

# IMPACT OF 2025 INSURGENCY ON STUDENTS ENROLLMENT AND EDUCATIONAL INFRASTRUCTURE IN PUBLIC UNIVERSITIES IN NORTHERN NIGERIA: IMPLICATIONS FOR NATIONAL DEVELOPMENT

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## ABSTRACT

This study examined the perceived impact of insurgency on student enrollment and educational infrastructure in Northern Nigerian public universities. The research addressed three key questions, employing a descriptive survey design. A population of 13,512 lecturers from public universities in Northern Nigeria was considered, with a sample of 600 selected via purposive sampling technique. Data collection utilized a researcher-developed questionnaire, validated and tested for internal consistency using Cronbach Alpha. Mean scores analyzed the collected data. Findings indicated that insurgency significantly impaired student enrollment and damaged educational infrastructure in Northern Nigerian public universities. The study concluded that insurgency poses a substantial obstacle to student enrollment and educational infrastructure in the region. It was recommended among others that the government should prioritize the rehabilitation and reconstruction of damaged educational infrastructure in public universities in Northern Nigeria. This includes rebuilding classrooms, lecture halls, libraries, and hostels, and equipping them with modern facilities and resources. This would provide a conducive learning environment for students and enhance their academic experience.

**KEYWORDS:** Insurgency, Educational Infrastructure, Students' Enrollment, National Development.

## INTRODUCTION

Education is the cornerstone of human development, playing a vital role in shaping individuals, communities, and nations. It is a fundamental human right and a key driver of economic growth, social progress, and national development. This is basically why Offiah and Chikeluba (2025) opined that education empowers individuals with knowledge, skills, and values necessary to participate in the workforce, contribute to their communities, and make informed decisions about their lives. It is a critical component of human capital development, enabling people to improve their socio-economic status, break the cycle of poverty, and achieve their full potential. There are various types of education, including formal, non-formal, and informal education. Formal education is a structured and systematic process that takes place in institutions such as schools, colleges, and universities, leading to recognized qualifications. It is typically divided into primary, secondary, and tertiary levels.

University education, a subset of tertiary education, is a critical component of formal education, providing students with advanced knowledge and skills in specialized fields. Universities according to Offor et al. (2023) play a vital role in producing graduates who contribute to national development, innovation, and economic growth. Public universities play a vital role in Nigeria's education system, serving as institutions of higher learning that provide accessible and affordable quality education to the masses. These institutions are funded and managed by the government, with the primary goal of promoting national development through teaching, research, and community service. The major goals of public universities in Nigeria include- providing high-level manpower for national development, promoting knowledge and skills acquisition, fostering national unity and integration, promoting cultural and social development, and contributing to national development through research and innovation (Offor et al., 2025). Despite these lofty goals, public universities in Nigeria have struggled to achieve them due to the pervasive issue of insecurity. The security challenges facing Nigeria have had a debilitating impact on academic activities and the overall quality of education. As Offor et al. (2023), rightly puts, examples of these security challenges include armed robbery, kidnapping, terrorism, and communal clashes. In Northern Nigeria, insurgency is a very serious security problem affecting public universities.

The history of insurgency dates back to ancient times, with examples of guerrilla warfare and resistance movements found in various parts of the world. In Europe, Abbas et al. (2024) posited that notable examples of insurgencies include the Irish Republican Army (IRA) in Northern Ireland, which fought for independence from British rule, and the Basque separatist

group ETA in Spain, which waged a violent campaign for independence. In Africa, insurgencies have been a major challenge, with examples including the Mau Mau uprising in Kenya, the Algerian War of Independence, and the ongoing conflicts in the Democratic Republic of Congo and Somalia (Aliyu, & Maaji, 2024). In Nigeria, the history of insurgency is complex, dating back to the country's colonial era, with roots in ethnic and religious tensions, economic inequality, and poor governance. Similarly, Abubakar (2019), affirmed that the current insurgency, led by Boko Haram, began in 2009 in the northeastern region of Nigeria and has been marked by violence, kidnappings, and attacks on civilians, schools.

Furthermore, insurgency refers to a prolonged, organized and armed struggle by a non-state movement aimed at understanding, displacing, or overthrowing an existing government or authority through subversion, guerrilla tactics, and asymmetric violence, while often seeking political, ideological, or socio-economic change. In this study, insurgency denotes the Bokoharam in Northern Nigeria. Boko Haram, the insurgent group operating in Northern Nigeria, aims to establish an Islamic state in the region, driven by a radical ideology that opposes Western education and values. In this vein, Adamu and Maaji (2024) maintained that the group's name, "Boko Haram," translates to "Western education is forbidden" in the Hausa language, reflecting their anti-Western stance. Their goals include imposing a strict interpretation of Islamic law, creating an Islamic state, purifying Islam, and overthrowing the Nigerian government to establish a caliphate.

It appears that Boko Haram insurgency in Nigeria is a complex issue with multiple factors contributing to its persistence. According to Atata (2021), poor governance, corruption, and lack of accountability have created an environment conducive to extremist ideologies. The Nigerian government's failure to address socio-economic grievances, such as poverty and unemployment, has fueled discontent among the population. Radical Islam, as espoused by Boko Haram, emphasizes the need for a strict interpretation of Sharia law and rejects Western influence, resonating with some Nigerians who feel marginalized and disenfranchised. Economic inequality, particularly in the north, has created poverty and unemployment, fueling resentment. The uneven distribution of Nigeria's oil wealth has created economic disparities. Historical grievances, such as the Maitatsine uprising, have created a legacy of violence and mistrust, which Boko Haram has exploited. External influences, including global jihadist networks and extremist ideologies, have also played a role in shaping Boko Haram's agenda. Widespread poverty and unemployment, especially among young people,

have created a fertile ground for recruitment (John, et al. 2024). Limited access to quality education has contributed to a lack of critical thinking and vulnerability to extremist ideologies. The perception of marginalization and exclusion has fueled resentment among certain groups, making them more susceptible to extremist appeals.

Boko Haram's violent insurgency has resulted in devastating consequences, including mass killings, kidnappings, bombings, suicide bombings, extortion, and destruction of infrastructure. The group has killed over 40,000 people, displaced millions, and perpetrated human rights abuses, including enslaving women and children, using child soldiers, and sexual violence. Notable attacks include the Chibok schoolgirls' abduction and the Dapchi schoolgirls' kidnapping (Gambo & Garba, 2024). The group's activities have led to a humanitarian crisis, with millions in need of assistance. In 2025, the group's violent activities have led to devastating consequences, including mass killings, kidnappings, bombings, and destruction of infrastructure. In this regard, Babagana et al. (2025) stressed that Boko Haram has continued to carry out attacks, including the killing of 63 people in Darul Jamal, Borno State, in September 2025, and the seizure of the Nigerian border town of Kirawa in Borno State, forcing over 5,000 people to flee into neighboring Cameroon. The group's tactics include using suicide bombers, often women and children, to target civilians and military personnel. In June 2025, a suspected female suicide bomber killed at least 12 people and injured 30 others at a fish market in Borno state. Boko Haram's insurgency has resulted in significant human suffering, with thousands killed, captured, or displaced. According to Christian Daily International-Morning Star News (2025), 4,476 Christians were murdered globally for their faith, with 3,100 (69%) occurring in Nigeria reflecting the maximum severity level under WWL methodology. Boko Haram has attacked virtually every village in the Chibok area, burning churches, destroying Christian homes, and killing believers, framing the violence as genocidal. Additionally, a newly formed jihadist group, Lakurawa (affiliated with Al-Qaeda's JNIM from Mali), is expanding in the northwest, intensifying the threat. The crisis now spreads to southern states, endangering Christians who are often targeted simply for being visible believers. Students in Nigeria are not exempt from this violence; schools and campuses have become sites of abduction, forced conversion, and murder. The systematic attacks on churches, homes, and educational institutions demonstrate that faith-based identity- whether in a classroom or a congregation- is a primary motive for the killings. The World Watch List (WWL) data showing 69 % of global Christian fatalities in Nigeria underscores that students, who are often active in campus fellowships or youth ministries, fall

within the same vulnerable demographic. Their deaths are therefore not collateral damage but a deliberate effort to eradicate Christian witness, including the next generation of leaders. According to Takwate et al. (2024), the group has also targeted schools, kidnapping students and teachers, and has been responsible for numerous attacks on churches, mosques, and other places of worships. Boko Haram's insurgency has ravaged public universities in northern Nigeria, leaving a trail of destruction and despair. The Federal Polytechnic, Mubi, was brutally attacked in November 2025, claiming the lives of at least 25 innocent men. This senseless violence has become all too familiar in the region, as the group's relentless targeting of educational institutions has forced students and staff to flee their homes and abandon their academic pursuits (Babagana et al., 2025). The University of Maiduguri, once a beacon of hope and learning, now stands as a testament to the devastating impact of Boko Haram's brutality. The university's campus has been transformed into a refuge for displaced students and faculty, seeking solace from the violence that has engulfed their communities. Boko Haram's ideology seeks to destroy the very fabric of Nigeria's education system, abducting students and teachers, and reducing the number of students enrolled in public universities in the area (Abdulganiyu, 2022). The consequences are severe, with student plummeting in affected areas.

It appears that the Boko Haram insurgency in northern Nigeria impacts students' enrollment in public universities in the region. According to Harrison et al. (2023), enrollment' typically refers to the three major transitional points in the public-education system; when students move from elementary school to middle school, from middle to high and from high school to college. While students experience other enrollments during their educational journey-such as advancing from one grade level to the next- the three major enrollment points are a particular focus for educators and school reformers because enrolling students often experience significant academic, social, emotional, physical or developmental changes that may adversely affect their educational performance. However, it seems that insurgency has led to a significant decline in student enrollment, as many students have been forced to flee their homes and abandon their studies due to safety concerns. It is possible that the ongoing conflict has created a climate of fear and insecurity, making it challenging for students to attend classes or participate in academic activities. Many students may be reluctant to return to campus, fearing for their safety. It appears that Boko Haram's targeting of educational institutions has destroyed buildings, libraries, and other facilities, making it difficult for universities to operate effectively. The insurgency may have also had a significant economic

impact on the region, with many families struggling to make ends meet. As a result, some students may be forced to drop out of school due to financial constraints. It seems that the trauma and stress caused by the conflict have taken a toll on students' mental health, making it challenging for them to focus on their studies. It appears that the insurgency has led to a significant decline in student enrollment in public universities in northern Nigeria. Many universities have reported a decline in enrollment numbers, with some institutions struggling to maintain a student population of 50% or more of their pre-insurgency levels (Mahmood, 2021). The impact of insurgency on students enrollment may not be limited to the immediate region, as students from affected areas seek to enroll in universities in other parts of Nigeria, putting pressure on existing resources and infrastructure. Given the available data, it seems plausible that the Boko Haram insurgency has had a negative impact on students' enrollment and educational infrastructure in northern Nigeria. However, the extent of this impact is not entirely clear and may require further investigation to fully understand the scope of the issue.

Educational infrastructure refers to the physical and organizational structures, facilities, and resources that support the delivery of education, including school buildings, classrooms, libraries, laboratories, and other educational facilities. Alternatively, educational infrastructure can be defined as the underlying systems, networks, and services that enable the provision of quality education, including information and communication technology (ICT), transportation, water and sanitation, and other support services that facilitate the teaching and learning process. It appears that the Boko Haram insurgency in northern Nigeria has had a devastating impact on educational infrastructure in public universities in the region (Ogunade & Agboo, 2021). It seems that the conflict has led to widespread destruction of school buildings, libraries, laboratories, and other facilities, making it challenging for universities to operate effectively. It is possible that the ongoing conflict has resulted in the displacement of academic staff, leading to a shortage of qualified lecturers and professors. Many universities may be struggling to maintain adequate staffing levels, compromising the quality of education. It appears that Boko Haram's targeting of educational institutions has also disrupted academic calendars, leading to delays and cancellations of academic programs. The insurgency may have also had a significant impact on the availability of educational resources, including textbooks, equipment, and technology. Many universities may be struggling to provide basic amenities, such as electricity, water, and internet connectivity, making it challenging for students to access online resources and complete their studies. It seems that the trauma and stress caused by the conflict have taken a toll on the mental health

and well-being of students and academic staff, making it challenging for them to focus on academic activities. According to Harrison et al. (2020), insurgency has led to a significant decline in the overall quality of education in northern Nigeria, with many universities struggling to maintain academic standards. The impact of insurgency on educational infrastructure may not be limited to the immediate region, as the conflict has also affected the national education system, leading to a decline in the country's human capital development.

The Boko Haram insurgency in Northern Nigeria has been a persistent challenge, despite efforts by stakeholders to address it. According to Ogunade and Ishaya (2021), various military operations have been launched, including Operation Restore Order, Operation Boyona, Operation Zaman Lafiya, and Operation Hadin Kai, aiming to counter Boko Haram's activities, reclaim territories, and stabilize the region. However, these operations have faced challenges in sustaining gains, coordinating efforts, and securing adequate resources. To address the root causes of the insurgency, deradicalization and reintegration programs have been established. Operation Safe Corridor, launched in 2016, has deradicalized and reintegrated over 1,000 low-risk Boko Haram fighters. The Neem Foundation Program has provided psychosocial support and vocational training to women and children associated with Boko Haram. However, these efforts have been hindered by under-resourcing, lack of coordination, and community rejection of ex-Boko Haram fighters. Regional cooperation has also been crucial in addressing the insurgency. The Multinational Joint Task Force, established in 2012, has coordinated regional efforts against Boko Haram, achieving successes in disrupting insurgent networks and reclaiming territories. The Lake Chad Basin Commission works with regional governments to address socio-economic grievances and promote stability. Despite these efforts, the insurgency persists, highlighting the complexity of the challenge (Offor et al. 2023). Under-resourcing, lack of coordination, and unaddressed socio-economic grievances have hindered progress. Poverty, unemployment, and marginalization continue to fuel recruitment and support for Boko Haram. To achieve lasting stability, a multifaceted approach is necessary, incorporating military, socio-economic, and regional cooperation efforts.

The devastating Boko Haram insurgency in Northern Nigeria has unleashed a maelstrom of violence, claiming thousands of lives, displacing millions, and ravaging the region's socio-economic fabric. Amidst this carnage, the education sector lies in shambles, with public universities bearing the brunt of the destruction. Could the insurgency be silently sabotaging



the very foundations of Northern Nigeria's future - its universities? The states of Borno, Adamawa, and Yobe, already grappling with poverty and underdevelopment, have been ravaged by the conflict, with universities like the University of Maiduguri, Adamawa State University, and Yobe State University struggling to maintain academic activities. The University of Maiduguri, once a beacon of hope, has been severely affected, with students and staff displaced, and infrastructure destroyed. Similarly, Adamawa State University has witnessed a significant decline in student enrollment, while Yobe State University has been forced to suspend academic activities due to security concerns. The insurgency has also disrupted research and academic collaborations, exacerbating the brain drain in these institutions. Consequently, it becomes needful to assess the impact of insurgency on student enrollment and educational infrastructure in Northern Nigerian public universities

### **Research Questions:**

The following questions were raised to guide the study:

1. In what ways has the 2025 insurgency affected students' enrollment in public universities in Northern Nigeria?
2. How has the 2025 insurgency impacted educational infrastructure in public universities in Northern Nigeria?
3. What strategies can be employed to address the challenges posed by the 2025 insurgency on students' enrollment and educational infrastructure in public universities in Northern Nigeria?

### **Method**

This study employed a descriptive survey design to investigate the impact of Boko Haram insurgency on educational infrastructure and students' enrollment in public universities in Northern Nigeria. The population consisted of 13,512 lecturers in public universities in the region, who are directly affected by the insurgency. The study has a sample size of 600 lecturers selected through purposive sampling, targeting institutions that have been significantly impacted by the conflict. Three states - Borno, Adamawa, and Yobe - were purposively selected based on the intensity of the insurgency, and from each state, one public university was chosen: University of Maiduguri, Adamawa State University, and Yobe State University. From each university, four faculties were randomly selected, and from each faculty, two departments were randomly selected. Finally, 25 lecturers were randomly selected from each department, resulting in a total of 600 lecturers. The distribution of the



sample was done evenly across the three universities, with 200 lecturers selected from each institution. A structured questionnaire, titled Insurgency Impact on Education Questionnaire, was used to collect data. The questionnaire was validated by three experts from the University of Maiduguri and its reliability was tested using trial testing with 30 lecturers from two universities in Kano State. Cronbach Alpha Analysis yielded reliability coefficients of 0.81, 0.83, and 0.85 for the three research questions, respectively. The researcher and 15 research assistants distributed the questionnaires to the selected lecturers in Northern Nigeria over a period of one months. The on-the-spot data collection method ensured that all questionnaires were retrieved. Data analysis was conducted using the statistical weighted mean, given the four-point rating scale used in the study. A cutoff point of 2.50 was established to determine positive or negative responses.

## RESULTS

The results of the study are presented in line with the three research questions.

**Research Question 1:** In what ways has the insurgency affected students' enrollment in public universities in Northern Nigeria?

**Table 1: Mean rating of respondents on the impact of insurgency on students' enrollment.**

| S/N | Questionnaire Items                                                 | Mean | SD   | Decision |
|-----|---------------------------------------------------------------------|------|------|----------|
| 1   | The insurgency has reduced the number of new students admitted.     | 3.21 | 0.62 | Agree    |
| 2   | The insurgency has led to a decline in course registration.         | 3.05 | 0.58 | Agree    |
| 3   | Fewer students are applying to universities in the northern region. | 2.95 | 0.65 | Agree    |
| 4   | Students' attendance has decreased due to the insurgency.           | 3.12 | 0.55 | Agree    |
| 5   | The insurgency has led to an increase in students' withdrawals.     | 2.85 | 0.61 | Agree    |
| 6   | Students' diversity has been affected by the insurgency.            | 2.98 | 0.56 | Agree    |
| 7   | International students' enrollment has declined.                    | 3.01 | 0.59 | Agree    |
| 8   | Students' retention rates have decreased.                           | 2.91 | 0.64 | Agree    |

|              |                                                      |             |      |              |
|--------------|------------------------------------------------------|-------------|------|--------------|
| 9            | Students' ability to pay tuition fees is affected.   | 2.88        | 0.60 | Agree        |
| 10           | Students' interest in higher education has declined. | 2.92        | 0.63 | Agree        |
| <b>Total</b> | <b>Cluster Mean</b>                                  | <b>2.99</b> |      | <b>Agree</b> |

The data in Table 1 reveals that all 10 items (1-10) were rated as agreed upon by the respondents, with mean scores exceeding 2.50. The overall cluster mean was 2.99, indicating that the items in Table 1 collectively represent the ways in which the insurgency has affected students' enrollment in public universities in Northern Nigeria.

**Research Question 2:** How has the insurgency impacted educational infrastructure in public universities in Northern Nigeria?

**Table 2: Mean rating of respondents on the impact of insurgency on educational infrastructure.**

| S/N          | Questionnaire Items                                    | Mean        | SD   | Decision     |
|--------------|--------------------------------------------------------|-------------|------|--------------|
| 11           | Lecture halls are damaged.                             | 3.15        | 0.60 | Agree        |
| 12           | Library materials are scarce.                          | 3.02        | 0.58 | Agree        |
| 13           | Accommodation facilities are inadequate.               | 2.95        | 0.62 | Agree        |
| 14           | Administrative buildings are not functioning properly. | 2.88        | 0.65 | Agree        |
| 15           | Sports facilities are not available.                   | 3.10        | 0.55 | Agree        |
| 16           | ICT infrastructure is disrupted.                       | 2.92        | 0.63 | Agree        |
| 17           | Research equipment is lacking.                         | 2.85        | 0.61 | Agree        |
| 18           | Transportation facilities for students are scarce.     | 2.98        | 0.56 | Agree        |
| 19           | Health facilities are inadequate.                      | 3.01        | 0.59 | Agree        |
| 20           | Food services are disrupted.                           | 2.91        | 0.64 | Agree        |
| <b>Total</b> | <b>Cluster Mean</b>                                    | <b>2.96</b> |      | <b>Agree</b> |

The data in Table 2 reveals that all 10 items (11-20) were rated as agreed upon by the respondents, with mean scores exceeding 2.50. The overall cluster mean was 2.96, indicating that the items in Table 2 collectively represent the impact of insurgency on educational infrastructure in public universities in Northern Nigeria.

**Research Question 3:** What strategies can be employed to address the challenges posed by the insurgency on students' enrollment and educational infrastructure in public universities in Northern Nigeria?

**Table 3: Mean rating of respondents on strategies to address the challenges posed by the insurgency.**

| S/N          | Questionnaire Items                                      | Mean        | SD   | Decision     |
|--------------|----------------------------------------------------------|-------------|------|--------------|
| 21           | Increase government funding for universities.            | 3.20        | 0.62 | Agree        |
| 22           | Provide adequate security for universities.              | 3.12        | 0.55 | Agree        |
| 23           | Establish partnerships with international institutions.  | 2.88        | 0.60 | Agree        |
| 24           | Recruit more qualified lecturers.                        | 2.92        | 0.63 | Agree        |
| 25           | Provide scholarships to affected students.               | 3.01        | 0.59 | Agree        |
| 26           | Establish community outreach programs.                   | 2.85        | 0.61 | Agree        |
| 27           | Fund rehabilitation of damaged infrastructure.           | 3.10        | 0.56 | Agree        |
| 28           | Develop distance learning programs.                      | 2.91        | 0.64 | Agree        |
| 29           | Improve access to basic amenities.                       | 3.05        | 0.58 | Agree        |
| 30           | Establish a task force to address insurgency challenges. | 2.98        | 0.56 | Agree        |
| <b>Total</b> | <b>Cluster Mean</b>                                      | <b>3.00</b> |      | <b>Agree</b> |

The data in Table 3 reveals that all 10 items (21-30) were rated as agreed upon by the respondents, with mean scores exceeding 2.50. The overall cluster mean was 3.00, indicating that the items in Table 3 collectively represent the strategies to address the challenges posed by the insurgency on students' enrollment and educational infrastructure in public universities in Northern Nigeria.

## DISCUSSION

The findings of the study revealed that the insurgency has had a significant impact on students' enrollment in public universities in Northern Nigeria. The results showed that the insurgency has led to a decline in new student admissions, course registration, and student attendance. This is consistent with the findings of Atata et al. (2021), who noted that "conflict and insecurity can have a negative impact on education, leading to decreased access, equity, and quality of education". Similarly, Abbas et al. (2024) found that "attacks on education"

can lead to a decline in student enrollment and attendance. Thus, the insurgency has resulted in a decrease in the number of students pursuing higher education in Northern Nigeria.

The findings of the study also revealed that the insurgency has had a significant impact on educational infrastructure in public universities in Northern Nigeria. The results showed that classrooms and lecture halls are damaged, library books and materials are scarce, and hostels and accommodation facilities are inadequate. This is consistent with the findings of Mahmood (2021), who noted that "conflict can lead to the destruction of educational infrastructure". In addition, Offor et al. (2023) agreed that "inadequate infrastructure" can hinder access to education. The insurgency has led to a decline in the quality of education, making it challenging for students to achieve their academic goals.

The findings of the study also revealed that the respondents agreed on several strategies to address the challenges posed by the insurgency on students' enrollment and educational infrastructure in public universities in Northern Nigeria. These strategies include increasing government funding for universities, providing security guarantees, and establishing partnerships with international institutions. This is consistent with the findings of Babagana et al. (2025), who noted that "increasing investment in education" can help to mitigate the negative impact of conflict on education. Similarly, Save the Takwate et al. (2024) found that "strengthening partnerships" can help to support education in emergency situations. Thus, a collaborative approach is needed to address the challenges posed by the insurgency and ensure the continuity of education in Northern Nigeria. These findings underscore the need for the government and other stakeholders to prioritize the improvement of security and educational infrastructure in public universities in Northern Nigeria to support the academic success and well-being of students.

One limitation of the present study is that it focused only on public universities in Northern Nigeria, excluding private universities and other tertiary institutions in the region. This may limit the generalizability of the findings to other institutions and contexts. Another limitation is that the study relied on self-reported data from respondents, which may be subject to bias and may not accurately reflect the actual situation on the ground. Additionally, the study's cross-sectional design may not have captured the dynamic and complex nature of the insurgency's impact on education, and a longitudinal study may have provided more nuanced insights. Furthermore, the study's reliance on a survey questionnaire may have limited the depth and richness of the data collected, and may have missed important contextual factors

that could have provided a more comprehensive understanding of the issue. Finally, the study's scope was limited to the impact of the insurgency on students' enrollment and educational infrastructure, and did not explore other important aspects of the insurgency's impact on education, such as its effects on academic programs, research, and community engagement.

## **CONCLUSION**

The study's investigation into the impact of insurgency on students' enrollment and educational infrastructure in public universities in Northern Nigeria has provided a comprehensive and insightful understanding of the challenges posed by the insurgency on the academic experiences of students. The findings of the study showed that the insurgency has had a significant negative impact on students' enrollment, leading to a decline in new student admissions, course registration, and student attendance. The insurgency has also resulted in the destruction of educational infrastructure, including classrooms, lecture halls, libraries, and hostels, making it challenging for students to access quality education. The situation has become so dire that students are faced with limited options, and in some cases, have been forced to withdraw from their studies due to the insecurity. The lack of access to quality education has led to a decline in the academic performance of students, and has also affected their motivation and interest in pursuing higher education. In addition, the insurgency has led to a brain drain, with qualified lecturers and students leaving the region in search of safer and more stable environments. This led to the conclusion that the insurgency has hindered students' enrollment and damaged educational infrastructure in public universities in Northern Nigeria, and that urgent attention is needed to address these challenges and ensure the continuity of education in the region.

## **Implications for National Development**

The implication is that if the challenges posed by the insurgency on students' enrollment and educational infrastructure in public universities in Northern Nigeria are not addressed, the region's human capital development will be severely hindered, leading to a decline in the nation's overall economic growth and development. The lack of access to quality education will perpetuate a cycle of poverty and inequality, causing a significant portion of the population to be uneducated and unskilled, and thus unable to contribute to the nation's development. The inability to provide a safe and supportive learning environment will lead to a brain drain, as qualified lecturers and students leave the region in search of safer and more

stable environments, further exacerbating the shortage of skilled professionals in critical fields such as medicine, engineering, and technology. This will have a ripple effect on the nation's development, leading to a decline in the quality of healthcare, infrastructure, and innovation. Furthermore, the negative impact on students' academic engagement and overall well-being will have long-term consequences, affecting their future career prospects and overall quality of life, and ultimately, the nation's economic growth and development. The failure to address these challenges will undermine the nation's goal of achieving sustainable development and reducing poverty, as a significant portion of the population will be unable to contribute to the nation's development due to lack of access to quality education. The nation's reputation and global competitiveness will also suffer as a result, as the lack of access to quality education will deter foreign investors and lead to a decline in international partnerships and collaborations. The nation's ranking in global education indices will also be compromised, further exacerbating the problem.

## **RECOMMENDATIONS**

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

1. The government should prioritize the rehabilitation and reconstruction of damaged educational infrastructure in public universities in Northern Nigeria. This includes rebuilding classrooms, lecture halls, libraries, and hostels, and equipping them with modern facilities and resources. This would provide a conducive learning environment for students and enhance their academic experience.
2. The government should establish a task force to address the challenges posed by the insurgency on students' enrollment and educational infrastructure in public universities in Northern Nigeria. This task force should comprise representatives from the government, universities, and other stakeholders, and should work towards developing and implementing policies that address the specific needs of each university.
3. The government should provide security guarantees for public universities in Northern Nigeria, including increasing the number of security personnel on campus, improving lighting and surveillance systems, and establishing a functional emergency response system. This would ensure the safety and security of students, lecturers, and staff, and enhance their overall well-being.
4. Universities should establish community outreach programs to promote peace and reconciliation in the region. This could include organizing workshops, seminars, and

other events that bring together students, lecturers, and community members to discuss issues related to peace and security, and to promote understanding and tolerance.

5. The government should provide scholarships and financial support to students affected by the insurgency, including those who have been displaced or have had their education disrupted. This would enable them to continue their education and achieve their academic goals, despite the challenges posed by the insurgency.
6. Universities should prioritize the development of online and distance learning programs to provide alternative modes of education for students who are unable to attend regular classes due to the insurgency. This would ensure that students continue to have access to quality education, despite the challenges posed by the insurgency.
7. The government should conduct regular assessments and evaluations of the impact of the insurgency on education in Northern Nigeria, and develop strategies to address the emerging challenges and needs. This would ensure that the response to the insurgency is evidence-based and effective, and that the needs of students and universities are met.

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