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IMPACT OF BOKO HARAM INSURGENCY ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN MADAGALI LOCAL GOVERNMENT AREA, ADAMAWA STATE, NIGERIA

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Abstract
The study is on "impact of Boko Haram insurgency on students' academic performance in Senior Secondary Schools in Madagali Local Government Area". The objectives of the study are; to identify the factors that contributed to the occurrence of Boko Haram in Madagali LGA, to examine the impacts of Boko Haram insurgency on school attendance, to determine the effects of Boko Haram insurgency in school infrastructure and to determine the effective measures put forth by the government in securing the education system in Madagali Local Government Area Adamawa state. Questionnaire was used to collect the data from a convenience sample of 146 Students in the study area (Madagali LGA). Data was analyzed using simple percentage and frequency count for research questions and t-test for hypothesis. This study revealed that there is no significant difference in the attendance rate of male and female students' areas prone to Boko Haram attacks, and there is a significant difference in attendance among urban and rural schools. The study recommends that schools that are destroyed by Boko Haram should be rebuilding and scholarship should be provided to motivate and encourage students go back to school. It also recommends that welfares should be provided to improve the lives of the rural communities in the form social amenities. Government should take measures to curb the problems of Boko Haram by providing security in the area.

Keywords: Boko Haram, Impacts, Insurgency, Academics performance.

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Introduction

Boko Haram has been identified as one of the factors that facilitated various levels of destructions of many economic activities, including educational infrastructure in most locations in northern Nigeria. According to Odinkalu (2014) the closing down of schools have far reaching consequences, including ending the education of many students and the opportunity to get to high education. According an official of education ministry, 85 schools were closed down, affecting about 120,000 students after a frequent attack by Islamic militants in areas which has the country's most illiteracy rate, and more than 200 school girls were kidnapped on the night of April, 2014 (The Guardian 2014). From the beginning of 2012, about 70 teachers and more than 1000 school children have been killed while some were wounded; 50 schools were burnt and more than 60 others have been forced to close. Many children were forced out of school across communities - in Yobe, Kaduna, Adamawa and Borno states. Many teachers were forced to migrate to other locations for safety (The Guardian 2014).

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 schools 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.

Furthermore, it has been observed that, most of the studies reviewed were concerned merely with the positive or negative effect of Boko Haram insurgency broadly. Despite the imbalance in education in the northern and southern Nigeria; while the North embraced Islamic education, the south practiced western education after the amalgamation of the Northern and southern protectorates in 1914, western education became a unifying force for the two regions. So, the northern Nigeria was to some extent disadvantaged as they embraced western education late. The Almajiri education system which started in Northern Nigeria around the eleventh century A.D Ajayi (2001) involve sending male children to far places to acquire Islamic education at a tender age of four to nine years. Its success in the past was because the host community took responsibility for the children's welfare. Today the Almajiris are left at the mercy of their teachers or instructors who convert them into street beggars. Yakubu (2012) disclosed that in April, 2012 that there were over 9.5 million Almajiri children that are denied the right to basic primary education in Nigeria.

Northern Nigeria has suffered low enrolment rate especially at the primary education sector. Ahmed (2013) blamed this on the effect of long standing effect of Islamic education as most parents are yet to embrace western education. To such parents, western education is tied to the bible and it is an indirect way of changing their religion. Secondly, the security situation in the Northern Nigeria also comes to play. The constant threat posed by Boko Haram which started in 2009 and other extremist religious sect like the Jama'atu- Anbaru-lMmuslimn-FinBadilas Sudan, undermines efforts at improving education in the region. These groups have carried out several attacks and issued threats to schools in the North in some of these attacks, teachers were killed or injured and structure razed. On the 12th of March, 2012, gunmen linked to Boko Haram attacked Hausawa – Danmaliki primary school in kumboso local government area of Kano state. Several pupils and teachers were killed. In September, 2013, a school of Agriculture in Yobe state was also attacked at night by the

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Boko Haram and more than sixty students were killed (vanguard, 2013). These are among the several attacks on schools by the Boko Harams.

Studies in Nigeria have established negative effects of insurgency on education and its stake holders. Abdullahi, Atsua, Amuda & Habu (2013) found that level of school attendance under the crises situation in has been low. Musa and Nwachukwu (2014) compared self-identity of 600 adolescents displaced as a result of Boko Haram insurgency with the non-displaced who are far from insurgency affected areas. Displaced adolescents were found to exhibit identity confusion-related symptoms which may exert adverse effect on learning. Adebayo (2014) found that as an insurgency group, Boko Haram fighters force their ideology on people through bombings, abduction and slaughtering of human beings, creating palpable fear and sense of insecurity in the polity.

Hamman-Tukur, Atsua & Nwachukwu (2014) investigated the impact of Boko Haram insurgency as perceived by lectures, administrators and students in tertiary institutions in Maiduguri and found that schools has been shut down, staff and students killed, abduction of teachers and students, destruction of school facilities and increased absenteeism. Administrators added diminished staff punctuality, delayed graduation, disruption of academic calendar, voluntary withdrawal among students; reduction in schools internally generated revenue and diminished population.

Attempt to investigate the effect of armed conflict on education around the world have showed devastating effect (Mayawu (2012). However, the scope of these studies has been limited to the interest area (particular conflict zone). Other attempts in Madagali covered only primary and tertiary institutions (Hamman-Tukur, Atsua & Nwachukwu, 2014). Thus, there tend to be paucity of studies on insurgency as a challenge facing secondary schools and most importantly, its effect on teachers, principals and students in Madagali. It is based on this observation that the study investigated the effect of Boko Haram insurgency on academic performance of senior secondary school science students in Madagali Local Government Area, Adamawa State.

Objectives of the study

The objectives of this study are to;

1. Examine the factors that contributed to the occurrence of Boko Haram Insurgency in Madagali Local Government Area, Adamawa State.

2. Determine the effect of Boko Haram Insurgency on School attendance in Madagali Local Government Area, Adamawa state.

3. Determine the effect of Boko Haram Insurgency on schools infrastructures in Madagali Local Government Aria, Adamawa state.

Research Questions

1. What are the factors that contributed to the occurrence of Boko Haram Insurgency in Madagali Local Government Area?
2. What are the effects of Boko Haram on schools attendance in Madagali Local Government Area?

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3. What are the effects of Boko Haram on school infrastructures in Madagali Local Government Area?

Research Hypotheses

HO_1: There is no significant difference in school attendance among students and Boko Haram attacks in Madagali Local Government Area.

HO_2: There is no significant difference in school attendance based on locations in Madagali Local Government Area, Adamawa State.

Research Methodology

Research Design

The study is a descriptive survey research design to assess the effect of Boko Haram insurgency on academic performance of senior secondary school science students. The researcher adopted this approach because; it permits the use of questionnaire to gather information from the sample group and to measure their opinions toward some issue.

Population, Sample and Sampling Technique

The population of the study comprises of all Senior Secondary School teachers in Madagali Local Government Area. The sample size for the study on the hand, is 150 senior secondary school teachers out of the total population of the study by stratified sampling technique using age, and sex as strata.

Research Instrument

The instrument used for the study titled "Boko Haram Insurgency and Students' Academic Performance Questionnaire" was developed by the researcher.

Validity and Reliability of Research Instrument

The instrument for data collection was validated by two experts in the Department of Science Education, Adamawa State University, Mubi. The instrument was pilot tested using teachers in GSS Gombi, Gombi Local Government Area of Adamawa State which is not part of the study area. The reliability coefficient of 0.85 was obtained, which shows that the instrument is reliable

Data Collection and Analysis

The researcher administered the questionnaires and retrieved them back on the spot. The collected data were analysed using mean and Standard Deviation for the research questions and t-test analysis was used for the research hypotheses, and they were tested at 0.05 level of significance.

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Results

Research Question 1: What are the factors that contributed to the occurrence of Boko Haram

Table 1: Factors that contributed to the occurrence of Boko Haram

S/N	ITEMS	SA	A	D	SD	TOTAL
1.	Unequal distributions of economic resources	87 (59.59%)	40 (27.40%)	9 (6.16%)	10 (6.85%)	146 (100%)
2.	High rate of illiteracy	70 (47.95%)	50 (34.25%)	15 (10.27%)	11 (7.53%)	146 (100%)
3.	Drugs abuse may	22 (15.07%)	35 (23.97%)	54 (36.99%)	35 (23.97%)	146 (100%)
4.	Political interests	73 (50%)	50 (34.25%)	15 (10.27%)	8 (5.48%)	146 (100%)
5.	Lack of awareness among youth may cause youth to join Boko Haram	97 (66.44%)	21 (14.38%)	19 (13.01%)	9 (6.17%)	146 (100%)
6.	Lack of competent religious teachers	56 (38.36%)	40 (27.40%)	24 (16.44%)	26 (17.80%)	146 (100%)
7.	Demand of quick money among youths	48 (32.88%)	41 (25.34%)	41 (28.08%)	20 (13.70%)	146 (100%)

Table1 shows data on the factors that contributed to the occurrence of Boko Haram. This factors include unequal distributions of economic resources 127 (86.99%), high rate of illiteracy 120 (82.19%), political interests 123 (84.25%), lack of awareness among youths 118 (80.82%), lack of competent religious leaders 96 (65.75%) and demand for quick money among youths 85 (58.22%).

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Research Question 2: What are the effects of Boko Haram on school attendance in Madagali Local Government Area?

Table 2: Effects of Boko Haram on school attendance

S/N	ITEMS	SA		SD		TOTAL
1.	Boko Haram affects students learning	65 (44.52%)	36 (24.66%)	23 (15.75%)	22 (15.07%)	146 (100%)
2.	Many students were killed or missing during insurgency which scares other children	87 (59.59%)	32 (21.92%)	16 (10.96%)	11 (7.53%)	146 (100%)
3.	Boko Haram has made students lose interest in learning	52 (35.62%)	46 (31.51%)	22 (15.07%)	26 (17.80%)	146 (100%)
4.	Poor participation of students in school activities	72 (49.32%)	29 (19.86%)	20 (13.70%)	25 (17.12%)	146 (100%)
5.	Many students have been dropped out of school due to the fear of Boko Haram	48 (32.88%)	42 (28.77%)	22 (15.07%)	34 (23.28%)	146 (100%)
6.	Affected area makes learning unconducive for students as a result of fear of attacks	56 (38.36%)	57 (39.04%)	15 (10.27%)	18 (12.33%)	146 (100%)
7.	Boko Haram has displaced students thereby making them dropout of school	74 (50.68%)	52 (35.62%)	8 (5.48%)	12 (8.22%)	146 (100%)

Table 2 shows the effects of Boko Haram on school attendance. The effects are on students learning 101 (69.2%), many students were killed or missing during the insurgency 119 (81.5%), Boko Haram has made students lose interest in learning 98 (67.1%), poor participation of students in school activities 89 (61%), dropping out of school as a result of fear 90 (61.6%), affected learning areas make learning unconducive for students 113 (77.4%) and displacement of students 126 (86.3%)

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Research Question 3: What are the effects of Boko Haram on school infrastructure in Madagali Local Government Area?

Table 3: Effects of Boko Haram on school infrastructure

S/N	ITEMS	SA	A	D	SD	TOTAL
1.	Destruction of school infrastructure like library, laboratory, computer centres etc.	56 (38.36%)	77 (52.74%)	8 (5.48%)	5 (3.42%)	146 (100%)
2.	Boko Haram Destroyed network connections (ICT base)	76 (52.06%)	45 (30.82%)	13 (8.90%)	12 (8.22%)	146 (100%)
3.	Boko Haram destroyed classrooms which increases class size and reduces effectiveness of teaching	82 (56.16%)	47 (32.19%)	9 (6.16%)	8 (5.49%)	146 (100%)
4.	Boko Haram destroyed power Stations and means of water supply which makes classroom conditions unbearable	71 (48.63%)	59 (40.42%)	9 (6.16%)	7 (4.79%)	146 (100%)

Table 3 shows the effects of Boko Haram on school infrastructure. The results show that Boko Haram have destroyed school infrastructures like library 133 (91.1%), Boko Haram destroyed network connections (ICT base) 121 (82.9%), Boko Haram destroyed classrooms which increases class size and reduces effectiveness of teaching 129 (88.4%) an Boko Haram destroyed power stations and means of water supply which makes classroom unbearable 130 (89%).

Research Question 4: What are the effective measures put forth by the government in securing the education system in Madagali Local Government Area?

Table 4: Effective measures put forth by the government in securing the education system

S/N	ITEMS	SA	A	D	SD	TOTAL
1.	Prompt public awareness about effect of Boko Haram insurgency	55 (37.67%)	43 (29.45%)	19 (13.02%)	29 (19.86%)	146 (100%)
2.	Parents should watch the step of their children	43 (29.45%)	36 (24.66%)	35 (23.97%)	32 (21.92%)	146 (100%)
3.	Security should be upgraded in vulnerable areas	67 (45.89%)	58 (39.73%)	13 (8.90%)	8 (5.48%)	146 (100%)
4.	Religious teachers should teach peace and morality to their followers	71 (48.63%)	63 (43.15%)	7 (4.79%)	5 (3.43%(	146 (100%)
5.	Schools should be located in safe zones in the community	82 (56.16%)	54 (36.99%)	3 (2.05%)	7 (4.80%)	146 (100%)

Table 4 shows the effective measures put forth by the government in securing the education system. The results show that the measures put forth by government include prompt public awareness about effect of Boko Haram insurgency 98 (67.1%), parents should

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watch the step of their children 79 (54.1%), upgrading security in vulnerable areas 125 (85.6%), religious teachers.

Research Hypothesis 1: There is no significant difference in school attendance among male and female students in areas prone to Boko Haram attacks in Madagali Local Government Area.

Table 5: t-Test School attendance among male and female students in areas prone to Boko Haram

Variables	N	$\bar{X}$	df	t-cal	t-crit	Remark
Male Students	81	87.3	10960	0.93	1.96	Not significant
Female Students	65	78.2				

*Not Significant (P>0.05)

Table 5 shows that the calculated t-value of 0.93 is less than the critical t. value of 1.96. Therefore, there is no significant difference in the attendance rate of male and female pupils/ students in areas that are prone to Boko Haram insurgency in Madagali Local Government Area.

Research Hypothesis Two: There is no significant difference in school attendance among urban and rural schools in states that are prone to Boko Haram attacks in Madagali Local Government.

Table 6: t – test analysis school attendance in urban and rural schools.

Variable	N	$\bar{X}$	S	df	t-cal	t-crit	Remark
Urban schools	63	10.3	9.2	124	9.32	1.956	Significant
Rural schools	63	8.2	6.3				

*Significant (P<0.05)

Table 6 shows the calculated t value of 9.32 is greater than the critical t value of 1.96. Therefore, there is a significant difference in attendance among urban and rural schools.

Discussion

According to Oladunjoye and Omemu (2013), attendance at school is dependent on the readiness of the child, encouragement from parents, provision of school materials, distance to school and very importantly, the security of the child. The present state of insecurity in the North Eastern region of Nigeria has greatly affected children's school attendance, and this has a direct effect on the progress and completion levels. As a result of the incessant attacks on schools, school children and teachers, UNICEF reports that over one million children have been forced out of school. Teachers have also been forced to stay away from school. Some schools were forced to shut down and the deserted school buildings were converted into shelters for the internally displaced persons. Children who are supposed to populate the schools have either sought refuge along with their families in neighbouring countries or internally displaced as over 1.4 million children have been forced to flee the region. Out of fear, children are forced to stay out of school as attacks by insurgents have led to the death of many children.

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School attendance is essential for the academic growth of any child. When there is security crisis, it may affect the rate of attendance in school. There is no significant difference in school attendance among male and female pupils/student once there is a security crisis. Akintoye (2010) noted that irrespective of age, sex and nationality, once there is an attacks by the Boko Haram, the survivors often dread staying in such places and may hesitate sending their children to school especially when they are not too sure of the security measure that have been put in place. Boko haram attack is not restricted to the urban or rural areas. Their attacks cut across boundaries. However, Ajayi (2011) stated that good security measures are always put in place in the urban centres as it houses all government parastatals and structures. As soon as there is an attack in the urban centres, the Joint Task Force (JTF) a special military force is often mobilized to ensure adequate security. This to a reasonable extent amount for why there is a significant difference in the urban and rural school attendance. The secondary schools may also vary in their rate of school attendance as revealed in the result. The secondary school child in the other hand has some little freedom to decide whether to go to school or not, some may risk by going to school at the heat of such attack while some may stay away for a very long time.

Availability which stands as one of the essential features of education requires that all necessary infrastructures and learning facilities must be in place. The physical condition of a school has a direct positive or negative effect on a teacher's morale, effectiveness and on the general learning environment. Inadequacy of educational facilities is a threat to the right to education. Nigerian schools are ordinarily ill equipped and not conducive for learning, and the destruction of the available school facilities by the insurgents leaves basic education in a dire situation. Access to basic education in the North Eastern states has beengreatly affected by the targeted attacks on school facilities by Boko Haram. According to UNICEF over 300 schools were destroyed and 314 children killed between 2012 and 2014.

The environment has an influence on development, on learning and other aspects of behaviour. Thus, any society characterized by any form of violence will not be conducive for any social interaction in the form of teaching and learning. The attacks can also affect students' performance in school as insecurity constitutes a negative reinforcement due to the obvious fact that teaching and learning cannot successfully occur in an environment of fear. The condition of the people in the North Eastern Nigeria as a result of Boko Haram insurgency is synonymous with misery and fear. The conflict has been traumatic for children as they are forced to flee from their homes under threat, witness killings of schoolmates or living as displaced persons or refugees. An attack against teachers and sometimes in full view of their pupils is capable of exposing children to severe trauma.

Conclusion

In conclusion, Educational output (human capital investments) is influenced by Boko Haram insurgency. The level of investment in human being required to be achieved a given educational level will not be attained with the of Boko Haram insurgency, this is because; Boko Haram insurgency resulted to a high level of student's dropout. Improving the level of school enrolment, school's attendance and school infrastructure significantly determine the level of educational output. That is, the higher the level of school enrolment, school attendance and school's infrastructure, the higher the level of educational output. This implies that educational output will increase with the increase in the level of school enrolment, school attendance and school's infrastructure.

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Recommendations

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

1. Government should provide informal employment opportunities for the citizens and encourage them to be self-reliance. This can only be done through giving them loans and building entrepreneurial skill for different types of businesses. This may have effects people and will not easily be brainwashed to involve in any activities that is characterize as insurgency.
2. Government should provide free education and make it mandatory to each and every citizen. This will help in limiting the level of illiteracy.
3. Government should be in periodic dialogue and interactions with religious scholars (Both Muslims and Christians scholars) on any sensitive issues of religion.
4. Schools being destroyed by the Boko Haram should be rebuilt and children should be encouraged to go back to schools. Scholarships should be provided to students in the affected area so as to motivate and encouragement.

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