



Analysis of the Effect of Insurgency on Students' Performance: Evidence from Nigeria.

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ABSTRACT

The study aimed at the impact of insurgency on student's performance with evidence from Nigeria. The data is primary in nature, which was sourced through well-structured questionnaires. A purposive sampling technique was used to select one hundred and eighty-four (184) respondents for the study. The technique used in analyzing the data was Structural Equation Model (SEM). The major finding indicated that, due to physiological and physical effects, insurgency significantly affects student's performance with the geometric increase in psychomotor, affective, and cognitive domain by 75%, 77% and 104.7% as a result of every 1% increase in Boko Haram attack and activities in these area of Adamawa state. That is, insurgency contributes significantly in terms of low level of education, which is as a result of school's destruction, killing of students, student's abduction etc. The study recommends that the government should beef up the level of security in the affected schools and their environs. The government should also take up the responsibilities of educating those students that were directly affected through full scholarship and also provide security to government secondary schools of the affected local government. These will enhance students' performances as well as encourage parents to enroll their children in schools.

Key words: Boko Haram; Insurgency; Cognitive, Psychomotor, Affective, Domain

I. INTRODUCTION

Education, as it's generally known, is the process through which an individual develops attitude, ability and other forms of behavior which are important and contributes positively to the society at large (Isokpan and Durojaye (2021). Education enables a child to get appropriate knowledge, value and skills for personal development and national development in general. Peaceful and conducive environment is a determinant for successful teaching and learning as

well as student performance (Umaru and Terhemba 2024).

It has been taken into consideration that, the phenomena of insurgence have been experience in Nigeria since it independent in 1960. Such as the movement for the actualization of the sovereign state of Biafra (MASSOB), "Maitasine" (which was organized and operated as the present Boko Haram), the movement for the Emancipation of Niger Delta (MEND). But the destruction of lives and properties in the present insurgency (Boko Haram) is more than that of the previous ones which also include killing and kidnapping of students' especially female students, school's destruction killing of teachers etc.

However, the emergence of Boko Haram insurgency has seriously affected educational system in Northern part of the country. According to the Nigerian education data survey 2010 constant attacks makes it even difficult for teachers and stakeholders to persuade parents to allow their children stay on at schools. In 2014 record has shown that many parents in "Madagali" and some local governments of Adamawa State send their children out of the state due to constant and frequent attack by the Boko Haram sects as cited by (Umaru and Terhemba 2019).

Furthermore, Education which is a major investment and one of the determinants for economic growth and development has been confronted with the challenges of Boko Haram insurgency in Nigeria, especially Northeastern states of the country. The challenges include, school's destructions, and kidnapping of students especially female students, leading to low level of student's attendance and enrolment. Therefore, the main objective of this study is to examine the impact of Boko Haram insurgency on students' performance base on the psychomotor, affective, and cognitive domain.

findings from previous studies and related studies of the topic under investigation (Impact of Boko Haram insurgency on students' performance)



are subdivided into negative relationship or correlation between insurgency and educational system or socio economic development of a well-being of society (Papka 2021) and determination of the extent to which the destruction of lives and properties reach by the Boko Haram (Nwachukwu and Njoku. 2020).

However, in spite of the low level of student's attendance and enrolment in the affected state or local government areas, there are high level of student's attendance and enrolment in the neighboring states or local government areas of the affected ones. But the issue is that the physical and psychological behavior of students can be affected which most of the studies and related studies does not take into consideration. The physical and psychological behavior of a student can be measured through cognitive, affective, psychomotor domain.

Adebayo (2019) defined Boko Haram as a group of persons that forces their ideology on people through bombings, slaughtering, and abduction of human beings, creating fear and sense of insecurity in the society. According to Marc (2021) Boko Haram has been seen as a violent insurgency, radical religious sect, a terrorist organization, a network of criminal gangs, a political tool and a cult. According to Web (2013) Boko Haram is the group of people or a militant Islamist movement who are forcefully required to create an Islamic state in the Federal Republic of Nigeria. Eze, Wosu and Agwanwo (2022), explained Boko Haram as a group that is characterized by some negative activities such as bombings, abduction and slaughtering of human beings. As such development can never take place in an atmosphere of insurgency. This is because of the destruction of lives and properties as well as population displacement, etc. Aro (2023) asserted that, Boko Haram insurgency has not only led to closure or abandonment of people's business activities within the affected region but also led to movement of individuals from the affected region, thereby leading to decrease in the patronage of products from northern region because of rumor that Boko Haram are planning to send poisonous products to other parts of the country. Also, the Boko Haram insurgency has drastically decreased government developmental projects, investment and growth in private business initiatives in the affected places. It has been pointed out that Some of these Boko Haram attacks are politically motivated even though some may have other motives such as religious, economic or social (Obioma 2023). Abimbola and Adesote (2022)

viewed Boko Haram insurgency as the manifestation of internal terrorism in Nigeria. According to Mohammed (2014) Boko Haram are used to destroying the economic activities of any place they spread their tentacles as well as leading to extraction of people from the affected place due to restiveness. The trademarks of the Boko Haram are destruction of lives and property with reckless abandon, through bombings, abduction and slaughtering of human beings especially in North eastern part of the country. This has created fear and sense of insecurity in the polity, Anthony (2021). Therefore, this paper underpinned by the frustration-aggression theory in the case of Boko Haram insurgency. Oladunjoye and Omemu (2024) examined the effect of Boko Haram on school attendance in northern Nigeria.

Monsuru and Kamilu (2014) studied the historical antecedent of Boko Haram insurgency and its implication for sustainable and educational development in north central of Nigeria. Historical research design was used in the study. The result has shown that, Nigeria is confronted with the problem of insecurity which has been manifest in Boko Haram's murderous campaigns against individual and institution in the north eastern region of Nigeria. The problem of as shown in this paper is the outcome of frustrated expectation which breed aggression

Franklin (2019) examined the effect of Boko Haram activities on business education and education in Nigeria. Descriptive analysis, using mean and standard deviation were used in analyzing the data collected The study indicate that Business education students are unable to choose vulnerable site for their teaching practice and practical teaching experience, business education department are unable to choose Boko Haram state for their student industrial work experience. Business education graduate reject offer of posting to Yobe, Adamawa, Kano, Kaduna e.t.c. on National Youth Service Corp.

Ekereke (2019) studied the effect of Boko Haram insurgency and the school system. Descriptive analysis, using mean and standard deviation were used in analyzing the data collected The study revealed that sect activities have force so many school to shut down especially in the city of Maiduguri Borno state, Mubi, Adamawa state and yobe state Nigeria. Also the study revealed that, despites government dialogue for peace, amnesty for sect members, Boko Haram sect incidences become more severe than ever, targeting all human and school in the northern part of Nigeria.



Terhemba and Umaru (2022) examined the impact of Boko Haram insurgency on principals, teachers and student in senior secondary schools in Borno state, Nigeria. A qualitative research design was used for the study. The population of the study was unknown; a convenient sampling technique was used to select the sample for the study. The finding shows that Boko Haram activities instil fear, destroy personal properties and demoralize them, increase traffic congestion, psychological trauma among others.

II. METHODOLOGY

Type and Source of Data

The type of data for this study is primary in nature, which was sourced through the use of structured questionnaire. In order to avoid neutral responses from the respondents, five (5) points likert scale of varying degree ranging from strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly disagree (1), as adopted by Salome, Osita&Marcal (2012), Adeoti, Olawale & Abdulkareem (2014), Ahmed, Mohammed, Faosiy &Daud (2015).

Population and Sample Size

The populations of this study consist of (113) government secondary schools of two local governments (Yola North and Yola South) in central senatorial zone Adamawa State, Nigeria. On

the other hand, the sample size of the study is (92) out of (113) total population of the study,

Sampling Technique

Stratified and purposive sampling technique were employed. This helped in sampling the schools through which the relevant sampled respondents of the study were being selected. As such, vice principal admin, vice principal academy of the sampled government secondary schools of the affected local governments were the respondents of the study.

Technique for Data Analysis

Structural Equation Model (SEM) was adopted to analyze the data collected. Structural Equation Model (SEM) is a statistical techniques developed for analyzing the inter-relationship among variables in the model.

III. RESULT AND DISCUSSIONS

The structural model base on this study is directly related to the existing hypotheses. one (1) hypotheses is formulated from the objective of the study, thus: (i). Ho:1, that Boko Haram doesn't have effect on student's performance. Base on this objective of the study which was subjected to the stated hypothesis above, Structural Equation Model (SEM) shown in Figure 1 and Table 1.1 in order to determine whether null hypothesis is answered or not.

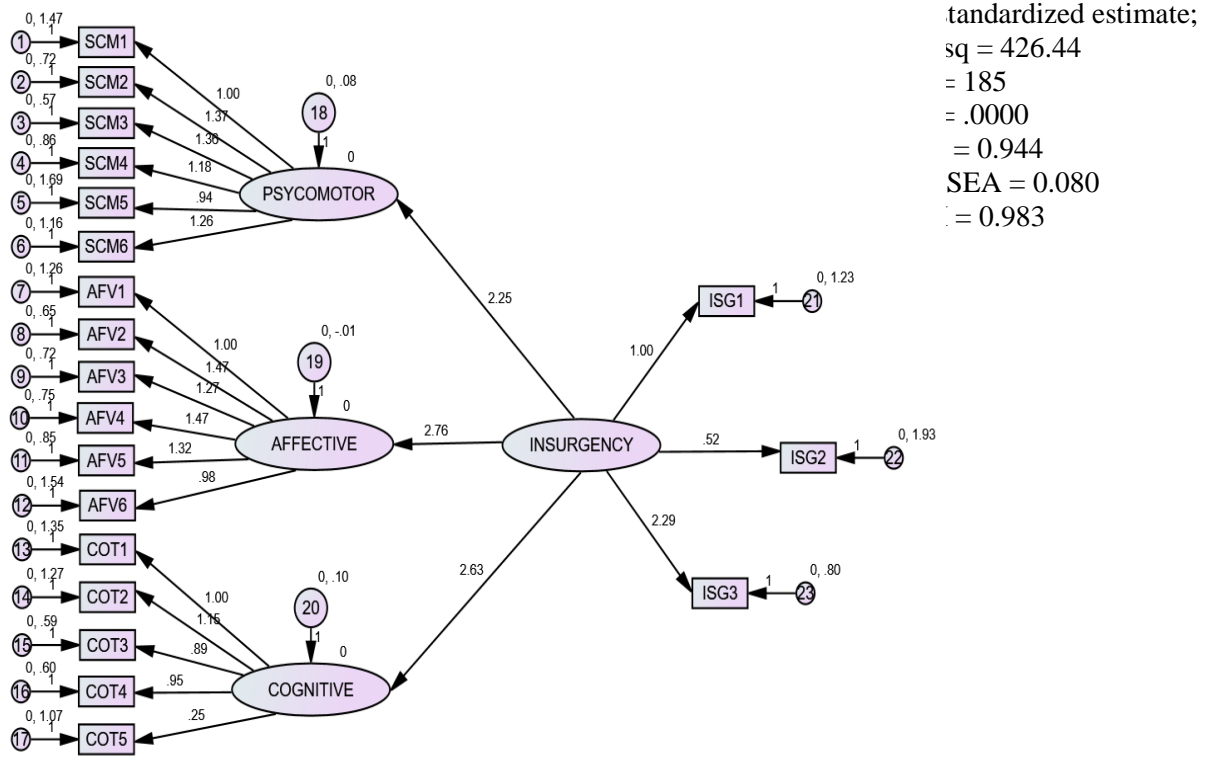


Figure 1: Structural Model on the Relationship between the Dependent and independent Variables
 Source: Generated using Amos version 21

Table 1.1 Regression Weights: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P	Label
PSYCOMOTOR	<--- INSURGENCY	2.247	.207	3.862	***	
COGNITIVE	<--- INSURGENCY	2.632	.395	5.887	***	
AFFECTIVE	<--- INSURGENCY	2.758	.483	4.859	***	
SCM1	<--- PSYCOMOTOR	1.000				
SCM2	<--- PSYCOMOTOR	1.370	.297	4.608	***	
SCM3	<--- PSYCOMOTOR	1.362	.291	4.688	***	
SCM6	<--- PSYCOMOTOR	1.264	.297	4.262	***	
SCM5	<--- PSYCOMOTOR	.943	.272	3.462	***	
SCM4	<--- PSYCOMOTOR	1.175	.270	4.359	***	
AFV1	<--- AFFECTIVE	1.000				
AFV6	<--- AFFECTIVE	.985	.287	3.434	***	
AFV2	<--- AFFECTIVE	1.472	.320	4.597	***	
AFV3	<--- AFFECTIVE	1.275	.289	4.415	***	
AFV4	<--- AFFECTIVE	1.470	.324	4.536	***	
AFV5	<--- AFFECTIVE	1.324	.304	4.358	***	
COT1	<--- COGNITIVE	1.000				
COT5	<--- COGNITIVE	.255	.153	4.664	***	
COT4	<--- COGNITIVE	.954	.202	4.714	***	
COT3	<--- COGNITIVE	.891	.192	4.639	***	



		Estimate	S.E.	C.R.	P	Label
COT2	<--- COGNITIVE	1.149	.258	4.445	***	
ISG1	<--- INSURGENCY	1.000				
ISG2	<--- INSURGENCY	.516	.671	3.769	***	
ISG3	<--- INSURGENCY	2.286	1.205	3.898	***	

Source: Generated by the author using Amos, version 21

Figure 1 and Table 1.1 shows that psychomotor domain, affective domain, and cognitive domain were affected by the Boko Haram insurgency. The effects indicate significantly as shown by the values of the probabilities and value of CR in Table 1.1. standardized estimation.

Table 1.2 Standardized Regression Weights: (Group number 1 - Default model)

	Estimate
PSYCOMOTOR <--- INSURGENCY	.753
COGNITIVE <--- INSURGENCY	.770
AFFECTIVE <--- INSURGENCY	1.047
SCM1 <--- PSYCOMOTOR	.636
SCM2 <--- PSYCOMOTOR	.673
SCM3 <--- PSYCOMOTOR	.615
SCM6 <--- PSYCOMOTOR	.553
SCM5 <--- PSYCOMOTOR	.700
SCM4 <--- PSYCOMOTOR	.881
AFV1 <--- AFFECTIVE	.622
AFV6 <--- AFFECTIVE	.690
AFV2 <--- AFFECTIVE	.771
AFV3 <--- AFFECTIVE	.798
AFV4 <--- AFFECTIVE	.644
AFV5 <--- AFFECTIVE	.682
COT1 <--- COGNITIVE	.592
COT5 <--- COGNITIVE	.621
COT4 <--- COGNITIVE	.734
COT3 <--- COGNITIVE	.599
COT2 <--- COGNITIVE	.651
ISG1 <--- INSURGENCY	.729
ISG2 <--- INSURGENCY	.654
ISG3 <--- INSURGENCY	.647

Source: Generated by the author using Amos, version 21

Table 1.2 shows the parameters estimate of insurgency in relation to psychomotor domain, affective domain, and cognitive domain. The values of the parameters estimate of insurgency to psychomotor domain is 0.753, insurgency to affective domain is 0.770 and insurgency to cognitive domain is 1.047. This implies that psychomotor domain, affective domain, and cognitive domain were significantly affected, as shown by their respective probabilities in Table 1.1 by 75%, 77% and 104.7% as a result of every 1% increase in the Boko Haram attack and activities.

Factor loading of all the latent constructs for psychomotor domain SMC (SMC1= 0.636, SMC2= 0.673, SMC3= 0.615, SMC4= 0.881, SMC5= 0.700 and SMC6= 0.553 affective domain AFT (AFT1=0.622, AFT2= 0.771, AFT3= 0.798, AFT4= 0.644, AFT5= 0.682, and AFT6= 0.690), cognitive domain (COT1= 0.592, COT2= 0.651, COT3= 0.599, COT4= 0.734 and COT5= 0.621) and insurgency ISG (ISG1= 0.729, ISG2= 0.654, and ISG3= 0.647.) are all greater or equal to the decision rule (≥ 0.6). This confirmed the significant impact of Boko Haram insurgency on students'



performance in Adamawa state. As such, the null hypothesis (H₀) is rejected (Boko Haram insurgency does not have significant effect on Students performance) and the alternative hypothesis (H₁) is accepted (i.e Boko Haram insurgency has significant effect on Students performance).

IV. CONCLUSION AND RECOMMENDATIONS

Student's performance is affected by Boko Haram insurgency. It is concluded that the level of human capital investment required cannot be attained due to Boko Haram insurgency. This is because, insurgency resulted to high level of student's dropout, low level student's enrolment and attendance.

It is also concluded that Boko Haram insurgency affected students' performance psychologically. This is due to abduction of students, killings, destruction of properties, school's destructions the following recommendation are made

1. The study recommends government to increase the level of its security through employing dedicated and intelligent people.
2. Government should motivate the students in affected areas through the award of full scholarship in other to enhance their academic performances.
3. Government should also provide security to government secondary schools of the affected local governments. These will ensure and increase student's performance and encourage also parents to allow their children going to school.

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