

IMPACT OF BOKO HARAM INSURGENCY ON THE ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN MADAGALI LOCAL GOVERNMENT AREA OF ADAMAWA STATE

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ABSTRACT

This study investigated the Impact of Boko Haram insurgency on the academic performance of senior secondary schools students in Madagali Local Government Area of Adamawa State. The study was a descriptive survey design. The population of the study comprised of 20 senior secondary schools with 6314 students, the area of the study was Madagali Local Government Area of Adamawa State; out of which a sample size of four hundred was drawn through stratified sampling technique. Three instruments were used for the study, it included a self-developed instrument named (IBHIAPSSS), class register to determine the attendance of students in a term and broad sheets to determine the academic performance of students. The validity of the research instrument was carried out by an expert in Guidance and Counselling, while test-retest reliability was used for the study and the reliability coefficient was 0.91. Data were analyzed using descriptive and inferential statistics such as Mean, Standard Deviation and ANOVA. Therefore, there is a significant difference between school attendance and academic performance of secondary school students in Madagali Local Government area of Adamawa State; there is a significant influence of school facilities on academic performance of secondary school students in Madagali Local Government area of Adamawa State. However there is a significant difference between insurgency and school attendance in Madagali Local Government Area of Adamawa State. Based on the findings, the study concluded that Boko Haram insurgency has demoralized students from attending regular school period because of the unsafe environment which is prone to attack at any unpredicted time. It was recommended that secondary school students in insurgent areas should be properly monitored by parents and government agencies to ensure that they don't develop positive desire for Boko Haram activities.

Key words: Boko-Haram insurgency, impact, academic performance, destruction, abduction and bombing.

INTRODUCTION

Abiye (2011) noted that domestic terrorism arose in Nigeria because emergent militant groups took advantage of government's inefficient action and inactions in dealing with the fundamental elements of nationhood. Such as internal security, resource control, injustice, corruption, ethnicism, sycophancy, favouritism, over lordship, and marginalization. These factors have made terrorism to be ethicized in Nigerian. Currently the nation is witnessing high spate of insecurity especially in the northern Nigeria by a group of terrorists known as Boko Haram. The Jama'atu Ahlus-Summah lid-dawal a Jihad popularly known as Boko Haram is a strong pseudo-Islamist terrorist group which has its base in Kanamma, Northern-Eastern Nigeria. Musa (2011) stated that the Boko haram has been in existence since 2001 but did not become popular until 2009 when they participated actively in the sectarian violence which occurred in the Northern Nigeria. The name Boko Haram is a Hausa statement, which upon translated into English mean "Western education is sinful". This group is opposed to everything that is of Western origin, more especially Western education; its ideologies and systems. Etymologically "Boko in Hausa language means Animist, western or otherwise non Islamic education, and the Arabic meaning of Haram figuratively means 'sin'. Boko Haram opposes not only western education but western culture and modern science as well. Yusuf (2009) stated that the belief that the world is a sphere is contrary to Islam and should be rejected along with Darwisim and the theory that rain comes from water evaporated the sun.

This group was founded in 2002 in Maiduguri by Ustaz Mohammed Yusuf. In 2004, it moved to Kanamma, Yobe State where it set up a base called "Afganistan". This base was used to attack nearby police outposts, killing police officers, burning Churches and schools with a vow that the war will continue as long as the political and educational system was not changed. The Boko haramists prefer the Sharia Law applied all over the country and this will be difficult for the government to comply. They vowed that they would rather have a separate Islamic state carved out of Nigeria where they can practice their religion unhindered. The Federal Government of Nigeria saw these demands as treasonable, unreasonable and unaccepted and in an attempt to purge the group of its excesses, Mohammed Yusuf the leader was killed in 2009. Adamu (2009) stated that from that year and following the assumption of a new leadership headed by AbubakarShekau, Boko Haram reinvented violence and began what can best be described as the bombardment of northern Nigeria, with such frequency and intensity that are quite unprecedented in the history of violence in Nigeria.

The country Nigeria is one of the most populated nations in the whole of Africa. It is located in the western part of Africa with a population of 160 to 180 million. A country with a great land masses. Nigeria as a country has 36 states and 250 ethnic groups. The dominant tribes in the country Nigeria are the Igbos, Hausas and the Yorubas. The Igbo dominated the eastern part of the country; the Yoruba dominated the western part of the country while Hausa dominated the northern part of the country. In Nigeria, there two major religion, which are Christianity and Islam. The nation gained her independence in the month of october 1960. (Wikipedia, 2014). Nigeria is one of the most famous african country. Nigeria contributed greatly in the economic community of West African state (ECOWAS) activities. (Adebakin, 2012). The nation's economy was dependent on agriculture some time ago but in 1973, when the Nigeria crude oil was discovered most Nigeria left the agricultural practice to go into oil.

Oil later became Nigeria highest source of income. With the vast population of Nigeria and the increase in oil production this made Nigeria the greatest force the whole of West Africa.

It was observed that the GDP of the country rose to about 500 million dollar as at the year 2014; making Nigeria the 26th largest economy in the world and the first in the whole of Africa, since Nigeria gain the inception as a sovereign state, Nigeria has suffered a lot of setbacks through civil unrest and insurgences, as this has significant effect on the growth and development of the Nigerian economy. The setbacks are just too much for a country that gained independence not too long; the igbo leader Odimegwu Ojukwu who tried to lead the igbos to gain an independent state called biafra which led to the civil war that lasted for two years and some months between 6th July 1967 to January 1970. About a total of 3 million lost their lives to this incidence. (wikipedia,2014). Another incidence that took place was the civil unrest by the militant group, all these are based on ethnic and difference in religion. Some of these groups are Movement for the Actualization of the Sovereign State of Biafra (MASSOB), Niger Delta Peoples' Volunteer Force (NDPVF), Movement for the Emancipation of the Nigeria Delta (MEND), Bakassi Boys, Ododua People's Congress (OPC) and Boko Haram (Adebakin, 2012). The most alarming incidence is the arrival of the Boko Haram sect which changed, from being an innocuous political machine, to further the ambition of a group of Northern politicians, (Adetoro, 2012), into the most savage militant group in the annals of Nigerian history, with its unconventional continuous attack on innocent people of Nigeria.

STATEMENT OF THE PROBLEM

Madagali Local Government Area of Adamawa State seems to be a hot bed of insurgent activities. Insurgent activities may have serious implications on the management of secondary schools in the zone. Loss of lives and destruction of school facilities may translate into serious concerns on the management of secondary schools in the zone. Many secondary schools may have been burnt, bombed and shelled by the insurgents. Relevant stakeholders are concerned that if schools are damaged or closed, students might not be able to complete courses or sit for examinations. Education in Nigeria, especially North-Eastern part of the country is confronted with the challenges of Boko Haram insurgency. This is because the Boko Haram insurgency has led to the destruction of many schools which have made the affected states to close down school and colleges for a long period of time. It has affected education in the north eastern state - low school enrolment, especially for girls as well as high number of out of school children. The main objective of the study is examined the impact of Boko Haram insurgency is school attendance and enrolment .Nigeria as a Nation has suffered in recent times, these hazards has affected almost every part of Nigeria especially the northern part of Nigeria. They made every effort trying to find out the best way to resolve this issue of crises from all part of the country as these has effect on the education facet as well as the growth and development of the Nigeria economy. The research study tried to find out the major causes why the Boko Haram cannot be stopped. It was discovered that these group of people have sponsors from some members of staff federal government of Nigeria.

OBJECTIVES OF THIS STUDY ARE TO:

- i. Determine the impact of Boko Haram insurgency on secondary school facilities in Madagali Local Government Area of Adamawa State.
- ii. Establish the impact of Boko Haram insurgency on student's school attendance in Madagali Local Government Area of Adamawa State.
- iii. Investigate the impact of Boko Haram insurgency on attitude of students towards learning in Madagali Local Government Area of Adamawa State
- iv. Establish the impact of Boko Haram insurgency on student's academic performance in Madagali Local Government Area of Adamawa State.

RESEARCH QUESTIONS

1. What is the impact of Boko Haram insurgency on secondary school facilities in Madagali Local Government Area of Adamawa State?
2. What is the impact of Boko Haram insurgency on students' school attendance in Madagali Local Government Area of Adamawa State?
3. What is the impact of Boko Haram insurgency on secondary school students' attitudes towards learning in Madagali Local Government Area of Adamawa State?

RESEARCH HYPOTHESES

H₀₁: There is no significant influence of school attendance on academic performance of secondary school students in Madagali Local Government area of Adamawa State.

H₀₂: There is no significant influence of school facilities on academic performance of secondary school students in Madagali Local Government area of Adamawa State.

RESEARCH DESIGN

This research work employed the survey method with the use of questionnaire to elicit responses adequate enough to evaluate "Effect of Boko Haram Insurgency on The Academic Performance of Students in Madagali Local Government Area of Adamawa State". The survey method was considered most appropriate for the study because of its strengths. According to Mertens, (2005), surveys is good because they allow collection of data from a larger number of people. However, unlike most

qualitative research approaches that involve direct observation of behaviour, surveys relies on individuals' self-reports of their knowledge, attitudes, or behaviours. Thus the validity of information is contingent on the honesty of the respondent.

POPULATION OF THE STUDY

The target population of this study comprised of 20 senior secondary schools with 6314 students, the area of the study was Madagali Local Government Area of Adamawa State. Madagali is among the 21 Local Government council in Adamawa state.

SAMPLE AND SAMPLING TECHNIQUE

The sample size of 400 was chosen from four schools by a simple random sampling technique. One hundred students were chosen from each of the schools by a stratified sampling technique using class and strata

RESEARCH INSTRUMENT

Three research instruments were used for this study. The research instrument titled: "Impact of Boko Haram Insurgency on the Academic Performance of Students in Madagali Local Government Area of Adamawa State" (IBHIAPSSSMLG) was self-developed. It was divided into three. Section A consisted of four items on students' bio-data which included name of school, sex, age and class, Section B consist of five items on the impact of Boko Haram insurgency on School facilities while Section C consisted of 10 items on Impact of Boko Haram insurgency on attitude of students' towards learning. Report sheet of SSS students on 1st term 2019/2020 section was one of the instruments used as well as class register to ascertain the attendance of students in school.

VALIDITY OF RESEARCH INSTRUMENT

The validity of the instruments was carried out by an expert in Guidance and Counselling. Department of Educational Foundation, Faculty of Education, Adamawa State University, Mubi for face and content validation. The instruments were recommended based on the corrections and recommendation of the expert.

RELIABILITY OF RESEARCH INSTRUMENT

The type of reliability establish for the instruments was internal consistency. The reliability was carried out using a group of 100 secondary school student each from four secondary schools in Madagali Local Government Area. The questionnaires were administered to the students in other to determine the reliability index of the instrument. The data collected was analyzed and the reliability coefficient of 0.91 was obtained.

METHOD OF DATA COLLECTION AND ANALYSIS

The researcher administered the data to students and collected back on the spot. Data were analyzed using descriptive and inferential statistics such as Mean, Standard Deviation, percentages and chi-square analysis.

RESULTS

Research Question 1: What is the impact of Boko Haram insurgency on secondary school facilities in Madagali Local Government Area of Adamawa State?

Table 1: The impact of Boko Haram insurgency on School facilities.

ITEM	N	MEAN	SD	REMARK
Classrooms, laboratories, librarie and offices were badly destroyed	400	3.53.	94667	Accepted
School furniture like desks, tables and chairs had been burnt down	400	3.36	.92874	Accepted
School statutory records were all Destroyed	400	3.38.	62976	Accepted
Funds for day to day school maintenance were carted away	400	3.26	79623	Accepted

General maintenance and investment in secondary schools is not adequate

	400	3.37	71721	Accepted
Grand Mean		3.36		

* Accepted (\bar{x} = 2.5 and above); Rejected (\bar{x} = less than 2.5)

Table 1 is the impact of Boko Haram insurgency on school facilities while classrooms, laboratories, libraries, workshops and offices were badly destroyed (\bar{x} =3.53), school furniture like desks, tables and chairs had been burnt down (\bar{x} = 3.36), School statutory records were all destroyed (\bar{x} =3.38), funds for day to day school maintenance were carted away (\bar{x} =3.26), and general maintenance and investment in secondary schools was not adequate (\bar{x} =3.37).

Research Question 2: What is the impact of Boko Haram insurgency on secondary school students' attitudes towards learning in Madagali Local Government Area of Adamawa State?

Table 2: Impact of Boko Haram insurgency on attitude of students' towards learning.

ITEM	N	MEAN	SD	REMARK
I don't bother myself again from pursuing a career	400	2.29	1.4356	Rejected
I am always in fear of what will happen Next	400	3.37	.91389	Accepted
My parent's source of income is blocked as a result of insurgency	400	3.38	.62976	Accepted
How I wish I could run away to another secured town that is peaceful	400	3.29	.74118	Accepted
My school environment is not conducive to learning due to destruction of facilities caused by Boko Haram insurgency	400	3.41	.68416	Accepted
I wish I could study outside my local government incessant strike by Boko Haram	4	3.57	.88717	Accepted
I always feel unhappy being a member of this community	400	3.37	.91389	Accepted
We are like prisoners in our own land due to insecurity	400	3.38	.62976	Accepted
I always feel sad when I remember my love one's that have died as a result of Boko Haram attack	400	3.26	.79623	Accepted
I always have a terrible night dream about my family being attacked by Boko Haram insurgency	400	1.71	.91210	Rejected
Grand Mean		3.20		

* Accepted (\bar{x} - 2.5 and above); Rejected (\bar{x} = less than 2.5)

Table 2 is on impact of Boko Haram insurgency on attitude of students' towards learning. I don't bother myself again from pursuing a career (\bar{x} = 2.29), I am always in fear of what will happen next (\bar{x} = 3.37), my parent's source of income is blocked as

a result of insurgency (\bar{x} = 3.38), how I wish I could run away to another secured town that is peaceful (\bar{x} = 3.29), my school environment is not conducive to learning due to destruction of facilities caused by Boko Haram insurgency (\bar{x} = 3.41), I wish I could study outside my local government incessant strike by Boko Haram (\bar{x} = 3.57), I always feel unhappy being a member of this community (\bar{x} =3.37), we are like prisoners in our own land due to insecurity (\bar{x} = 3.38), I always feel sad when I remember my love one's that have died as a result of Boko Haram attack (\bar{x} = 3.26), I always have a terrible night dream about my family being attacked by Boko Haram insurgency (\bar{x} = 1.71).

Research Question 3: What is the impact of Boko Haram Insurgency on students' school attendance in Madagali local Government Area of Adamawa State?

Table 3: Impact of Boko Haram insurgency on students' school attendance.

S/N	ITEM	Number of times school opened per term	Attendance per term	Average	Remark
1	School A	11000	5821	28.9	Accepted
2	School B	11000	4334	21.5	Accepted
3	School C	11000	4852	24.1	Accepted
4	School D	11000	5112	25.4	Accepted
Mean of Percentages				17.75	

Table 3 above depicts the impact of Boko Haram Insurgency on students' school attendance. It was noted that all the schools were supposed to have a total attendance of 11,000 for 100 students in each of the school. However, it was noted that in school A the students only had an attendance of 5,821 (28.9%), while School B had an attendance of 4334 (21.5%), School C had an attendance of 4852 (24.1%) and finally, school D had an attendance of 5112 (25.4%). All the schools recorded a low attendance from the students as shown by a low grand mean of 17.75%.

Hypotheses 1: There is no significant influence of school attendance on academic performance of secondary school students in Madagali Local Government area of Adamawa State.

Table 4: Influence of school attendance on academic performance of secondary school students.

Schools	Attendance per term	Academic Performance	χ^2	df	P
Count	5821	23995	86.683	2	< 0.05
School A	28.9%	14.7%			
Count	4334	52345			
School B	21.5%	32.1%			
Count	4852	53050			
School C	24.1%	32.5%			
Count	5112	33785			
School D	25.4%	20.7%			

*Significant (P < .05)

Table 4 above shows that School A had 28.9% attendance rate per term with a 14.7% academic performance rate. School B had 21.5% attendance rate per term with 32.1% academic performance rate. School C however had a 24.1% attendance rate per term while academic performance rate was found at 32.5%. School D had a 25.4% attendance rate per term and 20.7% academic performance rate. The chi square result indicates that χ^2 (2, N = 400) = 86.683, $p < .05$. from the result, the p value is less than 0.05 hence, the null hypothesis was rejected at 0.05 level of significance. Thus, suggesting that there is a significant influence of school attendance on academic performance of secondary school students in Madagali Local Government area of Adamawa State.

Hypotheses 2: There is no significant influence of school facilities on academic performance of secondary school students in Madagali Local Government area of Adamawa State.

Table 4: Influence of school facilities on academic performance of secondary school students.

Schools	School Facilities	Academic Performance	χ^2	Df	P
Count	13	23995	94.132	2	< 0.05
School A	21.3%	14.7%			
Count	16	52345			
School B	26.2%	32.1%			
Count	14	53050			
School C	23.0%	32.5%			
Count	18	33785			
School D	29.5%	20.7%			

*Significant (P < .05)

Table 4 above shows that School A had 21.3% of their school facilities destroyed leading to 14.7% rate of academic performance. School B had 26.2% of their school facilities destroyed and recorded an academic performance rate of 32.1%. Schools C had 23.0% of their school facilities destroyed and recorded 32.5% academic performance rate. School D however recorded the highest rate of destruction of school facilities at 29.5% with a record of only 20.7% academic performance. The chi-square result indicates that $\chi^2 (2, N = 400) = 94.132^a$, $p = .001$. from the result, the p value is less than 0.05 hence, the null hypothesis was rejected at 0.05 level of significance. Thus, suggesting that there is a significant influence of destruction of school facilities on academic performance of secondary school students in Madagali Local Government area of Adamawa State.

DISCUSSION

This study found out that school attendance has a significant influence on academic performance of secondary school students in Madagali Local Government area of Adamawa State. As shown by $\chi^2 (2, N = 400) = 86.683$, $p < .05$, which indicated that reduction in the school attendance rate of students has to a large extent reduced the general academic performance of students in the study area. This finding is in accord with the findings of Umaru and Terhemba (2014) as reported by Mohammed, Ibrahim & Suleiman (2017) which examined the effects of insecurity on primary school attendance in Damaturu. The result indicated that the effect of insecurity has reduced the level of primary school attendance in Damaturu which in turn affected their performance. It was also noted that there is a significant influence of destruction of school facilities on academic performance of secondary school students in Madagali Local Government area of Adamawa State. As shown by $\chi^2 (2, N = 400) = 94.132^a$, $p = .001$, which indicates that destruction of school facilities and properties significantly affects the ability of teachers and the school administration to perform their duties of imparting knowledge unto their students which in the end leads to low academic performance. The result is in sync with Ahmadu (2016) who discovered that Boko Haram insurgency has led to the developmental challenges through destruction of live and properties, destruction of schools which have led to the closing down of so many schools which have affected the performance of students in such areas and destruction in business, reduction in government revenue, and political instability among others in the north eastern part of the country. Education is worst hit by the Boko Haram activities. Apart from the fact that the fight is directly against western education which is widely practiced in Nigeria with schools established in every nook and cranny of the country, western education has remained the bedrock of human and capital developments in Nigeria.

CONCLUSION

Based on the results on the effect of Boko Haram insurgency on the academic performance of students in Madagali Local Government Area of Adamawa State, school attendance is affected in areas prone to Boko Haram attacks. The rural schools are often neglected because of inadequate security and the children live in perpetual fear of attacks, schools record very low school attendance as parents disallow their children from attending school as soon as there is an attack or rumors of attack. Student's performance is affected by Boko Haram insurgency. This study found out that Boko Haram insurgency has demoralized students from attending regular school period because of the unsafe environment which is prone to attack at any unpredicted time. It was discovered that Boko Haram insurgency has led to the developmental challenges through destruction of live and properties, destruction of school facilities which have led to the closing down of so many schools in Madagali Local government Area of Adamawa State this is because; insurgency resulted to high level of student's dropout, low level student's enrolment and attendance. It is also concluded that Boko Haram insurgency affected students' performance. This is due to abduction of students, killings, destruction of properties, school's destructions etc.

RECOMMENDATIONS

Based on the findings of this study, and their implications, the following recommendations were made:

1. The federal government should post security personnel to guide all schools in insurgent areas the rural schools should not be neglected as security men should be drafted to security risk areas. More so, Security studies should be enshrined in the school curriculum in Nigeria The government should increase the level of its security through employing dedicated and intelligent people.

2. Secondary school students in insurgent areas should be properly monitored by parents and government agencies to ensure that they don't develop positive desire for Boko Haram activities.
School heads should be given adequate orientation on how to face the challenges of Boko Haram.
3. Adequate school attendance record should be kept by teachers and the government should motivate the students in affected areas through the award of full scholarship in other to enhance their academic performances.
4. Government should also provide security to government secondary schools in the affected Local Governments where insurgency persist. These will ensure and increase student's performance and encourage also parents to allow their children going to school.

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