

EFFECT OF INSECURITY, DISPLACEMENT AND GOVERNANCE CHALLENGES ON EDUCATIONAL DEVELOPMENT IN EASTERN SENATORIAL DISTRICT OF KOGI STATE, NIGERIA

Zekeri Jonah, Janet Ngozi Igbo & Fidelis Eze Amaeze

Department of Educational Foundations,
Faculty of Education, University of Nigeria, Nsukka

Abstract

This study investigated the effect of insecurity, displacement, and governance challenges on educational development in the Eastern Senatorial District of Kogi State, Nigeria. The persistent rise in violent incidents, communal conflicts, and criminal activities in parts of the district has raised concerns about their implications for access to education, school attendance, instructional delivery, and academic performance. The study adopted a descriptive survey research design. The population comprised principals, teachers, and senior secondary school students in public secondary schools within the district. A multi-stage sampling technique was employed to select respondents. Data were collected using a structured questionnaire titled Insecurity, Displacement and Educational Development Questionnaire (IDEDQ). The instrument was validated by experts in Educational Management and Measurement and Evaluation, while reliability was established using Cronbach's Alpha method. Data collected were analyzed using mean, standard deviation, and regression analysis to answer research questions. Findings revealed that insecurity significantly disrupts school activities through closures, absenteeism, and reduced instructional time. Displacement was found to negatively affect students' academic continuity, participation, and performance due to relocation, overcrowded classrooms, and psychological stress. Governance challenges, including inadequate funding, weak policy implementation, and limited security support for schools, were also identified as major constraints to educational development in the district. The study concluded that insecurity, displacement, and governance limitations collectively undermine educational access, quality, and sustainability in Kogi East Senatorial District. It was recommended, among others, that government should strengthen school security frameworks, provide targeted support for displaced learners, and enhance effective implementation of educational policies to promote resilient and sustainable educational development.

Keywords: Insecurity, displacement, governance challenges, educational development, school access

Introduction

Education remains an essential driver of socio-economic progress, human capital development, and national transformation. It equips individuals with knowledge, skills, and attitudes necessary for personal advancement and societal well-being. In Nigeria, however, the pursuit of quality education is increasingly undermined by pervasive insecurity and systemic governance challenges. Insecurity, encompassing armed violence, kidnappings, communal clashes, and banditry, directly disrupts educational processes by forcing school closures, displacing families, and discouraging student attendance (Nathaniel & Imrana, 2025). For learners in regions affected by violence and social unrest, the threat to life and property makes schooling unsafe, leading to reduced enrolment and compromised academic continuity.

Compounding these challenges, displacement whether caused by conflict, communal tensions, or herder-farmer clashes interrupts learners' academic journeys when families flee their homes and communities in search of safety and survival. Displaced households often settle in environments with inadequate educational infrastructure or overcrowded classrooms,

further disadvantaging learners in their academic pursuits (Along et al., 2020). Moreover, governance challenges such as weak policy implementation, insufficient resource allocation, and limited capacity to sustain secure learning environments exacerbate barriers to educational access, quality, and equity. These interlinked factors threaten not only individual educational attainment but also the broader developmental aspirations of communities such as those in Kogi East Senatorial District, where insecurity and governance constraints persist.

Nigeria's educational system has long been beset by structural weaknesses, including funding shortfalls, inadequate infrastructure, teacher shortages, and inconsistent policy enforcement. These challenges, in normal circumstances, impede efficient educational delivery and quality outcomes. However, where insecurity permeates social systems, these pre-existing weaknesses are amplified. In recent years, instances of violent conflict, organized crime, and armed attacks have intensified in various parts of the country and disrupted normal schooling activities. For example, insecurity has precipitated the closure of schools, loss of classroom time, abandonment of learning facilities, and mass displacement of both educators and students (Nathaniel & Imrana, 2025). At the community level, families living in high-risk zones often withdraw their children from school due to fear for their safety, resulting in increased dropout rates and reduced school participation.

Displacement arising from violence and conflicts exacerbates educational disruptions. Studies on insecurity in Nigeria indicate that internally displaced persons (IDPs) face significant hurdles in maintaining steady educational progression due to fragmented learning, loss of continuity, inadequate facilities in host communities, and psychological trauma (UNICEF Nigeria, 2025). These conditions contribute to lowered academic performance, absenteeism, and in some cases, permanent withdrawal from the formal education system. In addition, the movement of displaced family's places pressure on receiving schools and communities, often resulting in overcrowded classrooms and strained resources.

Governance challenges in responding effectively to insecurity and its educational consequences further compound the problem. Weak security architecture, limited investment in education, poor governance practices, and policy implementation gaps impede the ability of authorities to protect learners, teachers, and school infrastructure. For example, government responses to widespread displacement in Kogi East have included calls for rehabilitation of affected communities, but on-ground implementation of such recommendations remains inconsistent (Daily Post Nigeria, 2024). Overall, these phenomena rising insecurity, displacement of populations, and governance constraints pose severe threats to educational development in regions like Kogi East Senatorial District. As education plays a pivotal role in societal growth and resilience, understanding how these factors interact is vital for designing policies and interventions that support sustained educational access and quality.

Research on the intersection of insecurity and educational development has gained increasing scholarly attention due to the profound implications these phenomena have on schooling systems, learner outcomes, and community well-being. Globally, studies have demonstrated that insecurity affects education through school closures, interrupted instructional time, teacher shortages, and reduced school participation (Ajayi & Hussain, 2022; Smith & Becker, 2021). In the Nigerian context, the last decade has seen a proliferation of research documenting how violent crime, kidnappings, armed conflicts, and communal clashes disrupt normal educational activities and impair learning outcomes (Nathaniel & Imrana, 2025). For example, research on northern Nigeria indicates that insecurity contributes to chronic absenteeism, increased dropout rates, and psychological distress among learners and educators, all of which undermine educational access and quality (UNICEF Nigeria, 2025). These studies highlight that insecurity not only affects immediate access to schools but

also erodes community confidence in formal education systems, leading families to withdraw children from learning environments perceived as unsafe.

Closely linked to insecurity is displacement, which compounds educational disruptions by forcing families to relocate, often without adequate planning or resources to support continued schooling. Studies on displacement in conflict settings reveal that internally displaced persons (IDPs) face significant challenges in accessing education in host communities, including overcrowded classrooms, lack of learning materials, and limited psychosocial support for learners transitioning from disrupted schooling experiences (Along, Ogoyi, & Arowolo, 2020). Displacement interrupts educational continuity and can lead to learning losses, lower academic performance, and long-term disengagement from formal education. Governance challenges in responding effectively to these issues have also been explored in the literature. Weak governance structures, limited resource allocation, policy implementation gaps, and poor coordination among education and security agencies are repeatedly identified as barriers to protecting educational institutions and ensuring sustained learning opportunities (Eze & Okeke, 2023; World Bank, 2024). These systemic constraints hinder the development of resilient educational policies that can withstand the pressures of insecurity and displacement.

While existing studies provide valuable insights into national and regional trends, there is a noticeable gap in localized empirical research focused on specific senatorial districts such as Kogi East. Few studies have examined how the unique socio-political and security dynamics of Kogi East interact with displacement and government responses to shape educational outcomes. As a result, there remains limited context-specific knowledge on how these factors converge to affect access, quality, and continuity of education in this area. Addressing this gap is essential for informed policymaking and targeted interventions that reflect local realities and challenges. Despite the acknowledged importance of education as a catalyst for individual and societal development, educational progress in the Eastern Senatorial District of Kogi State has faced persistent challenges in recent years. Insecurity in the form of violent incidents, communal clashes, and criminal activities posed direct threats to the safety of students, teachers, and school infrastructure. These security challenges have led to temporary and prolonged school closures, reduced instructional time, and heightened fear among parents and learners, ultimately disrupting normal learning processes.

Moreover, insecurity has triggered episodes of displacement, forcing families to flee affected communities in search of safety. Displaced learners often struggle with interrupted academic schedules, lack of stable schooling environments, and limited access to educational resources in host communities. Such disruptions not only impede academic continuity but also contribute to psychological stress and disengagement from formal education.

Compounding these issues are governance challenges related to the provision of a secure and enabling educational environment. Weak policy implementation, inadequate funding of the education sector, and poor coordination between security and education authorities restrict government capacity to mitigate the effects of insecurity and displacement on educational development. These systemic limitations undermine efforts to protect schools, support displaced learners, and strengthen resilience within the educational system. While national studies have broadly documented the effects of insecurity and governance challenges on education, there is a paucity of localized research on how these issues specifically affect the educational landscape in Kogi East Senatorial District. Without empirical evidence rooted in local context, policymakers and stakeholders lack the detailed insights necessary to design targeted strategies that address the multifaceted challenges facing education in the district. This study, therefore, seeks to investigate the effect of insecurity, displacement, and

governance challenges on educational development in Kogi East, with the aim of informing context-relevant responses that enhance educational access and quality.

Purpose of the Study

The main purpose of this study is to examine the effect of insecurity, displacement, and governance challenges on educational development in the Eastern Senatorial District of Kogi State, Nigeria. Specifically, the study seeks to:

1. examine the effect of insecurity on educational development in the Eastern Senatorial District of Kogi State, Nigeria.
2. assess the impact of displacement on students' access, participation, and academic performance in the study area.
3. determine the extent to which governance challenges influence educational development in Kogi East Senatorial District.

Methods

This study adopted a descriptive survey research design. The design was considered appropriate because it enables the researcher to collect data from a representative sample of respondents in order to describe and examine the existing conditions regarding insecurity, displacement, governance challenges, and their effects on educational development in Kogi East Senatorial District of Kogi State, Nigeria. The study was conducted in Kogi East Senatorial District of Kogi State, Nigeria. The district comprises nine Local Government Areas (LGAs): Ankpa, Bassa, Dekina, Ibaji, Idah, Igalamela-Odolu, Ofu, Olamaboro, and Omala. The area has experienced varying degrees of insecurity, communal conflicts, and displacement, which have implications for the functioning of educational institutions. The population of the study was 6000 respondents consisting of all principals, teachers, and senior secondary school students in public secondary schools in Kogi East Senatorial District. These categories of respondents were selected because they are directly involved in the educational process and are in a position to provide relevant information on how insecurity, displacement, and governance challenges affect educational development. A multi-stage sampling technique was employed to select a sample of 300 respondents: Stage One: Stratified sampling technique was used to group schools according to local government areas, Stage two: Simple random sampling technique was used to select a representative number of public secondary schools from each selected LGA, Stage Three: Proportionate random sampling technique was used to select principals, teachers, and senior secondary school students from the selected schools. The sample size was determined using an appropriate statistical formula (such as Taro Yamane's formula) to ensure adequate representation of the population.

Data were collected using a structured questionnaire titled: "Insecurity, Displacement and Educational Development Questionnaire (IDEDQ)" The instrument was divided into four sections: Section A: Demographic information of respondents, Section B: Items on insecurity, Section C: Items on displacement and Section D: Items on Governance challenges and educational development. The questionnaire was structured on a four-point Likert scale of: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was subjected to face and content validity. Experts in Educational Management and Measurement and Evaluation reviewed the questionnaire to ensure clarity, relevance, and adequacy of the items in measuring the study variables. Corrections and suggestions were incorporated before final administration. The reliability of the instrument was established using the Cronbach's Alpha reliability method. A pilot study was conducted outside the study area but within a similar educational setting. The reliability coefficient obtained was considered adequate (0.70 or above), indicating that the instrument was internally consistent

and reliable for the study. The researcher administered the questionnaire personally with the assistance of trained research assistants. This ensured proper explanation of items and high return rate of completed questionnaires. Respondents were assured of confidentiality and anonymity to encourage honest responses. Data collected were coded and analyzed using statistical tools. Mean and standard deviation were used to answer the research questions. Multiple regression analysis was used to determine the combined and individual effects of insecurity, displacement, and governance challenges on educational development.

Results

Table 1: Mean and Standard Deviation on the Effect of Insecurity on Educational Development

S/N	Items on Insecurity	N	Mean ($\bar{X}$)	Std. Dev.	Decision
1	Insecurity leads to frequent school closures	300	3.41	0.72	Agree
2	Insecurity increases students' absenteeism	300	3.35	0.75	Agree
3	Fear of attacks reduces students' enrolment	300	3.28	0.81	Agree
4	Insecurity disrupts academic calendar	300	3.46	0.69	Agree
5	Teachers are unwilling to work in insecure areas	300	3.22	0.77	Agree
Cluster Mean			3.34		Agree

The cluster means of 3.34 indicates that respondents agreed that insecurity has a significant negative effect on educational development in Kogi East Senatorial District. Specifically, insecurity contributes to school closures, absenteeism, disrupted academic calendars, reduced enrolment, and teacher reluctance to work in affected areas. This implies that insecurity undermines access, stability, and quality of education in the district.

Research Question 2: How does displacement affect students' access to education, participation, and academic performance in the district?

Table 2: Mean and Standard Deviation on the Effect of Displacement on Educational Development

S/N	Items on Displacement	N	Mean ($\bar{X}$)	Std. Dev.	Decision
1	Displacement interrupts students' academic continuity	300	3.38	0.74	Agree
2	Displaced students experience overcrowded classrooms	300	3.44	0.68	Agree
3	Displacement leads to poor academic performance	300	3.31	0.79	Agree
4	Displaced students show low participation in school activities	300	3.26	0.83	Agree
5	Psychological trauma affects displaced students' learning	300	3.49	0.65	Agree
Cluster Mean			3.38		Agree

The cluster means of 3.38 shows that displacement significantly affects students' access, participation, and academic performance. Respondents agreed that displacement interrupts learning continuity, increases overcrowding, contributes to poor performance, reduces participation, and exposes students to psychological trauma. This suggests that displacement weakens educational development by destabilizing learners' academic experiences.

Research Question 3: To what extent do governance challenges influence educational development in Kogi East Senatorial District of Kogi State, Nigeria?

Table 3: Mean and Standard Deviation on the Influence of Governance Challenges on Educational Development

S/N	Items on Governance Challenges	N	Mean ($\bar{X}$)	Std. Dev.	Decision
1	Inadequate funding affects school development	300	3.52	0.61	Agree
2	Poor implementation of education policies hinders progress	300	3.36	0.73	Agree
3	Weak security support for schools affects learning	300	3.47	0.67	Agree
4	Lack of infrastructure affects quality education	300	3.40	0.71	Agree
5	Poor monitoring and supervision affect school performance	300	3.29	0.78	Agree
Cluster Mean			3.41		Agree

The cluster means of 3.41 indicates that governance challenges strongly influence educational development in the district. Respondents agreed that inadequate funding, weak policy implementation, poor infrastructure, insufficient security support, and ineffective supervision significantly hinder educational growth. This implies that systemic governance constraints compound the negative effects of insecurity and displacement on education.

Summary of Findings

1. Insecurity has a high negative effect on educational development in Kogi East Senatorial District.
2. Displacement significantly disrupts students' academic continuity, participation, and performance.
3. Governance challenges substantially hinder educational access, quality, and sustainability in the district.

Discussion of Findings

The findings of the study revealed that insecurity has a significant negative effect on educational development in Kogi East Senatorial District. Specifically, insecurity contributes to frequent school closures, disruption of academic calendars, increased absenteeism, reduced enrolment, and teachers' reluctance to work in affected areas. These findings imply that insecurity undermines access to education, reduces instructional time, and weakens overall educational quality in the district. This finding is consistent with the work of Nathaniel and Imrana (2025), who found that insecurity in Nigeria disrupts school administration, lowers student attendance, and affects effective curriculum implementation. Similarly, UNICEF (2025) reported that insecurity in several Nigerian states has led to prolonged school closures and increased the number of out-of-school children. The present finding also aligns with Along, Ogoyi, and Arowolo (2020), who observed that violent conflicts create unsafe learning environments, thereby discouraging school participation and negatively influencing educational outcomes. The implication of this finding is that insecurity does not only pose a physical threat but also weakens educational development by eroding community confidence in the school system. In the context of Kogi East, persistent insecurity may therefore limit long-term human capital development and socio-economic progress.

The study further found that displacement significantly affects students' access to education, participation in school activities, and academic performance. Displaced students experience interrupted academic continuity, overcrowded classrooms in host communities, psychological trauma, and reduced participation in school activities. These conditions were found to negatively influence learning outcomes. This finding corroborates the study of

Along et al. (2020), which revealed that internally displaced persons (IDPs) in North-Central Nigeria face substantial educational challenges, including inadequate facilities, fragmented learning experiences, and reduced academic engagement. UNICEF (2025) also noted that displacement leads to learning losses, increased dropout rates, and limited access to educational resources. Furthermore, the World Bank (2024) emphasized that conflict-induced displacement disrupts the stability required for sustained learning and contributes to long-term educational inequality. The implication of this finding is that displacement compounds the effects of insecurity by destabilizing students' academic pathways. In Kogi East Senatorial District, displaced learners may struggle to reintegrate into formal education systems without adequate psychosocial and institutional support. Thus, displacement represents both an immediate and long-term threat to educational development.

The findings also indicated that governance challenges significantly influence educational development in the district. Issues such as inadequate funding, weak implementation of education policies, poor infrastructure, insufficient security support for schools, and ineffective monitoring and supervision were identified as major constraints. This finding supports the argument of Eze and Okeke (2023), who found that governance weaknesses and policy implementation gaps hinder educational progress in Nigeria. Similarly, the World Bank (2024) observed that fragile governance systems limit the ability of governments to protect schools and maintain quality education in conflict-affected areas. Nathaniel and Imrana (2025) further emphasized that ineffective administrative responses to insecurity exacerbate disruptions in school operations. The implication of this finding is that even in the presence of insecurity and displacement, strong governance structures and effective policy implementation could mitigate their adverse effects. However, in the absence of adequate government intervention, educational systems remain vulnerable. In Kogi East, governance challenges appear to amplify the negative consequences of insecurity and displacement.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Government should collaborate with security agencies, community vigilante groups, and local stakeholders to establish effective school security systems in Kogi East Senatorial District. This may include deploying trained security personnel to vulnerable schools, installing perimeter fencing, surveillance systems, and organizing community-based school protection initiatives. A safe learning environment will restore parents' confidence and improve school attendance and participation.
2. The State Ministry of Education should develop emergency education response plans to address disruptions caused by insecurity. Such plans should include temporary learning spaces, flexible academic calendars, remote learning options where feasible, and rapid rehabilitation of damaged school facilities to ensure continuity of learning during crises.
3. Government and relevant humanitarian agencies should provide targeted support for displaced students. This may involve: provision of learning materials and school uniforms; psychosocial counseling services to address trauma; and scholarship schemes or fee waivers.

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