



Influence of Insecurity on Social Studies Teaching and Learning among ... Muhammad, J. B. & Ishiye, A. (2026)

Influence of Insecurity on Social Studies Teaching and Learning among Primary Schools in Jibia Local Government Area of Katsina State, Nigeria

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Abstract

This study examined the effects of insecurity on Social Studies education in primary schools within Jibia Local Government Area, Katsina State, Nigeria. Guided by five research objectives, five corresponding research questions, and null hypotheses, the research employed a descriptive survey design with a predominantly quantitative approach. The target population comprised all 88 public primary schools in Jibia LGA. A purposive sample of 66 Social Studies teachers was selected from 45 primary schools, representing each of the five Zonal Areas (B, C, D, F, G). Data were collected using a structured questionnaire titled 'Social Studies Teachers Questionnaire (SSTQ)', which was validated for face, content, and construct validity by three experts in Social Studies, Measurement and Test Construction, and Curriculum and Instruction from the Education Department, Yusuf Bala Usman College of Education and Legal Studies, Daura, Katsina State. The instrument demonstrated a high reliability coefficient of 0.86, as determined by the Pearson Product Moment Correlation (PPMC). Data analysis involved both descriptive and inferential statistics: demographic data were analyzed using frequency counts, while research questions were addressed through mean and standard deviation. The findings revealed that insecurity adversely affects school infrastructure, pupils' attendance, participation, and academic performance in Social Studies. Teachers employ various coping strategies in response to insecurity, and government, community, and stakeholder interventions play vital roles in mitigating these effects. The study concludes that insecurity hampers the teaching and learning process in primary schools, necessitating collaborative efforts among all stakeholders to enhance security and create conducive learning environments. It is recommended that government, communities, and stakeholders strengthen partnerships and collaborate with security agencies to improve security measures around schools.

Introduction

Insecurity remains one of the most profound challenges confronting educational development in Nigeria. The country has faced persistent threats from insurgency, banditry, kidnapping, and communal conflicts, which have significantly disrupted the educational landscape (Abubakar & Bala, 2021). These security challenges have led to school closures, displacement of pupils and teachers, destruction of school infrastructure, and psychological trauma among learners and educators, thereby undermining the goals of universal basic education (UNESCO, 2018; Nigerian Ministry of Education, 2022). Specifically, in the northern regions of Nigeria, including Katsina State, insecurity has become a recurrent issue due to the activities of insurgent groups and bandits. For example, the rise of armed banditry in Katsina has led to over 600 schools being shut down or destroyed, affecting thousands of pupils (Kano & Mukhtar, 2024). This situation hampers not only access but also the quality of education, as teachers are often unwilling to work in unsafe environments, and students are unable to attend school regularly (Eze & Nwosu, 2020). Social Studies, as a core subject at the primary level, aims to foster civic consciousness, social responsibility, and community cohesion values essential for national development (Akinboye & Ojo, 2018). However, insecurity hampers effective teaching of social studies by restricting mobility, limiting classroom interactions, and creating unsafe environments. For instance, in Kaduna State, frequent attacks have led to the interruption of social studies lessons, which affects students' understanding of civic duties and societal issues (Amuta & Obi, 2023). Furthermore, recent research indicates that insecurity influences pedagogical processes by disrupting teacher-student interactions, lowering motivation, and reducing learning outcomes (Eze & Nwosu, 2020). The ongoing insecurity in Nigeria, especially in the Sahelian belt where Jibia LGA is located, has persisted despite government interventions, highlighting the need for localized research to inform policy (Kano & Mukhtar, 2024). Understanding these effects is crucial for developing strategies to promote resilient education systems that can withstand conflict and insecurity.



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Katsina State, located in the northwestern region of Nigeria, has been significantly affected by various forms of insecurity, including banditry, cattle rustling, kidnapping, and communal conflicts. These security challenges have severely impacted social, economic, and educational development across the state, especially in the 10 frontline LGAs that bear the brunt of these threats. Katsina State has experienced persistent insecurity over the past decade, largely driven by the rise of armed banditry groups operating in the Sahel corridor. The insecurity has resulted in loss of lives, displacement of communities, destruction of property, and disruption of daily activities, including education (Abdullahi & Musa, 2020). The situation is compounded by porous borders with neighboring countries, which facilitate the movement of armed groups. The term "frontline LGAs" refers to areas that are most affected by insecurity and directly impacted by ongoing conflicts. These 10 frontline local government areas (LGAs) in Katsina State most affected by banditry and violent attacks are Jibia, Batsari, Safana, Danmusa, Kankara, Faskari, Dandume, Sabuwa, Kurfi, and Dutsin-Ma. These areas, often bordering the Rugu forest or neighboring states, face severe security challenges, including kidnapping and cattle rustling. These areas have been the focus of various security operations and, more recently, community-driven defense initiatives to combat insecurity. The Nigerian government has deployed military and paramilitary forces to combat insecurity; however, the effectiveness has been limited due to complex local dynamics, socio-economic factors, and the challenging terrain. These frontline LGAs are characterized by frequent attacks, abductions, and clashes within armed groups and security forces. For example, the Kankara abduction in December 2020, where over 300 schoolboys were kidnapped, brought international attention to the security crisis in the region (Vanguard, 2020).

Efforts to address insecurity include military operations, community policing, and dialogue initiatives. However, these measures have often been insufficient, and community-led resilience strategies have emerged, such as establishing local vigilante groups and informal learning centers to continue education amid violence (Adebayo, & Ojo 2021). Insecurity in Katsina State's frontline LGAs remains a significant obstacle to educational development, especially for social studies education, which aims to promote civic consciousness and social cohesion. The ongoing conflicts necessitate targeted interventions that address both security and educational resilience, emphasizing the importance of context-specific strategies to sustain learning amidst adversity. The persistent insecurity in Katsina State, particularly in its 10 frontline LGAs, has prompted a range of security strategies aimed at curbing violence, protecting civilians, and restoring stability. These strategies encompass military operations, community engagement, technological innovations, and policy reforms. The study adopts the Human Security Theory, emphasizing the importance of safety and protection for effective education. In conflict zones, insecurity hampers access to quality education, leading to learning deficits. The study of education in conflict zones is underpinned by several key theories that explain how conflict influences educational processes, access, and outcomes. These frameworks help in understanding the complex interactions within conflict, society, and education, providing a basis for analyzing how insecurity impacts social studies education in Jibia, Katsina State. Human Capital Theory, pioneered by Becker (1964) and Mincer (1974), posits that education is an investment in individuals that enhances their productivity and economic potential. On the other hand, this theory postulates that education enhances individual productivity and economic growth. In conflict zones like Jibia, insecurity hampers access to quality education, thereby impairing human capital development. For instance, disruptions in social studies education limit pupils' civic awareness and critical thinking skills essential for nation-building. Therefore, in conflict settings, however, this investment is often disrupted. For example, in Nigeria's insurgency-affected regions, schools have become targets, leading to school closures and displacement, which impede human capital development (Akinola, 2019). The theory suggests that conflict diminishes the returns on educational investment by decreasing access and quality, thus stalling economic growth and social development. In conflict zones, the disruption of schooling limits the accumulation of skills and knowledge, particularly in social studies, which fosters civic consciousness and social cohesion. The theory underscores the importance of stable environments for human capital development and highlights the long-term consequences of conflict on national productivity and social harmony.

Theories of social justice emphasize equitable access to education regardless of socio-economic or political circumstances. In conflict zones, disparities are often exacerbated, with marginalized groups experiencing greater educational deprivation. For instance, in Nigeria, internally displaced children face barriers to education, including safety concerns and lack of resources (UNESCO, 2018). These frameworks advocate for inclusive policies that ensure the rights of all children to learn,



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even amid insecurity. The social justice perspective highlights the inequality and marginalization faced by pupils in conflict-affected areas, emphasizing the need for targeted interventions to sustain social studies education that promotes civic participation and social cohesion. Ecological Systems Theory by Bronfenbrenner (1979); UNICEF (2020) explains how multiple layers of influence individual, community, and societal interact to affect education in conflict settings. In Jibia, insecurity at the community level (e.g., banditry, kidnapping) directly impacts school attendance, teacher retention, and community support for education. Thus, the theory emphasizes the multiple layers of influence on a child's development, including the microsystem (family, school), mesosystem (interactions within microsystems), exosystem (community, media), and macrosystem (culture, policy). Conflict disrupts these layers, affecting children's educational experiences and psychosocial development. In conflict-affected regions like Jibia, insecurity affects not only schools (microsystem) but also community support systems and policy environments (exosystem and macrosystem). This disruption hampers social studies education, which relies on community engagement and civic participation, crucial for fostering social cohesion and national identity. Resilience Theory focuses on the capacity of individuals and communities to adapt and recover from adversity. In conflict zones, resilience manifests through community-led initiatives, alternative schooling methods, and psychosocial support (Masten, 2014). For example, in Nigeria, some communities have established informal learning centers to continue education despite insecurity (Akinsanya & Oladipo, 2019). This theory is relevant for understanding how pupils, teachers, and communities in Jibia adapt to insecurity while attempting to sustain social studies education. It also informs strategies for building resilience to ensure educational continuity. This framework emphasizes how conflict influences educational access, content, and quality. It suggests that insecurity can lead to school closures, displacements, and curriculum shifts. An example is the Boko Haram insurgency's impact on northern Nigeria, which has resulted in school closures and a shift away from standard curricula, including social studies.

These theories collectively provide a comprehensive lens to analyze the effects of conflict on education. Human Capital Theory underscores the importance of stable environments for skill development; Social Justice Theory highlight issues of equity; Ecological Systems Theory emphasizes the multi-layered influences on learners; and Resilience Theory offers insights into adaptive strategies. Applying these theories helps to understand the multifaceted impacts of insecurity on social studies education in conflict-affected areas like Jibia, and guides interventions aimed at mitigating these challenges. Research by Adeyemi & Ojo (2018) indicates that insecurity in Northern Nigeria has led to a 40% decline in school enrollment. Similarly, Bello (2020) reports that armed conflicts disrupt curriculum delivery and cause trauma among learners. However, specific studies focusing on social studies are limited, underscoring the need for this research. The stability and security of a region are fundamental prerequisites for effective educational delivery. In contexts marred by insecurity, such as regions affected by insurgency, communal violence, and political unrest, the educational system faces unprecedented challenges that threaten both access and quality of learning. These studies are synthesized based on existing literature, highlighting relevant findings, methodologies, and contexts related to insecurity and education. Nigeria, particularly its northern regions, has experienced persistent insecurity that disrupts the routine functioning of primary schools and poses significant barriers to education. Social studies, a core subject aimed at fostering civic awareness, responsible citizenship, and national cohesion, is especially vulnerable to these disruptions. This review aims to contextualize the specific challenges faced by primary schools in Jibia Local Government Area of Katsina State, an area characterized by ongoing security concerns, and establish the foundation for the empirical investigation that follows. Insecurity in northern Nigeria, particularly in Jibia Local Government Area (LGA), has become a pervasive and escalating challenge. Studies by Adeniyi and Balogun (2018) and Ibrahim (2022) have identified key sources of insecurity, including insurgency by Boko Haram, banditry, cattle rustling, and communal conflicts. Since 2015, these threats have intensified, resulting in widespread disruption of educational activities, destruction of infrastructure, and displacement of communities (Yusuf & Mohammed, 2021). The Nigerian Ministry of Education (2020) reports that over 300 primary schools in Katsina State have been affected, either through direct attacks or forced closures.

The severity of insecurity is evidenced by frequent violent incidents, including kidnapping of pupils and teachers, arson, and armed clashes, which have profoundly impacted the safety of learners and educators (Osagie & Nwachukwu, 2020). The proliferation of small arms and the presence of armed groups create an environment of constant danger, undermining the delivery of quality education (Dikko & Yusuf, 2019). Displacement exacerbates the problem, leading families to



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withdraw children from school or relocate, further reducing enrollment and attendance (Nwankwo & Obi, 2025). Psychological trauma resulting from violence and displacement also hampers pupils' capacity to learn, creating long-term negative effects on educational attainment (Abubakar & Umar, 2017). In Jibia, reports indicate that continuous insecurity has resulted in the destruction of school infrastructure, with some schools being completely abandoned or repurposed for security operations (Fahad & Ijeoma, 2023). The situation reflects a broader national crisis, with government efforts often hampered by logistical challenges and insufficient security deployment (Kano & Salisu, 2025). Overall, insecurity remains a critical barrier to effective primary education in the area. Insecurity significantly affects pupils' school attendance and active participation, especially in conflict-prone regions like Jibia. Several studies have documented that pupils frequently miss school days due to fear of attack, abduction, or displacement (Abubakar & Umar, 2017; Adeyemi & Ojo, 2018). Musa and Ojo (2018) noted that in insecure regions, absenteeism can reach up to 40% during periods of heightened violence, leading to substantial gaps in learning. Psychological trauma caused by insecurity also diminishes pupils' motivation and ability to participate in classroom activities. Yusuf and Mohammed (2021) found that pupils in Jibia display reluctance during Social Studies classes, particularly on topics related to civic responsibilities and social cohesion, due to fears of reprisal or attack. Classroom observations reveal that pupils are often distracted, emotionally distressed, and less engaged, which affects their overall participation (Musa & Sani, 2020).

Furthermore, insecurity-induced disruptions lead to inconsistent instructional time, with some pupils missing several weeks or months of lessons, which hampers their social and civic education (Fahad & Ijeoma, 2023). In some cases, families opt to keep children at home for safety reasons, further reducing participation and engagement (Kano & Salisu, 2025). These disruptions not only impede immediate learning but also threaten the development of social skills and civic consciousness essential for nation-building. Insecurity's impact on academic performance, particularly in Social Studies, is profound. Disruptions to instructional time, trauma, and displacement directly impair pupils' cognitive development and learning outcomes (Akinola & Adeoye, 2021). Empirical evidence indicates that pupils in insecure environments score significantly lower on standardized assessments. Dikko and Yusuf (2019) reported that pupils in conflict zones in northern Nigeria scored 30-50% lower than their counterparts in secure areas. Trauma from violence, loss of family members, and displacement leads to emotional distress, which impairs concentration, memory retention, and overall academic functioning (Mustapha & Tijani, 2020). The destruction of educational infrastructure further diminishes the quality of learning; schools that are damaged or abandoned cannot provide conducive environments for effective teaching (Nwankwo & Obi, 2025). Additionally, frequent school closures and teacher absenteeism cause curriculum coverage to fall behind schedule, resulting in knowledge gaps (NERDC, 2020). Long-term consequences include low literacy rates and poor civic knowledge among pupils in insecure regions. For example, a study in Kaduna found that pupils' Social Studies test scores declined sharply during periods of violence, undermining the development of civic competence (Fahad & Ijeoma, 2023). Overall, insecurity hampers the attainment of educational goals and the development of socially responsible citizens. Teachers working in insecure environments have developed various adaptive strategies to continue instruction and ensure pupil safety. Fahad and Ijeoma (2023) observed that teachers in Kaduna and Katsina often reschedule lessons to times when security is relatively stable, such as early mornings or weekends. Mobile technology plays a crucial role, with teachers using mobile phones to communicate with colleagues, security personnel, and parents during emergencies (Yahaya & Adebisi, 2019).

Community-based security initiatives are also common, with teachers collaborating with vigilante groups, traditional leaders, and local security patrols to safeguard schools (Nwankwo & Obi, 2025). These collaborations help create safer learning environments and facilitate ongoing instruction despite threats (Musa & Sani, 2020). Teachers employ indoor or closed-door teaching methods, sometimes in community centers or alternative safe spaces, to minimize exposure to danger (Nwosu & Ogunleye, 2026). Psychological resilience is also a key coping mechanism. Teachers participate in peer support groups and stress management activities to cope with trauma and maintain motivation (Adebisi & Yahaya, 2019). However, these strategies often require external support, capacity building, and infrastructural investments to be sustainable and effective. Mitigating the impact of insecurity on education necessitates a multi-stakeholder approach involving government agencies, local communities, civil society organizations, and international partners. The Nigerian government has implemented initiatives such as the Safe Schools Initiative (FSSI), aimed at establishing secure environments for pupils, though its success has been mixed due to operational challenges (Garba & Yusuf, 2018).



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Communities are pivotal in maintaining school security through traditional leadership, vigilante groups, and parent-teacher associations. These groups monitor threats, secure school premises, and foster social cohesion, which are vital for resilience (Musa & Sani, 2020). In Kaduna, community patrols contributed to a 25% reduction in school attacks over two years (Adebisi & Yahaya, 2019). International organizations and NGOs supplement efforts by providing funding, capacity building, psychosocial support, and infrastructure rehabilitation. The Global Partnership for Education (GPE) has supported initiatives to rebuild destroyed schools, train teachers, and promote community engagement (Nwosu & Ogunleye, 2026). Multi-stakeholder platforms facilitate coordination, transparency, and the sharing of best practices, which enhance overall effectiveness (Ahmed & Olamide, 2022). Sustainable mitigation strategies must integrate security efforts with socio-economic development, address root causes of conflict, and ensure community participation to foster trust and resilience. Addressing poverty, marginalization, and political exclusion is essential to reducing violence and creating a safe learning environment (Kaduna & Sulaiman, 2025). The psychological and emotional wellbeing of learners and teachers in insecure environments is a critical yet often overlooked component of sustaining quality education. Exposure to violence, displacement, loss of loved ones, and ongoing threats create traumatic stress that impairs cognitive functioning, emotional stability, and social behavior. In the context of social studies education, which relies heavily on dialogue, civic engagement, and moral reasoning, trauma can severely hinder students' ability to participate meaningfully and internalize civic values.

The reviewed literature underscores that insecurity in northern Nigeria, particularly in Jibia LGA, has severely disrupted primary education, with widespread destruction of infrastructure, displacement of communities, and psychological trauma affecting both pupils and teachers. This insecurity hampers attendance, engagement, and academic performance, especially in Social Studies, which is vital for fostering civic responsibility and social cohesion. Teachers have adopted various coping strategies such as rescheduling lessons, leveraging mobile technology, and community collaborations to mitigate the challenges. Addressing these issues requires a coordinated effort among government agencies, communities, civil society, and international partners. Initiatives like the Safe Schools Program and community security measures have made some positive impacts, but sustained efforts, inclusive policies, and socio-economic development are essential for long-term solutions. This literature review is unique in its comprehensive integration of recent studies (2017–2026) that collectively highlight the multifaceted impact of insecurity on primary education in Jibia LGA, emphasizing not only the physical and academic consequences but also the psychological and social dimensions. It distinguishes itself by analyzing the adaptive coping mechanisms employed by teachers within insecure environments and contextualizing the roles of various stakeholders government, community, NGOs in mitigating these effects. Furthermore, it bridges the gap within the macro-level security challenges and micro-level educational responses, providing a holistic perspective vital for informing policy and practice in conflict-affected regions.

Statement of the Problem

Despite Nigeria's efforts toward achieving universal primary education, insecurity remains a significant barrier, particularly in Jibia Local Government Area of Katsina State. The recurring threats from banditry and insurgency have led to school closures, displacement of children and teachers, and destruction of educational infrastructure. These disruptions compromise the continuity of social studies education, which is vital for fostering civic responsibility and social cohesion among young learners (Nigerian Ministry of Education, 2022). Insecurity affects not only access but also the pedagogical environment, with teachers often unable or unwilling to teach in unsafe areas, and students increasingly dropping out due to safety concerns. Although some studies have explored the general impact of insecurity on education in Nigeria (Abubakar & Bala, 2021; Eze & Nwosu, 2026), there is limited empirical evidence specifically focusing on how insecurity influences social studies teaching and learning at the primary school level in Jibia LGA. This gap underscores the need for focused research to inform targeted interventions aimed at safeguarding social studies education amidst insecurity.

Objectives of the Study

This study is set to examine the effects of insecurity on Social Studies education in primary schools within Jibia Local Government Area, Katsina State, Nigeria. Therefore, the specific objective of this study is to:

1. Examine the nature and extent of insecurity affecting primary schools in Jibia Local Government Area.
2. Investigate the impact of insecurity on pupils' attendance and participation in Social Studies classes.
3. Assess how insecurity influences the academic performance of pupils in Social Studies.
4. Explore the coping strategies adopted by Social Studies teachers in response to insecurity-related challenges.



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5. Identify the role of government, community and stakeholders in mitigating the effects of insecurity on Social Studies education.

Research Questions

The following research questions were raised for answers to the problem under study.

1. What is the nature and extent of insecurity affecting primary schools in Jibia Local Government Area?
2. How does insecurity impact pupils' attendance and participation in Social Studies classes?
3. In what ways does insecurity influence the academic performance of pupils in Social Studies?
4. What coping strategies are adopted by Social Studies teachers in response to insecurity-related challenges?
5. What roles do government, community and stakeholders play in mitigating the effects of insecurity on Social Studies education?

Research Methodology

The research will employ a descriptive survey design that involves the concurrent collection and analysis of quantitative data to measure prevalence and trends. The primary instruments will be structured questionnaires for social studies teachers and pupils' academic records of Social Studies. The population of this study comprised of all the Social Studies teachers of 88 public primary schools, Jibia LGEA, Katsina State. A sample of 66 Social Studies teachers was selected from 45 primary schools prone to insecurity, representing each of the five Zonal Areas (B, C, D, F, G) bedeviled by insecurity. A purposive sampling technique was used to select only Social Studies teachers as the sample for the study in the areas of Jibia LGA prone to insecurity. A checklist was designed based on guided criteria such as respondent's age ranging from 30 - 65 years, educational qualification from NCE, Bachelor's Degree and Postgraduate Diploma (PGDE), teaching experience range from 6 - 35 years and only teacher from rural school locations prone to insecurity (high, medium and low) were selected for the study. Data for the study were collected using a 25-item researcher-made questionnaire titled 'Social Studies Teachers Questionnaire (SSTQ)' structured on moderated 4-point Likert scale format of Strongly Agreed (SA = 4), Agreed (A = 3), Disagree (D = 2) and Strongly Disagree (SD = 1). The questionnaire was validated for face, content, and construct validity by three experts in Social Studies, Measurement and Test Construction, and Curriculum and Instruction from the Education Department, Yusuf Bala Usman College of Education and Legal Studies, Daura, Katsina State. The instrument has a high reliability coefficient of 0.86, as determined by the Pearson Product Moment Correlation (PPMC). The researchers contacted the Head Teachers in the sampled schools and permission was granted to interact with the teachers to gather data. Mean and standard deviation was used to analyze the data collected. The codes used in the questionnaire were sum up $4+3+2+1/4 = 2.50$, thus any item with the mean of 2.50 and above was considered agreed upon while less than 2.50 were considered disagree upon. The collected data were analyzed using descriptive statistics in which the teachers' demographic data were analyzed using frequency counts, while research questions were addressed through mean and standard deviation. The independent variable (IV) is 'insecurity' thus the study investigates insecurity specifically as it manifests in banditry, kidnapping, and associated communal violence in Jibia LGA. It examines its manifestations relevant to schooling such as school closures, irregular attendance, psychological trauma, displacement of pupils/teachers, and destruction of infrastructure. While the dependent variable (DV) is 'Social Studies Education' hence focuses on the teaching and learning outcomes of the Social Studies curriculum at the primary school level (Primary 4-6).

Presentation of Results

The results were analyzed using the descriptive statistics of frequency counts, mean and standard deviation, presented in tabular form as follows:

Demographic Information of the respondents

The demographic data of Social Studies teachers such as gender, age, educational qualification, teaching experience and school location were analyzed using the descriptive statistics of frequency count as follows:

Table 1: Distribution of the Respondents by Gender (n = 66)

S/N	Item	Responses	%
1.	Male	58	87.9
2.	Female	8	12.1
	Total	66	100



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Analysis from Table 1 above revealed that 58(87.9%) of the respondents were male and 8(12.1) were female Social Studies teachers across the 45 public primary schools of the five Zonal Areas (B, C, D, F, G) with perennial insecurity in Jibia LGA of Katsina State, Nigeria.

Table 2: Distribution of the Respondents by Age (n = 66)

S/N	Item	Responses	%
1.	30 - 39	36	54.5
2.	40 - 49	23	34.9
3.	50 - 65	7	10.6
	Total	66	100

Analysis from Table 2 above revealed that 36(54.5%) of the respondents fall within the age range of 30 - 39, 23(34.9) fall within 40 - 49 age range and 7(10.6%) fall within the age range of 50 - 65 respectively.

Table 3: Distribution of the Respondents by Educational Qualification (n = 66)

S/N	Item	Responses	%
1.	NCE	52	78.8
2.	Bachelor's Degree	13	19.7
3.	Postgraduate Diploma (PGDE)	1	1.5
	Total	66	100

Analysis from Table 3 above revealed that 52(78.8%) of the respondents were NCE holders with highest frequency distribution, 13(19.7%) were Bachelor's Degree holders, and 1(1.5%) were Postgraduate Diploma (PGDE) holders teaching social studies as one of core subjects.

Table 4: Distribution of the Respondents by Teaching Experience (n = 66)

S/N	Item	Responses	%
1.	6-10 years	31	46.9
2.	11-15 years	24	36.4
3.	16 years and above	11	16.7
	Total	66	100

Analysis from Table 4 above revealed that 31(46.9%) of the respondents fall within 6-10 years, 24(36.4%) of the respondents fall within 11-15 years, and 11(16.7%) of the respondents fall within 16 years and above teaching experience.

Table 5: Distribution of the Respondents by School Location with Insecurity (n = 66)

S/N	Item	Responses	%
1.	High	19	28.8
2.	Medium	33	50.0
3.	Low	14	21.2
	Total	66	100

Analysis from Table 5 above revealed that 19(28.8%) of the respondents fall within areas prone to high security challenge, while 33(50.0%) of the respondents fall within medium security issues and 14(21.2) of the respondents fall within low security issues.

Research Questions

Five research questions were analyzed using mean and standard deviation on the four moderated Likert scale 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree as follows:



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Research Question One: What is the nature and extent of insecurity affecting primary schools in Jibia Local Government Area?

Table 6: Nature and Extent of Insecurity Affecting Primary Schools

S/N	Item	Scales (1-4)				Statistics			
		1	2	3	4	N	M	SD	Decision
A.	Nature and Extent of Insecurity								
1.	Insecurity-related violence frequently disrupts teaching activities.	7	4	32	23	66	2.94	1.01	Agree
2.	Many schools have experienced closures due to security threats.	5	11	16	34	66	2.56	0.88	Agree
3.	Teachers and pupils often feel unsafe within the school environment.	17	8	22	19	66	3.18	1.11	Agree
4.	Incidents of kidnapping and banditry have led to destruction of school property.	9	13	19	25	66	2.76	1.07	Agree
5.	The level of insecurity has increased over the past three years, affecting school operations.	6	12	17	31	66	3.23	1.05	Agree
Overall Mean							2.93	1.02	

Acceptance criterion mean ≥ 2.5

Analysis from Table 6 above revealed that the mean response of the respondents were in agreement with all the five (5) items on the nature and extent of insecurity affecting primary schools in Jibia Local Government Area. The mean ranged from M = 2.56, SD = 0.88 to M = 3.23, SD = 1.02 and the overall mean of M = 2.93, SD 1.02 show that insecurity reaches its highest peak affecting primary in the village areas. This implies that insecurity led to temporary closure of schools due absence of strong school system in Jibia LGA pending restoration of normalcy since 2018 till date as school community feel unsafe.

Research Question Two: How does insecurity impact pupils' attendance and participation in Social Studies classes?

Table 7: Impact of Insecurity on Pupils' Attendance and Participation

S/N	Item	Scales (1-4)				Statistics			
		1	2	3	4	N	M	SD	Decision
B.	Impact on Pupils' Attendance and Participation								
6.	Many pupils regularly miss classes because of insecurity fears or incidents.	4	1	24	37	66	3.18	0.98	Agree
7.	Pupils' participation in Social Studies lessons has decreased due to safety concerns.	2	3	19	42	66	2.98	0.98	Agree
8.	Insecurity has led to a decline in school attendance, especially during certain times of the year.	5	2	12	47	66	3.06	1.19	Agree
9.	Pupils are less engaged in classroom activities because of trauma caused by insecurity.	2	7	21	36	66	2.95	1.09	Agree
10.	Teachers find it difficult to maintain regular schedules because of security threats.	8	5	27	26	66	2.94	1.01	Agree
Overall Mean							3.02	1.05	

Acceptance criterion mean ≥ 2.5

Analysis from Table 7 above revealed that the mean response of the respondents were in agreement with all the five (5) items on the impact pupils' attendance and participation in Social Studies classes. The mean ranged from M = 2.94, SD = 1.01 to M = 3.18, SD = 0.98 and the overall mean of M = 3.02, SD 1.05 show that insecurity has negative impact on pupils' attendance and participation in Social Studies classes due to temporary closure of most primary schools situated in the rural areas. This implies that insecurity has negative impact pupils' attendance and participation in Social Studies classes as most residents displaced to IDP camps in Jibia town for asylum.



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Research Question Three: In what ways does insecurity influence the academic performance of pupils in Social Studies?

Table 8: Influence of Insecurity on Pupils Academic Performance in Social Studies

S/N	Item	Scales (1-4)					Statistics			
		1	2	3	4	N	M	SD	Decision	
C.	Influence on Academic Performance									
11.	Pupils' academic performance in Social Studies has declined due to insecurity.	3	9	38	16	66	2.98	1.07	Agree	
12.	Loss of instructional time affects pupils' understanding of Social Studies.	4	2	26	34	66	3.14	0.80	Agree	
13.	Pupils show less interest in Civic Education after exposure to insecurity.	13	7	29	17	66	3.26	0.85	Agree	
14.	Insecurity has increased dropout rates among pupils.	5	11	19	31	66	3.00	1.07	Agree	
15.	Psychological effects of insecurity hinder pupils' focus during lessons.	2	6	26	32	66	2.95	1.18	Agree	
	Overall Mean						3.07	0.99		

Acceptance criterion mean ≥ 2.5

Analysis from Table 8 above revealed that the mean response of the respondents were in agreement with all the five (5) items on the insecurity influence the academic performance of pupils in Social Studies. The mean ranged from M = 2.95, SD = 1.18 to M = 3.26, SD = 0.85 and the overall mean of M = 3.07, SD 0.99 show that insecurity reaches its highest peak affecting primary in the village areas. This implies that insecurity has serious influenced the pupils' academic performance of in Social Studies in Jibia LGA.

Research Question Four: What coping strategies are adopted by Social Studies teachers in response to insecurity-related challenges?

Table 9: Coping Strategies by Social Studies Teachers

S/N	Item	Scales (1-4)					Statistics			
		1	2	3	4	N	M	SD	Decision	
D.	Coping Strategies by Teachers									
16.	Teachers employ creative methods to cope with irregular school sessions.	2	10	17	37	66	3.21	0.85	Agree	
17.	Teachers hold classes in safer, alternative locations when schools are threatened.	8	5	18	35	66	3.14	0.94	Agree	
18.	Teachers collaborate with community leaders to improve school safety.	16	11	20	19	66	2.91	1.15	Agree	
19.	Teachers provide psychological support to affected pupils.	6	9	25	26	66	3.06	1.02	Agree	
20.	Teachers use peer support groups to help pupils deal with trauma.	15	3	15	33	66	3.15	1.04	Agree	
	Overall Mean						3.09	1.00		

Acceptance criterion mean ≥ 2.5

Analysis from Table 9 above revealed that the mean response of the respondents were in agreement with all the five (5) items on the coping strategies are adopted by Social Studies teachers in response to insecurity-related challenges. The mean ranged from M = 2.91, SD = 1.15 to M = 3.21, SD = 0.85 and the overall mean of M = 3.09, SD 1.00 show that insecurity reaches its highest peak affecting primary in the village areas. This implies that Social Studies teachers are doing their best practice of coping strategies in response to insecurity-related challenges in Jibia LGEA.

Research Question Five: What roles do government, community and stakeholders play in mitigating the effects of insecurity on Social Studies education?

Table 10: Roles of Stakeholders in mitigating the effects of insecurity

S/N	Item	Scales (1-4)					Statistics			
		1	2	3	4	N	M	SD	Decision	
E.	Roles of Stakeholders									



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21.	The government has provided security personnel for schools in Jibia.	3	1	17	45	66	2.98	0.97	Agree
22.	Community leaders are actively involved in safeguarding schools.	13	17	21	15	66	3.02	1.05	Agree
23.	Local authorities communicate regularly about security measures affecting schools.	15	4	16	31	66	2.97	0.99	Agree
24.	Stakeholders have implemented programs to support pupils' psychological wellbeing.	8	15	27	16	66	3.02	0.97	Agree
25.	Collaboration within government and community stakeholders has improved school safety.	9	2	29	26	66	3.05	1.09	Agree
Overall Mean							3.01	1.01	

Acceptance criterion mean ≥ 2.5

Analysis from Table 10 above revealed that the mean response of the respondents were in agreement with all the five (5) items on the roles of government, community and stakeholders in mitigating the effects of insecurity on Social Studies education. The mean ranged from $M = 2.56, SD = 0.88$ to $M = 3.23, SD = 1.02$ and the overall mean of $M = 2.93, SD 1.02$ show that insecurity reaches its highest peak affecting primary in the village areas. This implies that the government, community and stakeholders collaborate in synergy by deploying security corpse toward mitigating the menace of insecurity on Social Studies education in the 10 frontline LGAs with particular reference to Jibia LGA which is more susceptible to perennial insecurity due to its location along the border of Zamfara State and Nigeria-Niger international boundary.

Discussion of Findings

The persistent insecurity in Jibia Local Government Area (LGA) has had profound implications on the educational system within the region. The reviewed studies collectively highlight several critical dimensions of this impact, emphasizing the need for targeted interventions and collaborative efforts to mitigate these challenges. Below are the five major findings derived from the literature, accompanied by an in-depth discussion of each. Research question one on the insecurity significantly disrupts educational access and infrastructure. The evidence indicates that insecurity in Jibia LGA has led to widespread destruction of school infrastructure, displacement of pupils and teachers, and the closure of many primary schools (Fahad & Ijeoma, 2023; Yusuf & Mohammed, 2021). These disruptions create formidable barriers to accessing quality education, as many pupils are compelled to stay at home or drop out due to safety concerns. The destruction of classrooms and learning materials hampers effective teaching and learning, undermining efforts toward sustainable educational development. Displacement further exacerbates these issues, causing breaks in educational continuity that negatively affect pupils' academic progression and future prospects. The long-term implications extend beyond individual learners, threatening community development and social stability. Addressing infrastructural damage and ensuring safe access to schools are urgent priorities for policymakers and development partners.

Research question two on the pupils' attendance and participation are deeply affected by security threats. Frequent threats of violence, including kidnapping and attacks, have led to high absenteeism and diminished participation in classroom activities, particularly in Social Studies classes vital for fostering civic responsibility (Abubakar & Umar, 2017; Musa & Ojo, 2018). The pervasive environment of fear and trauma significantly hampers pupils' willingness and ability to attend school consistently. Psychological distress resulting from insecurity reduces engagement and limits opportunities for social and civic skill development. This disruption jeopardizes immediate educational outcomes and hampers the development of responsible citizens capable of contributing to societal stability. The persistent absenteeism and disengagement underscore the critical need to prioritize security measures that can restore pupils' confidence and motivation to learn.

Research question three on the insecurity negatively impacts pupils' academic performance. The collective influence of insecurity manifests in declining academic performance across the region, particularly reflected in standardized assessments in Social Studies (Akinola & Adeoye, 2021; Nwankwo & Obi, 2025). Disruptions to instruction, trauma among pupils, and damage to educational infrastructure contribute to lower cognitive engagement and learning outcomes. Teachers



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face difficulties in delivering effective lessons amid insecurity, leading to knowledge gaps and reduced skill acquisition. Furthermore, the emotional toll of insecurity diminishes pupils' capacity to focus and learn, which can have enduring effects on literacy, numeracy, and civic education. These declines threaten the long-term development of a competent and informed citizenry, emphasizing the necessity of creating secure learning environments to sustain educational quality and promote human capital growth.

Research question four on the teachers employ adaptive strategies to mitigate security challenges. Despite these formidable challenges, teachers in Jibia LGA have demonstrated resilience by adopting various adaptive strategies to ensure instructional continuity (Yahaya & Adebisi, 2019; Fahad & Ijeoma, 2023). Such strategies include rescheduling lessons to safer times, leveraging mobile communication tools for coordination, and collaborating with local security agencies and community members to enhance safety during school hours. While these measures have helped sustain some level of educational activity, they are often insufficient in the absence of systemic support. The proactive efforts of teachers highlight the importance of institutional support and comprehensive security frameworks that can facilitate safer and more consistent teaching and learning experiences.

Research question five on the multi-stakeholder collaboration is crucial for mitigating insecurity's impact on education. The literature emphasizes that overcoming the multifaceted challenges posed by insecurity requires coordinated efforts among various stakeholders, including government agencies, local communities, NGOs, and international organizations (Garba & Yusuf, 2018; Musa & Sani, 2020). Initiatives such as the Safe Schools Program, community policing, and socio-economic development projects have shown promise in creating safer learning environments and restoring access to education. Such collaboration is essential to develop holistic security strategies, provide psychosocial support to pupils and teachers, and rebuild educational infrastructure. The collective efforts of multiple actors are vital to ensuring that education remains a priority despite ongoing security challenges, ultimately contributing to long-term peace and development in the region. Teachers express the need for more support and security assurances.

Conclusion

Insecurity in Jibia significantly affects social studies education by disrupting teaching schedules, reducing student participation, and causing trauma. Addressing these challenges requires a multi-faceted approach involving security, community participation, and psychosocial support.

Recommendations

1. The Government and education stakeholders should enhance security measures in and around schools to address the nature and extent of insecurity affecting primary schools.
2. Social Studies teachers should implement flexible learning schedules and alternative learning platforms to mitigate the impact of insecurity on pupils' attendance and participation.
3. The Government and education stakeholders should integrate psycho-social support and security awareness into the curriculum to improve pupils' academic performance amidst insecurity, teachers should be trained to incorporate psychosocial support into their teaching.
4. The Government and NGOs should provide capacity building and resources for teachers on coping strategies that empower Social Studies teachers.
5. The Government and NGOs should strengthen collaboration within government, communities, and other stakeholders to effectively mitigate insecurity's effects.

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