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Enhancing Enrolment and Retention in an Era of Dwelling Insecurity Challenges at the Junior Secondary Education level in Kebbi State

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Abstract

The study is aimed at enhancing access to quality basic education in kebbi state. Universal Basic Education (UBE) policy in Nigeria aims to provide free and compulsory education to all children aged 5-16. Despite these efforts, approximately 20 million children were out of school in Nigeria in 2022 alone. Recent statistics indicated that Kebbi is among the states with the highest rates, having about 60% of its young population out of school. Kebbi state located in north-western Nigeria has been plaque by emerging security challenges including banditry, insurgency, kidnapping, climate related disaster (flooding) and communal clashes contributing to the high index of the poor thus, having a devastating effect on the educational sector particularly at the basic level. Six research questions and six objectives were formulated to guide the study. One of the objectives of the study was to determine the emerging security threats affecting access to quality basic education in Kebbi State. The target population of the study consist of principals, teachers, students, Parents, out of school children and staff of the zonal Education offices from ten (10) local government areas of Kebbi State. The main instruments for data collection were a questionnaire titled "Enhancing Access to Quality Basic Education Questionnaire", Face to Face Interview and focus group discussions. The reliability of the instrument was realized using test-retest method. Quantitative data collected was analyzed using descriptive statistics of Mean and standard deviation with the help of SSPS 20.0 version, while the qualitative data was analyzed and presented using thematic areas. One of the findings of the study indicated that the emerging security threats experienced at the basic education level are kidnappings for ransom, Lack of adequate security personnel, natural disasters such as flooding experience during raining season, armed Robbery and banditry in or near the school compounds, poverty, bullying and sexually assault by Kidnappers.

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Keywords:

Junior Secondary Education; Enrolment and Retention; Dwelling Insecurity; Security Threats; Kebbi State, Nigeria.

Introduction

Education is pivotal to socio-economic development globally and most of the scientific and technological breakthrough witness are from the knowledge-based economies who devoted both human and material resources in seeking and advancing knowledge. It's in the realisation of the significance of education in developing economies that nations globally have put in place policies and programmes aimed at enhancing access to quality education. In Nigeria, the Universal Basic Education policy was put in place in order to provide access to affordable quality education for all children of school going age irrespective of ethnicity, religion, social status and geographical location. Basic education in Nigeria is defined as a nine-year programme, encompassing six years of Primary education and three years of Junior Secondary education, managed at the state level by the State Universal Basic Education Boards (SUBEBs) under the oversight of the national Universal Basic Education Commission (UBEC). Basic education in Nigeria is free and compulsory for all citizens within the age range of 5-16 years.

However, despite efforts made by the Nigerian government for enrolment of school age children in school, UNESCO, cited in Muhammad (2023) reported that in 2022 about 20 million of out of school children were in Nigeria. Kebbi is among the states with the highest number of out-of-school children (67%). Ojelade, Aiyedun & Aregebesola (2019) opined that, out of school children are children in the age group of 1 to 12 that are roaming the streets without access to functional education system. Recently, Kebbi state where larger chunk of the population are predominantly farmers has been plagued by emerging security challenges including, kidnapping, climate change crisis (flooding) and banditry contributing to the index of the poor. Those challenges has devastating effect on education sector particularly at the basic education level. In many parts of the state, several children have been denied access to education as a result of poverty, gender discrimination, early marriage and activities of Bandits, kidnappers, and Lakurawa insurgents. The 2021 Multiple Indicator Cluster Survey (MICS, 2021) report highlighted that in Kebbi, the net attendance rate for primary school is among the lowest in the federation, hovering around 35-40% when adjusted for age.

Concept of Insecurity was defined by Hassan (2014) as a negative feeling involving fear, anxiety, uncertainty and injustice among others. Ogunode, Ohaeri and Musa (2022) sees Insecurity in schools as a threat to learning. The authors assert further that, the prevailing peace or conflict within communities around the schools often has ripple effects on the teaching and learning activities of such schools. More frightening is the fact that, academic institutions have become hot spots where cases of insecurity including sexual harassment, bullying, cultism, drug abuse, and abduction are recorded. Work of Sodangi and Adamu (2025) indicated that environmental insecurity issues consisting of the activities of bandits, armed robbers, cattle rustlers, and kidnappers have, in one way or another, negatively impacted the progress and achievements of students in mathematics more especially for students from rural areas. Thus, many children are not attending school due to fear and even when they enrol, many do not complete the primary cycle. This menance was confirmed by Ayinla, Belloh and kankia (2023) whose study indicated that: the scourge of insecurity in form of banditry, cattle rustling, and abduction constitutes negative impact on students‟ enrolment, attendance and retention

seriously as a result of bandits activities in the surveyed Local Government Areas in Katsina State.

At the national level recent statistics indicated that 30% of pupils in Nigeria drop-out of primary school and only 54% transit to junior secondary schools (Lawal, 2018). The author explained further that reasons for that are attributed to child labour, poverty, early marriage for girls and Boko haram insurgency. This menance was further confirmed by Abdullahi, Bello, and Idris (2022) who conducted a thematic assessment of impact of insurgency on secondary school enrolment and drop-out rates in Mubi Educational Zone, Adamawa State. Major findings from their study indicated that insurgency had reduced the number of students' enrolment and also insurgency had negatively affected secondary schools' facilities. Similarly, Muktar, Musa and Habib (2023) found that insecurity has significant negative effects on school enrolment and academic performance of selected secondary school in Niger state.

Others insecurity challenges include climate change related displacements and poor parental perception towards education which ultimately affected school enrolment. Home environment conditions such as household tasks, negative attitude towards education from parents and other siblings may negatively influence a child's participation and retention in school. In some communities, children are forced to look after parent's animals instead of enrolling in schools, Also, Ojukwu (2017) found that students' gangsterism, smoking of Indian hemp, abusing other hard drugs, cult and related violent activities are some of the factors that constituted insecurity of the school environment which eventually cause boys to leave school and join trading while leading girls to drop out and settle for marriage. The author further revealed that, as a result of perceived insecurity of the school environment students are afraid and feel insecure in the school, sometimes skipped school, as a result missed certain lessons which affects them in their examinations. Adamu, Kaka and Kalli (2024) examined the effects of boko haram insurgency on enrolment, attendance, retention and academic performance of senior secondary schools of Yobe State, Nigeria. Findings from that study revealed that, Boko Haram insurgency had negative effect on enrolment, retention and academic performance. Similarly, the work of

Peter, Ebute and Attah (2023) revealed the prevalence of insecurity as arm robbery, stealing, trespassing, rap, sexual harassment, abduction, kidnapping, cultism, fire outbreak, and bombing while the causes of insecurity are unemployment, inflation, porous borders, tribalism, government failure, religious extremism among others non-chalent attitude of school administrators, lack of adequate security personnel.

Furthermore, overcrowded classes, teacher attrition, proximity, and inadequate learning materials etcetera are all factors that can hinder access to quality education. In research carried out by Adeyemi (2009), it was reported that factors effecting school enrolment in Nigeria are: culture, inadequate provision of schools in rural areas, illiteracy and poverty. Poverty is indeed one of the greatest threats to access to quality education globally. Abdulmumin (2021) noted that, although the UBE act emphasized free and compulsory basic education, there are charges for school uniform, books and transport that parents have to incur. Those indirect cost of education can create barrier to school enrolment and retention. Ogunode in Ogunode, Adanna and Ayoko (2022) also, observed that the spate of attacks on schools and abductions of student have contributed to the increase in the number of out of school children in Nigeria. In many instances, parents are reluctant to send their wards to school do to perceived

insecurity of the routes to school coupled with the fact that, any school cited at the outskirt of the town, village or large settlement is at danger of being attacked (Yagana, 2023). Umar and Terhember (2018) conducted a study on the effect of insecurity on school attendance in 10 selected primary schools in Damaturu, Yobe state, findings from the study indicated that the insecurity situation experienced in that area has drastically reduce primary school attendance in Damaturu. In kebbi state in particular, the kidnapping of over 100 students of Federal Government College Birnin Yauri in which they were held captive for close to 2 years had left both the victims and their families demoralized and psychologically depressed that some of those children never resumed schooling. For those that resumed, they have lost huge amount of contact hours leading to repeated classes and constant fear. The recent coordinated mass kidnappings of students in Niger and Kebbi state in November 2025 led to the closure of all education institutions in kebbi state with the exception of College of Nursing Sciences and Federal University Birnin Kebbi. At the same time, 47 unity schools were shut down by the Federal government, and also indefinite closure of over 20,000 schools across seven northern states. A decision perceived by (UNICEF, 2025) as defensive measure that effectively suspends the right to education for millions of children.

Also, Poverty (inability to afford supplies), cultural resistance (negative views of Western education), and immediate climate shock (physical inaccessibility or displacement) are significant barriers to enrolment and retention in Kebbi state. Other retention barriers include forced withdrawal due to early marriage for girls, and the sustained fear as well as poor educational quality induced by persistent banditry for many children. The disruption of school calendar due to school closures as a result of insecurity or the internal displacement of learners due to climate crises have equally resulted in compounded learning loss, making re-entry and successful completion increasingly unlikely for many children who fall behind.

A critical but often overlooked multiplier in this crisis is the role of climate change. The desertification in the far north have pushed herders south, intensifying the farmer-herder conflicts that often mutate into banditry and also natural disasters like the devastating floods have compounded the crisis. Schools that escape the assault of insurgents are often turned to serve as emergency shelters for flood victims, leading to prolonged closures and the destruction of furniture and learning materials. This leaves the education sector in a state of perpetual recovery, never allowing for the stability required for consistent enrolment and retention.

Hence, in affected rural areas of the state, many children do not attend school and even when they enrol many do not complete the primary cycle and only small proportion transit to junior secondary schools due to insecurity, child labour, poverty, and early marriage for girls. This shows that insecurity in the state has created a complex environment that hinders access to quality education, particularly for vulnerable populations such as girls, Nomadic children and those with disabilities, children of farmers and also those from impoverished backgrounds.

Another challenge is the teacher attrition. While the retention of students is inextricably linked to the retention of teachers, the current security climate has triggered a massive flight of qualified teachers from rural areas. Teachers are resigning in record numbers, refusing to be posted to rural areas where they are prime targets for assassination or abduction. A school without teachers is merely a building; yet, asking teachers to remain in zones where they are targeted for assassination or abduction is a policy dilemma. Thus, many teachers posted to insecurity prune areas often refuse to report, abscond, or negotiate transfers to safer urban centers, leading to a de facto urbanization of education where quality schooling is available

only in heavily guarded town centres. Teachers who remained also report high levels of demotivation and fear. Thus, a traumatized teacher cannot effectively nurture traumatized students, leading to a degradation in the quality of instruction that further discourages attendance.

Indeed, challenges have devastating effects on the education sector particularly at the basic education level. Hence, the focus of this research is "enhancing Access to Quality Basic Education under Emerging Security Challenges in Kebbi State, Nigeria.

Objectives of the Study

The current study seeks to

1. Identify the emerging security threats on access to quality basic education in Kebbi State.
2. Identify key factors that affect school enrolment in Kebbi State, particularly in the context of insecurity.
3. Identify the key factors that influence school attendance rate in Kebbi State, particularly in the context of insecurity?
4. Identify key factors affecting retention rate at the junior secondary school level in Kebbi State, particularly in the context of dwelling insecurity challenges.
5. Identify consequences of insecurity threat on school enrolment and retention at the junior secondary school level in kebbi state.
6. Determine effective strategies for enhancing school enrolment and retention rate in a period of dwelling insecurity at the junior secondary school level in Kebbi State.

Research Questions

The current study is guided by the following research questions:

1. What are the emerging security threats on access to quality basic education in Kebbi State?
2. What are the key factors that affect school enrolment in junior secondary schools in Kebbi State, particularly in the context of insecurity?
3. What are the key factors that affect school attendance in junior secondary schools in Kebbi State, particularly in the context of insecurity?
4. What are the key factors that influence retention in junior secondary schools
5. What are the consequences of dwelling insecurity challenges on enrolment, attendance and retention rate at junior secondary schools' level in Kebbi State?
6. What are the effective strategies for enhancing school enrolment and retention rate in a period of dwelling insecurity at the junior secondary schools level in Kebbi State?

Methodology

Descriptive survey research design was adopted for the study using a mixed method (triangulation). The justification for adopting a descriptive survey research was that the researcher was interested in investigating the security threats affecting enrolment and retention at the basic education level and also for the fact that this research design employs a variety of data gathering techniques such as questionnaires, face to face interviews and focus group discussions which permits the researcher to have an in-depth study of the opinions of the respondents in relation to the subject matter. The target population of the study consist of 1347

teachers, 148 Principals, 8,250 students, 10 zonal Education officers, parents/guardians, out of school children and school dropouts from10 local government areas (Arewa, Augie, Danko-wasagu, Fakai, Maiyama, Ngaski, Suru, Shanga, Sakaba, and yauri) of Kebbi State. The rationale for the selection was that those LGAs have high rate of out of school children and security challenges. A multi-stage sampling technic was used to select the sample size required for the state. In the first stage, Purposive sampling technique was used to select 10 local government areas for the study. Research adviser (2006) was used to determine the sample of teachers and school administrators which recommended a sample size of 108 school principals & 306 teachers respectively. While a sample size of 50 students, 10 zonal education officers from 10 Local Government Areas, 20 out of school children and 20 school dropouts were purposively selected as sample size for the qualitative component. A proportionate sampling technique was also used to determine the sample size of teachers, principals and students required from each school.

The major instrument for data collection were questionnaires, face to face interviews and Focus Group Discussions (FGDs). The instruments were designed by the researcher. The Questionnaire was Titled "Enhancing Enrolment and Retention Questionnaire (EERQ). The questionnaire solicits information from school principals and teachers. Whereas, in-depth interview guides were designed for students, staff of zonal education offices, school drop outs and Out of School children. The instrument were intended to compliment information sourced from the questionnaire. The Instrument is titled "Enhancing Enrolment and Retention In-depth Interview Guide (EERIIG)". All the instruments were designed by the researchers.

For the Close Ended Questionnaire, a 4 point Likert scale was used as follows: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) Undecided (U). The responses were coded as follows: Strongly Agreed=4, Agreed=3, Disagreed=2, strongly Disagreed =1. The instruments were validated by experts in measurement, evaluation and school security in terms of face, content and construct validity. Their valuable inputs, observations, criticism and suggestions were carefully considered and used to improve on the instrument. The reliability of the Questionnaire was established by administering the instrument on randomly selected management staff of Ministry of Education, School administrators, teachers, students, school dropout and other relevant stakeholders in two local government areas that shared similar characteristics in neighbouring Sokoto state. The data obtained from the pilot test using test re-test method were subjected to Pearson Product Moment Correlation test in order to determine the reliability Coefficient of the study. A reliability coefficient of 0.89 (Questionnaire) and 0.79 (In-depth Interview Guide) were obtained at 0.05 levels of significance. The instrument was therefore declared reliable.

Data was collected using Questionnaires, face to face interviews and Focus Group Discussions (FGDs) with the help of research assistants. Data collected was analyzed using both quantitative and qualitative methods of analysis. Quantitative data was analyzed using descriptive statistics such as mean, percentage and standard deviation with the help of SPSS. The decision cut-off response mean is set at 2.50. This means that, the mean obtained from 2.50 and above is acceptable and agreed with while the mean below 2.50 is rejected and disagreed with. The Qualitative data from the interviews and focus group discussions was analyzed thematically in line with study objectives and presented in narrative form.

Result

A total of 414 questionnaires were distributed while 384 were successfully retrieved from respondents. Data collected was analysed and the answers to the research questions are presented on tables below.

Q_1: What are the emerging security threats on access to quality basic education at junior secondary schools level in Kebbi State?

Table 1: Summary of Responses on Emerging Security Threats on Access to Quality Basic Education at Junior Secondary Schools Level in Kebbi State

S/N	Items on Insecurity threats	N	Mean	SD	Decision
1.	Schools are shutdown to serve as refugee camp due to flooding experience during raining season.	384	3.24	0.56	Accepted
2.	Cases of an armed Robbery and banditry attack in or near the school compounds.	384	3.07	0.69	Accepted
3.	Bandits are targeting our schools for mass ransom kidnappings.	384	3.36	0.94	Accepted
4.	Rape/ sexually assault for victims of kidnapping particularly female students by their captors.	384	2.58	0.90	Accepted
5.	Lack of adequate security personnel on the school premises.	384	3.34	0.88	Accepted
6.	Reported cases of bullying in school by senior or older students.	384	2.76	0.83	Rejected
7.	In affected community, poverty is forcing students to drop out of school leading to early marriage for girls while the boys also joins family business.	384	3.07	0.68	Accepted
8.	Cult activities within the school environment.	384	2.44	0.83	Rejected
	Total	**384**	**2.98**	**0.79**	

Table 1 above is a summary of descriptive statistics of mean and standard deviation conducted to assess participants' perception of the emerging security threats on access to quality basic education at junior secondary schools level in Kebbi State. The data analysis revealed an average response mean score of 2.98 (N=384, Mean=2.98, SD=0.79) indicating that most of the suggested responses on the emerging security threats on access to quality basic education at junior secondary schools level in Kebbi State as indicated in the instrument were accepted as the emerging security threats on access to quality basic education at junior secondary schools level in Kebbi State. The results from the findings are presented from the highest to the lowest in an order of hierarchy as follows: Bandits are targeting our schools for mass ransom kidnappings (Mean =3.36, SD = 0.56). lack of adequate security personnel (Mean =3.34, SD = 0.88), flooding experience during raining season forces schools to shutdown to serve as refugee camps (Mean =3.24, SD = 0.56), armed Robbery and banditry attack in or near the school compounds (Mean=3.07, SD=0.69), poverty (Mean=3.07, SD=0.68), rape/ sexually assault for victims of kidnapping by their captors (Mean=2.58, SD=0.90), bullying by senior or older students (Mean=2.46, SD=0.83), cult activities within the school environment (Mean=2.44, SD=0.83).

Q_2: What are the key factors that affect school enrolment at junior secondary schools in Kebbi State, particularly in the context of insecurity?

Table 2: Summary of Responses on the Key Factors Affecting Enrolment at the Junior Secondary Schools in Kebbi State, Particularly in the Context of Insecurity

S/N	Items on Impact of Insecurity on Students' Enrolment at the Junior Secondary Level	N=384	Mean	SD	Decision
9.	Decline in Students' enrolment in insecurity ridden areas of the state due to fear of Kidnapping.	384	3.29	0.76	Accepted
10.	decline in students' enrolment because of fear and uncertainty on the route to schools	384	2.84	0.76	Accepted
11.	Insecurity threat compels families to flee their homes and this negatively affect students' enrolment	384	2.94	0.89	Accepted
12.	Poverty has contributed to decline in students' enrolment as a result of banditry activities.	384	2.76	0.91	Accepted
13.	Schools converted to IDP camps due to flooding contributing to decline in students' enrolment	384	2.78	0.88	Accepted
14.	Loss of interest for education (schooling) by parents due to insecurity, which contributes to decline in students' enrolment rate.	384	2.93	0.88	Accepted
15.	Many families displaced by insecurity may not be able to enrol their children to school again	384	2.94	0.86	Accepted
16	Insecurity challenge have affected students' transition to junior secondary school.	384	2.88	0.79	Accepted
	Total	**384**	2.92	0.83	

Table 2 above is a summary of descriptive statistics of mean and standard deviation conducted to assess participants' perception of the key factors that affect school enrolment at junior secondary schools in Kebbi State, particularly in the context of insecurity. The data analysis revealed an average response mean score of 2.92 (N=384, Mean=2.92, SD=0.83) indicating that most of the suggested responses on the key factors that affect school enrolment at junior secondary schools in Kebbi State, particularly in the context of insecurity as indicated in the instrument were accepted as the key factors that affect school enrolment at junior secondary schools in Kebbi State, particularly in the context of insecurity. The result from the findings are presented from the highest to the lowest in order of hierarchy as follows: Declined in students' enrolment due to fear of Kidnapping (Mean =3.29, SD = 0.76). Insecurity threat compels families to flee their homes which negatively affect students' enrolment (Mean =2.94, SD = 0.89). Many families displaced as a result of insecurity may not be able to enrol their children to school again (Mean =2.94, SD = 0.86), Many parents lost interest for education (schools) due to insecurity, causing a decline in students' enrolment rate (Mean=2.93, SD=0.88), Insecurity threats are affecting students' transition to junior secondary school (Mean=2.88, SD=0.79), decline in students' enrolment because of fear and uncertainty on the route to schools (Mean=2.84, SD=0.76),. (Mean=2.78, SD=0.88), Poverty has contributed to decline in students' enrolment as a result of banditry activities (Mean=2.76, SD=0.91).

Q_3: What are the key factors that influence school attendance rate at junior secondary schools in Kebbi State, particularly in the context of insecurity?

Table 3: Summary of Responses on the Key Factors Influencing Attendance Rate at Junior Secondary Schools in Kebbi State, Particularly in the Context of Insecurity.

S/N	Items on the Impact of Insecurity on Students' attendance at the Junior Secondary School level	N=384	Mean	SD	Decision
17.	Bandits' raids on communities have made parents relocate or send their children away for fear of abduction contributing to low school attendance	384	3.36	0.56	Accepted
18.	Students are coming very late to the classes due to insecurity on the route to school.	384	3.04	0.60	Accepted
19.	Students leaving school earlier than closing time do to fear of the danger of the route	384	2.84	0.94	Accepted
20.	Students traumatized as a result of insecurity in the neighbourhood are having difficulty returning to school due fear and anxiety	384	2.97	0.65	Accepted
21.	School attendance is low because of emotional instability of the parents, and the students due to security threat	384	2.83	0.89	
22.	The displacement of many families due to flooding and conversion of schools into IDP camps.	384	2.77	0.65	Accepted
23.	Students who have lost their parents due to insecurity are not regularly attending school.	384	2.76	0.95	Accepted
24.	closure of schools due to banditry activities drastically reduced the attendance by students even when schools re-opens	384	2.96	0.92	Accepted
	Total	**384**	**2.88**	**0.77**	

Table 3 above is a summary of descriptive statistics of mean and standard deviation conducted to assess participants' perception of the key factors that influence school attendance rate at junior secondary schools level in Kebbi State, particularly in the context of insecurity. The data analysis revealed an average response mean score of 2.88 (N=384, Mean=2.88, SD=0.77) indicating that most of the suggested responses on the key factors that influence school attendance rate at junior secondary schools in Kebbi State, particularly in the context of insecurity as indicated in the instrument were accepted as the key factors that affect school attendance at junior secondary schools level in Kebbi State, particularly in the context of insecurity. The result from the findings are presented from the highest to the lowest in order of hierarchy as follows: parents relocate or send their children away from the community for fear of abduction (Mean =3.36, SD = 0.56). Students are coming very late to the classes due to insecurity on the route to school (Mean =3.04, SD = 0.60). students traumatized due to insecurity are having difficulty returning to school due fear and anxiety (Mean =2.97, SD = 0.65), closure of schools due to banditry activities has drastically reduced the attendance of students even when schools re-opens (Mean=2.96, SD=0.92), students leaving school earlier than closing time do to fear of the danger of the route (Mean=2.84, SD=0.94), emotional instability of the parents, and the students due to security threat has decreased school attendance (Mean=2.83, SD=0.89), displacement of many families due to flooding and conversion of

schools into IDP camps (Mean=2.77, SD=0.66), students who have lost their parents as a result of insecurity are not regularly attending school (Mean=2.76, SD=0.95)

Q_4: What are the key factors that influence school Retention rate at the junior Secondary Education level in Kebbi State, particularly in the context of insecurity?

Table 4: Summary of Responses on the Key Factors Influencing Retention Rate at the Junior Secondary Schools Level in Kebbi State, particularly in the Context of Insecurity

S/N	Items on Impact of Insecurity on Students' Retention Rate at the basic Secondary Education level	N=384	Mean	SD	Decision
25.	In affected communities boys are pulled out of school for farming/hawking due to poverty as a result of banditry (cattle rustling).	384	2.97	0.65	Accepted
26.	Retention is often interrupted by displacement or the need to scavenge for economic survival	384	2.76	0.95	Accepted
27.	Many parents have left the community due to security threat which contributed to low completion rate.	384	2.56	0.92	Accepted
28.	Parents often withdrawn their children from boarding Schools due to psychological trauma associated with fear and risk of violence and abduction.	384	2.79	0.77	Accepted
29.	Basic school completion rate is declining due to security threats within the surrounding school communities	384	3.36	0.56	Accepted
30.	Many parents have lost their means of livelihood due to banditry and are unable to retain their wards in school.	384	3.34	0.60	Accepted
31	Insecurity has accelerated early marriage rate as a protective measure against risk associated with abduction (potential sexual violation & forced marriage to abductors) there by decreasing retention rate.	384	2.84	0.94	Accepted
32.	Displacement due to climate related disasters (flooding & unfavourable grazing land) have increased dropout rate	384	2.83	0.77	Accepted
	Total	**384**	**2.92**	**0.77**	

Table 4 above is a summary of descriptive statistics of mean and standard deviation conducted to assess participants' perception of key factors that influence school retention rate at the junior Secondary school level in Kebbi State, particularly in the context of insecurity. The data analysis revealed an average response mean score of 2.92 (N=384, Mean=2.92, SD=0.77) indicating that most of the suggested responses on the key factors that influence school retention rate at the junior Secondary school level in Kebbi State, particularly in the context of insecurity as indicated in the instrument were accepted as the key factors that affect school retention at junior secondary schools level in Kebbi State, particularly in the context of insecurity. The result from the findings are presented from the highest to the lowest in order of hierarchy as follows: school retention rate is declining due to security threats within the

surrounding school communities (Mean =3.36, SD = 0.56) parents that have lost their means of livelihood due to banditry are unable to retain their wards in school (Mean =3.34, SD = 0.60), boys are pulled out of school for farming/hawking due to poverty (Mean =2.97, SD = 0.65), Insecurity has accelerated early marriage rate as a protective measure against risk associated with abduction (potential sexual violation & forced marriage to abductors) there by decreasing retention rate (Mean=2.84, SD=0.94), Displacement due to climate related disasters e.g. flooding & unfavourable grazing land (Mean=2.83, SD=0.77), Parents often withdrawn their children from boarding Schools due to psychological trauma associated with fear and risk of violence and abduction (Mean=2.79, SD=0.77), Retention is often interrupted by displacement or the need to scavenge for economic survival (Mean=2.76, SD=0.95), Many parents have left the community due to security threat which contributes to low retention rate (Mean=2.56, SD=0.92).

Q_5: What are the consequences of dwelling insecurity challenges on quality basic education at junior secondary schools level in Kebbi State?

Table 5: Summary of Responses of the Consequences of Dwelling Insecurity Challenges on Quality Basic Education at Junior Secondary Schools Level in Kebbi State.

S/N	Items on Consequences of Insecurity on Access to Quality Education	N=384	Mean	SD	Decision
33.	Chronic shortage of qualified teachers more especially in rural schools	384	2.98	0.78	Accepted
34.	Hinders the students ability to performs their extra curriculum activities	384	2.73	0.88	Accepted
35.	Shutting down of schools to serve as refugee camp due to flooding experience during raining season there by disrupting academic calendar.	384	2.92	0.76	Accepted
36	Disruption of school working hours, which negatively affects students' retention.	384	2.94	0.76	Accepted
37.	Many parents have stopped their children's schooling due to fear of kidnapping or attack on the way to school.	384	2.83	0.88	Accepted
38.	Insecurity situation accelerates the transition of girls from the classroom to the marital home, thereby devastating female enrolment and retention rates	384	3.09	0.77	Accepted
39.	Teachers posted to this school abscond due to fear of insecurity, leaving the school to be managed by phantom workers or unqualified volunteers.	384	2.89	0.86	Accepted
40.	Schools are converted to IDP camps whenever the neighbouring communities experience flooding disaster there by disrupting academic activities.	384	2.94	0.92	Accepted
41.	The schools that were converted to IDP camps faces infrastructure degradation and loss of furniture due to mismanagement by IDPs.	384	2.94	0.86	Accepted

42.	Several months of productive instruction were lost due to unscheduled school closures ordered by the government or caused by direct security threats to this community.	384	3.46	0.91	Accepted
	Total	**384**	**2.97**	**0.83**	

Table 5 above is a summary of descriptive statistics of mean and standard deviation conducted to assess participants' perception of the consequences of dwelling insecurity challenges on quality basic education at the junior Secondary school level in Kebbi State. The data analysis revealed an average response mean score of 2.97 (N=384, Mean=2.97, SD=0.83) indicating that most of the suggested responses on the consequences of dwelling insecurity challenges on quality basic education at the junior Secondary school level in Kebbi State as indicated in the instrument were accepted as the consequences of dwelling insecurity challenges on quality basic education at junior secondary schools level in Kebbi State. The result from the findings are presented from the highest to the lowest in order of hierarchy as follows: Several months of productive instruction were lost in the last academic year due to unscheduled school closures ordered by the government or caused by direct security threats to this community (Mean =3.46, SD = 0.91), Insecurity situation accelerates the transition of girls from the classroom to the marital home, thereby devastating female enrolment and retention rates (Mean =3.09, SD = 0.77), Chronic shortage of qualified teachers more especially in rural schools (Mean =2.98, SD = 0.78), Schools are converted to IDP camps whenever the neighbouring communities experience flooding disaster there by disrupting academic activities (Mean=2.94, SD=0.92), The schools converted to IDP camps faces infrastructure degradation and loss of furniture due to mismanagement by IDPs (Mean=2.94, SD=0.86), security threats sometimes disrupts school working hours, which negatively affects students' retention (Mean=2.94, SD=0.76), Shutting down of schools to serve as refugee camp due to flooding experience during raining season (Mean=2.94, SD=0.76), Teachers posted to this school abscond due to fear of insecurity, leaving the school to be managed by phantom workers or unqualified volunteers (Mean=2.89, SD=0.86), Insecurity hinders the students ability to performs their extra curriculum activities (Mean=2.73, SD=0.78)

Q_6: What are the effective strategies for enhancing enrolment, retention and completion rate in an Era of dwelling insecurity at junior secondary schools level in Kebbi State?

Table 6: Summary of Responses on effective strategies for enhancing enrolment, retention and completion rate in an Era of dwelling insecurity at junior secondary schools level in Kebbi State

S/N	Items on Effective Strategies for Enhancing Enrolment, Retention and Completion Rate Junior Secondary Schools in Kebbi State	N=384	Mean	SD	Decision
43.	Back to School campaigns to raise awareness about the importance of education through robust community sensitization involving stakeholders like School Based Management Committees (SBMCs), PTA, NGOs, CBOs & Faith based Organizations.	384	3.29	0.76	Accepted
44.	Integrating Vigilante groups (e.g., Civilian JTF, Yan Sakai, Vigilante Group of Nigeria, PCRC etc into the school security architecture in order	384	3.34	0.67	Accepted

	to enhance security of the route and accessibility.				
45.	Capacity building training for teachers in trauma-informed pedagogy in order to keep these vulnerable children in the system.	384	2.94	0.86	Accepted
46.	Provision of incentives to encourage enrolment such as conditional cash transfers (CCTs), free meals, uniforms, textbooks or scholarships to encourage students to attend schools regularly.	384	2.96	0.81	Accepted
47.	Encouraging the community to take ownership of the schools and act as an intelligence network, providing early warning of threats and convincing skeptical parents that the school is a protected community asset	384	2.98	0.78	Accepted
48.	Ensuring that schools are located in safe, accessible areas with adequate infrastructure, water and sanitation facilities	384	3.26	0.85	Accepted
49	Implement free education policies, such as eliminating fees, and other costs that hinder access	384	3.06	0.85	Accepted
50.	Offer flexible learning options such as afternoon or evening classes and distance learning via radio or online mediums to cater for the diverse needs of students	384	2.94	0.79	Accepted
	Total	**384**	**3.09**	**0.80**	

Table 6 above is a summary of descriptive statistics of mean and standard deviation conducted to assess participants' perception of the effective strategies for enhancing enrolment, retention and completion rate in an Era of dwelling insecurity at the junior Secondary school level in Kebbi State. The data analysis revealed an average response mean score of 3.09 (N=384, Mean=3.09, SD=0.80) indicating that most of the suggested responses on the effective strategies for enhancing enrolment, retention and completion rate in an Era of dwelling insecurity at the junior Secondary school level in Kebbi State as indicated in the instrument were accepted as the effective strategies for enhancing enrolment, retention and completion rate in an Era of dwelling insecurity at junior secondary schools level in Kebbi State. The result from the findings are presented from the highest to the lowest in order of hierarchy as follows: Integrating Vigilante groups (e.g., Civilian JTF, Yan Sakai, Vigilante Group of Nigeria, PCRC etc into the school security architecture (Mean =3.34, SD = 0.67). back to School campaigns to raise awareness involving stakeholders like School Based Management Committees (SBMCs), PTA, NGOs, CBOs & Faith based Organizations (Mean =3.29, SD = 0.76). locating schools in safe, accessible areas with adequate infrastructure, water and sanitation facilities (Mean =3.26, SD = 0.85), Implementing free education policies (Mean=3.06, SD=0.85), encouraging the community to take ownership of the schools (Mean=2.98, SD=0.78), Provision of incentives to encourage enrolment such as conditional cash transfers (CCTs), free meals, uniforms, textbooks or scholarships to encourage students to attend schools regularly (Mean=2.96, SD=0.81), Capacity building training for teachers in trauma-informed pedagogy (Mean=2.94, SD=0.86), Offer flexible learning options such as afternoon or evening classes and distance learning via radio or online mediums to cater for the diverse needs of students (Mean=2.94, SD=0.79).

Analysis of the Qualitative Data

Findings from the qualitative data was presented using thematic areas.

Theme 1: Emerging Security Challenges and their Consequences

Most of the respondents identified kidnapping, robbery, drug abuse, sexual harassment, poverty due to banditry activities and natural disasters such as flooding due to seasonal heavy rainfall as emerging security challenges. Most of the respondents lamented about the negative impact of school closures due to insecurity and how the menace of banditry contributed to high index of the poor.

Theme 2: Influence of Dwelling Insecurity Challenges on Enrolment, Attendance and Retention rate.

Many respondents pointed to the fact that the insecurity situation has triggered the low enrolment and retention rate. The out of school children and school dropouts disclosed that they are afraid of kidnappers and the insecurity of the route to school. Other reasons highlighted by the participants includes psychological trauma and anxiety associated with abduction more especially in boarding schools, loss of means of livelihood due to banditry and parents are unable to retain their children in school, engaging boys to support family business, displacement or the need to scavenge for economic survival. Lack of interest for formal education by parents/caregivers and inability to afford cost of education such as PTA levies, books and school uniforms due to poverty. Issue of converting schools into IDP camps was also another reason pointed out by many insisting that it is one of the leading causes of low rate of school attendance.

Theme 3: Strategies for Enhancing Enrolment, Attendance and Retention rate

Many respondents suggested deployment of adequate qualified security personnel, school fencing, engaging the services of vigilante and other volunteer groups to help provide security, involving parents in school security decision making, creating awareness on the importance of education, policy reforms to support adequate and effective measures to convert insecurity threats, building permanent IDP camps, use of modern security devices to enhance security of schools. Others includes deployment of security personnel to secure school routes, security drills for staff and students, incentivizing education and psycho-social support for victims as measures to enhance enrolment and retention in an era of dwelling insecurity challenges.

Discussion of Findings

The study found that there are emerging security threats on access to quality basic education at junior secondary schools level in Kebbi State. Those security threats identified by the study includes mass kidnappings for ransom, Lack of adequate security personnel, natural disasters such as flooding experience during raining season, armed Robbery and banditry in or near the school compounds, poverty, sexually assault by Kidnappers, This menance has force the government to close schools on several occasions thereby disrupting academic callender and also fear among students, this findings is in support of the work of Peter, Ebute and Attah (2023) revealed the prevalence of insecurity as arm robbery, stealing, trespassing, rap, sexual harassment, abduction, kidnapping, cultism, fire outbreak, and bombing. It is also in agreement

with that of Ojukwu (2017) who found that students' gangsterism, smoking of Indian hemp, abusing other hard drugs, cult and related violent activities are some of the factors that constituted insecurity of the school environment which eventually cause boys to leave school and join trading while leading girls to drop out and settle for marriage.

The study also revealed the key insecurity factors affecting school enrolment at junior secondary schools in Kebbi State to include: a declined in students' enrolment due to fear of Kidnapping, Insecurity threat forcing families to flee their homes, many families displaced unable to enrol their children to school again, lost interest in education (schoolling), decline in students' transition to junior secondary schools, decline in students' enrolment because of fear/ uncertainty of school, Poverty due to banditry activities which affects parents' personal income. This menace was also confirmed by Abdullahi, Bello, and Idris (2022) who conducted a thematic assessment of impact of insurgency on secondary school enrolment and drop-out rates in Mubi Educational Zone, Adamawa State. Major findings from their study indicated that insurgency had reduced the number of students' enrolment and also insurgency had negatively affected secondary schools' facilities. Similarly, Muktar, Musa and Habib (2023) found that insecurity has significant negative effects on school enrolment and academic performance of selected secondary school in Niger state.

The study further revealed that, the key factors affecting school attendance rate at junior secondary schools level in Kebbi State, particularly in the context of insecurity includes parents relocating or sending their children away for fear of abduction, insecurity on the route to school, fear and anxiety, closure of schools due to banditry activities, fear of the danger on the route to school, emotional instability of the parents and the students due to security threat, conversion of schools into IDP camps forcing many students out of school, loss of parents/caregivers as a result of insecurity. These findings are in agreement with the study of Umar and Terhember (2018) whose findings indicated that the insecurity situation experienced in that area has drastically reduce primary school attendance.

Additionally, the study found out that, the key factors that influence school retention rate at the junior Secondary school level in Kebbi State, particularly in the context of insecurity as follows: declining due to security threats within the school communities, loss of means of livelihood due to banditry, boys are pulled out of school to farm or hawk while girls are married early due to poverty, early marriage rate as a protective measure against risk associated with abduction (potential sexual violation & forced marriage to abductors), Displacement due to climate related disasters (flooding & unfavourable grazing land), withdrawing children from boarding Schools due to psychological trauma associated with fear and risk of violence and abduction, displacement or the need to scavenge for economic survival, parents fleeing the community due to security threat . the findings from this study confirms the findings of Adamu, Kaka and Kalli (2024) whose study found that Boko Haram insurgency had negative effect on enrolment, retention, and academic performance and also that of Ayinla, Belloh and kankia (2023) whose findings indicated that, the scourge of insecurity in form of banditry, cattle rustling, and abduction negatively impact on students' enrolment, attendance and retention seriously.

The study also revealed the consequences of dwelling insecurity challenges on quality basic education at junior secondary schools level in Kebbi State. These findings shows that several months of productive instruction were lost due to unscheduled school closures,

Insecurity accelerated the transition of girls from the classroom to the marital home, , Chronic shortage of qualified teachers more especially in rural schools, Schools converted to IDP camps due to banditry and flooding disasters thereby disrupting academic activities, schools faces infrastructure degradation and loss of furniture due to mismanagement by IDPs, disruption of school working hours, Shutting down of schools to serve as refugee camp thereby disrupting academic calendar, Teachers posted to this school abscond due to fear of insecurity, hindering the students ability to performs their extra curriculum activities. Nwogu, Osere and Ukwu (2022) found that as a result of insecurity parents were afraid of releasing their children to school, students were afraid to attend school, teachers could not cover the content of science curricular and schools were closed down indefinitely.

Lastly, findings of the study revealed the effective strategies for enhancing enrolment, retention and completion rate in an Era of dwelling insecurity as follows: Integrating Vigilante groups (e.g., Civilian JTF, Yan Sakai, Vigilante Group of Nigeria, PCRC etc into the school security architecture, back to School campaigns to raise awareness involving stakeholders like School Based Management Committees (SBMCs), PTA, NGOs, CBOs & Faith based Organizations, locating schools in safe and accessible areas with adequate infrastructure, Implement free education policies, such as eliminating school fees, Encouraging the community to take ownership of the schools and act as an intelligence network, providing early warning of threats, Provision of incentives to encourage enrolment such as conditional cash transfers (CCTs), free meals, uniforms, textbooks or scholarships, Capacity building training for teachers in trauma-informed pedagogy, Offering flexible learning options such as afternoon or evening classes and distance learning via radio or online mediums to cater for the diverse needs of students.

Conclusion

The crisis of education particularly low school enrolment and retention in kebbi state is not a temporary disruption; it is a structural transformation of the learning landscape driven by deep-seated insecurity. The "dwelling insecurity" in the state has created a toxic environment where fear, poverty, and displacement intersect to push thousands of children out of school. Therefore, proactive measures must be put in place in order to address this menace and make the school environment safe and conducive enough to attract higher rate of students' enrolment and retention.

Recommendations

Based on the findings, the following recommendations are proposed to address the issues of insecurity and its impact on access to quality education:

1. Government should Invest in advanced and reliable security equipment, and ensure the presence of adequately trained security personnel in school environments.
2. Government should reviewing its' school security policy in order to address the issue of insecurity threats on schools.
3. Government should organize periodic security drills for School administrators, staff and students in order to equip them with relevant knowledge and skills that will enable them protect themselves from various forms of insecurity and also provide adequate protection for the school facilities.

4. The government should improve educational funding so that teaching and learning can thrive in secondary schools.
5. School administrators should provide counselling and psychological support services to help students manage stress and anxiety related to insecurity.
6. The government should provide incentives that can enhance school enrolment and retention such as free tuition and school feeding programme.
7. The school heads should organize regular workshops and training sessions on coping mechanisms and resilience building to help manage anxiety and related to insecurity and staff and Students.

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