



Assessment of Banditry Activities on Teachers' Commitment and Provision of Instructional Materials for Effective Curriculum Implementation among Upper Basic Schools in North-West, Nigeria

YAKI, Babangida¹

babangidayaki98@gmail.com

08137469574

SADIQ, Sani Abubakar¹

sanisadeeq@gmail.com

08038201990

¹Department of Curriculum and Educational Technology, Federal University of Education, Kontagora, Niger State, Nigeria

Abstract

This research assessed banditry activities on teachers' Commitment and provision of instructional materials for effective curriculum implementation among upper basic Schools in North-West, Nigeria The study was guided by two specific objectives, two research questions and two hypotheses, respectively. The Descriptive survey design was adopted for the study. The population of the study was 1,265,457 comprising 36,939 teachers, 1, 206, 963 students and 21,555 Quality Assurance Officials. Three hundred and eighty-four (384) respondents were randomly sampled to represent the total population. Questionnaire was employed to collect data. Pilot test was conducted and a Reliability coefficient of 0.819 was obtained. Mean scores and Standard Deviation were used to answer the research questions while Kruskal-Wallis H test was used to test the null hypotheses. The findings of the study revealed that banditry had a significant negative impact on teachers' commitment to curriculum implementation and provision of instructional materials. The study concluded that Banditry had caused a shortage and absence of teachers this led to poor academic performance of students and the production of half-baked graduates who lacked the skills to contribute meaningfully to National Development. The study recommended among others that Government and education authorities should provide special security measures for teachers working in banditry-prone areas, including school security personnel, surveillance systems, and safe transportation.

Keywords: Banditry, Teachers' commitment, Instructional materials, Upper Basic Schools

Introduction

Education is a fundamental instrument for human capital development, social integration, and national progress. At the upper basic school level, effective curriculum implementation is crucial, as it forms the foundation for learners' academic advancement, skills acquisition, and civic development. Successful curriculum implementation largely depends on teachers' commitment and the availability of adequate instructional materials. Teachers' commitment manifested through regular attendance, punctuality, lesson preparation, effective teaching, and sustained engagement with learners plays a central role in translating curriculum objectives into meaningful learning experiences. Similarly, instructional materials such as textbooks, charts, laboratory equipment, audio-visual aids, and information and communication technology (ICT) resources enhance teaching effectiveness and promote learners' understanding of curriculum contents (Federal Republic of Nigeria [FRN], 2014). However, the realization of these educational goals has been increasingly threatened by rising insecurity in Nigeria, particularly banditry in the North-West geopolitical zone. Banditry, characterized by armed attacks, kidnappings, killings, cattle rustling, and destruction of property, has become one of the most persistent security challenges in the region. States such as Zamfara, Katsina, Kaduna, Kebbi, and Sokoto have experienced frequent attacks, many of which directly or indirectly target schools, teachers, and students. This has created an atmosphere of fear and uncertainty that disrupts normal school operations and undermines the stability of the education system (Kanu et al., 2025; UNICEF Nigeria, 2025). Empirical evidence indicates that insecurity significantly affects teachers' commitment to their professional responsibilities. In banditry-prone areas, teachers often face threats to their personal safety, leading to absenteeism, irregular school attendance, psychological stress, and in some cases, voluntary transfers or resignation from service. Studies have shown that persistent violence discourages teachers from accepting postings to insecure areas and weakens their motivation to deliver curriculum content effectively (Abdulsalam et al., 2025; Nathaniel & Imrana, 2025). Consequently, students in affected schools experience disrupted learning schedules, poor teacher–student interaction, and inadequate



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curriculum coverage. In addition to its impact on teachers, banditry has adversely affected the provision and utilization of instructional materials in upper basic schools. Repeated attacks on communities and school facilities often result in the destruction, theft, or abandonment of instructional resources. Insecurity also discourages government agencies, school administrators, contractors, and development partners from supplying, maintaining, or monitoring instructional materials in volatile areas. As a result, many schools operate with insufficient or obsolete teaching materials, thereby limiting teachers' ability to implement the curriculum effectively (Oladoyin et al., 2024). The absence or inadequacy of instructional materials further compounds the challenges posed by low teacher commitment, leading to poor learning outcomes and declining educational quality.

Despite growing scholarly attention to the effects of insecurity on education in Nigeria, much of the existing literature focuses broadly on school enrolment, attendance, or infrastructure damage. There remains limited empirical emphasis on how banditry specifically affects teachers' commitment and the provision of instructional materials as key determinants of curriculum implementation at the upper basic school level in North-West Nigeria. Addressing this gap is essential for generating evidence-based insights that can inform educational policy, improve teacher support mechanisms, and enhance the provision of instructional resources in conflict-affected areas. Theories and Models are useful in programme assessment because they provide a set of steps that could be followed in carrying out a proposed assessment, they are very important in the understanding of concepts used in education, they are carefully selected in line with the topic. Therefore, the researcher reviews the theory of Queer Ladder Theory (QLT). The origin of Queer Ladder Theory was associated with an American Sociologist, Daniel Bell (1919-2011), who coined the idea of 'Queer Ladder' in an attempt to explain the instrumental essence of organized crime as a desperate means of socio-economic empowerment and social climbing. Applied to the context of this study, Queer Ladder Theory enables one to come to terms with the prevalence of organized crimes in Northwest, Nigeria. In this regard, it is observed that the phenomenon of banditry in Northwest, Nigeria has been driven by criminal quest for economic accumulation in an environment. Also, the Frustration-Aggression Theory was reviewed by the researchers. Theory was propounded by Fererabend and Feirauben (1972) and captured in a monograph by five scholars in Yale Institute of Human Relations in 1939. The major assumption of the model is that aggression is always a consequence of frustration and that the occurrence of aggressive behaviour always presupposes the existence of frustration and contrary wise that the existence of frustration always leads to some form of aggression (Dollard, Miller, Doob, Mower, & Sears, 1939; Feierabend & Feierabend, 1972). Thus, Miller (1941) noted that it was too general to assume that frustration must always lead to aggression or that aggression is always propelled by frustration. His intervention led to the second lap of the hypothesis which reflected a more acceptable reality that frustration produces instigations to a number of different types of response, one of which is instigation to some form of aggression. Different research works have been conducted on banditry, most of which reviewed by the researchers have been found conducted in Nigeria. Among are those conducted and reviewed by the researcher are; Oladunjoye and Omemu (2014) examined the effect of Boko Haram on school attendance in Northern Nigeria, Abdulrasheed, Onuselogu, and Uzoechina (2015) examined the effect of insurgency on Universal Basic Education in Bornu State of Nigeria, also Lawal (2015) analysed the nature and consequences of armed banditry in Nigeria: A case study of Sokoto, Kebbi, Zamfara and Katsina States, among others. This present study assessed the impact of banditry on teachers' commitment and provision of instructional materials on the curriculum implementation of upper basic schools in North-West, Nigeria.

Statement of the Problem

Effective curriculum implementation in upper basic schools depends substantially on both teachers' commitment and the availability of instructional materials. Teachers' commitment involves regular attendance, lesson preparation, punctuality, and active engagement in instructional duties, while instructional materials such as textbooks, visual aids, laboratory resources, and teaching technologies support pedagogical delivery and influence students' learning outcomes. However, in Northwest Nigeria, persistent banditry characterized by armed attacks, kidnappings, and threats to life and property has disrupted educational processes, undermining both human and material resources critical for curriculum implementation. Reports indicate that ongoing insecurity has led to frequent school closures, reduced school attendance, and the withdrawal of students and teachers in affected communities, creating an atmosphere of fear that compromises teachers' ability to fulfil their professional roles (Reuters, 2026). In parts of the region, such as Zamfara State, insecurity has forced teachers to cease attending school regularly due to fear of attack, thereby diminishing their commitment to instructional responsibilities



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and disrupting normal teaching and learning routines (The Cable, 2024). Moreover, banditry and school attacks have been shown to disrupt the provision of learning environments and resources, as physical assaults on school infrastructure and inventories reduce the availability and quality of instructional materials necessary for effective teaching (UNICEF Nigeria, 2025). Although research on insecurity and education often highlights school closures and enrolment decline, there remains a limited empirical focus specifically on how banditry affects teachers' commitment and the provision of instructional materials for curriculum implementation in upper basic schools in Northwest Nigeria. This gap constrains educational stakeholders' ability to develop evidence-based interventions to address both human resource challenges and material deficits arising from insecurity. Therefore, this study seeks to fill this gap by examining the impacts of banditry on teachers' commitment and the availability of instructional materials, with the aim of informing policy responses that can enhance curriculum implementation in conflict-affected education settings.

Objectives of the Study

The objectives of this study are to:

1. Examine the impact of banditry activities on teachers' commitment in curriculum implementation in Upper Basic Schools in Northwest, Nigeria;
2. Assess the impact of banditry activities on provision of instructional materials for curriculum implementation in Upper Basic Schools in Northwest, Nigeria.

Research Questions

The followings constitute research questions of this study:

1. What is the impact of banditry activities on teachers' commitment in curriculum implementation in Upper Basic Schools in Northwest, Nigeria?
2. To what extent has banditry activities impacted on the provision of instructional materials for curriculum implementation in Upper Basic Schools in Northwest, Nigeria?

Hypotheses

Following hypotheses were tested at 0.05 level of significance:

- H₀₁:** Banditry activities has no significant impact on teachers' commitment in curriculum implementation in Upper Basic Schools in Northwest, Nigeria.
- H₀₂:** Banditry activities has no significant impact on the provision of instructional materials for curriculum implementation in Upper Basic Schools in Northwest, Nigeria.

Methodology

Descriptive survey design was used for this study. The design requires the administration of appropriate instrument to a large audience of respondents within a specified period of time. This design was chosen because it has the advantage of producing good responses from the wide range of people. Accurate description is important in making wide range of policy decisions. Descriptive Survey design generally deals with current phenomenon spread over a wide area for the purpose of getting clearer understanding, control and subsequent investigation. The choice of descriptive survey design for this research was based on the fact that the entire population cannot be covered, and so a sampling procedure would be done. The population of the study was 1,265,457 which comprised of teachers, students and Quality Assurance Officials in Upper Basic Schools in Seven North West States of Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara. The number of Upper Basic Schools teachers, students and Quality Assurance Officials was 36,939, 1,206,963 and 21,555 respectively totalling 1,265,457 in North West, Nigeria (UBEC 2023, Basic Education Data and Indicator profile: Facts and Figure in Nigeria). A sample size of 384 participated in the study. This is based on the recommendation by the Research Advisors (2006), which recommends that for a population of 1,265,457 a sample size of 384 is sufficient for generalization at 95% confidential level and 5% margin of error. Purposive sampling technique was used to select Upper Basic Schools in Kaduna, Katsina and Zamfara States. These three states were purposely selected because of their vulnerability to excessive banditry attacks. The accessible population was made of teachers, students, and Quality Assurance Officials in three schools each of Kaduna, Katsina and Zamfara States. The schools were selected using purposive sampling technique because they were in time past subjected to attacks by bandits. Accidental sampling technique was used to select teachers and Quality Assurance Officials because of their personality while simple random sampling technique was used to select students. Research data was gathered through self-structured questionnaire tagged Assessment of the Impact of Banditry



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on Curriculum Implementation Questionnaire (AIBCIQ). The questionnaire was designed bearing in mind the Research objectives, Research questions and Hypotheses of the study. It was distributed to respondents which comprised of Students, Teachers and Quality Assurance Officials in the study area. The instrument was divided into two sections. Section A assessed the impact of banditry on teachers' commitment to curriculum implementation and Section B analyzed the Impact of Banditry on the Provision of instructional materials for Curriculum Implementation in Upper Basic Schools in Northwest, Nigeria. The questionnaire contained a total of twenty items with ten items in each of the two sections. Each section of the questionnaire was drawn using Likert Modified Four Points Rating Scale Format with options of Strongly Agree (SA), Agree (A), Disagree (D) and Strong Disagree (SD). Respondents responded by putting a tick (✓) in any of the four alternative columns drawn in front of the items. The data collected from the respondents was analyzed using Descriptive and Inferential Statistics. The Descriptive statistics Mean and Standard Derivation was used to answer Research questions while the null hypotheses were tested using Kruskal Wallis (H) test. The use of Kruskal Wallis test was deemed to be suitable because the study had three groups (Teachers, Students, Quality Assurance officials) and is Non-parametric in nature.

Presentation of Results

Research Question One: What is the impact of banditry activities on teachers' commitment in curriculum implementation in Upper Basic Schools in Northwest, Nigeria?

Table 1: Impact of Banditry on Teachers' Commitment to Curriculum Implementation

S/N	Items	SA	A	D	SD	Mean	Std
1	Banditry incidents have negatively affected my attendance in school.	201	98	41	26	3.30	0.93
2	Banditry activities have affected my commitment in choosing appropriate teaching methods for effective lesson presentation.	189	133	27	17	3.35	0.81
3	Fear and trauma associated with banditry has affected my commitment in choosing relevant instructional materials for effective lesson presentation in my school.	200	109	32	25	3.32	0.90
4	Destruction of classes, chairs, tables and staff offices by bandits has affected my commitment to effective teaching in my school.	302	55	9	0	3.80	0.46
5	Banditry has affected my commitment to planning my lesson effectively.	235	104	22	5	3.55	0.67
6	Fear of being attacked by bandits has affected my commitment to ensuring effective classroom management in my school.	210	122	5	29	3.40	0.86
7	General atmosphere of insecurity created by bandit has affected my commitment to effectively assess students' performance in my school.	155	177	26	8	3.31	0.70
8	Banditry incidents have affected my commitment to giving and marking students' class work and assignment in my school.	199	145	20	2	3.48	0.63
9	Killing of students and teachers and burning of schools by bandits has affected my morale and dedication to lesson attendance in my school.	264	66	12	24	3.56	0.84
10	Banditry activities affect my commitment and dedication to quality teaching in my school.	217	103	35	11	3.44	0.79
Cumulative Mean/StD						3.45	0.75

Decision Mean =2.50

Source: Field Work, (2024).



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The results presented in Table 1 indicate that banditry has a substantial negative influence on teachers' commitment, with a cumulative mean score of 3.45, which is well above the decision mean of 2.50. This suggests a general agreement among teachers that insecurity significantly undermines their professional engagement and instructional effectiveness. Overall, the findings demonstrate that banditry significantly undermines teachers' commitment to quality teaching and curriculum implementation in upper basic schools in North-West Nigeria. The atmosphere of insecurity affects teachers' attendance, instructional planning, classroom management, assessment practices, and morale, thereby weakening the effective delivery of the curriculum. These results highlight the critical link between school safety and teacher effectiveness, emphasizing the need for improved security measures and psychosocial support to sustain teachers' commitment in conflict-affected educational settings.

Research Question Two: What is the impact of banditry activities on the provision of instructional materials in curriculum implementation in Upper Basic Schools in Northwest, Nigeria?

Table 2: Impact of Banditry on Provision of Instructional Materials for Curriculum Implementation

S/N	Items	SA	A	D	SD	Mean	Std
11	Banditry incidents have negatively affected the availability of instructional materials in my school.	248	108	7	3	3.64	0.56
12	The frequency of banditry incidents hinders the procurement and distribution of instructional materials in my school.	206	116	38	6	3.43	0.74
13	Due to banditry incidents, there is a shortage or limited availability of instructional materials my school.	221	119	22	4	3.52	0.66
14	Incidents of banditry make it challenging for students to access the necessary instructional materials for learning and teaching in my school.	140	197	16		3.27	0.71
15	Destruction of instructional materials by bandits has a negative impact on the quality of teaching and learning in my school.	241	110	10	5	3.60	0.61
16	Teaching without the use of instructional materials due to their destruction by bandits makes it difficult for us to understand what the teacher is teaching in the classroom.	268	65	19	14	3.60	0.76
17	Disruption of academic activities due to banditry has made teachers unable to use instructional materials in the teaching and learning process.	184	152	21	9	3.40	0.71
18	Unavailability and destruction of instructional materials by bandits has a negative impact on our academic performance in the school.	207	131	28	0	3.49	0.64
19	Banditry incidents have led to a lack of financial resources to procure instructional materials in our school.	269	82	14	1	3.69	0.55
20	There is need for increased government support and intervention to address the challenges faced in the provision of instructional materials due to banditry incidents	163	144	36	23	3.22	0.86
Cumulative Mean/Std						3.48	0.68

Decision Mean =2.50

Source: Field Work, (2024).

The results presented in Table 2 indicate that banditry has a significant and negative effect on the availability, accessibility, and utilization of instructional materials, as evidenced by a cumulative mean score of 3.48, which exceeds the decision mean of 2.50. Overall, the findings demonstrate that banditry significantly disrupts the provision, protection, and utilization of instructional materials, thereby weakening curriculum implementation in upper basic schools in North-West Nigeria. The study underscores the importance of securing school environments and ensuring sustained investment in instructional resources as essential conditions for effective teaching and learning in conflict-affected regions.



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Hypothesis One: Banditry activities has no significant impact on teachers' commitment in curriculum implementation in Upper Basic Schools in Northwest, Nigeria.

Table 3: Kruskal-Wallis test statistics on impact of banditry on teachers' commitment in curriculum implementation in Upper Basic Schools in Northwest, Nigeria

Group	N	Mean Rank	H-Test	Df	A	P-Value	Decision
Teachers	126	178.38	12.008	2	0.05	.002	Rejected
Students	189	174.71					
QAO	51	228.72					

$P = .002 < 0.05$, $df 2$

The results revealed a statistically significant difference among the three groups, $H(2) = 12.008$, $p < .05$. The observed p-value ($p = .002$) was lower than the 0.05 level of significance, leading to the rejection of the null hypothesis. This indicates that banditry activities have a significant impact on teachers' commitment to curriculum implementation in upper basic schools in North-West Nigeria. Analysis of the mean rank scores shows that Quality Assurance Officers recorded the highest mean rank (228.72), followed by teachers (178.38) and students (174.71). The higher mean rank among Quality Assurance Officers suggests strong institutional recognition of the negative influence of banditry on teachers' professional commitment, particularly in areas such as lesson attendance, instructional planning, classroom management, and assessment practices. Teachers' responses further confirm that fear, trauma, and infrastructural destruction reduce morale and dedication to effective teaching.

Hypothesis Two: Banditry activities has no significant impact on the provision of instructional materials for curriculum implementation in Upper Basic Schools in Northwest, Nigeria.

Table 4: Kruskal-Wallis test statistics on impact of banditry on provision of instructional materials for curriculum implementation in Upper Basic Schools in Northwest, Nigeria

Group	N	Mean Rank	H-Test	Df	A	P-Value	Decision
Teachers	126	186.00	37.463	2	0.05	.000	Rejected
Students	189	201.96					
QAO	51	108.93					

$P = .000 < 0.05$, $at df 2$

Source: Field Work, (2024).

The analysis revealed a statistically significant difference among the groups, $H(2) = 37.463$, $p < .05$. The observed p-value ($p = .000$) is below the 0.05 significance threshold, leading to the rejection of the null hypothesis. This indicates that banditry activities significantly impact the provision of instructional materials for curriculum implementation in the study area. The mean rank scores show that students recorded the highest mean rank (201.96), followed by teachers (186.00), while Quality Assurance Officers had the lowest mean rank (108.93). The higher mean ranks among students and teachers suggest that both groups directly experience the effects of banditry, including limited availability, destruction, and restricted access to instructional materials. QAOs, while aware of the challenges, have less direct exposure to daily classroom disruptions.

Discussion of Findings

This section discussed the findings of the study, alongside the findings of other researchers, also the discussion is based on the variables contained in the study which were guided by the research questions and research hypotheses tested. Firstly, finding number one of the study revealed that banditry significantly reduced teachers' commitment to effective teaching. This finding agreed with the opinion of Oluwagbohunmi and Abdu- Raheem (2014), who asserted that banditry activities such as destruction of infrastructural facilities, killing and kidnapping of students negatively affected teachers' commitment to effective curriculum implementation. These destructions not only hampered the physical infrastructure necessary for learning but also created an atmosphere of instability and insecurity. Schools, which should be sanctuaries of education and development, were instead turned into scenes of chaos and devastation. The loss of these basic facilities means that students often have no proper place to sit or study, and teachers lack essential resources to conduct their lessons effectively. Furthermore, the impact of banditry on teachers' commitment to effective teaching is profound. The constant threat of



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violence and the frequent destruction of school property created a highly stressful and demotivating environment for educators. Teachers, who played a pivotal role in shaping the minds and future of students, found it challenging to maintain their dedication to teaching amidst such turmoil. The fear of attacks and the actual experiences of violence eroded their morale, leading to reduced effectiveness in their duties as teachers. In some cases, teachers may even abandon their posts out of concern for their safety, exacerbating the already critical shortage of qualified educators in affected areas. This finding agreed with the postulation of Johnson and Smith (2023) that teachers in region affected by banditry faced significant obstacles due to the hazardous environment they must navigate. This unpredictability and peril erode teachers' resolve to provide high quality education, hindering their capacity to fulfil instructional responsibilities effectively. This finding is also in line with the assertion of Brown (2022), who confirmed that the constant stress and anxiety induced by the threat of banditry wear down teachers' mental resilience, leading to feeling of burnout and emotional exhaustion and that the pervasive banditry undermines teachers' dedication to providing quality education, corroding their confidence and hampering their ability to concentrate on their responsibilities. The finding number two of the study further revealed that the provision of instructional materials was significantly reduced by banditry. This discovery agreed with the views of Johnson and Smith (2023), who observed that when bandits strike, the immediate focus of the affected communities often shifts towards ensuring security and basic survival needs. This reallocation of resources to combat banditry leads to significant financial constraints, which in turn limits the funds available for the purchase of instructional materials. Schools find themselves struggling to procure essential instructional materials such as textbooks, laboratory equipment, and teaching aids. This shortage of instructional materials severely hampered the ability of teachers to deliver quality education in institutions of learning. The importance of instructional materials in teaching and learning has been attested by Atanda and Jaiyeoba (2017), who submitted that availability and adequacy of instructional materials enhance effective learning and better performance of students as they facilitate learning of abstract concepts by helping to concretize ideas, stimulate learners' imagination, help to increase active participations in the learning process while saving teachers' energy and reducing teachers' centeredness in teaching. Omiko (2015), asserted that meaningful learning takes place when the learner is fully involved in the process through the use of well-prepared instructional materials.

Conclusion

From the findings of the study, it has been concluded that Banditry had caused a shortage and absence of teachers this led to poor academic performance of students and the production of half-baked graduates who lacked the skills to contribute meaningfully to National Development. Banditry had a significant negative impact on the provision of instructional materials due to financial constraints and reduced availability. The implication is that students experienced extremely difficulty in understanding what was taught in the classroom, a factor that diminished the learning achievements of students, leading to Poor Academic Performance.

Recommendations

The following recommendations were made:

1. Government and education authorities should provide special security measures for teachers working in banditry-prone areas, including school security personnel, surveillance systems, and safe transportation.
2. Authorities should ensure timely supply of textbooks, laboratory equipment, teaching aids, and ICT resources to schools in volatile areas. And Development partners and NGOs should collaborate with local education offices to replace destroyed or stolen instructional materials and provide mobile or digital resources that are less vulnerable to attacks.

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