



ROLE OF EDUCATION IN ADDRESSING INSECURITY AND ENHANCING HUMAN CAPITAL DEVELOPMENT IN NORTH-EAST NIGERIA

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ABSTRACT

This study examined the role of education in addressing insecurity and enhancing human capital development in North-East Nigeria. The study was guided by four objectives and four corresponding research questions. A descriptive survey research design was adopted for the study. The study was conducted in the six states of North-East Nigeria, namely Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe States. The population of the study consisted of 2,450 respondents comprising educational administrators, teachers, lecturers, government officials, and community leaders. A sample size of 490 respondents was selected using multi-stage sampling technique involving purposive and simple random sampling techniques. Data were collected using a structured questionnaire titled “Role of Education in Addressing Insecurity and Human Capital Development Questionnaire (REAIHCDQ).” The instrument was validated by experts in Educational Management, Peace and Conflict Studies, and Measurement and Evaluation, while a reliability coefficient of 0.84 was obtained using Cronbach Alpha method. Data collected were analyzed using frequency counts, percentages, mean, and standard deviation. The findings revealed that education plays significant roles in addressing insecurity through peacebuilding, civic orientation, vocational training, and promotion of social integration. The study also found that insecurity negatively affects educational development through destruction of schools, disruption of academic activities, poor school enrollment, and shortage of qualified teachers. Furthermore, the study revealed that education contributes significantly to human capital development through skill acquisition, entrepreneurship, innovation, and productivity enhancement. The study equally identified inadequate funding, poor infrastructure, poverty, shortage of qualified teachers, and persistent insecurity as major challenges affecting the role of education in addressing insecurity and enhancing human capital development in North-East Nigeria. The study concluded that education remains a vital instrument for promoting peace, stability, and sustainable human capital development in the region. The study recommended increased funding of education, strengthening of peace and vocational education, improved security around schools, and recruitment of qualified teachers in insecurity-prone areas.

Keywords: Education, Insecurity, Human Capital Development, North-East Nigeria, Peace building.

1.1 INTRODUCTION

Education is widely recognized as a fundamental pillar of national development, encompassing the systematic transmission of knowledge, skills, values, and attitudes that enable



individuals to function effectively within society. According to Nziadam and Amadioha (2025), quality education in any country depends largely on the extent to which its challenges are addressed, and countries develop in accordance with the quality of education they provide. Education serves multiple functions in society, including socialization, cultural preservation, economic empowerment, and political stability. It acts as a transformative instrument for social, economic, and political development by equipping citizens with the competencies required for active participation in nation-building. As Okeke et al. (2022) observed, the state, education, and sustainable development are inextricably linked, with structured educational policies serving as critical drivers of national progress. Furthermore, Njoku et al. (2025) established a strong link between education, national development, and social transformation, noting that Nigerian students exposed to civic education programs demonstrated greater political engagement and awareness of social justice issues. The connection between education and national stability is particularly pronounced, as educated populations are better positioned to engage in constructive dialogue, resist extremist ideologies, and contribute to democratic governance.

Insecurity refers to the state of being exposed to danger, threat, or vulnerability, characterized by the absence of safety and protection for individuals and communities. In Nigeria, insecurity manifests in various forms, including terrorism, insurgency, banditry, kidnapping, communal conflicts, and armed robbery. The activities of Boko Haram in the North-East, banditry in the North-West, and separatist agitations in the South-East represent distinct dimensions of Nigeria's security crisis. According to Ukozor et al. (2024), the impact of insecurity on education in Nigeria has been devastating, with educational institutions becoming primary targets for violent attacks. The causes of insecurity in Nigeria are multifaceted, ranging from poverty, unemployment, and poor governance to ethnic and religious tensions, weak security infrastructure, and porous borders. The general effects of insecurity on national development are profound, encompassing loss of lives, destruction of property, displacement of populations, disruption of economic activities, and erosion of public trust in government institutions.

The North-East region of Nigeria has experienced protracted insecurity since 2009, when the Boko Haram insurgency erupted in Maiduguri, Borno State. The group, whose name translates to "Western education is forbidden," has waged a relentless campaign against Western-style education, government institutions, and civilian populations. According to Bertoni et al. (2019), the Boko Haram conflict has quantifiably reduced school enrolment and years of education completed in North-East Nigeria, with the negative effect being larger for children who are no longer of mandatory school age. The states most affected by the insurgency include Borno, Yobe, and Adamawa, which have witnessed the destruction of thousands of lives, properties, and educational institutions. Bello et al. (2024) documented that Boko Haram insurgency had negative effects on enrolment, retention, and academic performance in Yobe State, with paired sample t-tests revealing significant differences in students' enrolment and attendance rates before and during the insurgency. The displacement of over 2.5 million people and the creation of a severe humanitarian crisis have further compounded the region's challenges, with internally displaced persons (IDPs) facing limited access to basic services, including education (UNHCR, 2022).



Human capital refers to the stock of knowledge, skills, competencies, and attributes embodied in individuals that facilitate the creation of economic and social value. Human capital development, therefore, encompasses the deliberate processes through which individuals acquire, enhance, and deploy these capabilities to contribute to personal and national growth. The components of human capital development include skills acquisition, knowledge accumulation, competence building, productivity enhancement, and innovation capacity. According to Nwachukwu (2024), human capital development is a critical driver for educational improvement in Nigeria, as it directly influences the quality of the workforce and the nation's competitive advantage in the global economy. The importance of human capital development to national growth cannot be overstated, as countries with robust human capital bases tend to experience higher rates of economic growth, technological innovation, and social cohesion.

Education serves as the primary vehicle for human capital development, functioning as a means of skill acquisition, manpower development, and productivity enhancement. Through formal and informal educational processes, individuals acquire the technical, vocational, and professional skills necessary for employment and entrepreneurship. According to Didiugwu (2024), total education expenditures contribute to poverty reduction in Nigeria, underscoring the role of education in improving living standards and economic empowerment. Education improves productivity and employability by equipping learners with critical thinking abilities, problem-solving skills, and adaptability to changing labour market demands. Ogbaini and Amali (2023) found that human capital expenditure indicators have significant impacts on poverty reduction in Nigeria in both the short and long run, recommending increased budgetary allocations to the education sector. Furthermore, education contributes to poverty reduction and economic empowerment by expanding employment opportunities, increasing earning potential, and fostering entrepreneurial capabilities among graduates.

The insecurity in North-East Nigeria has inflicted severe damage on the education sector, with devastating consequences for the region's development prospects. Schools and educational facilities have been deliberately targeted, bombed, and burned by insurgents, resulting in the destruction of infrastructure worth billions of naira. According to Bello et al. (2024), Boko Haram insurgency has contributed to decreased enrolment because many schools were closed and turned into military bases, while parents' fear and uncertainty about the safety of their children have further discouraged school attendance. School closures and the disruption of academic activities have become commonplace, with thousands of schools remaining shut for extended periods. The decline in school enrolment and attendance is alarming, as the region already lagged behind national averages in educational indicators prior to the insurgency. There is also a critical shortage of teachers and educational personnel, as many educators have fled the region or abandoned the profession due to safety concerns. The psychological trauma among students and teachers who have survived attacks or witnessed violence has created long-term barriers to effective teaching and learning.

The protracted insecurity in North-East Nigeria has severely undermined human capital development in the region. The loss of skilled manpower through death, displacement, and migration has depleted the region's human resource base, leaving critical sectors such as health, education, and agriculture understaffed. Increased unemployment and poverty have followed the disruption of economic activities, with many families losing their livelihoods and falling deeper



into destitution. Reduced access to quality education and training means that a generation of young people is growing up without the skills and knowledge necessary for productive engagement in the economy. According to Bertoni et al. (2019), exposure to conflict reduces the years of education completed, which has lasting implications for individuals' lifetime earnings and economic productivity. Brain drain and migration have further eroded the region's human capital, as educated professionals and skilled workers seek safety and opportunities elsewhere. The overall decline in productivity and socio-economic development threatens to perpetuate cycles of poverty and underdevelopment in the region for decades to come. As Nziadam and Amadioha (2025) argued, access to quality education ensures societal balance, promotes accountability and stability, and prevents resorting to anarchy. Without urgent and sustained investment in education, North-East Nigeria risks losing an entire generation to conflict, with devastating consequences for national stability and development.

1.2 STATEMENT OF THE PROBLEM

Education plays a vital role in promoting peace, social stability, economic growth, and human capital development in every society (UNESCO, 2023). In North-East Nigeria, however, persistent insecurity characterized by insurgency, banditry, kidnapping, communal conflicts, and displacement of persons has continued to threaten the educational system and the overall development of the region (PSJ-UK & IA-Foundation, 2024). The activities of Boko Haram and other violent groups have resulted in the destruction of schools, disruption of teaching and learning, displacement of students and teachers, school closures, and increased dropout rates (UNICEF, 2024; UN Media/UNifeed, 2024). According to UNICEF (2024), over 2,295 teachers have been killed and 19,000 displaced, while almost 1,400 schools have been destroyed since the start of the Boko Haram insurgency in 2009. These challenges have adversely affected access to quality education, skill acquisition, manpower development, and the socio-economic productivity of the people in the region (World Bank, 2023; PSJ-UK & IA-Foundation, 2024). For instance, World Bank (2023) found that a one standard deviation increase in the number of fatalities within a 5 km radius of a child's village reduces school enrolment probability by 3 percentage points, translating into a 5% reduction of the mean. Although various educational policies, intervention programmes, and peacebuilding efforts have been introduced by government and other stakeholders to address insecurity and promote human capital development, the level of insecurity and underdevelopment in the region remains alarming (PSJ-UK & IA-Foundation, 2024). As PSJ-UK and IA-Foundation (2024) noted, while responses have included military operations, peace negotiations, counterterrorism initiatives, policy reforms, infrastructure development, and capacity building, collective efforts have failed to provide sustainable and lasting solutions to the problems. This situation has created concern about the effectiveness of education in addressing insecurity and enhancing human capital development in North-East Nigeria. Therefore, this study seeks to examine the role of education in addressing insecurity and enhancing human capital development in North-East Nigeria.



1.3 OBJECTIVES OF THE STUDY

The main objective of this study was to examine the role of education in addressing insecurity and enhancing human capital development in North-East Nigeria. Specifically, the study sought to:

1. examine the role of education in addressing insecurity in North-East Nigeria;
2. determine the effect of insecurity on educational development in North-East Nigeria;
3. assess the contribution of education to human capital development in North-East Nigeria; and
4. identify the challenges affecting the role of education in addressing insecurity and enhancing human capital development in North-East Nigeria.

1.4 RESEARCH QUESTIONS

The following research questions guided the study:

1. What roles does education play in addressing insecurity in North-East Nigeria?
2. What are the effects of insecurity on educational development in North-East Nigeria?
3. How does education contribute to human capital development in North-East Nigeria?
4. What challenges affect the role of education in addressing insecurity and enhancing human capital development in North-East Nigeria?

2.1 LITERATURE REVIEW

Conceptual Framework

Education encompasses the systematic transmission of knowledge, skills, values, and attitudes that enable individuals to function effectively within society. According to Nziadam and Amadioha (2025), quality education in any country depends largely on the extent to which its challenges are addressed, and countries develop in accordance with the quality of education they provide. Education serves as a transformative instrument for social, economic, and political development by equipping citizens with competencies required for active participation in nation-building. As Okeke et al. (2022) observed, the state, education, and sustainable development are inextricably linked, with structured educational policies serving as critical drivers of national progress.

Concept of Insecurity

Insecurity refers to the state of being exposed to danger, threat, or vulnerability, characterized by the absence of safety and protection for individuals and communities. In Nigeria, insecurity manifests in various forms, including terrorism, insurgency, banditry, kidnapping, and communal conflicts. According to Ukozor et al. (2024), the impact of insecurity on education in Nigeria has been devastating, with educational institutions becoming primary targets for violent attacks. The causes of insecurity are multifaceted, ranging from poverty, unemployment, and poor governance to ethnic and religious tensions.

Concept of Human Capital Development

Human capital refers to the stock of knowledge, skills, competencies, and attributes embodied in individuals that facilitate the creation of economic and social value. According to Nwachukwu (2024), human capital development is a critical driver for educational improvement in Nigeria, as it directly influences the quality of the workforce and the nation's competitive advantage in the global economy. The components of human capital development include skills



acquisition, knowledge accumulation, competence building, productivity enhancement, and innovation capacity.

Education and National Development

Education acts as a transformative instrument for social, economic, and political development. According to Ekwonye (2025), educational policies are critical in determining Nigeria's overall growth, impacting economic advancement, technical progress, social cohesion, and human capital development. Njoku et al. (2025) established a strong link between education, national development, and social transformation, noting that Nigerian students exposed to civic education programs demonstrated greater political engagement and awareness of social justice issues.

Insecurity and Educational Development in North-East Nigeria

The North-East region has experienced protracted insecurity since 2009, when the Boko Haram insurgency erupted in Maiduguri, Borno State. According to Bertoni et al. (2019), the Boko Haram conflict has quantifiably reduced school enrolment and years of education completed in North-East Nigeria, with the negative effect being larger for children who are no longer of mandatory school age. Bello et al. (2024) documented that Boko Haram insurgency had negative effects on enrolment, retention, and academic performance in Yobe State. Ogunode and Kolo (2021) found that in the 2020/2021 academic year, massive school closures occurred due to incessant student abduction and destruction of school facilities by bandits and insurgents, denying over 1.3 million students access to basic education in the region.

Role of Education in Addressing Insecurity

Education serves as a proven instrument for countering extremist ideologies, as it promotes critical thinking, tolerance, and civic engagement among young people. According to Njoku et al. (2025), citizenship education is most effective when combined with social reorientation programs that actively engage communities through public awareness campaigns. Brookings Institution research (2022) emphasizes that reform of national education policies to counter extremism should focus on equipping citizens with critical thinking skills to counter extremist propaganda. Hughes and Loader (2023) demonstrated that shared education serves as a case study in social cohesion, highlighting how educational integration can build peace in divided societies.

Education and Human Capital Development

Education serves as the primary vehicle for human capital development, functioning as a means of skill acquisition, manpower development, and productivity enhancement. According to Didiugwu (2024), total education expenditures contribute to poverty reduction in Nigeria, underscoring the role of education in improving living standards and economic empowerment. Ogbaini and Amali (2023) found that human capital expenditure indicators have significant impacts on poverty reduction in Nigeria in both the short and long run, recommending increased budgetary allocations to the education sector.

Challenges Affecting Education in Addressing Insecurity and Human Capital Development

Several challenges impede the effectiveness of education in addressing insecurity and fostering human capital development in North-East Nigeria. According to Uwakwe et al. (2025), insecurity has had significant impact on monitoring, evaluation, and the teaching-learning



process in northern Nigeria. Deborah and Uleanya (2025) identified leading causes of insecurity challenges, including school administrators' concerns about the safety of individuals and facilities, the need for well-trained and equipped security personnel, and the lack of employment opportunities for secondary school graduates. The destruction of schools, shortage of teachers, psychological trauma among students, and displacement of populations have created formidable barriers to educational recovery.

2.2 THEORETICAL FRAMEWORK

Human Capital Theory

Human Capital Theory, propounded by Theodore Schultz and Gary Becker, posits that investments in education and training enhance individual productivity and contribute to economic growth. The theory suggests that education is not merely a consumption good but an investment that yields returns in the form of higher earnings, improved health outcomes, and greater social participation. According to Burhanudin (2021), human capital theory serves as a theoretical foundation in human resource development, emphasizing that education improves the ability and potentials of the human capital of the nation. In the context of North-East Nigeria, this theory underscores the imperative of educational investment as a strategy for rebuilding the region's depleted human resource base and fostering sustainable development.

Social Learning Theory

Social Learning Theory, developed by Albert Bandura, proposes that individuals learn new behaviors, attitudes, and cognitive processes by observing others within a social context, rather than solely through direct experience. The theory emphasizes four key processes: attention, retention, reproduction, and motivation (Bandura, 2023). According to Koskela and Paloniemi (2023), learning and agency for sustainability transformations can be built on Bandura's theory of human agency, which stresses the necessity of observing, modeling, and mimicking other people's behaviors. In the context of this study, Social Learning Theory is relevant because it explains how exposure to violence and extremist ideologies in conflict-affected communities can shape the behavior of young people, while also highlighting how positive educational interventions and role modeling can counter radicalization and promote pro-social behaviors.

Relevance of the Theories to the Study

Human Capital Theory provides the analytical lens for understanding how educational disruptions in North-East Nigeria have undermined the region's human capital stock and how targeted educational investments can rebuild this critical asset. The theory justifies the allocation of resources to education as a productive investment rather than mere expenditure. Social Learning Theory, on the other hand, illuminates the mechanisms through which conflict environments influence youth behavior and how educational programs can serve as counter-narratives to extremist indoctrination. Together, these theories establish a robust framework for examining the role of education in addressing insecurity and enhancing human capital development in North-East Nigeria.



2.3 EMPIRICAL STUDIES

Bertoni et al. (2019) investigated the impact of the Boko Haram insurgency on educational outcomes in North-East Nigeria between 2009 and 2016. The study employed individual panel fixed-effects regressions and exploited over-time and cross-village variations in conflict intensity. The findings revealed that conflict significantly reduced school enrolment, particularly among children who were no longer within the compulsory school age bracket. Using a difference-in-differences estimation strategy, the study further established that conflict reduced the years of education completed by affected children. However, the study focused primarily on the effects of insecurity on education and failed to examine the role education can play in addressing insecurity and promoting human capital development in the region. This creates a conceptual gap which the present study seeks to address.

Bello et al. (2024) examined the effects of Boko Haram insurgency on enrolment, attendance, retention, and academic performance of students in senior secondary schools in Yobe State, Nigeria. The study adopted paired sample t-tests and found significant differences in enrolment and attendance rates before and during the insurgency period, attributing the decline to school closures and parental concerns over safety. While the study adequately documented the negative educational consequences of insurgency, it did not investigate how educational programmes and interventions could contribute to reducing insecurity and rebuilding human capital among affected populations. This represents a knowledge gap that the present study intends to fill.

Ogunode and Kolo (2021) examined the effects of insecurity on the administration of basic education in North-East Nigeria. Their findings showed that more than 1.3 million children were denied access to education due to school closures during the 2020/2021 academic session and that insecurity contributed significantly to declining enrolment rates. Although the study highlighted the challenges insecurity poses to educational administration, it did not consider education as a strategic instrument for peacebuilding, social cohesion, deradicalization, and human capital formation. Consequently, a conceptual and policy gap exists which this study seeks to bridge.

Uwakwe et al. (2025) investigated insecurity and the challenges of sustainable quality secondary school education in North-Central Nigeria using survey and descriptive research designs involving 400 respondents. The findings revealed that insecurity significantly affected monitoring and evaluation activities as well as the teaching-learning process. The authors recommended the use of technology and the adoption of the Safe School Initiative to improve educational quality in insecure environments. However, the study was conducted in North-Central Nigeria rather than North-East Nigeria, which has experienced more prolonged and intense insurgency activities. This creates a geographical and contextual gap that necessitates the present study in North-East Nigeria.

Didiugwu (2024) conducted an empirical analysis of human capital development and poverty reduction in Nigeria using data covering the period from 1981 to 2022. The findings established that government expenditure on education contributes significantly to poverty reduction and economic development. Nevertheless, the study adopted a macroeconomic perspective and did not consider the role of education in mitigating insecurity or promoting



stability in conflict-prone regions. This creates a contextual gap that the present study aims to address.

Similarly, Ogbaini and Amali (2023) examined the impact of human capital expenditure on poverty reduction in Nigeria using time-series data from 1990 to 2021. The study found that investment in human capital had significant positive impacts on poverty reduction in both the short run and long run. However, the study focused mainly on economic outcomes of human capital investment and did not investigate how education can simultaneously contribute to reducing insecurity and strengthening human capital development in conflict-affected areas. This omission creates a conceptual gap that justifies the present study.

Fagbonjaiye (2025) explored the socioeconomic impacts of Boko Haram insurgency on North-East Nigeria and documented widespread destruction of infrastructure, economic disruption, human capital losses, and persistent security challenges. The study also highlighted community resilience through self-help initiatives and local support networks. However, the study paid little attention to the role of education as a mechanism for rebuilding human capital, fostering social integration, and preventing future insecurity. This limitation creates an empirical gap which the current study seeks to fill.

2.4 SUMMARY OF LITERATURE REVIEWED

The reviewed studies largely concentrated on the effects of insecurity on educational outcomes or the contribution of educational expenditure to economic development. Few studies have examined education as a dual instrument for addressing insecurity and enhancing human capital development, particularly in the context of North-East Nigeria where insecurity has persisted for over a decade. Therefore, this study seeks to fill this conceptual, contextual, and empirical gap by examining the role of education in addressing insecurity and enhancing human capital development in North-East Nigeria.

3.1 METHODOLOGY

This study adopted a descriptive survey research design to examine the role of education in addressing insecurity and enhancing human capital development in North-East Nigeria. The descriptive survey design was considered appropriate because it enabled the researcher to obtain information from respondents on their opinions, experiences, and perceptions regarding education, insecurity, and human capital development in the study area. The study was conducted in North-East Nigeria, comprising Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe States. The population of the study consisted of 2,450 respondents, including educational administrators, teachers, lecturers, government officials, and community leaders involved in educational development and peacebuilding activities within the region. A sample size of 490 respondents was selected for the study using multi-stage sampling technique. Purposive sampling technique was first used to select respondents with adequate knowledge and experience relating to education and insecurity issues in the region. Thereafter, simple random sampling technique was used to select participants from the identified institutions and communities across the selected states.

Data for the study were collected using a structured questionnaire titled “Role of Education in Addressing Insecurity and Human Capital Development Questionnaire



(REAIHCDQ).” The instrument contained items related to the objectives of the study. The questionnaire items were structured on a five-point Likert scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). The instrument was validated by experts in Educational Management, Peace and Conflict Studies, and Measurement and Evaluation to ensure face and content validity. Their observations and corrections were incorporated into the final version of the instrument. The reliability of the instrument was established through a pilot study conducted outside the study area using Cronbach Alpha statistical method, and a reliability coefficient of 0.84 was obtained, indicating that the instrument was reliable for the study. The researcher, with the assistance of trained research assistants, administered the questionnaire directly to the respondents. The collected data were analyzed using descriptive statistics such as frequency counts, percentages, mean, and standard deviation to answer the research questions.

4.1 RESULTS

Research Question One: What roles does education play in addressing insecurity in North-East Nigeria?

Table 1: Mean and Standard Deviation on the Roles of Education in Addressing Insecurity in North-East Nigeria

S/N	Item	n	SD		D		A		SA		$\bar{x}$	Std.	Rmk
			Freq	%	Freq	%	Freq	%	Freq	%			
1.	Education promotes peacebuilding and conflict resolution among citizens.	490	12	2.4	35	7.1	180	36.7	263	53.7	4.42	0.79	A
2.	Civic education helps to reduce violent extremism and insecurity.	490	15	3.1	42	8.6	176	35.9	257	52.4	4.38	0.84	A
3.	Education creates awareness on the dangers of insecurity in society.	490	10	2.0	38	7.8	170	34.7	272	55.5	4.44	0.77	A
4.	Vocational education reduces unemployment and youth involvement in crime.	490	18	3.7	40	8.2	185	37.8	247	50.4	4.35	0.86	A
5.	Schools promote tolerance, unity, and social integration among learners.	490	11	2.2	33	6.7	189	38.6	257	52.4	4.41	0.78	A

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree, $\bar{x}$ = Mean, Std. = Standard Deviation, Rmk = Remark.



The data presented in Table 1 revealed that all the items had mean scores above the criterion mean of 2.50, with mean values ranging from 4.35 to 4.44. This indicates that the respondents agreed that education plays significant roles in addressing insecurity in North-East Nigeria through peacebuilding, civic enlightenment, awareness creation, vocational training, and promotion of unity and social integration among citizens.

Research Question Two: What are the effects of insecurity on educational development in North-East Nigeria?

Table 2: Mean and Standard Deviation on the Effects of Insecurity on Educational Development in North-East Nigeria

			SD		D		A		SA				
S/N	Item	n	Freq	%	Freq	%	Freq	%	Freq	%	$\bar{x}$	Std.	Rmk
6.	Insecurity has led to the destruction of schools and educational facilities.	490	8	1.6	20	4.1	152	31.0	310	63.3	4.56	0.71	A
7.	Insecurity has disrupted teaching and learning activities in schools.	490	9	1.8	25	5.1	160	32.7	296	60.4	4.51	0.74	A
8.	Fear of attacks has reduced school enrollment and attendance.	490	14	2.9	31	6.3	170	34.7	275	56.1	4.44	0.82	A
9.	Insecurity has contributed to shortage of qualified teachers in the region.	490	16	3.3	39	8.0	181	36.9	254	51.8	4.37	0.85	A
10.	Frequent displacement of students affects academic performance negatively.	490	10	2.0	28	5.7	176	35.9	276	56.3	4.47	0.78	A

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree, $\bar{x}$ = Mean, Std. = Standard Deviation, Rmk = Remark.

The result in Table 2 showed that all the items recorded mean scores above the criterion mean of 2.50, with mean values ranging from 4.37 to 4.56. This implies that the respondents agreed that insecurity has negatively affected educational development in North-East Nigeria through destruction of schools, disruption of academic activities, low school enrollment, shortage of qualified teachers, and displacement of students.



Research Question Three: How does education contribute to human capital development in North-East Nigeria?

Table 3: Mean and Standard Deviation on the Contribution of Education to Human Capital Development in North-East Nigeria

S/N	Item	Freq	%	Freq	%	Freq	%	Freq	%	$\bar{x}$	Std.	Rmk
	N = 490											
11.	Education equips individuals with relevant knowledge and skills for employment.	7	1.4	24	4.9	168	34.3	291	59.4	4.52	0.72	A
12.	Education enhances productivity and economic development in society.	10	2.0	30	6.1	172	35.1	278	56.7	4.45	0.78	A
13.	Technical and vocational education promotes self-reliance among youths.	13	2.7	36	7.3	180	36.7	261	53.3	4.40	0.83	A
14.	Education improves innovation and entrepreneurial development.	12	2.4	33	6.7	177	36.1	268	54.7	4.43	0.80	A
15.	Human capital development through education improves national development.	9	1.8	29	5.9	171	34.9	281	57.3	4.48	0.76	A

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree, $\bar{x}$ = Mean, Std. = Standard Deviation, Rmk = Remark.

The findings in Table 3 indicated that all the items had mean scores above the criterion mean of 2.50, with mean values ranging from 4.40 to 4.52. This shows that the respondents agreed that education contributes significantly to human capital development through skill acquisition, productivity enhancement, self-reliance, innovation, entrepreneurship, and national development.

Research Question Four: What challenges affect the role of education in addressing insecurity and enhancing human capital development in North-East Nigeria



Table 4: Mean and Standard Deviation on the Challenges Affecting the Role of Education in Addressing Insecurity and Enhancing Human Capital Development

S/N	Item	N	Freq	%	Freq	%	Freq	%	Freq	%	$\bar{x}$	Std.	Rmk
16.	Inadequate funding limits the effectiveness of education in addressing insecurity.	490	11	2.2	27	5.5	184	37.6	268	54.7	4.45	0.77	A
17.	Poor educational infrastructure affects quality learning in the region.	490	14	2.9	35	7.1	176	35.9	265	54.1	4.41	0.82	A
18.	Poverty and unemployment hinder access to quality education.	490	9	1.8	30	6.1	170	34.7	281	57.3	4.48	0.76	A
19.	Shortage of qualified teachers affects educational development in North-East Nigeria.	490	15	3.1	37	7.6	181	36.9	257	52.4	4.39	0.84	A
20.	Continued insecurity discourages effective teaching and learning activities.	490	8	1.6	26	5.3	175	35.7	281	57.3	4.49	0.74	A

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree, $\bar{x}$ = Mean, Std. = Standard Deviation, Rmk = Remark.

The result presented in Table 4 showed that all the items had mean scores above the criterion mean of 2.50, with mean values ranging from 4.39 to 4.49. This implies that the respondents agreed that inadequate funding, poor infrastructure, poverty, shortage of qualified teachers, and persistent insecurity are major challenges affecting the role of education in addressing insecurity and enhancing human capital development in North-East Nigeria.

4.1 DISCUSSION OF FINDINGS

The finding of the study revealed that education plays significant roles in addressing insecurity in North-East Nigeria through peacebuilding, civic orientation, promotion of social integration, reduction of youth involvement in crime, and awareness creation against violent extremism. This finding is consistent with the assumptions of the Social Learning Theory developed by Albert Bandura, which posits that individuals acquire attitudes, values, and behaviours through observation, interaction, and socialization processes within their environment. Through formal and informal educational experiences, learners are exposed to positive social values, tolerance, peaceful conflict resolution skills, and responsible citizenship, thereby reducing tendencies toward violence, radicalization, and criminal activities. The finding is in agreement with Njoku et al. (2025), who observed that education remains a major instrument for promoting national development, peaceful coexistence, and social stability in Nigeria. The finding also corroborates the study of Nziadam and Amadioha (2025), who reported that quality education contributes significantly to societal transformation, unity, and national progress by equipping citizens with values and skills necessary for sustainable development. Similarly, Okeke et al. (2022) asserted that education serves as a strategic tool for sustainable development, peace building, and reduction of social crises through effective policy implementation and



educational reforms. The finding therefore supports and extends the propositions of Social Learning Theory by demonstrating that education functions as an avenue for transmitting prosocial behaviours capable of reducing insecurity in conflict-prone environments such as North-East Nigeria.

The study further revealed that insecurity has serious negative effects on educational development in North-East Nigeria, including destruction of school facilities, disruption of teaching and learning, poor school attendance, reduced enrolment, displacement of students, and shortage of qualified teachers. This finding supports the Human Capital Theory propounded by Theodore Schultz and later expanded by Gary Becker, which views education as an investment that improves the productive capacities and future earnings of individuals and societies. Persistent insecurity undermines this investment by disrupting educational processes and limiting opportunities for skills acquisition and knowledge development. The finding agrees with Bello et al. (2024), who found that the Boko Haram insurgency negatively affected enrolment, attendance, retention, and academic performance of senior secondary school students in Yobe State, Nigeria. The finding is also consistent with Bertoni et al. (2019), who reported that the Boko Haram conflict significantly reduced access to education and school participation in North-East Nigeria due to violent attacks and insecurity. In the same vein, Ukozor et al. (2024) observed that insecurity in Nigeria has contributed to school closures, destruction of educational infrastructure, fear among learners, and disruption of academic activities across affected regions. The finding therefore validates the assumptions of Human Capital Theory by showing that insecurity erodes investments in education and weakens the development of human resources necessary for national development.

The finding of the study also showed that education contributes significantly to human capital development in North-East Nigeria through skill acquisition, manpower development, productivity improvement, entrepreneurship, innovation, and self-reliance among citizens. This finding strongly aligns with Human Capital Theory, which argues that education is a productive investment that increases the knowledge, competencies, and skills of individuals, thereby enhancing productivity and economic growth. The finding confirms that educational opportunities contribute directly to the development of employable skills and entrepreneurial capabilities required for sustainable livelihoods and economic resilience in conflict-affected regions. This finding is in line with Nwachukwu (2024), who reported that human capital development through education enhances educational improvement, economic productivity, and national growth in Nigeria. The finding also supports the study of Didiugwu (2024), who found that investment in human capital development contributes significantly to poverty reduction and socio-economic development in Nigeria. Similarly, Ogbaini and Amali (2023) maintained that expenditure on human capital development improves the productive capacity of citizens, reduces poverty, and enhances sustainable economic development in the country. Thus, the study provides empirical support for the central proposition of Human Capital Theory that educational investment generates substantial social and economic returns for individuals and society.

The study finally revealed that inadequate funding, poor educational infrastructure, poverty, shortage of qualified teachers, and persistent insecurity are major challenges affecting the role of education in addressing insecurity and enhancing human capital development in North-East Nigeria. This finding has implications for both Human Capital Theory and Social



Learning Theory. From the Human Capital Theory perspective, inadequate investment in educational resources constrains the ability of the education system to produce the skilled manpower required for economic growth and development. Similarly, from the Social Learning Theory perspective, poor educational environments limit opportunities for learners to acquire positive values, behaviours, and social competencies necessary for peaceful coexistence and community development. This finding agrees with Ukozor et al. (2024), who identified insecurity, poor learning facilities, and inadequate educational resources as major obstacles to effective educational development in Nigeria. The finding also aligns with Bello et al. (2024), who observed that insurgency in North-East Nigeria created severe educational challenges such as displacement of teachers and learners, destruction of schools, and poor academic outcomes. Furthermore, Okeke et al. (2022) emphasized that inadequate policy implementation, insufficient funding, and weak educational structures continue to hinder the achievement of sustainable educational and national development in Nigeria. Therefore, the findings not only support the assumptions of Human Capital Theory and Social Learning Theory but also extend their applicability by demonstrating that the effectiveness of education in promoting security and human capital development depends largely on the availability of adequate educational resources and a secure learning environment.

5.1 CONCLUSION

The study concluded that education plays a role in addressing insecurity and enhancing human capital development in North-East Nigeria. Education promotes peacebuilding, social integration, civic awareness, and reduction of youth involvement in violent activities, thereby contributing to the reduction of insecurity in the region. However, persistent insecurity has continued to negatively affect educational development through destruction of schools, disruption of academic activities, displacement of students and teachers, and decline in school enrollment and attendance. The study further established that education contributes greatly to human capital development through skill acquisition, entrepreneurship, productivity improvement, and manpower development. Despite these contributions, challenges such as inadequate funding, poor infrastructure, poverty, shortage of qualified teachers, and continued insecurity hinder the effective role of education in promoting security and sustainable human capital development in North.

5.2 RECOMMENDATIONS

1. The Federal Government of Nigeria, through the Federal Ministry of Education, the North-East Development Commission (NEDC), State Ministries of Education, and relevant development partners, should increase funding for the educational sector in order to improve educational infrastructure, teaching facilities, and learning environments in North-East Nigeria.
2. The Nigerian Educational Research and Development Council (NERDC), the Federal Ministry of Education, State Ministries of Education, and school management authorities should strengthen the implementation of peace education, civic education, and vocational training programmes in schools to promote peacebuilding, reduce youth involvement in crime, and encourage self-reliance among students.



3. The Federal Ministry of Interior, the Nigeria Police Force, the Nigeria Security and Civil Defence Corps (NSCDC), State Governments, and local community security structures should improve security measures around schools and educational institutions to ensure the safety of students, teachers, and educational facilities in North-East Nigeria.
4. The Federal Ministry of Education, State Universal Basic Education Boards (SUBEBs), State Teaching Service Commissions, and State Ministries of Education should recruit and train more qualified teachers while providing incentives, insurance coverage, hardship allowances, and professional support for teachers working in insecurity-prone areas to enhance effective teaching and learning.
5. The North-East Development Commission (NEDC), Universal Basic Education Commission (UBEC), international development agencies, and non-governmental organizations should support the reconstruction and rehabilitation of schools destroyed by insurgency and provide learning materials for affected communities.
6. The National Orientation Agency (NOA), religious organizations, traditional institutions, civil society organizations, and community leaders should intensify public enlightenment campaigns aimed at discouraging violent extremism, promoting social cohesion, and encouraging community participation in educational development initiatives across the region.

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