

PERCEPTION OF PARENTS, TEACHERS AND STUDENTS ON IMPACT OF INSURGENCY ON SCHOOL ENROLMENT 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 secondary school students' attainment in North East Geo-Political Zone, Nigeria. Nine (9) research questions with their corresponding objectives and nine (9) 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 senior 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 Senior Secondary School Students' Attainment Questionnaire (PPTSISSSAQ). 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 attendance, school enrollment and school dropout among senior secondary school students in North East Geo-Political Zone and, Nigeria. The study concluded that there is a reduction in school attendance, enrolment and increased rate of dropout, among senior secondary school students in North East Geo-Political Zone, Nigeria as a result of insurgency. In view of the conclusion of the study recommendations were proffered.

Key Words: Insurgency, School Enrolment, Secondary School Student.

Introduction

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 individuals learn 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 abductions, bombings and all forms of intimidating treatments. This seriously reduced school enrollment, school attendance, and also increase high rate of school dropouts with negative impact on school development and attainment of secondary education in the North East Zone, Nigeria (Umar & Terhemba, 2014). By implication, insurgency activities seem to translate to war against western education in the North East.

The insurgency occurs through bombings, slaughtering, and abduction of teachers and students, creating fear and sense of insecurity in the society to achieve their aims. Their strict ideology was enforced by radical religious beliefs, a terrorist outlook, a network of criminal gangs, and a political tool to 'colonized' territories with the aim of propagating their ideology. In the view of Oyeniyi (2018), the situation forced some family members to keep their children at home causing low school enrollment, irregular school attendance, and encouraging school dropout as to prevent further trauma and harm to the teachers and students as such, school attainment may be hampered. Umar and Terhemba (2014) stated that insurgency in the North East, Nigeria, has forced many children of school age to abandon school in the already educationally disadvantaged region. Sababa and Ali (2013) stated that, when parents are displaced from their traditional places of living due to insurgency, their children's education is disrupted. Bwala (2012) in Umar and Terhemba (2014), expressed that school enrollment in North East Zone has gone down by 28percent more than any other region in the country due to insurgency. Insurgency destroys economic activities of any place they spread their tentacles and necessitate the movement of people from the affected places due to restiveness. The trademarks of the insurgency are destruction of lives and property with reckless attitudes, through bombings, abduction and slaughtering of human beings especially in the North Eastern part of the country and other places. This has created fear and sense of insecurity in the entire educational system (Hashim, Patte & Cohen, 2019).

The critical elements of insurgency are violent activities intended to create an atmosphere of fear in order to further an interest. Insurgency is the form of violence that most closely integrates one-sided violence against civilians with asymmetrical violent confrontation against a stronger opponent, be it a state or a group of states. In the same vein, Isyaku (2017) described insurgency as the use or threatened use of force designed to bring about political changes. Insurgency activities may lead to the deliberate and systematic destruction of school facilities and killing of staff and students.

In some cases, insurgents seek to attain their objectives, directly by wearing down the dominant power. The activities of insurgency affect schools in different forms ranging from low enrollment, poor attendance, and high rate of dropout among students. School attendance is essential for the academic progress of students. When there is security crisis, it may affect the

rate of attendance in school. Adesoji (2016) noted that irrespective of age, sex and nationality, once there is an attack by the Boko Haram, the survivors often dread staying in such places and may hesitate sending their children to school especially when they are not too sure of the security measures that have been put in place by the government. Attendance to school is dependent on the readiness of child encouragement by their parents, provision of school materials and transportation to school. Insurgency is a threat to most parents and students in some states in the North East. There are series of cases of bombing and burning of schools and houses in the North East of Nigeria. What then is the effect of this on school attendance among students in such areas? Students in secondary schools are often guided and directed by their parents. When there is a security problem, parents may definitely protect their children by keeping them indoors, if possible, out of school for that period until adequate security measures are put in place by the government. The secondary school students are minors with little freedom to decide whether to go to school or not. Some may take the risk of going to school at the heat of such attack while some may stay away for a very long time (Awortu, 2020).

Furthermore, insurgency activities have dealt a fatal blow on the enrolment of students to schools in some states in the North East parts of Nigeria. Enrolment in this study means the number of students that are admitted into secondary schools within given age considering the size of the population of the age group between 11-15 years. Children who live in areas under attack are always in fear and this may have direct effect on school enrolment. North East states of Nigeria are suffering from low enrolment rate especially at the secondary education level. The constant threat posed by Boko Haram which started in 2009 and other extremist religious sects like the Jama'atu Anbarul Mmuslimna Fin Badilas Sudan, undermine efforts at improving secondary education in the region. These groups have carried out several attacks and issued threats to schools in the North. In some of these attacks, teachers were killed or injured and structures razed. For instance, on the 12th of March, 2012, gunmen linked to Boko Haram attacked Hausawa – Danmaliki primary school in Kumboso Local Government Area of Kano state. Several pupils and teachers were killed. In September, 2013, a school of Agriculture in Yobe state was also attacked at night by the Boko Haram and more than sixty students were killed. The several attacks on schools by the Boko Haram have influenced low enrolment to school among students. The severe and dreaded the activities of insurgency, the lower the school enrolment (Danjibo, 2015).

Objectives of the Study

The specific Objectives of the study is to;

- i. determine the mean perception of parents on the impact of insurgency on school enrolment among secondary school students in North-East Geo-Political zone, Nigeria ?
- ii. ascertain the perception of teachers on impact of insurgency on school enrollment among secondary school students in North-East Geo-Political zone, Nigeria ?
- iii. determine the mean perception of students on impact of insurgency on school enrolment among secondary school students in North-East Geo-Political zone, 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 enrollment among secondary school students in North-East Geo-Political zone, Nigeria ?
- ii. What is the mean perception of teachers on impact of insurgency on school enrollment among secondary students North-East Geo-Political zone, Nigeria ?
- iii. What is the mean perception of students on impact of insurgency on school enrollment among secondary school students North-East Geo-Political zone, Nigeria ?

Research Hypotheses

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

H₀₁: There is no significant difference in the mean perception of parents and teachers on impact of insurgency on school enrollment among secondary school students.

H₀₂: There is no significant difference in the mean perception of teachers and students on impact of insurgency on school enrollment among secondary students.

H₀₃: There is no significant difference in the mean perception of parents and students on impact of insurgency school enrollment among secondary school students.

Methodology

The study was specifically guided by the cross-sectional survey research design. The population of this study consisted of all parents, teachers and students in senior secondary schools in three North Eastern States of Nigeria. The study focused on only three states that are adversely affected by the insurgency activities: Adamawa, Borno and Yobe. The total population of the study consists of 369,797 people (152,515 parents, 14,562 teachers and 202,720 students) drawn from 696 public senior secondary schools. The total sample size of the study consistsof 6117 respondents. The sample size of schools was selected using 20%, parents 1%, teachers 10% and students 1% respectively. See table 1 below for detail of the distribution of the population of the study

Table 1: Showing the 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

The use of the different percentages above 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:

Table2: Showing the 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

The researcher developed an instrument for data collection titled, Perception of Parents, Teachers and Students on impact of Insurgency on school enrolment. 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. 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.

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. Descriptive statistics of mean and standard deviation were used to answer the research questions. 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.

Results

Research Question 1: What is the mean perception of parents on the impact of insurgency on school enrollment among secondary school students?

Table 3: Mean and Standard Deviation Analysis Showing the Perception of Parents on the Impact of Insurgency on School Enrollment among Secondary School Students

S/N	ITEMS	SA	A	D	SD	Mea n	SD
16.	Many parents send their children away or have left their state and this has affected school enrollment	774	480	160	106	2.71	1.87
17.	The abduction of students from schools has scared some parents from enrolling their children in school.	805	510	109	100	2.68	1.86
18.	The psychological effect of insurgency has contributed to low enrollment.	759	485	170	91	2.73	1.88
19.	Instability in school calendar caused by insurgency has eroded some parents interest in the school system.	769	500	156	80	2.72	1.88
20.	The emphasis of insurgency that western education is abominable has discouraged some parents from enrolling their children in school.	806	488	130	70	2.63	1.81
Cluster Mean						2.70	1.86
Scale Mean 2.50							

Table 3: showed that item 16 has the mean score of 2.71 and standard deviation of 1.87, item 17 has the mean score of 2.68 and standard deviation of 1.86, item 18 has the mean score of 2.73 and standard deviation of 1.88, item 19 has the mean score of 2.72 and standard deviation of 1.88 and item 20 has the mean score of 2.63 and standard deviation of 1.81. The details of the analysis indicated that the cluster mean of 2.70 is above the scale mean of 2.50, as such, the respondents (parents) agreed that insurgency has a high impact on school enrollment among secondary school students in North East Geo-Political Zone, Nigeria.

Research Question 2: What is the mean perception of teachers on the impact of insurgency on school enrollment among secondary school students?

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

S/N	ITEMS	SA	A	D	SD	Mean	SD
21.	Destruction of school infrastructural facilities by insurgency has reduced school enrollment	734	480	120	86	2.71	1.89
22.	Insurgent attacks on schools have made parents to send their children to other towns to learn.	705	509	109	96	2.80	1.95
23.	Instability in school calendar caused by insurgency has eroded some parents interest in enrolling their children in school.	729	485	120	86	2.74	1.90
24.	Abduction of students from schools has made some parents to be scared of enrolling their children in school.	724	490	126	80	2.76	1.92
25.	The psychological effect of insurgency has contributed to low school attendance.	726	488	128	78	2.76	1.91
Cluster Mean						2.72	0.70

Scale Mean 2.50

Table 4: showed that item 21 has the mean score of 2.71 and standard deviation of 1.89, item 22 has the mean score of 2.80 and standard deviation of 1.95, item 23 has the mean score of 2.74 and standard deviation of 1.90, item 24 has the mean score of 2.76 and standard deviation of 1.92 and item 25 has the mean score of 2.76 and standard deviation of 1.91. The details of the analysis demonstrated that the cluster mean of 2.72 is above the scale mean of 2.50, as such, the respondents (teachers) agreed that insurgency has a high impact on school enrollment among secondary school students in North East Geo-Political Zone, Nigeria.

Research Question 3: What is the mean perception of students on the impact of insurgency on school enrollment among secondary school students?

Table 5: Mean and Standard Deviation Analysis Showing the Perception of Students on the Impact of Insurgency on School Enrollment among Secondary School Students

S/ N	ITEMS	SA	A	D	SD	SD
26.	Abduction of students by insurgents has made some families not send their children to school.	173 0	115 4	238	242	2.83 1.98
27.	Some parents have lost some of their children to insurgency, therefore they would not want to enroll any of their family members in school again.	173 4	116 5	225	240	2.83 1.98
28.	Killing and abduction of students from schools has weakened some parents interest in enrolling their children in schools.	175 4	114 5	235	230	2.81 1.96
29.	The psychological effect of insurgency has contributed tolow school enrollment	172 0	115 4	250	240	2.84 1.98
30.	Abduction of students from schools scared some parents from enrolling their children in school.	173 9	116 0	228	237	2.83 1.97
Cluster Mean					2.83	1.97

Scale Mean 2.50

Table 5: revealed that item 26 has the mean score of 2.83 and standard deviation of 1.98, item 27 has the mean score of 2.83 and standard deviation of 1.98, item 28 has the mean score of 2.81 and standard deviation of 1.96, item 29 has the mean score of 2.84 and standard deviation of 1.98 and item 30 has the mean score of 2.83 and standard deviation of 1.97. The details of the analysis demonstrated that the cluster mean of 2.83 is above the scale mean of 2.50, as a result, the respondents (students) agreed that insurgency has a high impact on school enrollment among secondary school students in North East Geo-Political Zone, Nigeria.

Hypothesis One: There is no significant difference in the mean perception of parents and teachers on impact of insurgency on school enrollment 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 Enrollment among Secondary School Students.

	Group	No	Mean	Std Dev.	T	df	p-value	Decision
Mean Ratings	Parents	1524	2.6940	0.04037	-2.952	2941	0.018	Reject Ho
	Teachers	1419	2.7580	0.02683				

Table 6 showed the t-test statistics of significant difference in the mean perception of parents and teachers on impact of insurgency on school enrollment among secondary school students. The analysis of the results demonstrated that the t-calculated value is -5.051 while the p-value of t is 0.018 and 2941 as degree of freedom. Since the p-value of 0.018 is less than 0.05 level of significance, the null hypothesis is therefore rejected implying there is a significant difference in the mean perception of parents and teachers on impact of insurgency on school enrollment among secondary school students in North-East Geo-political zone of Nigeria. Teachers significantly related impact of insurgent higher than parents.

Hypothesis Two: There is no significant difference in the mean perception of teachers and students on impact of insurgency on school enrollment 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 Enrollment among Secondary School Students.

	Group	No	Mean	Std Dev.	T	df	p-value	Decision
Mean Ratings	Teachers	1419	2.6940	0.02683	-5.401	4591	0.001	Reject Ho
	Students	3174	2.8280	0.01095				

Table 7 showed the t-test statistics of significant difference in the mean perception of teachers and students on impact of insurgency on school enrollment among secondary school students. The analysis of the results demonstrated that the t-calculated value is -5.401 while the p-value of t is 0.001 and 8 as degree of freedom. Since the p-value of 0.001 is less than 0.05 level of significance, the null hypothesis is therefore rejected implying there is a significant difference in the mean perception of teachers and students on impact of insurgency on school enrollment among secondary school students in North-East Geo-political zone of Nigeria. Students significantly rated impact of insurgency significantly higher than their teachers.

Hypothesis Three: There is no significant difference in the mean perception of parents and students on impact of insurgency on school enrollment 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 Enrollment among Secondary School Students

		N1	N2	Mean	Std dev	t	Df	p-value
Group								
Mean Ratings	Parents	5	1524	2.6940	0.04037	-7.163	4696	0.000
	Students	5	3174	2.8280	0.01095			

Table 8: showed the t-test statistics of significant difference in the mean perception of parents and students on impact of insurgency on school enrollment among secondary school students. The analysis of the results demonstrated that the t-calculated value is -7.163 while the p-value of t is 0.000 and 4696 as degree of freedom. Since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis is therefore rejected implying there is a significant difference in the mean perception of parents and students on impact of insurgency on school enrollment among secondary school students in North-East Geo-political zone of Nigeria. Students significantly rated impact of insurgency higher than their parents.

Discussion of the Findings

The findings on hypothesis 1 revealed that there is a significant difference in the mean perception of parents and teachers on impact of insurgency on school enrollment among secondary school students in North East Geo-Political Zone, Nigeria. This shows that parents and teachers differ in their views with regards to the impact of insurgency on school enrollment among secondary school students in North East Geo-Political Zone, Nigeria. However, findings of Isah and Yakubu (2018) showed that there is a significant between insurgency and enrollment into secondary schools' safety in Nigeria's North-Eastern region. Hassan (2014) further noted that the kidnappings of school age children by Boko Haram and forcing of young boys and men into their ranks and using women and young girls as sex slaves and suicide bombers have brought about a decline in school enrolment.

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 enrollment 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 enrolment. However, findings from the study of Abdullahi, Bello and Ali (2018) revealed that schools in some areas within the North - East were indefinitely closed down during the peak period of insurgency which served as a government response to the insurgents' crisis and this has significantly affected day to day running of the schools and consequently affecting education of children in the area thereby leading to drop in school enrolment.

The findings on hypothesis 3 revealed that there is a significant difference in the mean perception of parents and students on impact of insurgency on school enrollment among

secondary school students in North East Geo-Political Zone, Nigeria. In other words, parents and students differ in their views regarding the impact of insurgency on school enrolment in the North-East Geo-Political zone. Uolio (2019) noted that killings and destruction of properties has brought about increased underdevelopment as it reduces the work force of the country, destroys properties that owners cannot recover in their life time, defacing the beauty of towns, cities and villages, increasing restitutes in the society and the number of internally displaced people, who may resort to criminal ventures and consequently low enrolment in schools.

Conclusion

The following conclusion was drawn based on the findings of the study: The study concluded that there is low rate of enrollment into senior secondary school in North East Geo-Political Zone, Nigeria as a result of insurgent activities.

Recommendations

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

- i. The study recommends 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 on how to curb insurgency so that school enrolment and school attendance could be boosted.
- 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 increase school attendance, school enrolment and reduce the rate of school dropout.
- iii. The study recommends 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 access the school again.
- iv. The government of the various states in the North East should provide adequate security that will monitor movements across the North East Zone so that the rampant kidnapping of students by insurgents can be curbed.
- v. The government should provide police posts in each of the secondary schools in the North East Zone, Nigeria in order to restore the confidence of parents in the security system and influence them to develop interest in sending their children to schools.
- vi. 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.
- vii. 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.
- viii. The state governments in the North-East should deploy security agents such as army, police and civil defense to train teachers on the security tips that will help ensure the safety of their students and themselves in the advent of insurgent attacks which usually leads to low attendance, low enrolment and increase dropouts.

- ix. Traditional rulers and community leaders should liaise with security agents through their local security by ensuring that there is strict monitoring of movement of persons within the North-East part of the country in order to curb incessant attacks of insurgent on schools.

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