

Effects of Boko Haram Insurgency on Academic Performance of Secondary Schools Students in Maiduguri, Borno State

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ABSTRACT: This study was designed to investigate the effect of Boko Haram insurgency on academic performance of senior secondary schools students in Maiduguri Metropolis, Borno State. The study was guided by two specific objectives and two research questions. The design used was descriptive survey. Instrument used for data collection was questionnaire. The population of the study was fifty-five thousand, nine-hundred and seven (55,917) which comprised of thirty-one thousand, six hundred and eight (31,658) males students and twenty-four thousand, two hundred and fifty-nine (24,259) females students out of which a sample of three hundred and eighty one (381) was selected. The sample size was chosen based on Krejcie and Morgan (1970) table of sample size selection. The data collected was analyzed using descriptive statistics (Simple Percentage, Mean and Standard deviation to answer the research questions). The findings of this study revealed that, root cause of Boko Haram Insurgency become apparent as a result of poverty, unemployment, illiteracy, intimidation by security agents and looked warm attitude from side of government. The findings shown that, the psychological effect of Boko Haram Insurgency, has affected the psychological aspect of secondary school students in many ways. Based on the findings, it was recommended that, the government and security agents should give special attention to the students of that region with all necessary action to protect them from the physical and psychological attacks of the Boko Haram insurgency.

Keywords: Boko Haram, Insurgency, Students Academic Performance

I. INTRODUCTION

Conflict is a multidimensional process which needs to be holistically interrogated in order to understand it systematically. The term 'conflict' often carries a negative connotation in most cases associated with violence; the threat of violence is

disruptive disputes. This negative view of conflict is not always helpful as conflict can sometimes be a force for positive social change and development (Aghedo, 2011). Insurgency is a movement within a country dedicated to overthrowing the government recognized by the United Nations. When those taking part in the rebellion are not recognized as a legitimate authority and may also be opposed by measures to protect the population and by political and economic action of various kinds aimed at undermining the insurgents' claims against the incumbent regime (United Nations 2008). However, not all rebellion is insurgencies, when it is used by a state or another authority under threat, "insurgency," often also carries an implication that is rebels' cause is illegitimate whereas, those rising up will see the authority itself as being illegitimate (Mbaya, Waksha & Wakawa, 2017). However, Insurgency which sometimes called conflict is a visible demonstration of social life which mostly present in every society whether underdeveloped, developing or developed, it is not inherently threatening because it occurs when actors interact, and disputes arise over incompatible interests and is therefore, inevitable and arises when two or more parties perceive differences amongst themselves and "seek to resolve those differences to their own satisfaction" (Aghedo, 2011).

The Boko Haram was established in 2001 by Mohammed Yusuf and few members with the stated intention of cutting the injustice and sideline by government towards the not privileged to attend schools (western education) people in the region, insecurity, corruption and moral decadence among the youths, because, the unemployment, ignorance and corruption influence by western education has become immersed in politics given its links to politicians, who are themselves, products of western education, this poses a contradiction (Oyeni, 2010). The ideology and philosophy of the Boko Haram have become terribly problematic as they continue to sit between politics and religion, as a

result of that, many people thought had genuine and legitimate reasons to deeply felt grievances which justify or better still rationalize insurgency (Otoghile & Akov, 2011).

The terrorism, conflicts or violence in Northern Nigeria are due to high poverty rate in most societies (Rabio, 2000). According to Mohammed (2012) indicated that poverty was the major cause of conflicts in Africa, because, he subscribed to the notion that poverty helps to extend conflicts once it started, evidence has shown that when income drops there is tendency for conflict to surface or re-ignited. Sanchez and Nunez (2001) objected to this hypothesis.

According to Kwaja (2009), much of the instability and violence in different region of Nigeria happens as a result of illiteracy and unemployment; it has clearly shown that, the inability of the state to effectively deliver the basic necessities of life for its people has been as the underlining cause of violent conflicts and insurgency in Nigeria. It is now obvious that unemployment, ignorance and marginalization "exacerbate corruption, resource agitation struggles, cut-throat political competition and restiveness (Otoghile and Akov, 2011).

Consonance with stated intention by Mohammed Yusuf and his members to established the Boko Haram which means 'western education prohibited' in 2001 which opined with Oyeniyi, 2010. As earlier mentioned, those immersed in politics given its links to politicians, who are products of western education, the goal which Boko Haram seeks to achieve in the northern Nigeria is to reject western education and stop children from going to school. To achieve this goal, Boko Haram deployed violent tactics that include forceful abduction of students from hostel, and killing of children in their hostels. They also destroy school infrastructures through bombing within the North east region.

Ofongo (2016) conducted a research on the Boko Haram Insurgency in Nigeria: What could have been the causes and precursors? This paper critically examined plausible explanations for the emergence of the Boko Haram conflict. Indeed, it reveals that there are several underlining factors that led to the emergence and radicalization of the sect. In particular, factors as poverty, unemployment and illiteracy are shown to have accentuated the radicalization of ethnic and religious identities in the country, the inclusion of the mallams, whom the almajirai and their parent are used to, as a result of the huge costs of armed

conflicts. Other underlying factors are economic and political factors which justify insurgency. In so doing, the imperative for violent behavior can be attenuated and the Boko Haram insurgency and indeed other insurgency group activities in the country would be relegated to the backwaters of history. This paper explores the various perspectives on the formation and radicalization of Boko Haram in Nigeria. The focus is on the extent to which illiteracy, unemployment, poverty, weak state capability; the almajiri crisis and the mobilization of ethno-religious identity explain simmering insurgency in Nigeria. The group has experienced ferocious onslaught on their activities by the Nigerian Military. The article relies on secondary data. This has enabled the author to draw heavily from literature espousing the diverse perspectives put forth as explanations for the uprising. Fragile state theory serves as a framework for analysis. On this basis, the article demonstrates the low-cost availability of foot soldiers from the almajiri pool, resulting from the state's inability or unwillingness to provide better education, and employment opportunities, and widespread poverty has exposed youths to indoctrination, criminalization and terrorism. In order to ensure the effectiveness of counter terrorism efforts, the military option should not be solely relied on. Rather, efforts should be geared towards addressing the various underlying social, political and economic triggers of violent insurgency, especially in northern Nigeria where such triggers are pervasive.

Thus, the scars of Boko Haram terrorism may live temporary or permanent injuries and mental health problems with the victims, however, the cognitive reaction to terrorism is uniquely based on individual ecological development. Bonanno, Brewin, Kaniasty, and Greca, (2010) identified life disruption, missed school, weak academic functioning and continues life stressor as some of the adverse cognitive effects on children exposed to terrorism in the short term and the long term. A longitudinal study conducted by Halevi et al. (2016) examined that, exposure to terrorism by children could exacerbate over time and lead to permanent psychopathology and externalize children profile into adulthood. Bloom and Matfess (2016) found a relationship between exposure to terrorism and poor academic performance among children exposed to violence. Likewise, Delaney-Black et al., (2002) revealed that violence exposure is associated with decreased intelligence quotient

(IQ) and reading ability of children who were exposed to violence.

Amusana and Ejokeb (2017) conducted research on the psychological trauma inflicted by Boko Haram insurgency in the North Eastern Nigeria. The divergent views emerge on the rationale behind Boko Haram Islamic insurgency in Nigeria. Some see it as an attempt to Islamatise the secular Nigerian state, while some believe it to be an attempt to change the status quo in order to concretize the perceived dominance of the Northerners over the rest of the country. The 2014 invasion of Chibok Girls High School in the north-eastern part of the country, which led to the kidnap of over 250 girls, continues to generate public trauma and academic curiosity. The psychological effects of this insurgency on various stakeholders are unquantifiable, which is going to be our departure point because its impacts are still unfolding. The psychological trauma effect will direct our theoretical discussion. Methodically, qualitative and secondary sources of information will dominate our argument. In view of the above underpinnings, this study argues that, Boko Haram insurgency in the North-eastern Nigeria must be curbed, as violence disregards the constitutional principle of universal human rights and has the potential of impacting psychological consequences on people.

II. STATEMENT TO THE PROBLEM

The failure to provide effective psychological support to children exposed to the Boko Haram insurgency in Nigeria endangers their mental health and reduces the opportunities these children have for educational attainment. Children affected by terrorism suffer poor assimilation and weaker school performance (Bloom & Matfess, 2016). Nigerian especially Borno state children affected by the Boko Haram insurgency still face the psychological effects of direct exposure to terrorism. Incidents of terrorism, family displacement, and loss of family and friends may have long-term, broad effects on children's development. In Borno state, there is a lack of effective programs to provide resilience and recovery to address the psychosocial effects of terrorism on children, in order to mitigate widespread insecurity in the spreading the North-East, to provide necessary, effective and

quality education. There are gaps in research, policy efforts to respond comprehensively to the Boko Haram insurgency, especially in relation to the psychological effects of the insurgency on children as they pertain to their education. But this finding aimed to investigate on the root cause and its psychological effects on Secondary School Students pertain to their education in Maiduguri, Borno State, Nigeria.

III. OBJECTIVES OF THE STUDY

The main objective of the study is to investigate on Effect of insurgency on Students' academic performance of some selected secondary schools students in M. M. C and specific objectives are to:

- i. Determine the root cause of Boko Haram Insurgence in Maiduguri Metropolis, Borno State, Nigeria.
- ii. Determine the psychological effect of Boko Haram Insurgency on Secondary School Students in Maiduguri Metropolis, Borno State.

Research Questions

The following research questions were answered:

- i. What is the root cause of Boko Haram Insurgency in Maiduguri Metropolis, Borno State, Nigeria?
- iii. Dose Boko Haram insurgency has psychological effect on Secondary School Students in Maiduguri Metropolis, Borno State, Nigeria?

IV. METHODOLOGY AND METHODS

Descriptive research design was used in this study. According to Mathiyazhagan and Nandan (2010), survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or entire population of people to describe the attitudes, opinions, behaviors or characteristics of the population. The population of the study comprised of fifty-thousand nine hundred and seventeen (55,917) students of 16 Public Secondary Schools in Maiduguri Metropolis, Borno State. The population of the study is heterogeneous in nature and comprised of 31,658 males and 24,259 females. The population distribution of the students is shown in Table 3 below.

Table 1: List of Public Secondary Schools and Population of Students in MMC, Borno State

| S/N | NAME OF SCHOOL | POPULATION | | TOTAL |
|--------------|--|---------------|---------------|---------------|
| | | Male | Female | |
| 1 | Government unity college Maiduguri | 7812 | ----- | 7,812 |
| 2 | Government day secondary school Maiduguri | 2100 | ----- | 2,100 |
| 3 | Mafoni day secondary school Maiduguri | 3510 | ----- | 3,510 |
| 4 | Mustapha Umar Elkanemi Arabic College Maiduguri | 2483 | ----- | 2,483 |
| 5 | Government unity girls college Maiduguri | ----- | 2,584 | 2,584 |
| 6 | Yerwa government girls secondary school Maiduguri | ----- | 3,725 | 3,725 |
| 7 | Government girls secondary school Maiduguri | ----- | 3,070 | 3,070 |
| 8 | Women day secondary school Maiduguri | ----- | 3,629 | 3,629 |
| 9 | Government day secondary school Mairi | 1,828 | 1,017 | 2,845 |
| 10 | Government day secondary school old Maiduguri | 1,416 | 1,688 | 3,104 |
| 11 | Government day secondary school Bulabulin | 2,016 | 1,849 | 3,865 |
| 12 | Shehugarbai senior secondary school Maiduguri | 2,210 | 1,876 | 4,086 |
| 13 | Shehusandakyarimi secondary school Maiduguri | 2,151 | 1,575 | 3,726 |
| 14 | Government day secondary school Zajiri | 2,768 | 1,081 | 3,849 |
| 15 | Brigadier Maimalari day secondary school Maiduguri | 1,864 | 1,085 | 2,949 |
| 16 | Government day secondary school Lamisula | 1,500 | 1,080 | 2,580 |
| TOTAL | | 31,658 | 24,259 | 55,917 |

Source: Borno State Ministry of Education, 2019.

The sample size of this study was 381 students using simple random sampling. The sample size was selected based on Krejcie and Morgan (1970) table of sample size selection. A questionnaire was used for data collection. The questionnaire has two (2) sections (section A and B). In section A, general information about the student and school such as; type of school and Gender was required, while section B, which consists of 10 items questions on Boko Haram insurgency, answered by the students. In this case, each student has decided and carefully selected from the Likert given options. The options are: strongly agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). The questions were drawn in the following areas; root cause of Boko Haram insurgency; its psychological effect on secondary school students. The instrument was pilot tested in one of the Schools in Maiduguri with 40

respondents (20 male and 20 female) in order to determine the reliability of the instrument. The reliability of the Questionnaire on Boko Haram Insurgency (QBNI) calculated using the Split-Half (Spearman Brown) method, the reliability coefficient index of 0.78 was obtained. Data collected were analyzed using descriptive statistics, frequency counts and simple percentages,

V. RESULTS

The data obtained from the 379 selected students by administering the questionnaires on Boko Haram Insurgency (BHI) were analysed using descriptive statistics such as percentage, mean and standard deviation.

Research Question one: What is the root cause of Boko Haram Insurgency in Maiduguri Metropolis, Borno State?

Table 2: Frequency, percentages, mean and standard deviation on the root cause of Boko Haram Insurgency in Maiduguri Metropolis, Borno State

| S/N | ITEMS | RESPONSES | | | | Descriptive Statistics | |
|-----|--|----------------|----------------|---------------|---------------|------------------------|------|
| | | SA | AG | DA | SD | (\bar{x}) | SD |
| 1 | The root cause of Boko Haram insurgency is due to poverty and unemployment | 146 (38.5%) | 114 (30.1%) | 69 (18.2%) | 50 (13.2%) | 3.00 | 1.05 |

| | | | | | | | |
|---|--|----------------|----------------|----------------|----------------|------|------|
| 2 | Boko Haram members took the law into their hands due to illiteracy and intimidation by security agents | 132 (34.8%) | 140 (36.9%) | 53 (14.0%) | 54 (14.2%) | 3.00 | 1.03 |
| 3 | The root cause of Boko Haram insurgency acts of burning schools, aimed to stop schooling system in the region | 180 (47.4%) | 122 (32.2%) | 42 (11.1%) | 35 (9.2%) | 3.00 | 0.96 |
| 4 | Book Haram insurgency caused or happened as a result of looked warm attitude from side of government | 154 (40.6%) | 123 (32.5%) | 50 (13.2%) | 52 (13.7%) | 3.00 | 1.04 |
| 5 | The root cause of Boko Haram is due to the favour given to western education by Nigerian government against Al-Majiris | 80 (21.1%) | 28 (7.4%) | 171 (45.1%) | 100 (26.4%) | 2.00 | 1.06 |

Results from table 2 revealed that 260(68.6%) with ($\bar{x} = 3.00$ & $SD = 1.05$) of the respondents agreed that, the root cause of Boko Haram insurgency is due to poverty and unemployment while 119(31.4%) of the respondents disagreed. Majority 272(71.8%) with ($\bar{x} = 3.00$ & $SD = 1.03$) of the respondents agreed that, Boko Haram members took the law into their hands due to illiteracy and intimidation by security agents while 107(28.2%) of the respondents disagreed. 302(79.7%) with ($\bar{x} = 3.00$ & $SD = 0.96$) of the respondents agreed that, the root cause of Boko Haram insurgency acts of burning schools, aimed to stop schooling system in the region while 77(20.3%) of the respondents disagreed. 277(73.1%) with ($\bar{x} = 3.00$ & $SD = 1.04$) of the respondents agreed that, Book Haram insurgency caused or happened as a result of looked warm

attitude from side of government while 102(26.9%) of the respondents disagreed. 108(28.5%) with ($\bar{x} = 2.00$ & $SD = 1.06$) of the respondents agreed that, the root cause of Boko Haram is due to the favour given to western education by Nigerian government against Al-Majiris while majority 271(71.5%) of the respondents disagreed.

Remarks: The analyses at the final stage of items 1-5 on the root cause of Boko Haram Insurgency revealed that, it occurs as a result of poverty, unemployment, illiteracy, intimidation by security agents and looked warm attitude from side of government.

Research Question Two: Dose Boko Haram insurgency has any psychological effect on Secondary School Students in Maiduguri Metropolis, Borno State?

Table 3: Frequency, percentages, mean and standard deviation on the psychological effect of Boko Haram Insurgency on Students in MMC

| S/N | ITEMS | RESPONSES | | | | Descriptive Statistics | |
|-----|---|----------------|----------------|----------------|----------------|------------------------|------|
| | | SA | AG | DA | SD | (\bar{x}) | SD |
| 6 | Boko Haram insurgency has affected both psychological and philosophical aspect of students from attending schools | 168 (44.3%) | 103 (27.2%) | 55 (14.5%) | 53 (14.0%) | 3.00 | 1.07 |
| 7 | All the students that experienced Boko Haram insurgency are psychologically balance | 33 (8.7%) | 34 (9.0%) | 135 (35.6%) | 177 (46.7%) | 2.00 | 0.93 |

| | | | | | | | |
|----|--|----------------|----------------|----------------|----------------|------|------|
| | without trauma | | | | | | |
| 8 | Government looks warm attitude towards security cause psychological trauma to students not Boko Haram insurgency | 83 (21.9%) | 85 (22.4%) | 101 (26.6%) | 110 (29.0%) | 3.00 | 1.10 |
| 9 | Students don't want to be called by their status because of Boko Haram phobia, this has affected them physically, socially and psychologically | 178 (47.0%) | 122 (29.6%) | 52 (13.7%) | 37 (9.8%) | 3.00 | 0.99 |
| 10 | Students feel shame, disappointment, discrimination, and embarrassment psychologically for wearing school uniform during Boko Haram insurgency | 122 (29.6%) | 110 (29.0%) | 79 (20.8%) | 78 (20.6%) | 3.00 | 1.11 |

Result from table 3 revealed that, majority 271(71.5%) with ($\bar{x} = 3.00$ & $SD = 1.07$) of the respondents agreed that Boko Haram insurgency has affected both psychological and philosophical aspect of students from attending schools while 108(28.5%) of the respondents disagreed. 67(17.7%) with ($\bar{x} = 2.00$ & $SD = 0.93$) of the respondents agreed that, all the students that experienced Boko Haram insurgency are psychologically balance without trauma while 312(82.3%) of the respondents disagreed. 168(43.2%) with ($\bar{x} = 3.00$ & $SD = 1.10$) of the respondents agreed that, Government looks warm attitude towards security cause psychological trauma to students not Boko Haram insurgency while 221(56.8%) disagreed. Majority 290(76.5%) with ($\bar{x} = 3.00$ & $SD = 0.99$) of the respondents agreed that, Students don't want to be called by their status because of Boko Haram phobia, this has affected them physically, socially and psychologically while 89(23.5%) of the respondents disagreed and finally, majority 222(58.6%) with ($\bar{x} = 3.00$ & $SD = 1.11$) of the respondents agreed that, Students feel shame, disappointment, discrimination, and embarrassment psychologically for wearing school uniform during Boko Haram insurgency while 62(44.6%) of the respondents disagreed.

Remarks: The analyses at the final stage of items 6-10 on the psychological effect of Boko Haram Insurgency on students revealed that, it has affected the psychological aspect of secondary school students in many ways.

VI. CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn: From table 2, the analyses revealed that, root cause of Boko Haram Insurgency become apparent as a result of poverty, unemployment, illiteracy, intimidation by security agents and looked warm attitude from side of government. This indicated by the percentage, mean and SD of item 1, 2, 3, 4 and the majority 271(71.5%) of the respondents disagreed that, the root cause of Boko Haram is due to the favour given to western education by Nigerian government against Al-Majiris, of the table 2.

Also from table 3, the analyses shown that, the psychological effect of Boko Haram Insurgency, has affected the psychological aspect of secondary school students in many ways. This indicated by the percentage, mean and SD of item 6, 8, 9, 10 and the majority 312(82.3%) of the respondents disagreed that, all the students that experienced Boko Haram insurgency are psychologically balance without trauma, of the table 3.

VII. RECOMMENDATIONS

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

1. Government and security agents should be vigilant on what is happening in the society, especially among the people, to curtail the negative actions.
2. Government and security agents should give special attention to the students of that region with all necessary action to protect them from

the physical and psychological attacks of the Boko Haram insurgency.

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