

INFLUENCE OF INSECURITY ON ADMINISTRATION OF PUBLIC SENIOR SECONDARY SCHOOLS IN NORTH CENTRAL ZONE, NIGERIA

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Abstract

The study is on the extent of influence of insecurity on administration of Public Senior Secondary Schools in North Central Zone, Nigeria. Specifically, the study was guided by two objectives and two research questions were raised and answered in the study. Furthermore, two hypotheses were formulated and tested at 0.05 level of significance. The study utilized a Descriptive survey research design and covered six states; Benue, Kogi, Kwara, Nasarawa, Niger, Plateau and Federal Capital Territory (FCT); which make up North Central geo-political zone, Nigeria. Population of the study was 6,792 made up of senior administrative staffs in Public Senior Secondary Schools in North Central Nigeria from which a sample size of 378 respondents made up of principals, vice-principals administration, vice-principals academics, and Deans of studies of Public Senior Secondary Schools in North Central Zone, Nigeria; was drawn. A structured questionnaire which was validated by experts was used as instrument for data collection. Findings of the study revealed that Farmers-herders crisis and armed banditry to a high extent have negative significant influence on administration of Public Senior Secondary Schools in North Central Zone, Nigeria. Based on the findings of this study, it was concluded that Farmers-Herders crisis and armed banditry collectively exert a high level of negative influence on administration of Public Senior Secondary Schools in North Central Zone Nigeria, significantly influencing the safety, stability and effectiveness of the learning environment.

Keywords: Insecurity, Administration of Public Senior Secondary Schools, Farmers-Herders Crisis, Banditry

Introduction

Education is the cornerstone of economic growth, national development, and societal progress (Oni, 2019; Adesina, 2017). The Nigerian National Policy on Education (2013) highlights education as crucial for advancing scientific, technological, and social achievements. Nigeria's educational structure encompasses Basic Education, Post-Basic Education and Career Development (PBCD), and Tertiary Education, with Senior Secondary Education playing a pivotal role.

Senior Secondary Education in Nigeria builds on foundational knowledge, preparing students for higher education, employment, and societal participation. Its objectives include providing essential skills, fostering national unity, promoting moral values, and preparing students for the workforce (FRN; NPE, 2013). Effective administration of these schools is critical, particularly in the face of growing insecurity.

Insecurity in Nigeria, defined as exposure to terror, threats, and violence (Adebanjoko & Ugwoke, 2014; Oluyome & Grace, 2016; Hassan, 2014), severely impacts education. It manifests in forms such as armed banditry, kidnappings, and farmers-herders crises, undermining the stability and safety necessary for effective school administration. These security challenges have led to attacks on educational institutions, resulting in abductions, violence, and disruptions in the North Central Zone.

Armed banditry, characterized by criminal activities like kidnapping and village raids (Anka, 2017; Akpenpuun et al., 2022), and farmers-herders crises, involving violent conflicts over resources (Okwori & Gbough, 2019), are significant threats. These issues not only disrupt the educational environment but also create psychological and emotional distress among students and staff, hampering academic performance and effective school management.

Cultism in secondary schools, involving secret rituals and violence (Akpenpuun et al., 2022; Gbenga, 2000), further exacerbates these challenges. These internal and external security threats collectively hinder the administration of Public Senior Secondary Schools in the North Central Zone.

Given the substantial government investment in education, understanding the impact of these security issues is essential. This research aims to examine the influence of farmers-herders crises and armed banditry on the administration of Public Senior Secondary Schools in North Central Nigeria, seeking solutions to mitigate these challenges and ensure effective educational management.

Concept of Insecurity

Insecurity is defined variably by scholars but generally encompasses the absence of safety, protection, and stability, manifesting as danger, fear, anxiety, and threats to life. It significantly hinders national development, particularly in the education sector. Descriptions of insecurity range from feelings of uncertainty and threat (Oluyomi & Grace, 2016; Hassan, 2014) to severe violence and conflict, likened to being in a war zone (Owonikoko cited in Nweke, 2022; Best, 2016). It is often characterized by conflict, violence, and instability, undermining security measures (Paul, 2015; Blend cited in Ogunode & Ahaota, 2021).

High levels of insecurity, marked by crimes like insurgency, terrorism, armed banditry, and kidnapping, impede educational progress. The impact is particularly severe in Nigeria, where it has led to school closures and disrupted academic calendars, especially in the North Central zone (Iwundu & Thom-Otuya, 2013; Osat & Peter, 2021). Insecurity affects students' and teachers' psychological well-being, leading to poor academic performance and administrative challenges (Lehr, 2014; Akpenpuun et al., 2022).

Factors contributing to insecurity in schools include inadequate internal security measures and broader socio-political issues such as weak governance and economic instability

(Manga, 2019; Osat & Peter, 2021). The consequences are dire, including loss of life, reduced enrollment, and damaged infrastructure, severely impacting the administration of Public Senior Secondary Schools (Seyi, Ebule, & John, 2020).

Overall, insecurity in Nigeria, especially in the North Central zone, poses significant challenges to the education sector, necessitating comprehensive security measures and effective governance to ensure a safe learning environment.

Concept of Administration of Senior Secondary School

Administration is pivotal for the effective functioning of any organization, including educational institutions, involving systematic processes of planning, organizing, staffing, directing, and controlling efforts towards achieving objectives (Koontz & O'Donnell, 2014; Yukl, 2016). This concept is often used interchangeably with management, particularly in educational contexts where both involve organizing and supervising institutions to ensure efficient operation and improvement (Bua, 2020; Muhammed, 2014).

Educational administration focuses on the day-to-day management of schools, including curriculum development, staff management, budgeting, and maintaining a conducive learning environment. In contrast, educational management encompasses broader planning, policy formulation, resource allocation, and performance evaluation (Bua, 2020; Muhammed, 2014). Despite theoretical differences, in practice, administration and management roles overlap, sharing common functions encapsulated in the acronym POSDCORB: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting (Tyokyaa, 2016).

Planning is a crucial function involving the selection of information and formulation of strategies to achieve educational goals. It involves setting objectives, allocating resources, and developing programs to support the institution's mission (NOUN, 2001; Tyokyaa, 2016). Organizing involves structuring tasks and assigning roles to staff, ensuring efficient operation and reducing conflicts (Enyi, 2014). Staffing includes recruiting, training, and maintaining a favorable work environment. Directing involves decision-making and delegating tasks, while coordinating synchronizes various work components (Bua, 2020).

Reporting involves updating progress to superiors and subordinates, and budgeting encompasses fiscal planning and control (Bua, 2020). Effective administration in schools integrates these functions to create a holistic and interrelated process, ensuring that each principle is in place and appropriately applied. This systematic approach enhances the overall effectiveness of the school administration, crucial for educational development (Kamal, 2020).

In conclusion, administration in senior secondary schools is a comprehensive system requiring the integration of various functions to achieve organizational objectives. Effective administration relies on the harmonious implementation of planning, organizing, staffing, directing, coordinating, reporting, and budgeting, ensuring a conducive environment for educational success. Armed Banditry and Administration of Public Senior Secondary Schools Armed banditry in Nigeria is a significant concern characterized by armed robbery, kidnapping, cattle rustling, and other violent crimes often committed by armed gangs hiding in forests and mountains (Anka, 2017; Abdulkabir, 2017). This criminal activity involves both local and international elements

and employs force or threats to achieve their aims (Sanchi et al., 2022). Initially prevalent in the North West, such as Jigawa and Kano, it has spread to North Central regions like Niger state (Anka, 2017).

The impact of armed banditry on education is profound. It disrupts school attendance and educational development (Adebanwi, 2018) and fosters absenteeism due to fear of attacks, directly affecting learning outcomes (Adeyemi, 2020). Teachers face significant challenges, balancing their educational duties with personal safety concerns, and educational infrastructure often suffers damage (Okeke, 2019; Ahmed, 2019). This insecurity compels parents to invest in private security and impacts transportation costs, placing additional financial burdens on families (Okoro, 2021).

Economic consequences extend to diverted family funds, often as ransom payments, affecting overall family well-being (Adekunle, 2019). Unemployment, lack of political will, and corruption further exacerbate armed banditry (Abdulkadir, 2017; Adeniyi, 2018; Balewa, 2020). The resulting security issues decrease school enrollment, particularly in rural areas, hindering equitable access to education and affecting socio-economic progress (Okonkwo, 2019).

Psychological effects on students and staff, including trauma and reduced academic performance, are significant (Afolabi, 2019). The destruction of school infrastructure leads to broader economic consequences and impacts the overall educational environment (Okafor, 2021). Government intervention and enhanced security measures are crucial for protecting schools and ensuring a safe learning environment, thereby reducing dropout rates and promoting educational continuity (Ademola, 2020).

Overall, armed banditry severely affects public senior secondary schools due to the intertwined nature of educational institutions and society. When society suffers from violence and insecurity, educational institutions inevitably experience similar adverse effects.

Farmers-Herders Crisis and Administration of Public Senior Secondary Schools

The farmers-herders crisis, also known as the pastoralist-farmer crisis, is a deeply entrenched issue in Nigeria, significantly impacting the socio-economic life of the people (Eze, 2018). This crisis involves violent confrontations between pastoralists (herders) and sedentary farmers, leading to widespread socio-economic and humanitarian challenges (Kukah, 2020). The displacement caused by these crises affects students and staff of educational institutions, particularly public secondary schools, resulting in school closures and irregular attendance, which hinder educational continuity and academic progress (Adesina, 2018).

The prolonged insecurity necessitates adjustments to academic calendars, such as extending academic years or rescheduling examinations, which disrupts the overall administration and educational planning of schools (Olonisakin, 2019). Displacement of teachers and non-teaching staff further compounds the challenges, leading to shortages of qualified personnel and educational resources, thereby hindering the delivery of quality education and affecting academic performance (Akomolafe, 2020). The crisis also causes population shifts, with some areas experiencing an influx of displaced persons, straining educational infrastructure and resulting in overcrowded schools (Gambari, 2018).

Conversely, schools in displaced zones face sharp declines in enrollment, leading to underutilization of resources (Alele-Williams, 2019).

To address these fluctuations, adaptive management strategies, such as flexible staffing arrangements and the use of digital technologies, are essential for accommodating shifting student demographics efficiently (Aliyu, 2020). Additionally, targeted policies and interventions, like establishing temporary learning centers, recruiting additional teachers, and providing learning materials tailored to displaced students, are crucial (Amobi, 2018). Alternative transportation options, such as providing bus services, are also necessary in zones with inadequate infrastructure and security concerns (Eze, 2020).

The displacement of teachers and school staff presents significant staffing challenges, disrupting educational continuity and straining schools' capacity to provide adequate support to students (Akinola, 2017). Schools in crisis-affected areas must engage with local communities to promote peace and tolerance, facilitating dialogue and crisis resolution (Nwosu, 2018; Ibrahim, 2019). This collaborative effort extends beyond traditional educational duties and requires additional administrative efforts.

The farmers-herders crisis has claimed thousands of lives and adversely affected both the Nigerian economy and the education sector (Gbaradi in Ajibo et al., 2018). It has led to the destruction of farm products and livestock, displacement of farmers, and subsequent food scarcity, which negatively impacts educational development (Agbo, 2020). Displaced learners often resort to internally displaced persons (IDP) camps for education, where conditions are inadequate, further threatening their quest for quality education (Agbo, 2020). The crisis has also affected tertiary institutions, with reports of harassment and destruction of properties by herdsmen (Oleyele & Adeyemo, 2018; Ejembi & Gyang, 2018).

In summary, the farmers-herders crisis has far-reaching consequences for the education sector, including school closures, irregular attendance, overcrowding, and declining enrollments. School administrators must address psychosocial trauma, provide safe transportation, and navigate staffing challenges caused by the displacement of educators. The crisis requires proactive and innovative approaches to maintain educational development amidst insecurity, as it exacerbates existing internal issues such as cultism and gangsterism within schools.

Armed Banditry and Education

Rosenje et al. (2022) conducted a study titled "Armed Banditry and the Collapse of Education in North West Nigeria." The researchers aimed to investigate the role of armed banditry in the collapse of education in the North West region. They used a descriptive survey research design and a self-designed questionnaire to collect data from respondents in three states prone to armed banditry: Kaduna, Katsina, and Zamfara. A sample of 250 was derived from a population of 3,458,854 using Gonzalez's (2008) sample size formula. The data was analyzed using Multiple Regression and ANOVA. The study found a significant positive relationship between armed banditry and factors such as border porosity, arms proliferation, and the presence of ungoverned spaces. The consequences of banditry significantly hindered education in the region, with the study concluding that the ineffectiveness of security agencies exacerbated the phenomenon.

Danbaki et al. (2023) conducted a study titled "Assessment of the Educational Implication of Armed Banditry in North Western Nigeria." The study aimed to assess the educational

implications of armed banditry in the North West, focusing on causes, impacts, and solutions. The study used a descriptive research design and purposive sampling to select 1,500 respondents from Kaduna, Katsina, and Zamfara. Data was collected using a 28-item Likert scale questionnaire and analyzed using Mean and Standard Deviation. The study identified unemployment, poor security systems, poverty, and arms proliferation as major causes of banditry. Educational impacts included the destruction of school facilities, killing and abduction of students, decline in school enrollment and attendance, and increasing dropout rates.

Farmers-Herders Conflicts and Education

Okwori and Agenyi (2019) reviewed the influence of Farmers/Pastoralist conflicts on the management of primary schools in Benue State, Nigeria. The study aimed to determine the extent to which these conflicts affect the utilization of infrastructural facilities and school enrollment. The descriptive survey design was used, with a sample of 400 respondents drawn from 120 primary schools using proportionate stratified random sampling. Data was collected using the "Farmers-Pastoralists Conflict and

School Management Questionnaire" (FPCSMQ) and analyzed using Mean and Standard Deviation and chi-square tests. The study found that Farmers/Pastoralists conflicts negatively influenced infrastructural facilities utilization and school enrollment to a high extent.

Agbo (2020) conducted a theoretical study on the effects of Farmers and Herdsmen conflicts on educational development in the North-Central geopolitical zone of Nigeria. The study used economic theories to analyze conflicts driven by competition for arable land due to factors like climate change, Boko Haram insurgency, and urbanization. The study found that these conflicts led to significant educational issues, including lack of food production (impacting parents' ability to pay school fees), acute humanitarian crises, and many children being out of school. The study highlighted the broader socio-economic impacts of the conflicts on educational development.

Comparative Analysis

The reviewed studies by Rosenje et al. (2022) and Danbaki et al. (2023) focused on the impact of armed banditry on education in the North West region of Nigeria. Both studies employed descriptive survey designs and identified significant disruptions to educational activities due to insecurity. Similarly, the studies by Okwori and Agenyi (2019) and Agbo (2020) examined the impact of Farmers/Pastoralist conflicts on education, specifically in primary schools and the broader educational development in North Central Nigeria. These studies highlighted the adverse effects on school infrastructure, enrollment, and overall educational outcomes.

While the studies reviewed focus on different regions and types of conflicts, they collectively underscore the significant negative impact of insecurity on education in Nigeria. The present study seeks to build on these findings by examining multiple indices of insecurity, including armed banditry, communal crises, farmer-herders conflicts, and cultism, to provide a comprehensive understanding of their influence on the administration of public senior secondary schools in North Central Nigeria. This broader scope aims to identify interrelated and independent factors contributing to educational disruptions and to propose sustainable solutions for improving educational outcomes amidst insecurity.

Statement of the Problem

School administration serves as the backbone of quality education, providing the necessary support for both students and teachers to thrive. Effective school administration is paramount to achieving the objectives of any education system. The seamless administration of Public Secondary Schools is essential for the delivery of structured curricula, the maintenance of a safe and conducive learning environment, and the cultivation of an atmosphere conducive to academic excellence. Administration of Public Senior Secondary Schools in North central zone,

Nigeria however seems to be hampered by the continuous challenges of insecurity, which manifests in various complex forms, giving rise to a multitude of intricate issues. Over time, the researcher has observed that Farmer-herder crises and Banditry in North Central Nigeria have emerged as substantial barriers to the efficient administration of public senior secondary schools in the zone. These indicators of insecurity as observed by the researcher have disrupted the normal functioning of educational institutions in general and in particular Public Senior Secondary Schools, leading to administrative challenges that hinder the provision of quality education. The disruption and interference of the above identified indices of insecurity could be part of the challenges faced by Public Secondary School administrators. Such observed challenges may have resulted in damage to school infrastructure, and a palpable atmosphere of fear and instability. The consequences of these observations could be far-reaching and detrimental. They could lead to a decline in educational standards, disrupted academic calendars, and an increase in student dropouts. Moreover, the safety and psychological well-being of students, teachers, non-teaching staff and school administrators; could be jeopardized. The consequences are not only limited to academic underachievement, but could also extend to physical and emotional harm, limiting the potential for students to thrive in a secure educational environment.

It is evident that these issues as observed by the researcher are not isolated incidents but represent a systemic problem that extends to all the states throughout the zone.

These challenges are not limited to one school or a particular locality; they affect public senior secondary schools across North Central Nigeria. Therefore, it is imperative to conduct an in-depth exploration to gain a comprehensive understanding of the extent of insecurity influences on school administration of Public Senior Secondary School in North Central, Nigeria. By shedding light on the specific challenges posed by these various forms of insecurity, this study not only aims to inform the development of targeted strategies and policies to enhance school administration, improve the safety and quality of education, and create a conducive learning environment for students, teachers, non-teaching staff members and school administrators but also recommend for a democratic provision for public secondary school administrators to enable them take proactive steps in current challenging situations to ensure the achievement of objectives of Senior Secondary Education in Nigeria. This study therefore using the following indicators of Insecurity; Farmers-herders crisis and Armed Banditry sought to ascertain extent of influence of insecurity on administration of Public Senior Secondary Schools in North Central Nigeria.

Objectives of the Study

The objective of the study was to ascertain the extent of influence of insecurity on administration of Public Senior Secondary Schools in North Central Zone, Nigeria. Specifically the study:

- I. investigated the extent of influence of farmers-herders crises on administration of Public Senior Secondary Schools in North Central Zone, Nigeria, and 9
- II. ascertained the extent of influence of armed banditry on administration of Public Senior Secondary Schools in North Central Zone, Nigeria

Research Questions

The following questions guided the study.

- I. To what extent do Farmers-Herders crisis influence administration of Public Senior Secondary Schools in North central Zone, Nigeria?
- II. To what extent do Armed Banditry influence Administration of Public Senior Secondary Schools in North central Zone, Nigeria?

Hypotheses

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

- I. Farmers-herders crises have no significant influence on Administration of Public Senior Secondary School.
- II. Armed Banditry activities have no significant influence on Administration of Public Senior Secondary Schools, in North central zone, Nigeria.

Methodology

The study adopted descriptive survey research design. The study was conducted in North central zone, Nigeria which covers the following six states; Benue, Kogi, Kwara, Nasarawa, Niger, Plateau as well as Federal Capital Territory. Population for the study was 6,792 administrative of Public Senior Secondary Schools in the study Area; they included Principals, Vice Principals (Academic and Administration), and Deans of Studies; from which a sample of 378 was drawn using mixed sampling technique.

Data for the study was collected using a researcher-structured, 4 points likert-type questionnaire titled IIAPSSSQ. The questionnaire was validated by experts in Educational Administration and Planning, four from Joseph Sarwuan Tarka University, Makurdi and one from Benue State University, Makurdi, Benue State. The test-retest method to test for reliability of instrument was conducted and a reliability index of 0.87 reliability coefficient was obtained which indicated a high reliability. Direct delivery and retrieval method was used for administration of instrument and data collected was subjected to Frequency, Mean, and Standard Deviation to answer research questions while Chi-square (χ^2) goodness-of-fit test was utilized to test hypotheses.

Results

Research Question 1: *To what extent does Banditry influence administration of Public Senior Secondary Schools in North central zone, Nigeria?*

To answer this research question, Mean and Standard Deviation of the responses were computed and presented on Table 1

Table 1: Frequency Counts, Mean and Standard Deviation of the Responses of Respondents on the Extent of Influence of Banditry on Administration of Public Senior Secondary Schools.

S/N	Items	N	Mean	SD	Remark
1	Banditry negatively affect students' enrolment in Public Senior Secondary Schools.	378	3.37	.75	Agree
2	Banditry negatively affect budget performance in Public Senior Secondary Schools.	378	3.36	.82	Agree
3	Banditry activities negatively influence planning in Administration of Public Senior Secondary Schools	378	3.18	.89	Agree
4	Banditry has negative influence on recruitment of qualified staff in Public Senior Secondary Schools	378	3.27	.83	Agree
5	Banditry interferes with school calendar of Public Senior Secondary Schools.	378	3.03	1.02	Agree
6.	Kidnapping which is one of the activities of armed bandits depletes the human resources and in turn hampers the effectiveness of Administration of Public Senior Secondary Schools.	378	2.90	.98	Agree
7	Banditry has negative influence on support from groups such as Parent Teachers Association (P.T.A), old students' Association, among others in administration of Public Senior Secondary Schools.	378	3.19	.99	Agree
	Cluster Mean		3.19		High Extent

Result presented in the table above showed that the Mean scores of item 1 to 7 were above the Mean bench mark of 2.50, which implies that the respondents agreed on all the items. The result also showed a cluster Mean of 3.19 which was above the Mean benchmark of 2.50. This is an indication that banditry to a high extent influence administration of Public Senior Secondary Schools in North Central Zone, Nigeria. The Standard Deviation as shown on Table 1 ranges from 0.5 to 1.02 which implied that the respondents were homogeneous in their responses.

Research Question 2:

To what extent does Farmers-Herders crises influence administration of Public Senior Secondary Schools in North central zone, Nigeria?

To answer this research question, Mean and Standard Deviation of the responses were computed and presented on the table 2 below.

Table 2: Frequency Counts, Mean and Standard Deviation of the Responses of Respondents on the Extent of Influence of Farmers-Herders Crises on Administration of Public Senior Secondary Schools in North Central Zone, Nigeria.

S/N	Items	N	Mean	SD	Remark
8	Farmers-Herder's crises disrupt school activities which makes it difficult to complete curriculum in Public Senior Secondary Schools thereby leading to poor student's performance.	378	3.20	.79	Agree
9	Farmers-herders crises affect schools' infrastructural facilities which hamper smooth administration of Public Senior Secondary Schools.	378	2.96	.97	Agree
10	Farmers-Herder's crises promote high drop-out rate in Public Senior Secondary Schools.	378	3.22	.87	Agree
11	Farmers-Herder's crises affect intra-personal relationships which interfere with coordination in Administration of Public Senior Secondary Schools. Farmers-	378	3.22	.87	Agree
12	Herder's crises influence supervision of teachers in Public Senior Secondary Schools.	378	3.09	.83	Agree
13	Farmers-Herder's crises negatively influence effective planning in public senior secondary Schools.	378	3.22	.99	Agree
14	Farmers-Herder's crises influence school host community relationships in Public Senior Secondary School Administration	378	3.22	.89	Agree
Cluster Mean			3.16		High Extent

Results presented in the table above showed that the Mean scores of items 8 to 14 are above the Mean benchmark of 2.50, which implied that the respondents agreed on all the items. The result also showed a cluster Mean of 3.16 which was above the Mean benchmark of 2.50 which was an indication that farmers-herder's crises to a high extent negatively influence administration of Public Senior Secondary schools in North Central Nigeria. The Standard Deviation as shown on Table 1 ranged from 0.79 to 0.99 which implied that the respondents were homogeneous in their responses.

Hypotheses

Banditry does not significantly influence Administration of Public Senior Secondary Schools, in North central zone, Nigeria. (Null Hypothesis 1)

Table 3: Chi-square goodness of fit on the influence of Banditry on Administration of Public Senior Secondary Schools, in North central zone, Nigeria

	Observed N	Expected N	Df	Asymp. Sig	Chi- square	Sig. Value	Remark
SD	26	94.5	3	0.00	144.603 ^a	0.05	S, Reject H ₀₄
D	53	94.5					
A	125	94.5					
SA	174	94.5					
Total	378						

df= degree of freedom, S= significant

The result presented in the table above shows that the Asymp. Sig value of 0.00 is less than the set significant value of 0.05 and this shows that the test of hypothesis is significant. This implies that banditry has significant influence on Administration of

Public Senior Secondary Schools in North central zone, Nigeria. Therefore, the hypothesis is rejected.

Hypothesis Two

Table 4: Farmers-herders crises have no significant influence on Administration of Public Senior Secondary Schools. (Null Hypothesis 2)³⁶ Chi-square goodness of fit on the influence of Farmers-herders crises on Administration of Public Senior Secondary Schools, in North central zone, Nigeria.

	Observed N	Expected N	Df	Asymp. Sig	Chi- square	Sig. Value	Remark
SD	26	94.5	3	0.00	136.074 ^a	0.05	S, Reject H ₀₁
D	52	94.5					
A	140	94.5					
SA	160	94.5					
Total	378						

df= degree of freedom, S= significant

The result presented in table above shows that the Asymp. Sig value of 0.00 is less than the set significant value of 0.05 and this shows that the test of hypothesis is significant. This implies that farmers-herder’s crises have significant influence on Administration of Public Senior Secondary Schools in North central zone, Nigeria. Therefore, the null hypothesis is rejected.

Discussion

The study revealed that armed banditry significantly and negatively influences the administration of Public Senior Secondary Schools in Nigeria's North Central Zone. Key impacts include decreased student enrollment, disrupted budget performance, planning issues, difficulties in recruiting qualified staff, and disruptions to the school calendar. Additionally, kidnapping depletes human resources and reduces support from groups like the PTA and alumni associations. These findings align with previous studies by Akpenpuun et al. (2022), Danbaki et al. (2023), Oladunjoye et al. (2014), and Ukpo (2014), which similarly noted the detrimental effects of banditry on education.

The study also found that farmers-herders crises have a significantly negative impact on school administration. These crises disrupt school activities, damage infrastructure, increase dropout rates, strain interpersonal relationships, and complicate the supervision of teachers and planning efforts. They also negatively affect school- community relationships. These findings are supported by studies from Ibrahim and Adebayo (2021), Okwori and Angenyi (2019), and Agbo (2020), which reported similar adverse effects on school enrollment and infrastructure.

Overall, the study confirms that both armed banditry and farmers-herders crises significantly hinder the administration of Public Senior Secondary Schools in the North Central Zone of Nigeria.

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