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## PSYCHOLOGICAL INFLUENCE OF INSURGENCY ON ACADEMIC MOTIVATION AND PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS IN GWAGWALADA AREA COUNCIL, FCT-ABUJA, NIGERIA

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### Abstract

*The study examined the psychological influence of insurgency on academic motivation and performance of pupils in primary schools in Gwagwalada Area Council, FCT-Abuja, Nigeria. The research employed the descriptive survey research design. The sample was three hundred and forty one (341) pupils out of a population of 3,267 that were randomly selected to participate in the study. The questionnaires were titled: Stress Questionnaire (SQ), Anxiety Questionnaire (AQ) and Academic Motivation Questionnaire (AMQ) and Mathematics and English Language Examination extracted from Third Term Academic Session, 2022. The validity and reliability of the instruments were established. The reliability index of 0.84 showed a high reliability of the items. The data collected were analyzed using Pearson Product Moment Correlation was used to test the three hypotheses at 0.05% level of significance. The findings showed that there is no significant relationship between anxiety and academic motivation among primary school pupils in Gwagwalada Area Council, Abuja; there is significant relationship between anxiety and academic performance among primary school pupils in Gwagwalada Area Council, Abuja; there is significant relationship between stress and academic motivation among primary school pupils in Gwagwalada Area Council, Abuja; there is significant relationship between stress and academic performance among primary school pupils in Gwagwalada Area Council, Abuja; and female pupils performed better than male pupils in English language and Mathematics. Based on the findings the study recommended that government at all levels should provide conducive atmosphere and secure school environment in order to enhance effective teaching and learning, which will later reduce pupils' anxiety while learning.*

**Key words:** *Psychological, insurgency, academic motivation, performance*

## ***1. Introduction***

The emergence of insecurity insurgency in Nigeria is not traceable to any single cause, rather may result to multiple causes of political, social, economic and ethno-religious factors, most Nigerians deemed bad governance responsible for the insurgency. It is just one of the outcomes of incompetent administrations in Nigeria since the return to democracy in 1999. The governments have proved to be too corrupt; the citizens have become desperately and hopelessly poorer day by day. Poverty in Northern Nigeria is attributed to these among others; injustice, lack of fairness, and imbalance in resource allocation are responsible for the rise of various terrorists across the country (Danjibo, 2011).

One of the contributory factors that affect the Nigeria's development negatively in recent times is the issues and activities of the insurgency. Apart, from the devastating effect on the economy and the wellbeing of Nigeria, insurgency also has affected educational sector. Education as it's generally known, is the process through which an individual develops attitude, ability and other forms of behaviour which are important and contributes positively to the society at large (Isokpan & Durojaye, 2016). It enables a child to get appropriate knowledge, value and skills for personal development in particular and national development in general. Peaceful and conducive environment is a determinant for successful teaching and learning as well as student's performance.

A good learning environment that does not pose threats to the students would be ideal for every student to learn. If students experience the society as a caring and a supportive place where there is a sense of belonging and everyone is valued and respected they will tend to appreciate more fully the learning environment and increase their zeal for learning. This good learning environment would create positive improve students' academic motivation and also results to sound academic performance (Umaru and Terhemba 2014). Thus, in an environment where there is wanton destruction of lives and properties, the student's interests and attentions to learn may be affected which may in turn affects their academic motivation and performances. These insurgent attacks can lead to many psychological problems like anxiety and trauma stress which can consequently affect the academic motivation of students as well as their academic performance.

The reactions to terrorists attacks may sometime leads to fear and other psychological problems. The psychology impact may affect children's ability to learn, and where the threat of attacks persists students will stay away from school, even if the school remains open. Such obstacles to access to education can result in severe developmental problems and trauma. Children run the risk of never being able to return to school or completing their education, thus diminishing the potential contribution they can make to society (Eze, Wosu & Agwanwo, 2014).

Teachers may also experience psychological problems as a result of fear and loss of their colleagues, students, and family friends or are distracted by threats to school, making it difficult for them to support their students or perform their job to the highest standards. If they are visibly anxious, this may heighten the fears of their own students which may cause teachers to stay away from school for long periods or forcing the closure or preventing their resumption. A variety of internal and external factors can have negative impact on student's academic performance. Internal factors include anxiety, personal interest, motivation, determination, and passion that drive students to do better in their studies. External factors include factors within the school environment, teacher competence and training, support from teachers and parents, and learning resources. Certainly, these external factors may affect

internal factors towards some academic success. For example, destruction of lives and property by terrorists may instill fear in the minds of students leading to anxiety. Meanwhile anxiety is an emotional state in which pupils feel uneasy, apprehensive, or fearful when they are invaded or constraint in their school environment.

In recent time an attempt was made in one of the school along the outskirts of Federal Capital Territory, Abuja on July, 2022 following a reported attack on a community in Kwali near the Federal Government College (FGC) in Sheda village on heavy busy Abuja-Lokoja highway. The security breach prompted the Federal Government to promptly order the immediate closure of FGC, Kwali which it said was also under threat by bandits. According to Mallam Adamu Adamu, the Minister of Education directed the closure of all public and private schools within Abuja, this attempt fear government, parents, shareholders and students to go school. Due to the decision taken by Federal Government on security threat to schools, before the threat all public and private schools were up and doing preparing for their third terms exam while FGC preparing for National Examination Council (NECO).

The Minister directed the examination body and schools management to make necessary provision for final year students to conclude their NECO examination while others public and private schools across Federal Capital Territory, Abuja were forced to conclude their third term examination, some school exam lasted for one week while some were less than a week. examination that was scheduled for two weeks were forcefully written under due rest (i.e stress and anxiety), this means that students were forced to write more than four papers in a day this is disturbing and embarrassing this is against the international standard. According to Olowoselu, Bello and Onuselogu, (2014) stated that psychologically students study in an insecure environment perceives the world as a life threatening jungle, fear, stress, depression, feels unsafe, unhappy, rejected, hostile, and pessimistic, shows a sign of tension, conflict and guilt, and tends to be neurotic and generally egocentric. It therefore means that when a pupils studies in an environment that is characterized by security threat, the students may suffer socially, mentally and emotionally and it makes sense hypothetically to state that all these are likely to affect not only his behaviour and psychosocial adjustment but may also affect his/her academic performance.

The inaccessibility of schools as a result of the inherent dangers therefore remains a serious challenge to the government, knowledge givers, the learners and also other critical stakeholders. The traumatic experience alone cannot easily be erased as such experience instills fear on the teachers and students, make it very difficult for them to return back to school. More so, the planning, organizing, coordinating, financing and evaluating of all education activities on school heads students and teachers in the schools attacked are often jeopardized while teaching and learning processes hindered because the school environment are unsafe and learning cannot be properly conducted and coordinated in an unsafe school environment.

### ***Statement of the Problem***

Security lapses and challenges certainly do manifest on a daily basis in schools particularly in North part of Nigeria. Such challenges range from youth restiveness, terrorism and insurgent attacks, kidnappings and hostage-takings for monetary ransoms and political assassinations. However in the wake of insurgency and the subsequent launching of attacks on schools, suicide attacks, bombings, shooting at sight, abductions and hostage have taken prominence and have remained issues of security concern to every Nigerians (Aro, 2013).

The researcher observed that schools attacked and insecurity challenges have threaten the peace and unity of Federal Capital Territory, Abuja and Nigerian States in general. The psychological consequences of terrorist attacks may negatively affect student's academic activities. It is recognized that students that experience or exposed the attempt in FGC, Kwali and others may suffer severe cognitive dysfunction, depression, panic disorder, anxiety disorder and mental health problems. During this process, students find it difficult to withstand the stress and tension to cope with schooling which eventually resulted to parent and guidance withdrawing their children from schools which later in turns to poor academic motivation, performance and student's dropout. It is on this note that the researcher was inspired to investigate psychological influence of insurgency on academic motivation and performance of pupils in primary schools in Gwagwalada Area Council, FCT-Abuja, Nigeria.

### ***Purpose of the Study***

The specific objectives of the study were to:

1. Find out the relationship between anxiety and academic motivation among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria
2. Examine the relationship between anxiety and academic performance among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria
3. Determine the relationship between stress and academic motivation among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria
4. Assess the relationship between stress and academic performance among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria
5. Ascertain the academic performance of primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria

### ***Research Questions***

The following research questions were raised to this study.

- i. What is the relationship between anxiety and academic motivation among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria?
- ii. What is the relationship between anxiety and academic performance among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria?
- iii. What is the relationship between stress and academic motivation among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria?
- iv. What is the relationship between stress and academic performance among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria?
- v. What is the academic performance of primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria?

### ***Hypotheses***

The following null hypotheses were developed to guide the study.

- H<sub>01</sub>:** There is no significance relationship between anxiety and academic motivation among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria.
- H<sub>02</sub>:** There is no significance relationship between anxiety and academic performance among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria.
- H<sub>03</sub>:** There is no significance relationship between stress and academic motivation among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria.
- H<sub>04</sub>:** There is no significance relationship between stress and academic performance among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria.

## **2. Literature Review**

Anold (2013) defined insurgence as individuals who rise in forcible opposition to lawful authority, especially when it engages in armed resistance to a government or to the execution of its laws. David (2013) stated that insurgency is an organized resistant movement that uses subversion, sabotage, and armed conflict to achieve its aims. Insurgencies normally seek to overthrow the existing social order and reallocate power within the country. Insurgents are seen as individuals or group who destabilize the development of a country by posing threat and act of aggression on other members of the society. They also seek to overthrow an established government, and also form an autonomous national territory within the borders of a state. Papka (2017), described insurgency as a violent move by a person or group of persons to resist or oppose the enforcement of law or running of government or revolt against constituted authority of the state or of taking part in insurrection. Insurgency as defined above becomes violate constitution criminal law and the international treaty obligations of a nation.

According to Bilal (2013) who found that pupils who experienced terrorism are demotivated. He stated that pupils are affected due to insecure environment of the schools and there is also a significant negative association between community violence and academic functioning. Perfect, Turley, Carlson, Yohanna and Gilles, (2016) revealed that traumatic stress such as bereavement, exposure to war and other natural disasters, which have been found to associate with poorer academic achievement. Singh (2015) found that low and moderate anxiety is positively correlated with academic achievement it was also found that high anxiety is negatively correlated with academic achievement. Gardner, Day, and Macintyre (2012) mentioned that interactively motivated learners are less anxious than learners who are instrumentally motivated. Their findings indicate that anxiety and motivation are two separate dimensions with overlapping behavioral consequences.

Dilworth (2010) explained that motivation could come from within the pupils (intrinsic motivation) and outside the pupils (extrinsic motivation). Motivation from within can be because of inward ambition to pursue a career in future. Motivation from outside can be because of encouragement, prize and reward associated with good performance. So also, extrinsic factors within the environment like insurgency or attacks can create anxiety which can influence the academic motivation of pupils. Owens, Stevenson, Hadwin and Norgate, (2012) reveal who found that high levels of academic anxiety negatively affect working memory anxiety is also associated with high levels of worry that can affect academic performance. Flannery, Wester, Singer (2014) found that pupils who were exposed to high levels of violence at school also were significantly more likely to experience clinical levels of trauma symptoms than pupils who were exposed to low levels of violence at school.

Ojukwu (2017) conducted a research titled effect of insecurity of school environment on the academic performance of secondary school pupils in Imo State. A total of 1000 made up of 500 each of male and female pupils responded to a self-structured validated questionnaire designed for the study. Major findings revealed that insecurity of school environment significantly affects the academic performance of secondary school pupils while pupils' gangsterism, smoking of Indian hemp, abusing other hard drugs, cult and related violent activities were some of the factors that constituted insecurity of the school environment which eventually cause boys to leave school and join trading while leading girls to drop out and settle for marriage. Based on the findings, it was recommended that owners of schools and other stakeholders in education should take bold steps to fence and protect school environments from intruders to ensure safety of the pupils.

The study of Ojukwu and the current study are related in the area of psychological influence of insurgency on academic performance which is the major focus of secondary schools with slight difference in the scope of study area.

Mohammed and Haruna (2021) conducted a research titled psychological influence of insurgency on academic motivation and performance in senior secondary school pupils in Maiduguri Metropolis, Borno State, Nigeria. Simple percentages, frequency, mean, standard deviation, and Pearson product moment correlation and independent t-test statistics were used to analyze the data collected. The findings revealed that there is significant but negative relationship between Anxiety and Academic Motivation of senior secondary school pupils who are victims of Boko Haram insurgency ( $r = -.398, p = .003$ ); there is significant difference in the academic performance of senior secondary school pupils who are victims and those who are not victims of Boko Haram insurgency ( $t=8.912, p=0.000$ ); There is significant difference in the academic motivation of senior secondary school pupils who are victims and those who are not victims of Boko Haram insurgency ( $t=6.75, p=0.000$ ). The study therefore recommends that, teachers and school administrators should pay more attention to traumatized pupils when teaching and refer them to school psychologist and counsellors where necessary, Pupils who experience traumatic stress and high level of anxiety should be given relevant therapy. Conducive atmosphere should be provided by government to improve mental health and security in schools and enhance teaching and learning, this will go a long way in reducing the traumatic stress and anxiety.

The study of Mohammed and Haruna the current study are related in the area of psychological influence of insurgency on academic motivation and performance which is the major focus of secondary schools with slight difference in the scope of study area.

Adebayo (2018) conducted a research titled psychological consequences of the Boko Haram insurgency for Nigeria children. Data for this study were collected through interviews from a purposeful sample of 8 participants who were exposed to the Boko Haram insurgency in Nigeria and a review of literature that primarily included peer-reviewed articles and studies relevant to the psychological theories. Colaizzi's method of phenomenological analysis was employed for data analysis. Results showed that all the participants reported negative symptoms of mental health disorders, which did not lead to permanent mental health illnesses. Among the participants, the primary factors that moderated the symptoms, preventing progression to permanent mental health illnesses, were fasting and religious support. Implications for positive social change include giving voice to voiceless Nigerian children and providing the Nigerian populace, multilateral and bilateral organizations, and the Nigerian government with information necessary to understand the effects of terrorism on children and promote resilience in children who have experienced terrorism.

The relationship of the two studies lies in the areas of children health and schooling, but with variations in scope of coverage while author is focused on the consequences on Boko Haram insurgency on Nigeria children.

### **3. Methodology**

The study employed a descriptive survey research design. Descriptive survey design is a process of collecting numeric data or information from a location without changing the environment. According to Anikweze (2015), the descriptive survey research design is the most useful method for collecting information about people's opinions on education and other social issues. The survey method facilitates a scientific selection of a representative small sample of a large population such that the findings from the sample can be fairly generalized to the parent

population. The descriptive survey design was deemed appropriate for this study because it facilitated the gathering of information on the subject matter. The population of this study constituted all the primary schools (primary 6) pupils in Gwagwalada Area Council, Abuja. The total number of primary school pupils is 3,267. The sample size for this study is 341 primary school pupils. This was determined using Krejcie and Morgan (1970) table for determine sample size for specific population.

A proportionate sampling technique was used to select the respondents from each of the schools to ensure adequate representation. The questionnaires were titled: Stress Questionnaire (SQ), Anxiety Questionnaire (AQ) and Academic Motivation Questionnaire (AMQ). *Mathematics and English Language Examination extracted from Third Term Academic Session, 2022*. The coefficient result of the analysis of the instrument using Cronbach Alpha yielded a reliability index of 0.84. The data collected was analyzed using Pearson Product Moment Correlation (PPMC) was used to analyzed hypotheses one, two, three and four.

#### 4. Data Analysis, Interpretation and Discussions

Research questions 1, 2, 3 and 4 bothered on relationship and were tested in the section on testing of hypotheses.

##### Descriptive Data

**Table 1 Mean Score and Standard Deviation of Pupils in Mathematics and English Language**

Subjects	N	$\bar{X}$	SD
English Language	144	2.14	0.26
Mathematics	144	2.49	0.19

Table 1 shows the mean score of pupils in English Language and Mathematics. Pupils have a mean score of 2.14 in English Language while pupils have a mean score of 2.49 in Mathematics. This implies that majority of pupils performed better in Mathematics than English language in their third term examination.

**Table 2: Mean Scores and Standard Deviations of Pupils in Mathematics and English Language**

Subjects	Gender	N	$\bar{X}$	SD
English Language	Male	67	1.27	0.88
	Female	77	2.51	0.25
Mathematics	Male	67	2.39	0.33
	Female	77	2.64	0.05

Table 2 shows the mean scores and standard deviations of pupils in English Language and Mathematics. Male pupils have a mean score of 1.27 while female pupils have a mean score of 2.51 in English Language; Male pupils have a mean score of 2.39 while female pupils have a mean score of 2.64 in Mathematics. This indicates that majority of female pupils performed better than male pupils in English language and Mathematics.

##### Testing of Hypotheses

The null hypotheses were tested using Pearson Product Moment Correlation (PPMC). All hypotheses were tested at 0.05 level of significance.

**H<sub>01</sub>:** There is no significance relationship between anxiety and academic motivation among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria.

**Table 3: Correlation Test between Anxiety and Academic Motivation**

Variables	N	$\bar{X}$	SD	r-cal	p-value	Decision
Anxiety	144	2.55	.18	.320	.007	Rejected
Academic Motivation						

*Correlation is significant at 0.05 level (2-tailed) PPMC*

Table 3 shows the significance relationship between anxiety and academic motivation in primary schools. A significant value of .007 less than 0.05 level of significance. The hypothesis was rejected. This therefore shows that there is no significant relationship between anxiety and academic motivation in primary school pupils in Gwagwalada Area Council, FCT-Abuja.

The coefficient of  $r^2$  value 320 obtained indicates that about 32% of the variance in academic motivation can be explained on the basis of pupils' anxiety. The positive value of 'r' points direction of relationship between the variables. It indicates verse relationship showing that increase in one variable corresponds to increase in the other. Hence, it was established that high level of anxiety related with high academic motivation.

**H<sub>02</sub>:** There is no significance relationship between anxiety and academic performance among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria.

**Table 4: Correlation Test between Anxiety and Academic Performance**

Variables	N	$\bar{X}$	SD	r-cal	p-value	Decision
Anxiety	144	2.57	.13	.287	.021	Rejected
Academic Performance						

*Correlation is significant at 0.05 level (2-tailed) PPMC*

Table 4 shows the significance relationship between anxiety and academic performance in primary schools. A significant value of .021 less than 0.05 level of significance. The hypothesis was rejected. It was therefore showed that there is significant relationship between anxiety and academic performance among primary school pupils in Gwagwalada Area Council, FCT-Abuja.

The coefficient of  $r^2$  value 287 obtained indicates that about 28% of the variance in anxiety can be explained on the basis of academic performance. The positive value of 'r' points direction of relationship between the variables. It indicates verse relationship showing that increase in one variable corresponds to increase in the other. Hence, it was established that high level of anxiety related with high academic performance.

**H<sub>03</sub>:** There is no significance relationship between stress and academic motivation among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria.

**Table 5: Correlation Test between Stress and Academic Motivation**

Variables	N	$\bar{X}$	SD	r-cal	p-value	Decision
Stress	144	3.13	.28	.908	.000	Rejected
Academic Motivation						

*Correlation is significant at 0.05 level (2-tailed) PPMC*



Table 5 shows the significance relationship between stress and academic motivation in primary schools. A significant value of .000 less than 0.05 level of significance. The hypothesis was rejected. It was therefore concluded that there is significant relationship between stress and academic motivation among primary school pupils in Gwagwalada Area Council, FCT-Abuja

The coefficient of  $r^2$  value 908 obtained indicates that about 90% of the variance in stress can be explained on the basis of academic motivation. The positive value of 'r' points direction of relationship between the variables. It indicates verse relationship showing that increase in one variable corresponds to increase in the other. Hence, it was established that high level of extrovert stress related with high academic motivation.

**H<sub>04</sub>:** There is no significance relationship between stress and academic performance among primary school pupils in Gwagwalada Area Council, FCT-Abuja, Nigeria.

**Table 6: Correlation Test between Stress and Academic Performance**

Variables	N	$\bar{X}$	SD	r-cal	p-value	Decision
Stress	144	2.73	.92	.528	.000	Rejected
Academic Performance						

*Correlation is significant at 0.05 level (2-tailed) PPMC*

Table 6 shows the significance relationship between anxiety and academic motivation in primary schools. A significant value of .000 less than 0.05 level of significance. The hypothesis was rejected. It was therefore concluded that there is significant relationship between introvert teachers' personality type and pupils' academic performance in senior secondary schools in Osun State.

The coefficient of  $r^2$  value 528 obtained indicates that about 52% of the variance in stress can be explained on the basis of academic performance. The positive value of 'r' points direction of relationship between the variables. It indicates verse relationship showing that increase in one variable corresponds to increase in the other. Hence, it was established that high level of stress related with high academic performance.

### **Discussion of Findings**

The study reveals that there is no significant relationship between anxiety and academic motivation among primary school pupils in Gwagwalada Area Council, FCT-Abuja. This implies that the higher the anxiety, the lower the academic motivation. This finding is contrary with the finding of Gardner, Day, and Macintyre (2012) mentioned that interactively motivated learners are less anxious than learners who are instrumentally motivated. Their findings indicate that anxiety and motivation are two separate dimensions with overlapping behavioral consequences. Consequently, Dilworth (2010) explained that motivation could come from within the pupils (intrinsic motivation) and outside the pupils (extrinsic motivation). Motivation from within can be because of inward ambition to pursue a career in future. Motivation from outside can be because of encouragement, prize and reward associated with good performance. So also, extrinsic factors within the environment like insurgency or attacks can create anxiety which can influence the academic motivation of pupils.

The study shows that there is significant relationship between anxiety and academic performance among primary school pupils in Gwagwalada Area Council, FCT-Abuja. This means that higher the anxiety, the lower academic performance. This findings corroborates

with the finding of Singh (2015) found that low and moderate anxiety is positively correlated with academic achievement it was also found that high anxiety is negatively correlated with academic achievement. Similarly, Owens, Stevenson, Hadwin and Norgate, (2012) reveal who found that high levels of academic anxiety negatively affect working memory anxiety is also associated with high levels of worry that can affect academic performance.

It was also found out that, there is significant relationship between stress and academic motivation among primary school pupils in Gwagwalada Area Council, FCT-Abuja. This finding is contrary with the finding of Bilal (2013) who found that pupils who experienced terrorism are de-motivated. He stated that pupils are affected due to insecure environment of the schools and there is also a significant negative association between community violence and academic functioning. Flannery, Wester, Singer (2014) found that pupils who were exposed to high levels of violence at school also were significantly more likely to experience clinical levels of trauma symptoms than pupils who were exposed to low levels of violence at school.

The study found out that there is significant relationship between stress and academic performance among primary school pupils in Gwagwalada Area Council, FCT-Abuja. This finding is in line with the finding of Perfect, Turley, Carlson, Yohanna and Gilles, (2016) revealed that traumatic stress such as bereavement, exposure to war and other natural disasters, which have been found to associate with poorer academic achievement.

### ***Conclusion and Recommendations***

Based on the findings pupils' poor academic motivation and performance has been attributed to school threat by terrorists and its related factors such as factors such as teacher's ineffectiveness, lack of pupils preparation, insufficient for examination and poor mental alertness of the pupils which resulted to poor mental ability to do well but because they have not properly prepare for the exam notice.

Based on the findings the following recommendations were made from the findings of the research.

1. Government at all levels should provide conducive atmosphere and secure school environment in order to enhance effective teaching and learning, which will later reduce pupils' anxiety while learning.
2. Teachers and school administrators should pay more attention to academic motivation strategies these will ensure and increase pupils's academic performance.
3. Psychologists, counsellors, teachers and parents should counsel pupils on how to overcome stress and anxiety when problem like this happen and to develop adaptive coping strategies and techniques to remedy the menace in schools.
4. Government and non-governmental agencies should adopt crime prevention strategies with the incorporation of information communication technology (ICT) and detection devices in the overall security architecture of their schools.

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