

## Perception of Parents, Teachers and Students on Impact of Insurgency on School Dropout among Secondary School Students in North East Geo-Political Zone, Nigeria

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### Abstract

*The study examined the perception of parents, teachers and students on impact of insurgency on school dropout among secondary school students in North East Geo-Political Zone, Nigeria. Three (3) research questions with their corresponding objectives and three (3) hypotheses were generated to guide the study. The study adopted cross-sectional survey research design. The population of the study comprised 369,797 (202,720 students, 14,562 teachers and 152,515 parents) from 696 public secondary schools in three states in the North East Geo-Political Zone, Nigeria. Multistage sampling procedure was employed to select the respondents from the three states. The sample size of the study consists of 6117 respondents. The instrument for data collection was a self-developed questionnaire titled Perception of Parents, Teachers and Students on Impact of Insurgency on Secondary School Students' Attainment Questionnaire (PPTSISSSQ). The questionnaire yielded 0.68 as the validity index and 0.75 as reliability index. Descriptive statistics of mean and standard deviation were used to answer the research questions while the independent t- test statistics was used to test all the hypotheses. The findings of the study revealed that there is a significant impact of insurgency on school dropout among secondary school students in North East Geo-Political Zone, Nigeria. The study concluded that there is increased rate of dropout, among secondary school students in North East Geo-Political Zone, Nigeria as a result of insurgency. The study recommended that since the insurgency has increased the rate of school dropout among senior secondary school students in North East Geo-Political Zone, the Federal Government of Nigeria should seek technical assistance from foreign countries such as the USA, Israel, among others to train the country's security agents how to curbed insurgency so that school dropout will be reduced.*

**Keywords:** Insurgency, School dropout, Parent, Teachers, students

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**Cite this as:** Aliyu, G. A., Ma’aji, M., & Musa, R. R. (2026). Perception of Parents, Teachers and Students on Impact of Insurgency on School Dropout among Secondary School Students in North East Geo-Political Zone, Nigeria. *Rima International Journal of Education*, 5(1), 167—180. DOI: <https://doi.org/10.65760/rijessu.v5.1.12>

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## **Introduction**

Insurgency is globally becoming a household word as there is no nation that is completely absolved from its effects (Alao & Atare, 2012). It has become a frightening phenomenon and a concern for many governments and citizens around the world which draws attention to the vulnerability of modern societies. Although, insurgents' tactics have been in use for a very long time, insurgents increasing use of sophisticated weaponry and the consequences in terms of increase potential for mass casualties have led scholars in social and conflict sciences to place high priority on understanding the causes of insurgency and the means by which it might be prevented (Isabelle, 2004) as in Abolurin (2018). Nations of the world suffering from insurgencies include Afghanistan, Iraq, Mali, Uganda, Kashmir, Yemen, Colombia, Sri-lanka, and Somalia, to mention but a few (Kaplan, 2015).

This study was designed to investigate perception of parents, teachers and students on impact of insurgency on school attainment among secondary school students in North East Zone, Nigeria. Insurgency is a one of the major factors that is inducing several destructions of many economic activities, including educational infrastructure in different locations in the North East of Nigeria. Education in the North East is confronted with the challenges of insurgency. This is because the insurgency has led to the destruction of many schools and caused the affected states to close down schools and colleges for a long period of time. It is assumed that school is the most important social institution where individual learns not only the academics but also acquire the norms and values of the society, and for the school to perform its statutory functions of training members of the society safe and secure conducive environment is required. In recent times in the region, insurgency has made the school environment and the entire school system insecure for effective teaching and learning. Most parents, teachers and students perceive school and its environs as a flash point of insurgency such as killings abduction, bombing and all forms of intimidating treatments. This seriously reduced school enrollment, school attendance, and also increase high rate of school dropout with negative impact on school development and attainment of secondary education in the North East Zone, Nigeria (Umar & Terhamba, 2014). By implication, insurgency activities seem to translate to war against western education in the North East.

In another development, school dropout which is affected by insurgency activities refers to the untimely withdrawal from school before the official period of graduation. Students who withdraw from school prematurely end up not obtaining any certificate of graduation. The issue of school dropout is a major problem confronting the education industry in the North East of Nigeria. School dropout is one of the most serious problems that have continued to bedevil the educational system since inception of insurgency activities in the North East of Nigeria. Dropping out of school is a phenomenon common in educational system. Udama (2017) defined dropout as students who cease to attend school either temporarily or permanently, before or without completing a given educational cycle. In the context of this study, dropout means students enrolled into schools but did not move through to completion or graduation alongside their cohorts. Dropout from school may occur due to incessant insurgency activities. Premature departures or dropping out from school by students is among the serious and notable obstacles to the progress of education in the North East of Nigeria.

### **Research Questions**

The following research questions were raised to guide this study:

- I. What is the mean perception of parents on impact of insurgency on school dropout among secondary school students?
- II. What is the mean perception of teachers on impact of insurgency on school dropout among secondary school students?
- III. What is the mean perception of students on impact of insurgency on school dropout among secondary school students?

### **Objectives of the Study**

- I. To assess the perception of parents on impact of insurgency on school dropout among secondary school students.
- II. To determine the perception of teachers on the impact of insurgency on school dropout among secondary school students.
- III. To explore the perception of students on impact of insurgency on school dropout among secondary school students.

### **Statement of Hypotheses**

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

**H<sub>01</sub>:** There is no significant difference in the mean perception of parents and teachers on impact of insurgency on school dropout among secondary students.

**H<sub>02</sub>:** There is no significant difference in the mean perception of teachers and students on impact of insurgency on school dropout among secondary students.

**H<sub>03</sub>:** There is no significant difference in the mean perception of parents and students on impact of insurgency on school dropout among secondary students.

### **Research Design**

The study was guided by the cross-sectional survey research design. This design was considered suitable because it assisted the researcher to collect data for the purpose of determining the perception of parents, teachers and students on impact of insurgency on senior secondary school students' attainment among senior secondary school students in North East Geo-Political Zone, Nigeria.

### **Population of the Study**

The population of this study consisted of all parents, teachers and students in senior secondary schools in North Eastern States of Nigeria. The study focused on only three states that are experiencing high rate of insurgency activities. The states are Adamawa, Borno and Yobe. The total population of the study consists of 369,797 (152,515 parents, 14,562 teachers and 202,720 students) drawn from 696 public senior secondary schools. The common characteristic of the population is that all of them are stakeholders in senior secondary schools where insurgency activities are occurring frequently. See table 1 below for detail of the distribution of the population of the study

**Table 1:** Distribution of Population of the Study by States, Students, Teachers and Parents

S/N	State	Schools	Students	Teachers	Parents
1.	Adamawa	274	115,497	5734	61,170
3.	Borno	311	151,263	6361	64,114

4.	Yobe	111	50,845	2467	27,231
Total		696	202,720	14,562	152,515
Grand Total					369,797

Source: Ministry of Education of the various States, 2022

### Sample and Sampling Technique

The total sample size of the study consists of 6117 respondents. The sample size of schools was selected using 20%, parents 1%, teachers 10% and students 1% respectively. The use of the above different percentages to select the sample size of the study is supported by Nwogwu (2006) who asserted that the use of simple percentage for determining the sample size of a study must be proportionate to the total population. Multi-stage random sampling procedure was employed to select the respondents from the three states. In the first instance, a purposive sampling technique was employed to select the three states, that is, Adamawa, Borno and Yobe that are faced with the issues of insurgency activities. In the second stage, schools were selected while students and parents were selected in the third and fourth stages respectively. The total sample size of the study consists of 6117 respondents. The exercise was conducted using the lucky-dip method of simple random sampling technique. Serial numbers of the elements in the sampling frame were recorded on pieces of papers, folded and mixed thoroughly for the principals of all the selected schools to pick at once without replacement. This technique gave all the schools, students, teachers and parents equal opportunity of being selected to avoid the bias effect that would reduce the validity and reliability of the study. See Table 2 below for details of the distribution of sample of the study:

Table 2: Distribution of Sample of the Study by States, Students, Teachers and Parents

S/N	State	Schools 20%	Students 1%	Teachers 10%	Parents 1%
1.	Adamawa	54	1154	537	611
3.	Borno	62	1512	636	641
4.	Yobe	22	508	246	272
Total		138	3174	1419	1524
Grand Total					6117

### Instrument

The researcher developed an instrument for data collection titled, Perception, Insurgency and School Dropout Questionnaire (PISDQ). The questionnaire contained three clusters (parents, teachers and students) and consisted of 15

items of each of the parents, teachers and students constructed based on a 4-point rating scale of measurement of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The options of the items were weighted on the 4-point rating scale format with SA=4, A=3, D=2, SD=1.

### **Validity of Instrument**

The instrument was subjected to experts' judgment for validation. Two experts from Measurement and Evaluation in Faculty of Education, Nasarawa State University, Keffi validated the instrument by checking for comprehensiveness, appropriateness and relevance of the items. The aim of the validation was to determine the logical validity index of the instrument. The logical consensus of the experts yielded 0.68 as index of rational validity.

### **Reliability of the Instrument**

The instrument was pilot tested on a small portion of the population that was not part of the sample respondents. The instrument was trial tested on 75 parents, teachers and students in Gombe State. Cronbach alpha Statistic method was employed to compute the coefficient of internal consistency of the instrument. Cronbach Alpha is a method of estimating internal consistency for instruments with scales that elicit responses on a continuum of 'Strongly Agree, Agree, Strongly Disagree and Disagree. The instrument yielded 0.72 as coefficient of internal consistency.

### **Techniques for Data Analysis**

Descriptive statistics of mean and standard deviation were used to answer the research questions. Kukwi and Amos (2014) maintained that descriptive statistics are passive because they merely describe the numerical properties of observable data. The scale means for classifying each of the items into 'agreed or disagreed' is 2.5 because the instrument was constructed based on 4-point validation scale. t- test statistics method was used to test all the hypotheses at 0.05 level of significance. It is a statistical tool for testing differences in the means of two or more groups.

## Data Presentation

**Research Question One:** What is the mean perception of parents on the impact of insurgency on school dropout among secondary school students?

Table 3: Mean and Standard Deviation Analysis Showing the perception of Parents on the Impact of Insurgency on School Dropout Among Secondary School Students

S/N	ITEMS	SA	A	D	SD	$\bar{X}$	Std. $\sigma$
31.	Insurgency has contributed to school dropout of many students	755	559	110	100	2.81	1.96
32.	Insurgent threat of attacks on towns and villages has made some parents to abandon the responsibility of training their children in school.	710	555	155	90	2.88	2.01
33.	The labeling of western education by insurgents as being abominable has discouraged some parents from sending their children to school.	755	499	155	86	2.73	1.88
34.	Killing and abduction of students from school has weakened some parents interest in sending their children to school.	756	493	158	78	2.71	1.87
35.	Incessant killings and kidnapping of students by insurgents scared some parents from sending their children to school.	755	559	112	98	2.82	1.96
Cluster Mean						2.79	1.94
Scale Mean 2.50							

Table 10 shows that item 31 has the mean score of 2.81 and standard deviation of 1.96, item 32 has the mean score of 2.88 and standard deviation of 2.01, item 33 has the mean score of 2.73 and standard deviation of 1.88, item 34 has the mean score of 2.71 and standard deviation of 1.87 while item 35 has the mean score of 2.82 and standard deviation of 1.96. The details of the analysis indicated that the cluster mean of 2.79 is above the scale mean of 2.50, as a result, the respondents (parents) agreed that there is high impact of insurgency on school dropout among secondary school students in North East Geo-Political Zone, Nigeria.

**Research Question Two:** What is the mean perception of teachers on the impact of insurgency on school dropout among secondary school students?

Table 4: Mean and Standard Deviation Analysis Showing the perception of Teachers on the Impact of Insurgency on School Dropout among Secondary School Students

*Perception of Parents, Teachers and Students on Impact of Insurgency on School Dropout among Secondary School Students in North East Geo-Political Zone, Nigeria*

S/N	ITEMS	SA	A	D	SD	$\bar{X}$	Std. $\sigma$
36.	Insurgency attacks on schools has made some students to stay away from schools	705	509	109	96	2.80	1.95
37.	Constant bombing and attacks on schools has forced some students to run from schools	710	594	115	90	2.79	1.94
38.	Insurgency has forced our school to close down for a long period because of fear of unknown	720	494	120	86	2.77	1.92
39.	Insurgency has contributed to school dropout of many students.	726	488	128	78	2.76	1.91
40.	The labeling of western education by insurgents as being abominable has discouraged parents from sending their children to school.	705	509	109	98	2.80	1.95
Cluster Mean						2.78	1.94
Scale Mean 2.50							

Table 4 shows that item 26 has the mean score of 2.80 and standard deviation of 1.95, item 27 has the mean score of 2.79 and standard deviation of , 1.94, item 28 has the mean score of 2.77 and standard deviation of 1.92, item 29 has the mean score of 2.76 and standard deviation of 1.91 while item 5 has the mean score of 2.80 and standard deviation of 1.95. The details of the analysis indicated that the cluster mean of 2.78 is above the scale mean of 2.50, as a result, the respondents (teachers) agreed that there is high impact of insurgency on school dropout among secondary school students in North East Geo-Political Zone, Nigeria.

**Research Question Three:** What is the mean perception of students on the impact of insurgency on school dropout among secondary school students?

Table 5: Mean and Standard Deviation Analysis Showing the perception of Students on the Impact of Insurgency on School Dropout Among Secondary School Students

S/N	ITEMS	SA	A	D	SD	$\bar{X}$	Std. $\sigma$
41.	Some students have abandoned the admission offered to them because of fear of being kidnapped or killed.	1760	1150	250	204	2.81	1.96
42.	Bombing and killing of students and teachers by insurgents have made some students to run away from school.	1730	1154	238	242	2.83	1.98
43.	Insurgency has forced our school to close down for a long period because of fear of unknown	1702	1154	270	238	2.86	2.00
44.	Instability in school calendar caused	1734	1165	225	240	2.83	1.98

	by insurgency has eroded some parents interest in the school system.							
45.	Insurgent attacks have made some students to stay away from school.	1720	1154	250	240	2.84	1.98	
	Cluster Mean					2.84	1.98	
Scale Mean 2.50								

Table 5 shows that item 41 has the mean score of 2.81 and standard deviation of 1.96, item 42 has the mean score of 2.83 and standard deviation of 1.98, item 43 has the mean score of 2.86 and standard deviation of 2.00, item 44 has the mean score of 2.83 and standard deviation of 1.98 while item 45 has the mean score of 2.84 and standard deviation of 1.98. The details of the analysis indicated that the cluster mean of 2.84 is above the scale mean of 2.50, as a result, the respondents (students) agreed that there is high impact of insurgency on school dropout among secondary school students in North East Geo-Political Zone, Nigeria.

### Testing of Hypotheses

All the hypotheses were tested using Pearson’s product moment correlation at 0.05 level of significance. The details of the analyses are presented on Tables 6 to 8 below:

**Hypothesis 1:** There is no significant difference in the mean perception of parents and teachers on impact of insurgency on school dropout among secondary school students

**Table 6:** t-test statistics Showing the Significant difference in the Mean Perception of Parents and Teachers on Impact of Insurgency on School Dropout among Secondary School Students.

Group	N1	N2	Mean	Std dev	t	df	p-value	Decision
Parents	5	1524	2.7900	0.06964	0.186	8	0.857	Accept Ho
Teachers	5	1419	2.7840	0.01817				

Note: N1= number of items and N2=Number or sample of respondents.

Table 6 shows the t-test statistics of significant difference in the mean perception of parents and teachers on impact of insurgency on school dropout among secondary school students. The analysis of the results demonstrated that the t-calculated value is 0.186 while the p-value of t is 0.857 and 8 as degree of freedom. Since the p-value of 0.857 is above

0.05 level of significance, the null hypothesis is therefore accepted implying there is no significant difference in the mean perception of parents and teachers on impact of insurgency on school dropout among secondary school students in North-East Geo-political zone of Nigeria.

**Hypothesis 2:** There is no significant difference in the mean perception of teachers and students on impact of insurgency on school dropout among secondary school students

Table 7: t-test statistics Showing the Significant difference in the Mean Perception of Teachers and Students on Impact of Insurgency on School Dropout among/ Secondary School Students

	Group	N1	N2	Mean	Std dev	t	df	p-value	Decision
Mean ratings	Teachers	5	1419	2.7840	0.01817	-4.352	8	0.002	Reject Ho
	Students	5	3174	2.8340	0.01817				

Note: N1= number of items and N2=Number or sample of respondents.

Table 7 shows the t-test statistics of significant difference in the mean perception of teachers and students on impact of insurgency on school dropout among secondary school students. The analysis of the results demonstrated that the t-calculated value is 0.186 while the p-value of t is 0.002 and 8 as degree of freedom. Since the p-value of 0.002 is less than 0.05 level of significance, the null hypothesis is therefore accepted implying there is a significant difference in the mean perception of teacher and students on impact of insurgency on school dropout among secondary school students in North-East Geo-political zone of Nigeria.

**Hypothesis 3:** There is no significant difference in the mean perception of parents and students on impact of insurgency on school dropout among secondary school students

Table 8: t-test statistics Showing the Significant difference in the Mean Perception of Parents and Students on Impact of Insurgency on School Dropout among Secondary School Students.

	Group	N1	N2	Mean	Std dev	t	df	p-value	Decision
Mean ratings	Parents	5	1524	2.7900	0.06964	-1.367	8	0.209	Accept Ho
	Students	5	3174	2.8340	0.01817				

Note: N1= number of items and N2=Number or sample of respondents.

Table 8 shows the t-test statistics of significant difference in the mean perception of parents and students on impact of insurgency on school dropout among secondary school students. The analysis of the results

demonstrated that the t-calculated value is -1.367 while the p-value of t is 0.209 and 8 as degree of freedom. Since the p-value of 0.002 is less than 0.05 level of significance, the null hypothesis is therefore accepted implying there is a significant difference in the mean perception of parents and students on impact of insurgency on school dropout among secondary school students in North-East Geo-political zone of Nigeria.

### **Summary of Major Findings**

The following are the findings of the study:

- I. There is no significant difference in the mean perception of parents and teachers on impact of insurgency on school dropout among secondary students.
- II. There is a significant difference in the mean perception of teachers and students on impact of insurgency on school dropout among secondary students.
- III. There is no significant difference in the mean perception of parents and students on impact of insurgency on school dropout among secondary students.

### **Discussion**

**The findings of hypothesis 1:** revealed that there is no significant difference in the mean perception of parents and teachers on impact of insurgency on school dropout among secondary school students in North East Geo-Political Zone, Nigeria. In other words, parents and teachers do not differ in their views regarding the impact of insurgency on school dropout in the North-East Geo-Political zone of Nigeria. Ajaga (2012) in agreement in his findings discovered that that insurgency had a significant impact on School Dropout Pattern among Senior Secondary Schools in Delta State, Nigeria as SS1, SS2 AND SS3 classes witnessed. Furthermore, findings from the study of Olowoselu, Ene and Ibietan (2015) found in their study that Boko Haram activities have increased the cost of education as many students have dropped out of school. It was recommended that in order to improve school attendance and reduce dropout. Similarly, the findings from the research work of Abdullahi and Ibrahim (2018) revealed that before Boko haram insurgency, basic educational programmes were running smoothly with minimal dropout among students.

The study also revealed that schools in the area were indefinitely closed down and later a high-rate school dropout and this has significantly affected day to day running of the schools and consequently affecting education of children in the area.

**The findings on hypothesis 2** revealed that there is a significant difference in the mean perception of teachers and students on impact of insurgency on school dropout among secondary school students in North- East Geo-Political Zone, Nigeria. In other words, teachers and students differ in their views regarding the impact of insurgency on school dropout in the North-East Geo-Political zone of Nigeria. In agreement, major findings from the study of Obike, Okala and Nwabueze (2016) shows a higher percentage of dropouts in SSI, and a decline in SSII; a higher percentage of dropouts among females in all parameters; a higher percentage of dropouts in rural schools; a higher percentage of dropouts in mixed schools; a higher percentage of dropouts in public schools, a significant difference on percentage dropouts between male and female single sex schools; a significant difference on percentage of dropouts between mixed and single sex schools; and a significant difference on percentage dropouts between schools in urban and rural areas.

**The findings on hypothesis 3:** revealed that there is no significant difference in the mean perception of parents and students on impact of insurgency on school dropout among secondary school students in North- East Geo-Political Zone, Nigeria. In other words, parents and students do not differ in their views regarding the impact of insurgency on school dropout in the North-East Geo-Political zone of Nigeria. Eme and Ibietan (2012) found in their study that Boko Haram activities have increased the cost of education thereby leading to many students dropping out of school in Nigerian Educational System. School dropout which is affected by insurgency activities refers to the untimely withdrawal from school before the official period of graduation.

### **Conclusion:**

The following conclusion was drawn based on the findings of the study: The study concluded that Insurgent activities have increased school dropout among secondary school students in North East Geo-Political Zone, Nigeria. Parents, teachers and students opined that insurgency has a serious impact on school dropout among senior secondary school students in North East Geo-Political Zone, Nigeria.

### **Recommendations:**

The following recommendations were made based on the findings of this study:

- I. Since the insurgent activities increased school dropout among secondary school students in North East Zone, the study recommended that the Federal Government of Nigeria should seek for technical assistance from foreign countries such as the USA, Israel, among others to train the country's security agents how to curb insurgency so that school dropout will be reduced.
- II. The management of the various secondary schools in the North East Zone, Nigeria should collaborate with the community leaders to set up a community-based security agency such as the "Vigilante" to complement the efforts of the Nigeria Police and the Armed Forces in order to reduce fears and reduce school dropout.
- III. Since the insurgency has increased the rate of dropout among senior secondary school students in North East Zone, Nigeria, the study recommended that the various state governments in the North East should introduce free and compulsory secondary education so that students who dropped out of schools due to insurgency could have access to school again.
- IV. The government should embark on rigorous sensitization of parents and students in The North-East on the importance of western education and also assuring them of adequate security.
- V. The services of experienced counselors should be sought by state governments in the North-East in order to facilitate the rehabilitation and integration of students who have dropped out of school or those who have been irregular in school due to insurgency.

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