	7	7
	No. of Functional Classrooms	6	6	6
	No. of Functional Libraries	7	7	7
	No. of Functional Staff Rooms	6	6	6
	No. of Functional Admin Blocks	9	9	9

#### 5.0 Conclusion

BH insurgency has no doubt caused havoc on secondary school education in Adamawa State. All LGAs were affected with the degree of affectation differing in severity; LGAs that witnessed the direct impact of BH insurgency in the NSZ were more severely affected than LGAs that had ripple effects through an influx of Internally Displaced Persons including students and teachers from these schools. Mechanism that ensures that displaced students are automatically absorbed into existing schools in less affected areas were either inadequate or lacking while students that found their way to IDP Camps or host communities ended up with poor access to education. Despite the presence of Non-Governmental Organizations (NGOs) with

interventions that aim to address the impact of the insurgency in the short term, the psychological trauma faced by students and teachers affected by the insurgency remained largely unaddressed. The impact of the insurgency on secondary education is multi-dimensional; addressing it may require well-coordinated interventions by both Government and NGOs. Poor or inadequate education has been identified as an important factor that catalyzed the occurrence of insurgency; Governments must invest in education at all levels to safeguard against future occurrences.

### 5.1 Recommendations

The following recommendations will go a long way in addressing key issues raised in this study:

1. There is a need for Government to establish a system or mechanism which ensures the prompt absorption of displaced students and teachers into schools
2. There is a need for Government to establish schools within the ID camps and Host Communities to ensure that students that found themselves in these communities are not left out of school
3. Mental Health and psychosocial support should be provided by Government in collaboration with NGOs to students and teachers who are victims of insurgency
4. There is a need for Government to improve on the low budgetary allocation and releases for education to improve the standard, especially in secondary schools

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