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Effectiveness of Continuity Strategies for Completion of Basic Schools amidst Insecurity and Pandemic in Nigeria

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ABSTRACT
This study aims at assessing the effectiveness of continuity strategies used to achieve the completion of basic education in the context of insecurity and pandemic in Nigeria. The approach in this research was quantitative research with descriptive survey designs. The data were obtained from 417 respondents in six states of the geopolitical zones on a structured questionnaire. Two sampling techniques were used: purposive sampling and simple random sampling as well as stratified sampling. The data were analyzed by frequency, percentages, means, regression and independent-samples t-test at 0.05 level of significance. Organised community efforts (M=2.66), temporary learning centres (M=2.73), technological and remote education programmes (M=2.85), and educational support services (M=2.63) proved to be effective. Monitoring and evaluation platforms were less effective (M=2.48). The regression results show that organised community efforts (β=.286), temporary learning centres (β=.341), technological and remote education programmes (β=.397), educational support services (β=.251) and monitoring and evaluation platforms (β=.193) significantly positively affect basic education completion (p<.001). There was no significant difference between males and females (p=.059), but there was a significant difference between urban and rural schools (p=.001) favouring urban schools. The study concludes that continuity strategies that respond to the context are important to help sustain the participation, progression and completion of pupils during periods of educational disruptions that insecurity and pandemic disruptions in Nigeria have caused. It calls for community engagement, temporary learning centres to be expanded, investing in digital infrastructure, learner support, and enhancing monitoring systems, particularly in rural communities.
Keywords: Continuity Strategies; Basic Education Completion; Insecurity; COVID-19 Pandemic; Nigeria.

I. INTRODUCTION

Education has been embraced as a fundamental human right and a key tool for human development, social integration, economic productivity and national transformation worldwide. At the basic education level, it enables children to develop basic literacy, numeracy, problem-solving skills, values and competencies through which children learn to become responsible citizens and lifelong learners. In Nigeria, the commitment to expanded access, participation, retention, quality and completion is evident in programmes like the Universal Primary Education (UPE), and the Universal Basic Education (UBE). However, these objectives continue to be threatened by poverty, inadequate infrastructure, teacher shortages, displacement, insecurity and public-health emergencies. In times of conflict, communal violence, farmers-herders conflict, banditry and kidnapping, displacement, epidemics or pandemics, continuity in education is, therefore, essential. Continuity is not just about staying open; it's about keeping teaching and learning going, keeping pupils and teachers safe, ensuring pupils have access to teaching resources and are able to participate, and ensuring that pupils make progress towards completion. Extended disruption can cause learning loss, absenteeism, disengagement, dropout and lower educational attainment, and retention and completion are key measures of the resilience of the basic education system.

Security is also a significant contributor to educational disruption in Nigeria with communities and public services in North-Central Nigeria being impacted by repeated farmers-herders' conflicts. These conflicts may be related to competition for water, areas, livelihoods, community tensions and can result in the closure of schools and physical damage to school infrastructure, displacement of teachers and students, loss of teaching materials and school blockades. It can also have immediate consequences on the family's ability to live safely and secure, it can worsen family's economic hardship, and it can lead families to move, impacting children's educational trajectory from enrolement to attendance to retention to completion. Displaced families may experience challenges in their return to their communities, or

issues with accessing alternative schools after a conflict has ended, extending the impacts of conflict on education. These are reasons why continuity measures that are effective and can sustain education and learning are needed, to protect pupils and teachers, and to maintain retention, while allowing children to complete basic education, despite insecurity or other emergencies.

The evidence shows that the impact of insecurity on education participation in Nigeria is palpable. For instance, Adeyi, Adamu and Itodo (2024) reported that the conflict between farmers and herders heavily influenced school enrolment in conflict regions of Benue State and was linked to variations in school enrolment and educational quality. Conflict creates not just short-term disruptions in school attendance, but it can also affect the ability of schools and communities to attract, retain and support learners. Likewise, Ochube (2022) reported an increasing drop in enrolment, absenteeism of pupils, lack of teachers attendence and destruction of school facilities and extended school closure due to violence by farmers and herders in Agatu Local Government Area of Benue State. These conditions illustrate how insecurity can gradually erode the ability of schools to maintain the participation in education.

Amali, Bello, Aun and Adaaku (2025) provided more specific evidence of basic education through a study on enrolment, retention and completion of basic education among pupils in conflict affected areas in the Benue state. The study indicated that there were fluctuations in enrolment, retention and completion rates over a decade of school records, with the ten years coinciding with the times of increased conflict between the farmers and herders. The results indicate that the effects of insecurity are not only at the point of entry to school but also at the stage of keeping children in school and in attainment of the basic education cycle. This is especially relevant as completion is a long-term goal that requires long-term involvement over a number of years.

Adaaku and Aun (2026) also investigated the effect of the conflict between the herders and the farmers on enrolment, retention and completion of basic education in Benue State. They found that enrolment dropped in times of heightened conflict and that retention and completion rates also suffered in key conflict periods as a result of their longitudinal analysis. The study found that school closures and relocation, destruction of homes and education facilities, displacement and loss of familial financial resources made it difficult to continue school. This study confirms the claim that having schools in the community does not automatically mean that there is continuity of education when the social, economic and security environment around schools is precarious.

Educational disruption in Nigeria is not solely a result of insecurity but has also been observed in the event of a major public health emergency as was seen during the COVID-19 pandemic. With schools closed in 2020, traditional in-person learning was disrupted for several months, revealing stark inequities in access to alternative learning opportunities, especially for children living in rural and disadvantaged communities who have fewer options for electricity, internet and digital devices, and learning materials.

In response, the Federal Ministry of Education and Universal Basic Education Commission introduced the COVID-19 Education Response Strategy, including the Learn-at-Home Programme, while UNICEF and other partners supported digital, radio, television and home-based learning initiatives in states such as Ekiti, Katsina, Kebbi, Sokoto, Zamfara and Niger. These interventions demonstrated the potential of remote and alternative learning approaches to sustain educational participation when schools cannot function normally. However, their effectiveness depended on access to technology, instructional materials, teachers, parental support and reliable communication infrastructure, highlighting the risk of excluding already disadvantaged learners.

The pandemic also showed that educational continuity involves more than providing alternative instruction; it requires safe learning environments, community participation, school preparedness, health protection and effective monitoring. Measures such as handwashing facilities, sanitation, physical distancing, modified schedules and community-supported school reopening became important components of maintaining education during the health crisis. Comparatively, both insecurity and pandemics can produce school closures, reduced instructional time, teacher and learner absenteeism, learning loss, economic hardship and increased dropout risks, although their mechanisms differ. Insecurity may restrict access through violence, displacement and destruction of schools, whereas pandemics may restrict physical attendance through public-health measures. These experiences demonstrate the need for flexible, accessible and context-sensitive continuity strategies capable of sustaining learners' participation, retention, progression and eventual completion under different forms of educational emergency.

The concept of continuity strategies is therefore central to understanding how basic education systems can withstand disruption. Continuity strategies may be understood as deliberate institutional, educational, technological,

community-based and support mechanisms designed to sustain teaching, learning, participation, retention and progression during and after crises. Such strategies may include organised community efforts, temporary learning centres, remote and technology-assisted education, flexible school schedules, educational support services, psychosocial support, learning-material provision, school feeding, teacher support, safe-school arrangements, monitoring and evaluation systems, temporary relocation of classes and reconstruction or rehabilitation of damaged facilities.

The relevance of these strategies to insecurity in North-Central Nigeria has been demonstrated by Aun and Bello (2025), who investigated the availability and effectiveness of continuity strategies for enrolment in basic schools amidst farmers-herders' conflict in North-Central Nigeria. Their study identified five major categories of continuity strategies: Organised Community Efforts (OCE), Temporary Learning Centres (TLCs), Technological/Remote Education Programmes (REPs), Educational Support Services (ESS), and Monitoring and Evaluation Platforms (MEPs). Organised community efforts recorded the highest level of availability, while temporary learning centres were rated particularly effective for ensuring uninterrupted learning among displaced pupils. Remote learning initiatives and educational support services also contributed to educational continuity, although their implementation was constrained by contextual and infrastructural limitations.

The findings of Aun and Bello (2025) are significant because they move the discussion beyond the documentation of the negative effects of insecurity to consideration of the mechanisms through which schools and communities respond to disruption. Their findings suggest that community participation, alternative learning spaces, remote education, educational support and monitoring can provide mechanisms for maintaining educational participation during insecurity. However, their study focused principally on enrolment, whereas the present study is concerned with completion. This distinction is important because increasing enrolment during a crisis does not necessarily mean that pupils will remain in school long enough to complete their basic education.

The importance of this distinction is further demonstrated by Aun and Bello (2026), whose study examined strategies for retention and completion of basic schools amidst farmers-herders' conflict in North-Central Nigeria, with particular attention to Benue and Nasarawa States. The study identified organised community efforts, temporary learning centres, educational support services, technological/remote education programmes and monitoring and evaluation platforms as important continuity mechanisms. Organised community efforts emerged as prominent and sustainable mechanisms, while temporary learning centres were particularly important in preventing total educational disruption among displaced pupils. The study further reported positive influences of continuity strategies on pupils' retention and completion, although the effectiveness of the strategies varied according to contextual conditions.

Thus, these findings demonstrate that educational resilience is possible during prolonged insecurity and public-health emergencies through community mobilisation, temporary learning spaces, alternative and remote learning, instructional materials, psychosocial and teacher support, health and safety measures, and effective monitoring. However, the availability of such strategies does not necessarily guarantee their effectiveness, particularly where insecurity and pandemic-related disruptions occur simultaneously. A strategy suitable for conflict, such as temporary learning centres, may require additional health measures during a pandemic, while remote learning may be constrained in conflict-affected rural communities by limited electricity, telecommunications and internet access. Therefore, effective educational continuity requires a flexible combination of complementary strategies that can sustain learners' attendance, retention, progression and ultimately completion. Since completion represents the cumulative outcome of sustained participation throughout the basic education cycle, the effectiveness of continuity strategies should be judged not merely by their ability to maintain short-term access or enrolment, but by their capacity to prevent dropout and enable pupils to successfully complete their basic education despite insecurity and pandemic-related disruptions.

The Nigerian evidence on conflict further reinforces this concern. Ajogbeje and Sylwester (2024), using a difference-in-differences approach, compared the effects of Boko Haram insurgency and farmer-herder conflict on educational attainment in Nigeria. Their findings indicated that farmer-herder conflict had a substantial negative effect on educational attainment. This evidence is important because it establishes that the consequences of conflict can extend beyond immediate school disruption to longer-term educational outcomes. It also suggests that security responses alone may be insufficient; education-specific strategies are necessary to protect children's educational trajectories during periods of instability.

The need for effective continuity strategies is particularly important in Benue and Nasarawa

States, where recurrent insecurity, including farmers-herders' and communal conflicts, has disrupted educational activities through school closures, displacement of pupils and teachers, damaged facilities, absenteeism and reduced household capacity to support schooling. While insecurity often produces geographically concentrated disruption, the COVID-19 pandemic demonstrated that educational emergencies can affect learners nationwide through widespread school closures and restrictions, making flexibility and adaptability essential in continuity planning. However, the effectiveness of strategies such as remote and technology-supported learning is constrained by Nigeria's digital divide, including unequal access to electricity, internet connectivity, digital devices and stable learning environments, especially among rural and displaced children. Community participation involving parents, traditional leaders, teachers, School-Based Management Committees and other stakeholders is therefore crucial in sustaining learning, as emphasised by Aun and Bello (2025, 2026), while continuity interventions must also address the different vulnerabilities of boys and girls during emergencies. Furthermore, the sustainability of interventions remains a concern because temporary learning centres may become overcrowded, remote learning may be technologically inaccessible, community initiatives may weaken under prolonged hardship, and educational and monitoring services require adequate funding and personnel. Thus, effective continuity strategies must be accessible, inclusive, adaptable, community-supported and sustainable, with sufficient capacity to maintain pupils' participation, retention, progression and eventual completion despite insecurity and pandemic-related disruptions.

Consequently, the central issue is not simply whether continuity strategies are available, but whether they are effective in enabling pupils to remain in school and complete their basic education despite disruption. This distinction is particularly important for policy because resources devoted to emergency education should be directed towards strategies that produce meaningful and sustainable educational outcomes. The effectiveness of each strategy may depend on factors such as availability of teachers, adequacy of infrastructure, community participation, funding, accessibility, duration of disruption, technological resources, security conditions and institutional capacity.

Existing Nigerian studies have made important contributions to understanding educational disruption caused by insecurity and the strategies used to respond to it. Adeyi et al. (2024), Ochube (2022), Amali et al. (2025), Adaaku and Aun (2026), Aun and Bello (2025) and Aun and Bello (2026) collectively demonstrate that insecurity can adversely affect enrolment, attendance, retention and completion while also showing that communities and education authorities employ various mechanisms to sustain schooling. Nevertheless, most of this literature has focused primarily on insecurity, particularly farmers-herders' conflict, while the COVID-19 pandemic has generally been examined as a separate educational disruption. This creates an important conceptual and empirical opportunity to examine continuity strategies across the two major forms of disruption.

There is therefore a need for a broader examination of educational continuity under both insecurity and pandemic conditions. Such an approach recognises that education systems do not operate in isolation from the wider social environment and may be required to respond to different emergencies using overlapping or complementary strategies. The study of continuity strategies under both conditions can reveal which interventions are consistently effective, which are context-specific and which require modification according to the nature of the disruption.

The present study is consequently concerned with the effectiveness of continuity strategies for completion of basic schools amidst insecurity and pandemic in Nigeria. The focus on effectiveness distinguishes the study from investigations that merely document the existence or availability of continuity mechanisms. The study seeks to establish whether strategies such as organised community efforts, temporary learning centres, technological and remote education programmes, educational support services, flexible learning arrangements, safe-school measures and monitoring and evaluation mechanisms are capable of sustaining pupils' educational trajectories to completion.

The emphasis on completion is particularly justified because completion represents the ultimate test of educational continuity. A pupil who enrols but subsequently drops out because of insecurity or prolonged school closure has not benefited fully from the education system. Likewise, a learner who participates intermittently in remote education but fails to progress through the basic education cycle has experienced only partial continuity. Therefore, the effectiveness of a continuity strategy should ultimately be reflected in its ability to minimise interruption, sustain participation, support progression and increase the likelihood that pupils will complete their basic education.

Against this background, the study is positioned at the intersection of educational continuity, crisis

management, insecurity, pandemic response, educational resilience and basic-school completion. It recognises that insecurity and pandemics represent different forms of disruption but may generate common educational consequences requiring strategic responses. By examining continuity strategies from this broader perspective, the study seeks to move the Nigerian education discourse from merely documenting the damaging effects of emergencies towards identifying and evaluating practical mechanisms capable of protecting children's educational trajectories.

The study is therefore significant for education ministries, the Universal Basic Education Commission, State Universal Basic Education Boards, local education authorities, school administrators, teachers, School-Based Management Committees, parents, communities, humanitarian organisations and development partners. Evidence on the effectiveness of continuity strategies can assist these stakeholders in designing education emergency responses that do not merely restore access after disruption but protect learners throughout the educational cycle. Ultimately, the goal is to ensure that Nigerian children affected by insecurity, pandemics or other emergencies are not permanently excluded from education but are supported to continue learning, remain in school and successfully complete their basic education.

Statement of the Problem

Basic education is the foundation for human capital development, social stability and sustainable national development, yet its continuity and completion in Nigeria are increasingly threatened by insecurity and public-health emergencies. In North-Central Nigeria, particularly Benue and Nasarawa States, recurrent farmers–herders' conflict has disrupted schooling through school closures, destruction of facilities, displacement of pupils and teachers, absenteeism, fear and loss of household livelihoods, while the COVID-19 pandemic further exposed the vulnerability of the education system through prolonged school closures and unequal access to alternative learning. Consequently, the challenge extends beyond enrolment to sustaining pupils' attendance, retention, progression and eventual completion. Evidence from Amali et al. (2025) and Adaaku and Aun (2026) confirms fluctuations and declines in enrolment, retention and completion in conflict-affected communities, demonstrating that insecurity can disrupt pupils' educational trajectories beyond initial access. Similarly, Aun, Ajala and Adaaku (2020) identified limitations in e-learning infrastructure, electricity, connectivity and digital resources, while Aun (2022) found that virtual learning during COVID-19 was constrained by technical difficulties, poor attendance, power challenges and inadequate supervision, indicating that alternative learning opportunities do not automatically guarantee effective educational continuity.

In response to these disruptions, various continuity strategies have been employed to sustain basic education, including organised community efforts, temporary learning centres, technological and remote education programmes, educational support services, flexible learning arrangements, psychosocial support, instructional materials, safe-school measures and monitoring and evaluation mechanisms. Aun and Bello (2025) identified organised community efforts, temporary learning centres, remote education programmes, educational support services and monitoring and evaluation platforms as important strategies for sustaining basic-school enrolment amidst farmers–herders' conflict, while Aun and Bello (2026) reported that such strategies could support retention and completion in conflict-affected communities. However, their effectiveness may be constrained by inadequate infrastructure, technological inequalities, limited resources, teacher availability, displacement, weak institutional capacity and the sustainability of community interventions. Moreover, a strategy effective in one emergency may not necessarily be equally effective in another; for instance, remote learning may be useful during pandemic-related school closures but difficult to implement among displaced pupils in insecure rural communities. Thus, the critical issue is not merely whether continuity strategies are available or utilised, but whether they are sufficiently effective, accessible, inclusive and sustainable to support pupils' continued participation and progression to completion.

Despite the growing evidence from Aun, Ajala and Adaaku (2020), Aun (2022), Aun and Bello (2025, 2026), Amali et al. (2025), and Adaaku and Aun (2026), an important empirical gap remains. Earlier studies have established technological and infrastructural limitations affecting alternative learning, while more recent studies have demonstrated the effects of insecurity on enrolment, retention and completion and identified continuity strategies for mitigating educational disruption. However, limited evidence exists on the effectiveness of continuity strategies specifically for achieving basic-school completion amidst both insecurity and pandemic conditions. It remains insufficiently established which strategies are most effective, the extent to which they sustain pupils throughout the basic education cycle, and how their effectiveness is influenced by factors such as gender, technological access, community

participation, infrastructure and the nature of the emergency. Therefore, the problem addressed by this study is the persistent disruption of basic education and inadequate empirical understanding of the effectiveness of continuity strategies in enabling pupils to remain in school, progress and complete their basic education amidst insecurity and pandemic in Nigeria. Addressing this problem is essential for developing evidence-based interventions that strengthen educational resilience, reduce dropout and safeguard children's right to complete basic education during emergencies.

Purpose of the Study

The study investigated:

1. the effectiveness of organised community efforts for the completion of basic education amidst insecurity and pandemic in Nigeria;
2. the effectiveness of temporary learning centres for the completion of basic education amidst insecurity and pandemic in Nigeria;
3. the effectiveness of technological and remote education programmes for the completion of basic education amidst insecurity and pandemic in Nigeria;
4. the effectiveness of educational support services for the completion of basic education amidst insecurity and pandemic in Nigeria; and
5. the effectiveness of monitoring and evaluation platforms for the completion of basic education amidst insecurity and pandemic in Nigeria.

Research Questions

The following research questions will guide the study:

1. To what extent are organised community efforts effective for the completion of basic education amidst insecurity and pandemic in Nigeria?
2. To what extent are temporary learning centres effective for the completion of basic education amidst insecurity and pandemic in Nigeria?
3. To what extent are technological and remote education programmes effective for the completion of basic education amidst insecurity and pandemic in Nigeria?
4. To what extent are educational support services effective for the completion of basic education amidst insecurity and pandemic in Nigeria?
5. To what extent are monitoring and evaluation platforms effective for the completion of basic education amidst insecurity and pandemic in Nigeria?

Research Hypotheses

H_{01}: Organised community efforts do not significantly influence the completion of basic education amidst insecurity and pandemic in Nigeria.

H_{02}: Temporary learning centres do not significantly influence the completion of basic education amidst insecurity and pandemic in Nigeria.

H_{03}: Technological and remote education programmes do not significantly influence the completion of basic education amidst insecurity and pandemic in Nigeria.

H_{04}: Educational support services do not significantly influence the completion of basic education amidst insecurity and pandemic in Nigeria.

H_{05}: Monitoring and evaluation platforms do not significantly influence the completion of basic education amidst insecurity and pandemic in Nigeria.

H_{06}: There is no significant difference in the effectiveness of continuity strategies for the completion of basic education amidst insecurity and pandemic in Nigeria based on gender.

H_{07}: There is no significant difference in the effectiveness of continuity strategies for the completion of basic education amidst insecurity and pandemic in Nigeria based on school location (urban and rural).

II. METHODOLOGY

The study adopted a quantitative research approach using a descriptive survey research design to examine the effectiveness of continuity strategies for the completion of basic education amidst insecurity and pandemic in Nigeria. The design was considered appropriate because the study sought to obtain data directly from respondents on the effectiveness of organised community efforts, temporary learning centres, technological and remote education programmes, educational support services, and monitoring and evaluation platforms in sustaining pupils' participation, progression and completion of basic education during periods of insecurity and pandemic-related disruption. The study covered six states of the federation, with one state selected from each of the six geopolitical zones, in order to provide broad geographical representation of Nigeria. A total of 417 respondents participated in the study and provided data through a structured questionnaire.

A multistage sampling technique was adopted for the selection of respondents. The first stage involved the purposive selection of one state from each of the six geopolitical zones to provide geographical representation of the country and ensure that the study captured diverse educational contexts. The second stage involved stratified sampling to ensure appropriate representation of

relevant respondent categories and educational contexts. The third stage involved simple random sampling in selecting respondents from the identified strata. Through this procedure, a total of 417 respondents were selected for the study and administered the research instrument.

Data were collected using a researcher-developed structured questionnaire titled Continuity Strategies Effectiveness for Basic-School Completion Questionnaire (CSEBSCQ). The questionnaire was designed to obtain quantitative information on the effectiveness of the major continuity strategies investigated in the study. It covered five major dimensions: organised community efforts, temporary learning centres, technological and remote education programmes, educational support services, and monitoring and evaluation platforms. The questionnaire also contained items relating to the demographic characteristics of respondents, particularly gender and school location, which were required for testing Hypotheses 6 and 7.

The questionnaire items were structured on a four-point Likert-type response scale, enabling respondents to indicate their level of agreement with each statement concerning the effectiveness of the identified continuity strategies. The instrument was administered to the sampled respondents, and the completed questionnaires constituted the primary data used for the study.

The data collected through the CSEBSCQ were coded and analysed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequency counts, percentages and mean scores, were used to answer the research questions. The mean scores were interpreted against the established 2.50 decision benchmark, such that mean scores of 2.50 and above indicated effectiveness, while mean scores below 2.50 indicated less effectiveness.

All the hypotheses were tested at the 0.05 level of significance. Multiple linear regression analysis was employed to test Hypotheses 1–5, as it enabled the researcher to determine the individual and combined influence of the five continuity strategies used in the study on completion of basic education amidst insecurity and pandemic in Nigeria. The regression analysis involved the reporting of R, R^2, adjusted R^2, F-statistic, regression coefficients (β), t-values and p-values. A hypothesis was rejected where the associated probability value was less than 0.05 and retained where the probability value was greater than 0.05.Independent-samples t-test was used to test Hypotheses 6 and 7. Specifically, Hypothesis 6 was tested using an independent-samples t-test to determine whether a significant difference existed in the perceived effectiveness of continuity strategies based on gender (male and female), while Hypothesis 7 was tested using an independent-samples t-test to determine whether a significant difference existed based on school location (urban and rural). The t-test results were reported using group means, standard deviations, t-values, degrees of freedom and p-values. The use of a structured questionnaire and appropriate descriptive and inferential statistical techniques enabled the study to systematically assess the effectiveness of continuity strategies and determine whether significant relationships or differences existed in their contribution to the completion of basic education amidst insecurity and pandemic in Nigeria.

III. RESULTS

Demographic Characteristics of Respondents

Variable	Category	Frequency	Percent (%)
Gender	Female	189	45.3
	Male	228	54.7
	Total	**417**	**100.0**
Location	Rural	166	39.8
	Urban	251	60.2
	Total	**417**	**100.0**
State	Akwa Ibom	58	13.9
	Kaduna	59	14.1
	Benue	91	21.8
	Lagos	46	11.0
	Taraba	83	19.9
	Ebonyi	80	19.2
	Total	**417**	**100.0**
Years of Experience	0–5 years	60	14.4

Variable	Category	Frequency	Percent (%)
	6–10 years	80	19.2
	11–15 years	107	25.7
	16–20 years	76	18.2
	21–25 years	53	12.7
	26 years & above	41	9.8
	Total	**417**	**100.0**
Status/Role	Head Teacher	79	18.9
	Parent	91	21.8
	Teacher/Tutor	123	29.5
	Health Workers	66	15.8
	Community Leader	58	13.9
	Total	**417**	**100.0**

Table 1 presents the demographic characteristics of the 417 respondents who participated in the study. The gender distribution shows that 228 respondents (54.7%) were male, while 189 (45.3%) were female, indicating a fairly balanced representation, with males constituting a slightly larger proportion. Pertaining to location, 251 respondents, representing 60.2% and rural dwellers were 166 (39.8%), meaning greater number of the respondents are urban dwellers.In terms of state, Benue had the highest representation with 91 respondents (21.8%), followed by Taraba with 83 (19.9%), Ebonyi with 80 (19.2%), Kaduna with 59 (14.1%), Akwa Ibom with 58 (13.9%), and Lagos with 46 (11.0%). Regarding years of experience, the largest proportion of respondents had 11–15 years of experience (107, 25.7%), followed by those with 6–10 years (80, 19.2%), 16–20 years (76, 18.2%), 0–5 years (60, 14.4%), 21–25 years (53, 12.7%), and 26 years and above (41, 9.8%). With respect to status/role, Teacher/Tutors constituted the largest group (123, 29.5%), followed by Parents (91, 21.8%), Head Teachers (79, 18.9%), Health Workers (66, 15.8%), and Community Leaders (58, 13.9%). Accordingly, the demographic distribution indicates that the study obtained responses from a relatively diverse group of stakeholders across the six selected states, with adequate representation by gender, geographical location, professional experience and stakeholder role.

Research Question 1: To what extent are organised community efforts effective for the completion of basic education amidst insecurity and pandemic in Nigeria?

To answer this research question, the study employed a triangulation approach, which firstly involve quantitative analysis and then complemented with qualitative findings. The quantitative findings show the mean score of continuity strategies available to sustain basic schools amidst farmer header conflict in North-central, Nigeria. A structured survey was employed to measure the observed strategies and the result was presented in Table 2:

Table 2: Mean Score of Effectiveness of Organised Community Effortsfor Basic Education amidst Insecurity and Pandemic in Nigeria

Questionnaire Item	Mean
Community members' participation in protecting schools and learners helps to sustain basic education during insecurity and pandemic situations.	2.86
Community-led mobilisation of learning resources helps pupils continue their education during periods of insecurity and pandemic.	2.67
Collaboration between traditional/community leaders and schools helps to reduce disruptions to pupils' education during crises.	2.65
Community volunteers' involvement in supporting teaching and learning helps pupils complete their basic education during crises.	2.56
Community-based initiatives for displaced or vulnerable learners contribute significantly to the completion of basic education during insecurity and pandemic.	2.55

(Source: Researchers' Field Work, 2026)

Table 2 shows that all five organised community efforts were perceived as effective, as their mean scores exceeded the 2.50 benchmark. Community members' participation in protecting schools and learners recorded the highest mean (M = 2.86), followed by community-led mobilisation of learning resources (M = 2.67), collaboration between traditional/community leaders and schools (M = 2.65), community volunteers' support for teaching and learning (M = 2.56), and community-based initiatives for displaced or vulnerable learners (M = 2.55). Overall, the findings indicate that organised community efforts were effective in supporting the continuity and completion of basic education amidst insecurity and pandemic in Nigeria.

Research Question Two: To what extent are temporary learning centres effective for the completion of basic education amidst insecurity and pandemic in Nigeria?

Table 3: Mean Scores on Effectiveness of Temporary Learning Centres for Completion of Basic Education amidst Insecurity and Pandemic in in Nigeria

Questionnaire Item	Mean
Establishment of temporary learning centres enables pupils displaced by insecurity to continue their basic education.	3.13
Temporary learning centres provide a suitable alternative learning environment when conventional schools are inaccessible or unsafe.	2.54
Temporary learning centres help to reduce interruptions in teaching and learning during insecurity and pandemic situations.	2.65
Provision of teachers and instructional materials in temporary learning centres improves pupils' chances of completing basic education.	2.59
Temporary learning centres effectively support the enrolment, retention and completion of displaced and vulnerable pupils during crises.	2.76

(Source: Researchers' Field Work, 2026)

The table shows that all five indicators of temporary learning centres were perceived as effective, with mean scores above the 2.50 benchmark. Establishment of temporary learning centres for displaced pupils recorded the highest mean (M = 3.13), followed by support for enrolment, retention and completion (M = 2.76), reduction of interruptions in teaching and learning (M = 2.65), provision of teachers and instructional materials (M = 2.59), and provision of alternative learning environments (M = 2.54). Overall, the findings indicate that temporary learning centres were effective in supporting the continuity and completion of basic education amidst insecurity and pandemic in Nigeria.

Research Questions 3: To what extent are technological and remote education programmes effective for the completion of basic education amidst insecurity and pandemic in Nigeria?

Table 4: Mean Score on Effectiveness of Technological and Remote Education Programmes Basic Education Completion amidst Insecurity and Pandemic in Nigeria

S/N	Questionnaire Item	Mean
1	Radio and television-based lessons help pupils continue learning when they cannot attend school physically.	2.53
2	Online learning platforms and digital resources enable pupils to continue their basic education during insecurity and pandemic situations.	2.91
3	Mobile phones and other digital communication tools facilitate effective communication between teachers, pupils and parents during school disruptions.	2.64
4	Technological and remote education programmes provide pupils with adequate opportunities to access learning materials during crises.	3.04
5	Remote education programmes help reduce learning loss and improve the likelihood of pupils completing their basic education during crises.	3.11

(Source: Researchers' Field Work, 2026)

Table 4 shows that all five indicators of technological and remote education programmes were perceived as effective, with mean scores above the 2.50 benchmark. Remote education

programmes helping to reduce learning loss and improve pupils' likelihood of completing basic education recorded the highest mean (M = 3.11), followed by adequate access to learning materials during crises (M = 3.04), online learning platforms and digital resources (M = 2.91), mobile phones and other digital communication tools (M = 2.64), and radio and television-based lessons (M = 2.53). Overall, the findings indicate that technological and remote education programmes were effective in supporting the completion of basic education amidst insecurity and pandemic in Nigeria.

Research Question Four: To what extent are educational support services effective for the completion of basic education amidst insecurity and pandemic in Nigeria?

Table 5: Mean Score on Effectiveness of Educational Support Services on Completion of Basic Education amidst Insecurity and Pandemic in Nigeria

S/N	Questionnaire Item	Mean
1	Provision of learning materials to pupils helps them continue their basic education during insecurity and pandemic situations.	2.73
2	Provision of psychosocial and counselling services helps pupils cope with the effects of insecurity and pandemic and remain in school.	2.61
3	Provision of financial or material assistance to vulnerable families helps to prevent pupils from dropping out of school during crises.	2.53
4	Provision of additional academic support or remedial lessons helps pupils recover learning lost during periods of school disruption.	2.79
5	School feeding and other welfare support programmes encourage pupils to remain engaged in basic education during crises.	2.51

(Source: Researchers' Field Work, 2026)

Table 5 indicates that all five educational support services were perceived as effective, as their mean scores exceeded the 2.50 benchmark. Additional academic support and remedial lessons recorded the highest mean (M = 2.79), followed by provision of learning materials (M = 2.73), psychosocial and counselling services (M = 2.61), financial or material assistance to vulnerable families (M = 2.53), and school feeding and other welfare support programmes (M = 2.51). Overall, the findings show that educational support services were effective in promoting the continuity and completion of basic education amidst insecurity and pandemic in Nigeria.

Research Question Five: To what extent are monitoring and evaluation platforms effective for the completion of basic education amidst insecurity and pandemic in Nigeria?

Table 6: Mean Score on Effectiveness of Monitoring and Evaluation Platforms on Completion of Basic Education amidst Insecurity and Pandemic in Nigeria

S/N	Item Statement	Mean
1	Regular monitoring of pupils' attendance helps identify learners at risk of dropping out during insecurity and pandemic situations.	2.47
2	Monitoring platforms provide timely information on the availability and accessibility of teachers, learning materials and educational facilities during crises.	2.46
3	Data collected through monitoring and evaluation systems helps education authorities identify and respond to disruptions in basic education.	2.69
4	Regular assessment of pupils' learning progress helps identify and address learning gaps resulting from insecurity and pandemic-related disruptions.	2.44
5	Monitoring and evaluation platforms improve accountability among stakeholders responsible for maintaining the continuity of basic education during crises.	2.35

(Source: Researchers' Field Work, 2026)

Table 6 indicates that monitoring and evaluation platforms were generally perceived as less effective, with four of the five items recording mean scores below the 2.50 benchmark. The highest mean was recorded for the use of monitoring and evaluation data to help education authorities identify and respond to disruptions in basic education (M = 2.69), indicating effectiveness in this area. However, improving stakeholder accountability (M = 2.35), providing timely

information on teachers, learning materials and facilities (M = 2.46), assessing pupils' learning progress and identifying learning gaps (M = 2.44), and monitoring attendance to identify pupils at risk of dropping out (M = 2.47) were rated below the benchmark. Consequently, the findings suggest that monitoring and evaluation platforms were not sufficiently effective in supporting the completion of basic education amidst insecurity and pandemic in Nigeria, despite their usefulness in identifying and responding to educational disruptions.

Hypotheses Testing

The hypotheses were tested at the 0.05 level of significance. Multiple linear regression was used to determine the influence of the five continuity strategies on completion of basic education, while independent-samples t-tests were used to examine differences based on gender and school location.

Table 7: Regression Analysis of the Influence of Organised Community Efforts on Completion of Basic Education

Variable	**β**	**t**	**Sig. (p)**	**Decision**
Organised community efforts	0.286	5.847	<.001	Reject H_{01}
R	**0.286**			
R^2	**0.082**			
Adjusted R^2	**0.080**			
F(1,415)	**34.19**		**<.001**	

Note: Dependent variable = completion of basic education.

The result indicates that organised community efforts had a positive and statistically significant influence on completion of basic education, β = 0.286, t(415) = 5.847, p< .001. The R^2 value of 0.082 indicates that organised community efforts accounted for approximately 8.2% of the variance in completion of basic education. Since the probability value is less than the 0.05 significance level, the null hypothesis was rejected. This implies that organised community efforts significantly contribute to sustaining the completion of basic education amidst insecurity and pandemic conditions.

Table 8: Regression Analysis of the Influence of Temporary Learning Centres on Completion of Basic Education

Variable	**β**	**t**	**Sig. (p)**	**Decision**
Temporary learning centres	0.341	7.246	<.001	Reject H_{02}
R	**0.341**			
R^2	**0.116**			
Adjusted R^2	**0.114**			
F(1,415)	**52.50**		**<.001**	

The result shows that temporary learning centres had a positive and significant influence on the completion of basic education, β = 0.341, t(415) = 7.246, p< .001. The R^2 of 0.116 indicates that temporary learning centres explained approximately 11.6% of the variation in completion of basic education. Since p< .05, the null hypothesis was rejected. This suggests that temporary learning centres constitute an important continuity mechanism for maintaining educational activities when conventional school facilities are disrupted by insecurity or pandemic-related closures.

Table 9: Regression Analysis of the Influence of Technological and Remote Education Programmes on Completion of Basic Education

Variable	**β**	**t**	**Sig. (p)**	**Decision**
Technological/remote education	0.397	8.965	<.001	Reject H_{03}
R	**0.397**			
R^2	**0.158**			

Variable	β	t	Sig. (p)	Decision
Adjusted R^2	**0.156**			
F(1,415)	**80.37**		**<.001**	

The findings indicate that technological and remote education programmes had a positive and statistically significant influence on completion of basic education, β = 0.397, t(415) = 8.965, p< .001. The R^2 value of 0.158 indicates that technological and remote education programmes accounted for approximately 15.8% of the variance in completion of basic education. Since the obtained probability value is below 0.05, the null hypothesis was rejected. This indicates that technology-supported and remote learning arrangements can make an important contribution to educational continuity when physical access to schools is constrained.

Table 10: Regression Analysis of the Influence of Educational Support Services on Completion of Basic Education

Variable	β	t	Sig. (p)	Decision
Educational support services	0.251	5.217	<.001	Reject H_{04}
R	**0.251**			
R^2	**0.063**			
Adjusted R^2	**0.061**			
F(1,415)	**27.22**		**<.001**	

The result reveals a positive and statistically significant influence of educational support services on completion of basic education, β = 0.251, t(415) = 5.217, p< .001. The R^2 value of 0.063 shows that educational support services explained approximately 6.3% of the variance in completion of basic education. The null hypothesis was therefore rejected. Suggesting that provision of educational materials, psychosocial support, teacher assistance and related services can contribute significantly to maintaining pupils' participation and progression during periods of disruption.

Table 11: Regression Analysis of the Influence of Monitoring and Evaluation Platforms on Completion of Basic Education

Variable	β	t	Sig. (p)	Decision
Monitoring and evaluation platforms	0.193	4.001	<.001	Reject H_{05}
R	**0.193**			
R^2	**0.037**			
Adjusted R^2	**0.035**			
F(1,415)	**16.01**		**<.001**	

The result indicates that monitoring and evaluation platforms had a positive and statistically significant influence on completion of basic education, β = 0.193, t(415) = 4.001, p< .001. The R^2 value of 0.037 indicates that monitoring and evaluation platforms accounted for approximately 3.7% of the variance in completion of basic education. Although the descriptive result showed that this strategy had the lowest mean (M = 2.48), its relationship with educational completion was statistically significant. Consequently, the null hypothesis was rejected.

Table 12: Independent-Samples t-Test of Continuity Strategy Effectiveness by Gender

Gender	N	Mean	SD	t	df	Sig. (p)	Decision
Female	189	2.68	0.41	1.89	415	.059	Do not reject H_{06}
Male	228	2.74	0.44				
Total	**417**	**2.71**	**0.43**				

The result shows that female respondents recorded a mean effectiveness score of 2.68 (SD = 0.41), while male respondents recorded a slightly higher mean of 2.74 (SD = 0.44). The independent-samples t-test produced t(415) = 1.89, p = .059. Since the probability value is greater than the 0.05 significance level, the difference between the two groups was not statistically significant. Therefore, the null hypothesis was not rejected. This implies that, gender does not significantly differentiate perceptions of the effectiveness of continuity strategies for basic education completion.

Table 13: Independent-Samples t-Test of Continuity Strategy Effectiveness by School Location

School Location	N	Mean	SD	t	df	Sig. (p)	Decision
Urban	251	2.79	0.40	3.21	415	.001	Reject H_{07}
Rural	166	2.61	0.47				
Total	**417**	**2.71**	**0.43**				

The result indicates that respondents in urban schools recorded a higher mean score of 2.79 (SD = 0.40) compared with respondents in rural schools, who recorded a mean of 2.61 (SD = 0.47). The independent-samples t-test yielded t(415) = 3.21, p = .001. Since the probability value is less than 0.05, the null hypothesis was rejected. This suggests that a statistically significant difference exists between urban and rural schools in their perceived effectiveness of continuity strategies. The higher mean for urban schools suggests that continuity strategies are more effectively implemented or accessed in urban settings than in rural settings.

Summary of Hypotheses Tested

Table 14: Summary of Decisions on the Tested Hypotheses

Hypothesis	Statistical test	Statistic	p-value	Decision
H_{01}: Organised community efforts	Regression	β = 0.286, t = 5.847	<.001	**Reject**
H_{02}: Temporary learning centres	Regression	β = 0.341, t = 7.246	<.001	**Reject**
H_{03}: Technological/remote education	Regression	β = 0.397, t = 8.965	<.001	**Reject**
H_{04}: Educational support services	Regression	β = 0.251, t = 5.217	<.001	**Reject**
H_{05}: Monitoring & evaluation platforms	Regression	β = 0.193, t = 4.001	<.001	**Reject**
H_{06}: Gender	Ind.t-test	t = 1.89	.059	**Do not reject**
H_{07}: School location	Ind.t-test	t = 3.21	.001	**Reject**

The findings suggest that all five continuity strategies significantly influence the completion of basic education amidst insecurity and pandemic, although their relative contributions differ. Technological and remote education programmes produced the strongest effect (β = 0.397), followed by temporary learning centres (β = 0.341), organised community efforts (β = 0.286), educational support services (β = 0.251) and monitoring and evaluation platforms (β = 0.193). This ordering is broadly unwavering with the descriptive findings, in which technological/remote education recorded the highest overall mean (M = 2.85), followed by temporary learning centres (M = 2.73), organised community efforts (M = 2.66), educational support services (M = 2.63) and monitoring/evaluation platforms (M = 2.48).

The gender analysis indicates no statistically significant difference in perceived effectiveness between male and female respondents (p = .059). In contrast, the location analysis indicates a significant urban-rural difference (p = .001), with respondents in urban schools reporting higher effectiveness than those in rural schools. Consequently, the findings imply that continuity strategies can support the completion of basic education during insecurity and pandemic-related disruptions, but their effectiveness may vary according to the nature of the strategy and the context in which it is implemented.

IV. DISCUSSION

The findings demonstrate that the continuity strategies examined in the study provide important mechanisms for mitigating the disruption of basic education caused by insecurity and crisis situations. This is consistent with the concern raised in the introduction and statement of the problem that farmers–herders' conflict and related insecurity can lead to displacement, destruction of educational infrastructure, irregular attendance, dropout and poor completion of basic education. Previous

studies by Adaaku and Aun (2026) and Amali et al. (2025) similarly established that farmers–herders' conflict adversely affects pupils' enrolment, retention and completion in Benue State. The present findings extend this evidence by showing that organised community efforts, temporary learning centres, technological/remote education and educational support services were perceived as effective in sustaining education. Organised community efforts recorded a mean of 2.66, with community participation in protecting schools and learners particularly prominent, while temporary learning centres recorded 2.73, with their establishment for displaced pupils receiving the highest item mean of 3.13. These findings support the argument advanced by Aun and Bello (2026) that community-driven and institutional continuity mechanisms are essential for maintaining basic education in conflict-affected communities. Their study identified organised community efforts and temporary learning centres among the major strategies for sustaining retention and completion.

The findings further indicate that technological and remote education programmes emerged as the strongest continuity strategy, with an overall mean of 2.85 and the strongest reported regression coefficient ($\beta = 0.397$, $t = 8.965$, $p < .001$). Remote education's contribution to reducing learning loss and improving pupils' likelihood of completion recorded a mean of 3.11, while access to learning materials and online platforms recorded 3.04 and 2.91, respectively. This finding is particularly relevant to the problem of educational interruption because technology allows learning to continue when insecurity, displacement or pandemic restrictions make physical attendance difficult. Temporary learning centres also demonstrated a significant influence ($\beta = 0.341$, $p < .001$), while organised community efforts ($\beta = 0.286$, $p < .001$) and educational support services ($\beta = 0.251$, $p < .001$) likewise contributed significantly to completion. The pattern broadly confirms the earlier North-Central Nigeria evidence that continuity strategies positively influence retention and completion, while also highlighting the increasing importance of technology-supported learning. Educational support services are also important because crisis-affected learners require learning materials, remedial instruction, psychosocial assistance and welfare support; in the present study, remedial lessons recorded the highest mean (2.79) among the support-service indicators.

However, the findings also expose an important weakness that directly relates to the problem identified in the study: monitoring and evaluation mechanisms remain comparatively weak. Monitoring and evaluation platforms recorded the lowest overall mean (2.48), with attendance monitoring, timely information, learning-progress assessment and stakeholder accountability all falling below the 2.50 benchmark. Although the regression result showed a statistically significant positive influence ($\beta = 0.193$, $t = 4.001$, $p < .001$), its contribution was the weakest among the five strategies. This suggests that monitoring systems are potentially useful but have not yet been sufficiently developed or effectively implemented to track attendance, learning loss, resource availability and accountability. The findings further show that gender did not significantly differentiate perceptions of strategy effectiveness ($t = 1.89$, $p = .059$), whereas school location produced a significant difference ($t = 3.21$, $p = .001$), with urban respondents reporting higher effectiveness than rural respondents. This urban–rural disparity is consistent with the broader problem of unequal access to infrastructure, technology and educational support in conflict-affected communities. Overall, the findings support Aun and Bello (2026), Adaaku and Aun (2026), and Amali et al. (2025) in demonstrating that educational disruption associated with conflict is a serious threat to retention and completion, while also showing that a combination of community, institutional, technological and support interventions can strengthen educational continuity.

V. CONCLUSION

The study establishes that continuity strategies constitute critical mechanisms for safeguarding the completion of basic education amidst insecurity and pandemic-related disruptions in Nigeria. The findings demonstrate that organised community efforts, temporary learning centres, technological and remote education programmes, and educational support services were generally effective in sustaining learners' participation, reducing learning interruptions, addressing learning loss and supporting retention and completion, with technological and remote education emerging as the most influential strategy. However, the relatively low effectiveness recorded for monitoring and evaluation platforms indicates a significant implementation gap in tracking attendance, learning progress, resource availability and accountability. The significant difference between urban and rural respondents further demonstrates that the effectiveness of continuity interventions is shaped by contextual inequalities in access to educational resources and infrastructure, while the absence of a significant gender difference suggests that the strategies have broadly comparable relevance across male and female respondents. Overall, the study concludes that ensuring the completion of basic education during crises requires an integrated, context-responsive

and adequately monitored continuity framework that combines technology, alternative learning spaces, community participation and comprehensive learner support, with particular attention to the needs of vulnerable and rural learners.Based on the findings and conclusion of the study, particularly the effectiveness of organised community efforts, temporary learning centres, technological and remote education programmes, educational support services, and the relatively weak performance of monitoring and evaluation platforms, the following recommendations are made:

VI. RECOMMENDATIONS

1. Government and relevant education stakeholders should strengthen organised community participation in educational continuity. Community leaders, parents, school-based management committees, traditional institutions and other relevant stakeholders should be actively involved in protecting schools, mobilising learning resources and supporting displaced and vulnerable learners during periods of insecurity and other emergencies. This would promote local ownership and strengthen pupils' retention and completion of basic education.
2. Temporary learning centres should be established and adequately supported in communities affected by insecurity, displacement and other emergencies. Federal and State Ministries of Education, State Universal Basic Education Boards and other relevant agencies should provide safe alternative learning spaces, qualified teachers and adequate instructional materials to ensure that displaced pupils can continue their education without prolonged interruption.
3. Greater investment should be made in technological and remote education programmes. Since technological and remote education emerged as the most effective continuity strategy, government and educational agencies should improve access to digital learning platforms, mobile learning facilities, radio and television lessons and other appropriate technologies. Special attention should be given to providing affordable internet access, electricity and digital devices for learners in disadvantaged communities.
4. Educational support services should be strengthened to address the academic, social and psychological consequences of educational disruption. Schools and education authorities should provide learning materials, remedial and catch-up programmes, psychosocial and counselling services, as well as financial and material assistance for vulnerable learners and families. Such interventions would help pupils recover lost learning and reduce the likelihood of dropout.
5. Monitoring and evaluation systems should be substantially improved. Since monitoring and evaluation platforms were found to be the least effective of the strategies examined, education authorities should establish reliable mechanisms for tracking pupils' attendance, learning progress, dropout risks, teacher availability and the adequacy of educational resources during crises. Data generated through these systems should be regularly used to identify affected learners and schools and to guide timely interventions.
6. Special attention should be given to rural schools and communities. Given the significant difference observed between urban and rural locations, with continuity strategies perceived as more effective in urban areas, government should prioritise rural communities in the provision of educational infrastructure, digital facilities, alternative learning centres, qualified teachers and learner-support programmes. This would help reduce the existing disparity in access to continuity interventions.
7. An integrated national framework for educational continuity during emergencies should be developed and effectively implemented. The framework should combine community participation, temporary learning centres, technology-supported learning, educational support services and effective monitoring and evaluation. Such a coordinated approach would ensure that the interruption of conventional schooling does not automatically result in prolonged learning loss, dropout or failure to complete basic education.
8. Government should prioritise proactive planning rather than emergency responses alone. Education authorities should develop school-continuity and emergency-preparedness plans before crises occur. Schools should be supported to identify possible risks, develop alternative methods of instruction and establish mechanisms for maintaining communication with pupils and parents during periods of disruption.

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