



Effects of Boko Haram Insurgency on the Performance and Retention of Senior Secondary School Students in Mathematics in Adamawa and Yobe States

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Abstract: *This study investigates the effect of Boko Haram insurgency on the academic performance and retention of senior secondary school students in mathematics using Adamawa and Yobe states as case study. The study was guided by two specific objectives and two research questions. The design that was used in this study is descriptive survey. Sample survey based on Purposive and Proportionate sampling was used for data collection in the selected schools in the two states. The data collected was analyzed using descriptive statistics That is Simple Percentage, Mean, and Standard deviation to answer the research questions. The study area as stated in the title of this paper is Adamawa and Yobe states. These two states are among the states in the north east that suffered more as far as Boko Haram insurgency is concerned. Currently, it is a known fact that Nigeria is witnessing high spate of insecurity especially in the northern part of the country by a group known as Boko Haram. The activities of the group have caused negative effects in terms of socio-economic and political developments especially in Adamawa, Borno and Yobe states in the north eastern part of Nigeria. The Jama'atu Ahlus- Sunnah lid-dawad which is popularly known as Boko Haram is a Pseudo – Islamic terrorist group which has its base in Kanamma in Yobe state north eastern Nigeria. Musa, (2011) stated that the Boko Haram has been in existence since 2001 but did not become popular until in 2009 when they participated actively in the sectarian violence which occurred in Maiduguri, Borno state. The name Boko Haram is a Hausa statement which means “Western Education is Sinful”. This group is opposed to everything that is of Western Origin, more especially “Western Education”. Boko Haram opposes not only western education but also Western Culture and Modern Science as well.*

Keywords: *Boko Haram, Insurgency, Terrorism, Psychological Effects, Trauma and Academic performance*

INTRODUCTION

Terrorism or Insurgency is a multi-dimensional process which needs to be holistically handled in order to understand it systematically. Abiye (2011) noted that domestic terrorism arose in

Nigeria as a result of emergent militants who 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, ethnicity, favoritism and marginalization. These factors have made terrorism to be ethicized in Nigeria. Currently the nation is witnessing high spate of insecurity especially in the northern part of Nigeria by a group of terrorist popularly known as Boko Haram who have been carrying out their terror activities over the past ten years. In addition to Boko Haram, other groups who are also causing serious security threat include Bandits, Gun men, Kidnappers and Fulani Herdsmen etc. The terrorism, conflicts or violence in northern Nigeria are due to high poverty rate in most societies (Rabio, 2000). According to Mohammed (2012), 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 conflicts 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 parts 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 identified as the underlining cause of violence, conflicts and insurgency in Nigeria. It is now an obvious fact that unemployment, ignorance, marginalization, corruption, resource agitation struggles, political competition and restiveness are responsible for violence and conflicts (Otoghile and Akov, 2011).

STATEMENT OF THE PROBLEM

The failure to provide effective psychological support to children exposed to the Boko Haram insurgency in northern Nigeria endangers their mental health and reduces the opportunities these children have for educational attainment. Children affected by terrorism suffer poor assimilation weaker school performance (Bloom & Matfess, 2016). Nigerian children especially Borno, Adamawa and Yobe states children affected by the Boko Haram insurgency still face the psychological effects of direct exposure to terrorism. Being victims of terrorism by way of family displacement and loss of family and friends may have long – term broad effects on children's development generally. 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. However, this findings aims at investigating the root cause and its psychological effects on Senior Secondary School Students pertaining their education, particularly their performance in Mathematics in Adamawa and Yobe states.

OBJECTIVE OF THE STUDY

The main objective of the study is to investigate on the effects of insurgency on "Student's Academic Performance" in Mathematics in some selected senior secondary schools in Adamawa and Yobe states. The specific objectives are:

1. To determine the effect of Boko Haram insurgency on students towards learning in the two states.

2. To determine the root cause of Boko Haram insurgency in the two states
3. To determine the psychological effects of Boko Haram insurgency on secondary schools students in the two states.
4. To determine whether there is any difference in Mathematics performance of male and female students before and during the insurgency.

LITERATURE REVIEW

Ofongo (2016) conducted a research on the Boko Haram insurgency in Nigeria: What could have been the causes and precursors? This study will critically examine plausible explanations for the emergence of the Boko Haram conflict. Indeed, 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 been responsible for the radicalization of ethnic and religious identities in the country. The Boko Haram group was established in 2001 by Mohammed Yusuf and few members with the stated intention of cutting the injustice sideline by government towards the not privileged. Insecurity, corruption and moral decadence among the youth, unemployment, ignorance and corruption influenced by western education has become immersed in politics given its link to politicians, who are themselves product of Western Education, these poses a contradiction, (Oyeniya, 2010). The ideology and philosophy of the Boko Haram terrorist have become terribly problematic as they continue to sit between politics and religion, as a result of that many people though had genuine and legitimate reasons to deeply felt the grievances which justify or better still rationalize insurgency (Otoghile & Akov, 2011). 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. Bananno, Brewin Kaniasty & Greca, (2010) identified life disruption, missed school, weak academic functioning and continuous life stressor as some of the adverse cognitive effects on children exposed to terrorism in the short term and in the long term. A longitudinal study conducted by Halevi et al (2016) examine 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 belief it to be an attempt to change the status quo in order to concretize the perceived dominance of Northerners over the rest of the country. The 2014 invasion of Chibok School Girls in the north eastern part of the country which lead to the kidnap of over 250 girls, continue 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 the people.

METHODOLOGY

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 40,396 students of 10 senior secondary schools in Adamawa State and 38,861 students of 10 senior secondary schools in Yobe State. The population of the study is heterogeneous in nature and comprised of 50,931 males and 28,326 females. The population distribution of the students is shown in Tables 1 and 2 below:

Table 1: List of selected senior secondary schools and population of students in Adamawa State

S/No	Name of School	Population		Total
		M	F	
1	Govt. Girls Sec. School Yola		6,810	6,810
2.	Federal Govt. College Ganye	2,126	1979	4,105
3.	Govt. Sec. School. Shuwa	2,483	-	2,483
4.	Govt. Sec. School Michika	2,768	-	2,768
5.	Govt. Science & Tech. College, Mubi	3,640	-	3,640
6.	Govt. Sec. School. Kiri	3,779	-	3,779
7.	Aliyu Mustapha Academy, Jimeta	3,530	1,245	4,775
8.	Govt. Sec. School. Song	3,725	-	3,725
9.	Special Education Centre, Jada	2,514	1,555	4,069
10.	Baptist High School, Mubi	2,245	1,997	4,242
		26,810	13,586	40,396

Table 2: List of Selected Senior Secondary Schools and Population of Students in Yobe State

S/No	Name of School	Population		Total
		M	F	
1	Govt. Girls College, Damaturu	-	7,952	7,952
2.	Govt. Unity College, Damaturu	3,569	-	3,569
3.	G.G. Sciecn Tech. College, Potiskum	-	3,825	3,825
4.	Fika Govt. Sec. School. Potiskum	3,678	-	3,678
5.	G.S.S. Geidam	3,726	-	3,726

6.	G.S.S. Yunusari	3,959	-	3,959
7.	G.S.S. Gashua	4,296	-	4,296
8.	G.S.S. Karasuwa	2,549	-	2,549
9.	Govt. Girls College, Gadaka	-	2,963	2,963
10.	G.S.S. Jakusko	2,344	-	2,344
		24,121	14,740	38,861

Source: Ministry of Education Yobe State, 2021

The sample size of this study was 319 students using simple random sampling. The sample size was selected based on Krejcie and Morgan (1970) table of sample size selection. A questionnaire has two (2) sections. Section A and Section B. In Section A, general information about the student and school such as type of school and gender was included, while Section B which consist of 10 items questions on Boko Haram insurgency were answered by the students. In this case, each student has decided and carefully selected from the likely given options. The options are: strongly agree (SA), agree (A), disagree (D), strong disagree (SA) and Disagree (D). The questions were drawn in the following areas: root cause of Boko Haram insurgency; its psychological effect on secondary school students performance. The instrument was pilot tested in two of the schools one each from Adamawa and Yobe States with 50 respondents (25 from each state) in order to determine the reliability of the instrument. The reliability of the questionnaire on Boko Haram insurgency (QBHI) calculated using the split Half Spearman Brown method, the reliability coefficient index of 0.88 was obtained. Data collected were analysed using descriptive statistics, frequency counts and simple percentages.

RESULTS

The data obtained from 321 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 your State?

Table 3: Frequency, percentages, mean and standard deviation on the root cause of Boko Haram insurgency in Adamawa and Yobe States

S/No	Items	Responses				Descriptive Statistics	
		SA	A	DA	SA	\bar{x}	SD
1.	The root cause of Boko Haram insurgency is due to poverty and unemployment	126 (36.5%)	94 (28.1%)	59 (17.2%)	42 (12.3%)	3.00	1.06
2.	Boko Haram members took the law into their hands due to illiteracy	112 (32.7%)	120 (34.8%)	43 (12.0%)	46 (12.2%)	3.00	1.04

	and intimidation by security agents						
3.	The root cause of Boko Haram insurgency acts of burning schools, aimed to stop schooling in the State	160 (45.4%)	102 (30.2%)	32 (10.1%)	27 (8.2%)	3.00	0.96
4.	Boko Haram insurgency caused or happened as a result of lukewarm attitude of government	134 (39.6%)	103 (30.4%)	40 (11.2%)	44 (11.6%)	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	60 (20.1%)	8 (4.2%)	161 (43.1%)	90 (24.4%)	2.00	1.06

Results from table 3 revealed that 220 (64.6%) with $\bar{x} = 3.00$ and $SD = 1.06$ of the respondents agreed that the root cause of Boko Haram insurgency is due to poverty and unemployment while 101 (39.4%) of the respondents disagreed. Majority 232 (67.5%) with ($\bar{x} = 3.00$ and $SD = 1.04$) of the respondents agreed that Boko Haram members took the law into their hands due to illiteracy and intimidation by security agents while 80 (22.2%) of the respondents disagreed. 262 (75.6%) with ($\bar{x} = 3.00$ and $SD = 0.96$) of the respondents agreed that the root cause of Boko Haram insurgency acts of burning schools aimed at stopping school system in the region while 59 (24.4%) with ($\bar{x} = 2.00$ and $SD = 1.04$) of the respondents agreed that Boko Haram insurgency caused or happened as a result of lukewarm attitude from the side of government while 84 (32.6%) with $\bar{x} = 3.00$ and $SD = 1.04$ of the respondents agreed that the root cause of Boko Haram is due to the favour to Western education by Nigerian government against Al-Majiris while majority 251 (67.4%) of the respondents disagreed.

Note: 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 as well the lukewarm attitude from the side of government.

Research Question Two: Does Boko Haram insurgency has any psychological effect on the performance of secondary school students in your State?

Table 4: Frequency, percentages, mean and standard deviation on the Psychological effect of Boko Haram insurgency on students performance in mathematics in Yobe State

S/No	Items	Responses			Descriptive Statistics	
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		SA	A	DA	SA	\bar{x}	SD
5.	Boko haram insurgency has affected both psychological and academic performance of students in schools	138 (44.3%)	90 (27.2%)	47 (14.5%)	46 (14.0%)	3.00	1.07
7.	All the students that experienced Boko Haram insurgency are psychologically balance without trauma and low-level retention of studies	32 (8.7%)	35 (9.0%)	120 (35.6%)	134 (46.7%)	2.00	0.93
8.	Government lukewarm attitude towards security cause psychological trauma to students not Boko haram insurgency	72 (21.99%)	75 (22.4%)	82 (26.6%)	91 (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 in terms of academic performance	158 (457.0%)	102 (39.6%)	42 (13.7%)	30 (9.8%)	3.00	0.99
10.	Students feel shame, disappointed, discrimination and embarrassment psychologically for wearing school uniform during Boko Haram insurgency and this affect their academic performance	102 (29.6%)	90 (29.0%)	69 (20.8%)	60 (20.6%)	3.00	1.11

Result from Table 4 revealed that majority with ($\bar{x} = 3.00$ and $SD = 1.07$) of the respondents agreed that Boko Haram insurgency has affected both psychological and academic performance while 93 (28.5%) = of the respondents disagreed. 67 (17.7%) with ($\bar{x} = 2.00$ and $SD = 0.93$) of the respondents agreed that all the students that experienced Boko haram insurgency are psychologically balance without trauma while 254 (82.3%) of the respondents disagreed. 145

(44.3%) with (\bar{x} = 3.00 and SD = 1.10) of the respondents agreed that government lukewarm attitude towards security cause psychological trauma to students not Boko Haram insurgency while 173 (55.7%) disagreed. Majority 260 (86.6%) with (\bar{x} = 3.00 and 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 socially, academically and psychologically while 72 (23.5%) of the respondents disagreed and finally majority 1982 (58.6%) with (\bar{x} = 3.00 and 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 129 (41.4%) of the respondents disagreed.

Note:

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 and academic performance of the school students in so many ways.

CONCLUSION

Based on the findings of this study, the following conclusions were made. From Table 3 the analyses showed that the root cause of Boko Haram insurgency became apparent as a result of security, unemployment, illiteracy and intimidation by security agents.

RECOMMENDATIONS

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

1. Government should ensure that security agents are made available to safeguard all the secondary schools in the North-Eastern states especially Borno, Adamawa and Yobe States.
2. Government should give special attention in terms of security in the region so that this students can be protected from psychological and physical affect by Boko Haram insurgency.

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