
IMPACT OF INSURGENCY ON MANAGEMENT OF SENIOR SECONDARY SCHOOLS IN POTISKUM LOCAL GOVERNMENT AREA, YOBE STATE, NIGERIA: IMPLICATION FOR COUNSELLING

Rufai Kachallah¹; Babagana Butu Mohammed²; Umar Usman Babagana³; Saleh Musa⁴
^{1, 2, 3, 4} Department of Education, Yobe State University Damaturu, Nigeria
(Corresponding E-mail: musaa099@gmail.com; +2348026203662)

Abstract

This study x-rays impact of insurgency on management of secondary schools in Potiskum Local Government Area of Yobe State, Nigeria. Descriptive survey design was used for the study, three hundred and thirty one (331) respondents which include teachers and students were drawn proportionately from the selected senior secondary schools. The respondents were measured with relevant standardize scale of coefficient Alpha (α) of 0.73 index and the data obtained was analyzed using mean. The findings reveal that the insurgent activities that affects the management of senior secondary schools in Potiskum LGA is Boko Haram insurgency with the mean score of 3.71; the activities of the insurgency has affected teaching and learning process with the mean score of 3.86, similarly schools were closed due the insurgent activities with the mean score of 3.80; the finding also reveals that the activities of the insurgency has disrupted enrollment and attendance of students with mean of 3.04; 3.56 and 3.46 . In view of these findings, the study recommended that counselling psychologists should be prepared and deployed to institutions of learning to rehabilitate students suffering from school phobia and psychological maladjustment; Advocacy campaign should be flung by professional counsellors on the impact of insecurity of school management. This can be done through sensitization and enlightenment campaign through newspapers, radio, television and social media handles. The use of various strategies by counsellors to impact positively on students' lives should be adopted including the use of counselling therapies to alleviate stress and anxiety among students. Guidance counsellors and educational psychologists should be incorporated in the organization and implementation of government programmes that are geared towards reducing poverty, illiteracy and unemployment in Nigeria. Massive national awareness programme should be straddling by professional and religious associations on the danger of insecurity, conflict, violence and the likes as well as how best to eliminate the sources and pervasiveness of insurgency in the country.

Keywords: Impact, Insurgency, Management, Counselling

Introduction

The history of insurgency groups is as old as that of humanity. Thus, for long human society has been confronted with problem of terrorizations originating from domestic insurgent groups whose major language of sending messages of disagreement is violence (Schmid & Jongman, 1988). Since the end of Second World War in 1949, insurgency has been the most recurrent form of global conflict resulting in loss of lives and property in addition to creating a sense of fear and psychological trauma to the people (Kilcullen, 2006; Metz, 2007; Paul, Clarke & Grill, 2011). Insurgencies became most prominent after the September 11, 2001 bombings of the United States by Al-Qaeda. The bombing was carried out on World Trade Centre which has adverse effects on the business activities of America and globally (Rogan, 2007).

Nigeria as a nation has witnessed brutal confrontation and massive assault from insurgent groups which is undoubted the most blood thirsty and destructive, both in terms of demonic brutality, mindless savagery of peace and stability (Obioma, 2012). Nigeria and Yobe State in particular started experiencing the global trend of insurgency from 2009 which has led to the gruesome killings of innocent Nigerian citizens perpetrated by an insurgent group called Boko-Haram (Oladesu, 2013). The insurgents have disrupted educational system in state with huge negative effect on teaching and learning process. Prior to the advent of insurgency, Potiskum Local Government Area in particular has been a relatively peaceful, multicultural and dynamic Local Government in the State. The insurgents group dislikes children attending schools, and also committed criminal offences ranging from kidnaping of school pupils and attacking teachers in schools (Danjibo, 2009; Awoyemi, 2012; Adeyemi, 2014).

The state of insecurity engendered by insurgency is quiet worrisome, disheartening and alarming. Insurgency have resulted in the killing of innocent students and wanton destruction of schools properties that worth billions of naira. More worrisome however, is the fact that all the efforts of the government and school administrators to curtail the activities of the insurgents have not yielded any meaningful positive result. Thus, the dynamics and sophistication of the insurgency operations have raised fundamental questions about issues that hinder progress of secondary education. There was major disruption of school activities in the area. In the Recent past, they used under-age girls/boys to carry out suicide bombing of major schools, shopping mall, cinema halls and bus station. A situation where peace, freedom, health, love and quietness prevails, given guarantee and assurance for life, health and full opportunities for the development of individual, families, communities and countries in all areas of endeavors to maximum capacity is questionable (Stozier, 2007; Gupta, 2008). Any said or not said, planned or designed, done or not done that militates against security can therefore be said to be challenge to society. Obioma (2012) noted that some of these insurgency attacks are politically motivated even though some may have other motives such as religious, economic or social among others.

The insurgent activities has injected fear into the minds of many parents and created psychological trauma among the students (Kilcullen, 2006; Metz, 2007; Paul, Clarke & Grill, 2011; Murtada, 2013). This unfortunate circumstance has forced some parents, particularly the well to do, to transfer their children from the school in the Local Government of the State to other states of the federation, while the less privileged had no alternative than to watch their children playing, watching movies, and video games at home, a situation that if unchecked will not augur well for the educational development of the peoples living in the area, which already has been tagged as educationally backward. The decision to close down

schools for fear of insurgent's attacks is indeed a welcome development to the insurgents because their motive is to completely jeopardize western education in the area (Onuoha, 2014). Considering the fact that children of the less privileged persons are the majority in any society, the tendency is that these majority group that were denied access to education, which is one of the fundamental human rights of every Nigerian child, may eventually constitute a threat to the peace of the states in the long run. Insurgent group is an organization that has intelligent people just like the government has its technocrats (Crunch, 2010). As such, Boko Haram are always planning and looking inwards into how they will defeat whatever plan the government is initiating and the closure of schools is a good omen to them because it paves the way for their catch them young strategy of initiating children into their heinous acts (Hammes, 2006; Nwazor, 2013).

Lack of concentration by students due to the experience of the insurgent activities in the study area they went through has led to poor performance in their external examination in West African Examination Council and National Examination Council examinations as indicated by statistics (Audu, 2016). The devastation and destruction of both human lives and properties inflicted upon those living in the area are beyond imagination. The importance of education in the life of a person can never be overemphasizes in both temporal and spiritual aspects of human existence, Education is very paramount. It is the light that shows the way by removing the darkness of ignorance. It is the salts that give taste to life. The greatest favour one can do to himself is to get educated and to others to give them education. Insurgency can have very serious and permanent effects on education thus slowing down progress or development (Rasheed, 2007; Gompert & Gordon, 2008).

The effect of insurgency on education is mind blowing. All these atrocities mentioned have happened in Government owned secondary schools, and private secondary schools all in Potiskum Local Government Area of Yobe State. Moreover, the effects of insurgency on education are terrible, retrogressive, destructive and damaging to the overall human progress. Insurgency activities have destabilized the educational activities in Potiskum Local Government Area. This can be attested by the mass movement of people living in the area. This situation has made it impossible for the students in the area to go on with their Learning activities properly.

The management of schools has become very difficult for administrator, teachers, parents, and students who are constantly victims of attacks of the insurgents and the terrorist. Management of schools depends on the security situation of the environment, security of teachers and students as well as the security of the Principals or administrator (Olele, 1995). The activities of the insurgents and terrorist have become a threat to most parents and students in Potiskum Local Government Area.

Despite the effort of scholars and researchers in finding lasting solution to the problems of insurgency, little studies have concentrated on the counselling implication on impact of insurgency on management of secondary schools. In order to fill the gaps in the previous studies and add more to the existing literatures, the present study investigated the impact of insurgency on management of secondary schools in Potiskum Local Government Area of Yobe State, Nigeria, implication for counselling.

Statement of the Problem

It is an undisputable fact that insurgency has become a global issue which has hindered the teaching and learning process which is the heart of education. It has affected the productivity of teachers and management of students towards education which in turn affects

their performance. Management of secondary schools in Potiskum Local Government Area of Yobe State has become increasingly difficult due to the prevalence of activities of insurgency. The researchers observed that both members of staff and students in the various secondary schools in the affected areas seem to be relocating elsewhere or even if they stay, they constantly live in fear hence managing the schools become tasking due to the heavy presence of insurgency.

The researchers are concerned by this situation and sought to find out in greater details the impact of insurgency on management of secondary schools and hoping to create strategies of managing fears and trauma through counselling which the activities of insurgency in Potiskum Local Government Area of Yobe State have brought. Administration of secondary schools in Potiskum Local Government Area is difficult to manage both teachers and students effectively. This and many other factors call for investigation to determine the impact of insurgency on management of secondary schools in Potiskum Local Government Area of Yobe State.

Purpose of the Study

The purpose of this study is to investigate the impact of insurgency on management of secondary school in Potiskum Local Government Area of Yobe State, Nigeria. Specifically, the study seeks to find out:

1. The activities of insurgency on management of Secondary Schools in Potiskum Local Government Area.
2. Whether insurgency affects teaching and learning in secondary schools in Potiskum Local Government Area of Yobe State.
3. How insurgency disrupts education service in the secondary schools in Potiskum Local Government.
4. How best secondary schools can be managed in the era of insurgency.

Research Questions

The following questions are raised to guide the study;

1. What are the activities of insurgency that affect the management of secondary schools in Potiskum Local Government Area?
2. Does insurgency affect the teaching and learning in secondary schools in Potiskum Local Government?
3. Do insurgencies activities disrupt enrolments and attendance of secondary schools in Potiskum Local Government Area?
4. How best can secondary schools be managed in era of insurgency?

Methodology

The research design adopted for this study was descriptive survey. It is survey because it involves gathering of information about a large number of students and teachers by studying a representative sample of the entire group for generalization (Krosnick, 2010). Descriptive survey design is concerned with the present status of the phenomenon under investigation as such involves seeking opinion, views about such phenomenon from people. It is highly efficient in bringing large volume of data amenable by statistical instrument at low cost.

The population of this study consists all students and teachers of Government Senior Secondary Schools in Potiskum Local Government Area. The population covers a total

number of seven thousand one hundred and twenty seven (7,127) students and teachers (YOSME, 2018). The researchers used simple random sampling techniques to select 3 schools where each school has equal probability or chance of being selected through hat and draw method, (also called lottery method) with the total population of two thousand five hundred and fifty eight (2,558). Similarly, 331 respondents were selected from the selected schools using Krejcie and Morgan (1970) table for determining sample size of a known population.

The instrument used to collect the data for this study was a questionnaire developed by the researchers to test the research questions. The questionnaire was titled: Impact of Insurgency on Management of Secondary Schools Questionnaire (IIMSSQ), and it was used to obtain information from students and teachers. It has twenty (13) items and A 4 point modified likert scale of which the respondents are required to respond to either Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD) was adopted for the study, and are weighed as SA=4, A=3, D=2, and SD=1 respectively.

To ensure face and content validity of the questionnaires items in this study, validation of the items were carried out by the experts in the department of education for face and content validation. The purpose was for the experts to preliminarily validate the instrument by going through proper wording, appropriateness, identify errors, clarity and adequacy of the items. The modified items became acceptable and adopted after validation, observations and confirmation in the questionnaire.

A trial-testing using the evaluation scale constructed by the researchers was done and the instrument administered to fifteen students and five teachers in Government Secondary School Fika which is not included in the main study. The instruments were later collected by the researchers after completion. The trial-testing was conducted to assess the accuracy of the measurement and whether the respondents' responses could yield the expected results. The internal consistency of the instrument was determined using Cronbach's formula, called Cronbach's Alpha or coefficient Alpha (α) and the index was found to be 0.73.

To analyze the data, the researchers used the frequency, percentages means response scores for research questions 1, 2, 3 and 4. The mean value of 4, 3, 2, and 1 is 2.50. A mean value of 2.50 and above was regarded as agree while any item with a mean below 2.49 was regarded as disagree respectively.

Result

Research question one: The activities of insurgency that affect the management of Secondary schools include:

Table 1: Summary of the Teachers and Students Responses on the Activities of Insurgency

S/N	ITEMS	FREQUENCY				MEAN	REMARK
		SA	A	D	SD		
1	Boko Haram	296	26	7	2	3.71	Agreed
2	Cultism	25	16	263	27	2.34	Disagreed
3	Thuggery	1	12	78	240	1.61	Disagreed
4	Student Unrest	23	16	131	161	2.19	Disagreed
5	Kidnapping	4	16	43	268	1.54	Disagreed

Source: field survey 2018

The table 1 above shows the responses that, the activities of insurgency that affect Secondary Schools in Potiskum Local Government include Boko Haram, with the mean score of 3.71, while cultism, thuggery, student unrest and kidnapping have the mean scores of 2.34, 1.61, 2.19 and 1.54 which indicate that the responses are disagreed. Psychological and Social effects of insurgents attack on Education and the reactions are not restricted to students in school that have actually been attacked, as an attack on one school leads to fear that any school in the area might be attacked.

Insurgency repeated attacks on schools in the area have insurmountable obstacles to learning for large number of students. The psychosocial impact that affect children's ability to learn, and where the threat of attacks persists had led the students being kept at home from school, even if the school remains open. Such obstacles to access to education can result in severe developmental problems. Children run the risk of never being able to return to school or completing their education, thus diminishing the potential contribution they can make to society. Teachers had also experienced psychological effects that are overcome by grief at the loss or maiming of their colleagues and students or are distracted by threats to colleagues, making it difficult for them to support their students or perform their job to the highest standards. They are visibly anxious; this may heighten the fears for the students. Fear has caused teachers to stay away from school for long periods, forcing their closure or preventing their resumption after attacks.

Research question two: Does insurgency affect the teaching and learning in secondary schools in Potiskum Local Government?

Table 2: Summary of Teachers and Students Responses on How Insurgency Affects the Teaching and Learning in Secondary Schools of Potiskum Local Government Area.

S/N	ITEMS	FREQUENCY				MEAN	REMARK
		SA	A	D	SD		
6	Insurgency affects the teaching and learning in secondary schools in Potiskum Local Government	311	18	2	-	3.86	Agreed
7	Secondary school in Potiskum were closed due to fear of insurgency	300	23	6	2	3.80	Agreed

Source: field survey 2018

The table 2 above indicates that insurgency has greatly affected teaching and learning as well as schools were closed due to fear of insurgency attacks with the mean scores of 3.86, 3.80 respectively. Insurgency activities have an adverse effect on the management of education. This is because repairs of damages from attacks and normal maintenance and investment in education may be put on hold either because labourers dare not risk repairing or reconstructing a school that has already been targeted out of fear of reprisals. Equally government may not risk investing in a development of schools for fear of the money being wasted if attacks are repeated. For example the Government Science and Technical Potiskum alone cost over 339 million naira, Government Secondary school; Mamudo cost over 160 million naira. What was spent is excluding all the other secondary schools, primary schools and equipment being destroyed by the insurgence across the state. This has affected the students most whose education had to be halted.

Attacks on schools had led teachers to leaving their job or flee the area, or even the country. Many teachers were forced to leave their community because of the increasing threat from insurgency activities. Continuing assassinations of teachers and the issuing of death threats have inevitably affected teachers' concentration and frame of mind for teaching. Insecurity has compromised the ability of teachers to perform their jobs well and have affected their morale. Attacks on schools and teachers have restricted teaching content and pedagogical training and caused dropout, distraction, demoralization and traumatization of students and academics. This in turn led to restrictions on teacher content, knowledge and teacher quality. Persistent attacks on schools and teachers have also deterred students from training to be teachers. Similarly, attacks where teachers are killed in broad daylight, in some cases in full view of students, are likely to expose the children and other teachers to shock, distress and severe psychological trauma.

Research Question Three: Do insurgencies activities disrupt enrolments and attendance of secondary schools in Potiskum Local Government Area?

Table 3: Summary of Teachers and Students Responses on How Insurgency Activities Disrupt Enrolments and Attendance in Secondary Schools of Potiskum Local Government

S/N	ITEMS	FREQUENCY				MEAN	REMARK
		SA	A	D	SD		
8	Activities of insurgency has affect the teachers and students attendance in your school	81	195	35	20	3.04	Agreed
9	The rate of truancy has increase due to the activities of insurgency	109	212	1	9	3.56	Agreed
10	Both teachers and students were coming late to the school	97	200	32	2	3.46	Agreed

Source: field survey 2018

The table 3 above shows that the activities of insurgency have affected the teachers and students attendance in the secondary schools, also the rate of truancy has increased due to the activities of insurgency and both the teachers and the students were coming late to schools due the activities of the insurgency with the mean values of 3.04, 3.56, and 3.46 respectively. Falling enrolment and attendance of students generally has been recorded, and this is in line with the activities of insurgency that led many parents to send their children away or leave the state, disrupting their education. Schools in Potiskum Local Government have recorded the lowest number in recent years of students who applied and were admitted into senior secondary schools. Following the increased insecurity in the area, also those who were taking exams had to hide their school uniforms in a plastic bag before they leave home.

The destruction and damage to school infrastructure and facilities grossly reduces the availability of an access to education of many children in the area. Schools are burned down, it is not only the classrooms that are lost but also all the teaching materials, equipment's and school records, leaving children with nowhere to learn. Access to education requires that sufficient and proper facilities and services are in place and that students can have access to adequate books and materials. In some places schools that have not been attacked have been equally closed, teaching has been suspended and teachers forced to abandon their classrooms.

When education institutions are targeted or attacked, the damage and its consequences can be major and far-reaching. Many schools remain closed and unrepaired for long periods.

Research Question Four: How best can secondary schools are managed in era of insurgency?

Table 4: Summary of Teachers and Students Responses on How Best Secondary Schools can be Manage in the Era of Insurgency

S/N	ITEMS	FREQUENCY				MEAN	REMARK
		SA	A	D	SD		
11	Fencing the school premises	41	179	102	9	2.51	Agreed
12	Adequate security personal near the school premises	64	220	20	27	3.48	Agreed
13	Annual and periodic orientation service to cater the rules and regulation of the school	61	103	140	27	2.92	Agreed

Source: field survey 2018

The table 4 above shows that fencing the school premises, adequate security personal near the school premises and annual and periodic orientation service to cater the rules and regulation of the school have the mean score of 2.51, 3.48, and 2.92 which indicate agreed that it can help to the management of secondary schools in the era of insurgency. School attendance is essential for the academic growth of any child. When there are insurgency activities, it may affect the rate of attendance in school. There is significant less level of attendance in schools, once there is an attacks by the insurgents, the survivors often dread staying in such places and may hesitate sending their children to school especially when they are not too sure of the security measure that have been put in place. The insurgents' attacks cut across boundaries.

However, it has also been stated that good security measures are always put in place in the schools as it houses structures. As soon as there is an attack in the schools, the Joint Task Force (JTF) a special military force is often mobilized to ensure adequate security. This to a reasonable extent accounts for safety to the students and the teachers. When there is a security problem, parents definitely protect their children by keeping them indoors, if possible; out of school for that period until adequate security measures are put in place by the government. The secondary school child in the other hand has some little freedom to decide whether to go to school or not, some may risk by going to school at the heat of such attack while some may stay away for a very long time and these affect their performance in general.

Counselling Implication on Impact of Insurgency on Management of Schools

Overall the major impact of insurgency on management of secondary schools in Potiskum Local Government Area and attendant acts of violence as revealed by the present study include closure of schools, creation of the problem of truancy, creation of fear and psychological trauma, maladjusted behaviour among students, denial of opportunity to develop creativity, drop in enrollment in schools, disruptions in the educational system of the affected areas, relocation of learners and creation of unsafe school environments. Aliyu (2014) reach agreement with these findings when he stated that

fear produced by insurgency interferes with effective learning and constitutes a hitch to academic success and creates unstable behaviour among students. The findings are also in agreement with the work of Abdullahi and Tehemba (2014) that identified that one of the effects of insurgency is the drop in attendance to school among learners. However, Counselling is an assisting relationship in which one person endeavours to help another solve his or her complications.

American Counselling Association in Olusakin (2011) defines counselling as the application of mental health, psychological, or human development principles through cognitive, affective, behavioural or orderly intervention approaches that address wellness, personal growth or career development, as well as pathology. Thus, counselling is a profession of different strategies that warrants people's wellness, rounded developments and make them to cope with several life circumstances in order to realize peace, harmony and unity in the human society. Given this background, this study found out that counselling can play the following roles on impact of insurgency on management of secondary schools.

Mediation, dialogue, negotiation, advocacy, family group counselling, resolutions of CASSON to achieve peace and stability, use of information service, psychological maladjustment, use of traditional performances such as dancing, music, drama and sporting activities, career counselling and use of Rational Emotive Behaviour Therapy (REBT) can ameliorate the psychological disturbances that both teachers and students face as a result of the activities of insurgency. Saidu (2016) come to an understanding with the mediation and dialogue role when he stated that mediation and dialogue are counselling strategies through the use of communication facilitation where the mediator typically espouses a fairly passive role, channeling information to the parties, facilitating cooperation, but exhibiting little control over the more formal process or substance of mediation. Hanior and Tor-anyiin (2016) also reach a decision with the finding of this study when they stated that Rational Emotive Behaviour Therapy is proper therapy for conflict management. Akume (2014) also supports this assertion when indicated that the therapy is very useful in resolving conflict because it makes individuals to critically think about their life actions and skills and to take responsibility for their behaviours. Similarly, Saidu (2016) stated that a counselling strategy like the use of traditional performances such as dancing, music, drama and sporting activities to facilitate cohesion amongst communities, cultural performances and arts, especially, those that linked to specific events and national days, should be used to encourage and support national cohesion and integration.

The Counselling Association of Nigeria (CASSON) should in their annual conferences make such resolutions to government as to the need for peaceful co-existence among the public. Through this forum also, the government should be made to appeal to wealthy, politicians and past leaders of this country to stop the sin against humanity of sponsoring insurgency. Mediation and dialogue, negotiation, advocacy, family group counselling, resolutions of CASSON to achieve peace and stability, use of information service, psychological maladjustment, use of traditional performances such as dance, music, drama and sporting activities, career counselling and use of Rational Emotive Behaviour Therapy.

Conclusion

Insurgency has become a threat to the entire nation. Their activities have crippled the educational sector. The activities of insurgency have rubbished the image of Nigeria and have hampered the quest of achieving the Educational Goal as outline in the National Policy on

Education. Since the advent of a new dimension of insurgency in area of the study, it is clear that the fabric of education system has really been shaken. The impact of the activities of the insurgents has brought physical and psychological damage to the teachers and the students. There is a sharp drop out in the students' and teachers' attendance and enrolment in the area. It has been noted that with the increased intensity of attacks in the area, there is a strategic mass movement of both teachers and students from the most attacked Schools. This sudden movement directly affects school attendance among children. Some were forced to change location and school. With the massive killing of students it has injected fear to both staff and students' in the study area.

Recommendations

It is therefore recommended that:

1. Counselling psychologists should be prepared and deployed to institutions of learning to rehabilitate students suffering from school phobia and psychological maladjustment.
2. Advocacy campaign should be flung by professional counsellors on the impact of insecurity of school management. This can be done through sensitization and enlightenment campaign through newspapers, radio, television and social media handles.
3. The use of various strategies by counsellors to impact positively on students' lives should be adopted including the Rational Emotive Behavioural Therapy to alleviate stress and anxiety among students.
4. The distress that comes with insecurity or threat especially as it concerns insurgency is always terrifying. Therefore the school counsellors should work hard to restore the confidence of the students and their educational attainment through proper counselling.
5. Guidance counsellors and educational psychologists should be incorporated in the organization and implementation of government programmes that are geared towards reducing poverty, illiteracy and unemployment in Nigeria.
6. Massive national awareness programme should be straddling by professional and religious associations like MSSN, CAN, NISEP and CASSON on the danger of insecurity, conflict, violence and the likes as well as how best to eliminate the sources and pervasiveness of insurgency in the country.

References

- Abdullahi, U. & Tehemba, G. A. (2014). Effects of insecurity on primary school attendance in Damaturu Metropolis, Yobe State, Nigeria. *Journal of Research in Education and Society*, 5(1), 32-38.
- Adeyemi, K. (2014). *The Principles and Practice of Islamic Religion*. Lagos: NOK Publishers Nig. Ltd.
- Akume, G. T. (2014). Theories of counselling and psychotherapy for Nigerian practitioners. Makurdi: Eagle Prints.
- Aliyu, U. D. (2014). An overview of the physical and social learning environment of Nigerian schools. *Sokoto Educational Review*, 15(1), 80-85.
- Audu, A. K. (2016). See How Boko Haram causes Poor Performance in WEAC and NECO Exams in 6 states. Retrieve from <http://gotoschool.com.ng/bharam-causes-poor-performance>
- Awoyemi D. (2012). "Boko Haram, Revenue Allocation and Poverty in Northern Nigeria" Retrieve from <http://dx.doi.org/10.4324/9780203930274>
- Crouch, I. C. (2010). *Managing Terrorism and Insurgency: Regeneration, Recruitment and Attrition*. Abingdon, Oxon: Routledge
- Danjibo, N. D. (2009). Islamic Fundamentalism and Secretarian Violence: The "Maitatsine and Boko Haram" crises in Northern Nigeria. *Peace and Conflict Studies Paper Series*, Institute of African Studies, University of Ibadan.
- Gompert, D. C., and Gordon, P. (2008). *War by Other Means: Building Complete and Balanced Capabilities for Counter Insurgency*. California: Rand Corporation.
- Gupta, D. K. (2008). *Understanding Terrorism and Political Violence: The Life cycle of birth, Growth, transformation and demise*. Abingdon, Oxon: Routledge.
- Hammes, T. (2006). *The Sling and the Stone: On War in the 21st Century*. London: Zenith Press.
- Hanior, E.A & Tor-anyiin, S.A (2016). Employing rational emotive behaviour therapy in counseling the youth for peace building and conflict management in Benue State Nigeria. In Adegoke, A.A, Aluede, O, & Eweniyi, G. (eds.). *Critical essays in guidance and counselling for Nigeria counsellors*. Benin City: CASSON
- Kilcullen, D. (2006). Counter-Insurgency. *Survival: The IISS Quarterly Report*. Redux.
- Krejcie and Morgan (1970). Table for determining sample size of a known population.
- Krosnic, A., J. (2010). *Survey Research*. Retrieved from www.wed.standard.edudepartcommunication
- Metz, S. (2007). *Rethinking Insurgency*. US Government Publication. Retrieved from <http://www.StrategicStudiesInstitute.army.mil/>.
- Murtada, A. (2013). Boko Haram in Nigeria: Its Beginnings, Principles and Activities in Nigeria. Retrieved from <http://www.salafimanhaj.com>
- Nwozor, A. (2013). National Security, Religious Anarchism and the Politics of Amnesty in Nigeria. *Covenant Journal of Political and International Affairs*. Vol. 8 (3), 78-91.
- Obioma, L. (2012). *Conflict Management*. Ikeja- Lagos: Thomas Nelson Nig Ltd
- Oladesu, E. (2013). Boko Haram Insurgency, Its Implication and Way Forwards towards Avoidance of Future Insurgency. Retrieved from <http://www.academia.edu/3559251>
- Olele, C. (1995). "The School Administrator" Introduction to Educational Administration, Planning and Supervision. Lagos: Joya Educational Research and Publishers Limited.
- Ololube, N.P. (2009). *Understanding Teachers Professional Competencies for Education Effectiveness*. Springfield Publishers Ltd, Owerri
- Olusakin M.A. (2011). Guidance and counselling, yesterday today and tomorrow, University of Lagos. Inaugural lecture Series, University of Lagos

- Onuoha, F. (2014). Boko Haram and national security challenges in Nigeria; causes and solutions. *Journal of Economics and Sustainable Development*, vol. 4 (7), 12-23
- Osuala, E. C. (2001). *Introduction to Research Methodology*. 3rd edition. Onitsha. African Feb Publishers.
- Paul, C., Clarke, C. P., and Grill, B. (2011). Victory Has a Thousand Fathers: Evidence of Effective Approaches to Counterinsurgency, 1978-2008. *Small Wars Journal*. Retrieved from <http://www.smallwarsjournal.com>.
- Rasheed, I. O. (2013), *Boko Haram Insurgency and Democratic Consolidation in Nigeria, in Socio-Political Conflicts and the Challenges of Democratic Consolidation in Nigeria*. John Archer's publishers, Ibadan, Nigeria.
- Rogan, M. P. (2007). Boko Haram History in Nigeria. *Journal of Art and Social Science*. Vol.2 (10), 77-83.
- Saidu, G. (2016). Counselling strategies against factors that affect peace building in Nigeria. In Adegoke, A.A., Aluede O. & Eweniyi, G. (eds) *Critical essays in guidance and counselling for Nigerian counsellors*. Benin City: CASSON.
- Schmid, A. P. and Jongman, A. J. (1988). *Political Terrorism: A New Guide to Actors, Authors, Concepts, Databases, Theories, and Literature*. New Brunswick: Transaction Books.
- Stozier, C. B. (2007). *Historical and Psychological Reflections on the Emergence of the New Terrorism*. Amsterdam: IOS Press.
- Yobe State Ministry of Education.(2017) Students Enrolment in Secondary Schools, Potiskum Local Government Zonal Office.