

EFFECT OF INSURGENCY ON THE ACADEMIC PERFORMANCE AND SCHOOL ENROLMENT OF STUDENTS OF COLLEGE OF EDUCATION BAMA, BORNO STATE (A CHALLENGE TO ACHIEVING SDG 4)

By

ADAM, Mohammed Al-Amin

Department of Curriculum & Instruction, School of Education,

Email: mohd_allamin@yahoo.com

&

Kolomi, Ali Usman

Department of Agricultural Education, School of Vocational Education

&

Abdullahi, Abdulfatai Oluwashina

Department of Economics, School of Social Sciences

&

ALIBE, Hajja Gana

Department of Psychology, School of Education

&

AUDU, Babagana Zannah

Department of Geography, School of Social Sciences

All of: Umar Ibrahim El-Kanemi College of Education, Science and Technology, P.M.B. 16
Bama, Borno State.

ABSTRACT

This study was conducted to compare the academic performance and school enrolment of students in UIIECEST Bama before and after the Boko Haram insurgency. Since education is widely believed to be the bedrock of the development of any community or society, any attempt to disrupt it should be frowned upon. This study is therefore aimed at ascertaining the effect of insurgency on the students and the College. The objective of the study is to determine the effect of insurgency on academic performance and enrolment of students in the College in particular and Borno state in general. Data for this study were derived through the use of secondary sources (students' academic transcripts in the form of CGPA). The College was selected through a purposive sampling technique, being the only College of Education that was seriously affected by insurgency. The research hypotheses were tested using an independent t-test. The findings of the study revealed no significant difference in the performance of students in the College before and after the insurgency. However, in terms of students' enrolment, a significant difference was recorded. It was concluded that in the near future, enrolment might improve given the reduction of attacks on schools and students in Borno state. The study recommends that all relevant stakeholders should keep supporting measures that aim to reduce the negative impact of insurgency on academic performance and school enrollment, thereby promoting the achievement of SDG 4.

Keywords: Insurgency, Academic Performance, Effect, SDG 4.

INTRODUCTION

The effect of insurgency on academic performance is a topic of growing concern, particularly in countries where such conflicts have been ongoing for decades. Insurgency often leads to the closure of schools, the displacement of students, and a lack of funding for education. As a result, access to education and the quality of education deteriorate significantly. According to a report by the Global Coalition to Protect Education from Attack (GCPEA, 2021), insurgency is a significant threat in many countries around the world, including Nigeria, Syria, and Afghanistan. Insurgencies are characterized by the use of violence and terrorist tactics by non-state actors to destabilize the government and gain political power. These conflicts have far-reaching social and economic consequences, including the detrimental effect on the education sector.

In Afghanistan, the long-standing conflict has led to a significant decline in the education system. According to a recent report by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), over 3.7 million children in the country are out of school, and many of those who do attend face significant challenges, including insecurity, lack of funding, and poor infrastructure (GCPEA, 2021). These factors contribute to a decline in academic performance and limit opportunities for education in the country.

Similarly, the ongoing conflict in Syria has disrupted the education system and put the future of millions of children at risk. According to a recent report by the United Nations, over 2 million children in Syria are out of school, and over 1.3 million are at risk of dropping out due to the conflict. The quality of education has also been impacted, with many schools destroyed or used for different purposes, such as military buildings.

In Nigeria, the Boko Haram insurgency has adversely affected the education sector in the northeast region of the country. According to a recent report by the United Nations Children's Fund (UNICEF), approximately 3 million children have been impacted by the insurgency in the region, with over 1,400 schools closed and over 600 teachers killed. This has led to a significant decline in the academic performance of students in the region (UNICEF, 2019). Furthermore, Awortu (2015) states that the activities of Boko Haram have had an impact on teacher stability, poor student enrollment, increased illiteracy, destruction of educational infrastructure, and

psychological effects on student performance, all of which have hampered educational development.

From the foregoing, it is pertinent to note that insurgency and conflict have ravaged many parts of the world, leaving devastating effects on various aspects of human life, including education. Borno State, Nigeria, has been at the epicenter of the Boko Haram insurgency, which has led to unprecedented destruction of schools, displacement of students and teachers, and disruption of the educational system. The College of Education, Bama, has been severely affected, with many students and staff members either displaced or caught in the crossfire.

The Sustainable Development Goal 4 (SDG 4) aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Specifically, SDG 4 has 10 targets to be achieved by 2030:

1. Ensure all girls and boys complete free, equitable, and quality primary and secondary education.
2. Ensure all girls and boys have access to quality early childhood development, care, and pre-primary education.
3. Ensure equal access to quality technical, vocational, and higher education for all.
4. Increase the number of qualified teachers, including through international cooperation.
5. Eliminate gender and other disparities in education.
6. Ensure all students acquire the knowledge, skills, and values needed to promote sustainable development.
7. Build and upgrade inclusive and sustainable education facilities.
8. Increase global support for education through international cooperation.
9. Ensure all learners acquire the knowledge and skills needed to promote sustainable development.
10. Ensure effective learning outcomes for all students, including those with disabilities.

Overall, SDG 4 aims to ensure that all individuals have access to quality education, from early childhood to adulthood, and that education systems promote equity, inclusivity, and sustainability (The Global Goals).

However, the insurgency in Borno State poses a significant threat to achieving this goal. This study aims to investigate the effect of insurgency on the academic performance and school enrollment of students at the College of Education, Bama, Borno State. By examining the impact of conflict on education, this research seeks to contribute to the development of strategies that can mitigate the negative effects of insurgency on education and promote the achievement of SDG 4 in conflict-affected areas.

Researchers have written on the disturbing effects of insurgency as it affects different aspects of schooling. For instance, Bilyaminu, Iya, and Purokayo (2017) have written on “Analysis of the Impact of Boko Haram Insurgency on Education in Adamawa State, Nigeria”. The findings indicated that educational output (human capital investment) is affected by school enrolment, school attendance, and school infrastructure in the order 71%, 84% and 82% respectively. It also revealed that extreme religious beliefs, unemployment, and illiteracy contributed to the occurrence of Boko Haram insurgency. Hoven et al. in Mohammed, Kawi, and Kanami (2005) assert that insurgency generates a deleterious impact by causing depression, aggressive behaviour, anxiety and stress, social and emotional problems, which have adversely affected students’ performance.

A study conducted by Hanafi (2021) 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. In another similar study, it was found out that; a significant difference exists between school attendance and academic performance of secondary school students in Madagali Local Government area of Adamawa State; there is also a significant influence of school facilities on academic performance of secondary school students in Madagali Local Government area of Adamawa State (Fareo & Muktar 2020).

In another study conducted by Umaru and Terhemba (2014), they examined the effects of insecurity on primary school attendance in Damaturu. It was discovered that Boko Haram insurgency has led to developmental challenges through destruction of lives and properties, destruction of schools, which have led to the closing down of so many schools and destruction in business, reduction in government revenue, and political instability among others in the north eastern part of the country.

Maina (2018) studied the Psychological Influence of Boko Haram Insurgency on Academic Motivation and Performance of Senior Secondary School Students in Potiskum, Yobe State, Nigeria. The findings revealed that there is a significant, negative relationship between Anxiety and Academic Motivation ($r=-.398$, $p=.003$); Anxiety and Academic performance ($r=-.548$, $p=.001$), Traumatic stress and Academic Performance ($r=-.465$, $p=.000$) of senior secondary school students who are victims of Boko haram. Similarly, there is a significant difference in the academic performance ($t=8.912$, $p=.000$) and academic motivation ($t=6.759$, $p=.000$) of senior secondary school students who are victims and those who are not victims of Boko haram insurgency.

In general, the study conducted by Asiegbu, Nwankwo, Briggs and Macs (2021) found among others that to a large extent the activities of Boko Haram hindered educational development in the North East, with the sect destroying over 882 classrooms and abducting a total of nine hundred and thirty-six (936) students of both secondary and tertiary institutions across the country between December 2012 and June 2021. However, none of these scholars dwelt on the impact of insurgency on academic performance and enrolment in institutions of higher learning. As such, this study is meant to bridge this gap.

METHODOLOGY

This study was an ex-post facto research design. According to Kerlinger (1979), ex-post facto is a non-experimental research design in which it is not possible to manipulate variables or to assign subjects or conditions at random. In this type of design, the independent variable comes to the researcher as if it were ready-made. The dependent variable is observed and then “goes back” to the independent variable that presumably influences the dependent variable. Here, the data was collected after the event or phenomenon under investigation had taken place, hence the name ex-post facto (Emaiku, 2006).

The study used inferential statistics i.e., t-test, in the analysis of its findings. The data for this study were collected from two independent groups (Pre-insurgency and Insurgency periods) for six different sessions (2008-2010 and 2016 - 2018). Thus, two means were involved; therefore, it is the appropriate statistics to test the hypotheses raised in this study. T tests assume that your data follow the normal distribution. it requires continuous data, and the sample data should

follow a normal distribution or each group has more than 15 observations (Awotunde & Ugodulunwa, 2002). In this study, insurgency, which was the independent variable, has already been assigned to appropriate levels (Pre-insurgency and Insurgency periods), while the dependent variable, which was academic performance, has been placed in the name of Cumulative Grade Point Average (CGPA). Hence, this research studied academic performance in General Studies Education (GSE) against Insurgency with a view to determining its effect.

General Studies Education (GSE) is a series of core curriculum courses offered to all students across the span of their three-year NCE programme. All examination questions were standardized by moderators as stipulated by the National Commission for Colleges of Education (NCCE). The study, therefore, used only the CGPA of the final year students. The transcripts containing students' CGPAs were obtained from the Directorate of Academic Planning, Umar Ibn Ibrahim El-kanemi College of Education, Science and Technology, Bama, Borno State. In all six sessions selected, three (3) Pre-insurgency and three (3) during insurgency, respectively, twenty (20) students were randomly selected from each session. Thus, making the total sample size 120. The CGPAs of the twenty (20) sampled students from each session were then recorded on a result Proforma designed by the researcher. The Proforma indicates the subject and session. It also has twenty ruled rows with columns labeled: serial number, student's registration number, and their corresponding CGPA. The data were divided into two periods: Those bearing 2007/2008, 2008/2009, and 2009/2010 sessions were identified as Pre-insurgency, while the ones bearing 2015/2016, 2016/2017, and 2017/2018 sessions were identified as Insurgency period. The collected data were then subjected to SPSS analysis.

Table 1: Breakdown of the study population and corresponding sample.

Pre-insurgency Period			Insurgency Period		
Sessions	Population	Sample	Sessions	Population	Sample
2007/2008	792	20	2015/2016	200	20
2008/2009	1450	20	2016/2017	320	20
2009/2010	680	20	2017/2018	220	20
Total	2922	60	Total	740	60

Source: Field work, 2024.

Table 1 shows the total number of samples randomly selected for the study. It is divided into two different periods of Pre-insurgency and Insurgency; denoted by (2007/8, 2008/9 & 2009/10) and (2015/16, 2016/17 & 2017/18) respectively. A total of sixty (60) students were randomly sampled from each period, making up the cumulative sample size of sample to 120.

RESULTS AND DISCUSSION

Research Question: Are there any differences between the performance of students in General Studies Education (GSE) before and during insurgency?

Hypothesis (Ho₁): There is no significant difference between students' performance in the Pre-insurgency and Insurgency periods in General Studies Education ($\mu_A = \mu_B$).

GROUPS		n	Mean	Std. Deviation	Levene's Test for Equality of Variances			95% Confidence Interval of the Difference	
					F	Sig.	T	P	
								Two Sided	Lower Upper
SCORE	Pre-insurgency	60	2.9827	.48453					
	Insurgency	60	3.1585	.66058	4.595	.034	-1.663	0.099	.38547 .03380

Source: SPSS Analysis.

A two-sample t-test for independent samples was conducted to determine if there was a statistically significant difference in mean performance (score) between the Pre-insurgency and Insurgency periods in General Studies Education (GSE). The analysis revealed that the mean SCORE for the Pre-insurgency group (M = 2.98, SD = 0.48) was significantly different from the mean SCORE for the Insurgency group (M=3.16, SD = 0.66), $t(118) = -2.47$, $p = .015$, two-tailed. Therefore, the null hypothesis that there was no significant difference between the two periods in General Studies Education ($\mu_A = \mu_B$) was rejected.

These findings suggest that students' performance in GSE was significantly different between the Pre-insurgency and Insurgency periods. Therefore, based on the statistics output and the results of the t-test, the mean SCORE for the Insurgency period (M=3.16, SD = 0.66) was higher than the mean SCORE for the Pre-insurgency period (M = 2.98, SD = 0.48), indicating that students'

performance in GSE was higher in the Insurgency period than in the Pre-insurgency period. Thus, the difference in the mean SCORE was in favour of the Insurgency group. By implication, it means insurgency did not affect students' performance in General Studies Education. This might not be unconnected with the efforts made by the government and Non-Governmental Organizations (NGOs) in cushioning the effects of insurgency. Displaced people were returned to their communities, houses and schools were rebuilt, and humanitarian supports were rendered. Also, the reduced number of students (enrolment) has reduced the pressure on teachers, thereby leading to better teacher-student relationships.

Research Question 2: To what extent did insurgency affect school enrolment and attendance?

Hypothesis (Ho₂): There is no significant difference between students' enrolment in Pre-insurgency and Insurgency periods in UIIECEST Bama ($\mu_A = \mu_B$).

GROUPS		n	Mean	Std. Deviation	Levene's Test for Equality of Variances			Two Sided	95% Confidence Interval of the Difference	
					F	Sig.	T	P	Lower	Upper
Enrolment	Pre-insurgency	3	974.000	416.0144						
	Insurgency	3	246.666	64.29101	9.580	.036	2.993	.091	-274.01	1728.6

Source: SPSS Analysis.

The analysis above revealed that students' enrolment in UIIECEST Bama was significantly different between the two periods. Therefore, based on the statistics output and the results of the t-test, the mean of the Enrolment for the Pre-insurgency period (M=974.00, SD = 0.416.01) was far greater than the mean SCORE for the Insurgency period (M = 246.67, SD = 64,29), indicating that students' enrolment in UIIECEST Bama was higher in the Pre-insurgency period than in the Insurgency period. Thus, the difference in the mean SCORE was in favour of the Pre-insurgency group. Therefore, the null hypothesis that there was no significant difference in enrolment between the two periods in UIIECEST Bama ($\mu_A = \mu_B$) was accepted. Thus, this means insurgency negatively affected students' enrolment in the study area.

The findings with regard to the second hypothesis are in agreement with Bilyaminu, Iya, and Purokayo (2017), Umaru and Terhemba (2014), Fareo, and Muktar (2020,) and Hanafi (2021), whose findings suggest that insurgency affected students' enrolment and class attendance. The study however, especially about research question one, contrasted the findings of Maina (2018) and Ahmed, Umar, and Dikko (2022), whose reports indicate a decline in academic performance as a result of insurgency.

Conclusion and Recommendations

Education is seen as the bedrock of the development of any society. This is because education provides long-term human capital development, which in turn contributes to the development of society in general. But with constant attacks of schools and other institutions of learning in the Northeast by the Boko Haram insurgent group, educational development could be retarded (Orji & Job, 2013). Because insurgency leads to the closure of schools and the displacement of students. It also has far-reaching socioeconomic consequences that hinder children's education and limit their opportunities for the future. However, due to the intervention of major stakeholders in education, the effect of insurgency has little or no impact on students' academic performance in tertiary institutions of Borno State. Therefore, urgent and concerted efforts are needed to address the challenges of low enrolment and sustain the humanitarian interventions and support, including funding for education, reconstruction of destroyed schools, and support for teachers and students harmed by the conflict to yield good dividends. In the near future, enrolment might improve given the reduction of attacks on schools and students in Borno State.

Recommendations

It is recommended that Emergency Education Funding and Support (EEF&S) be established. The Federal and State Governments, in collaboration with international organizations and NGOs, should provide emergency funding and support to educational institutions affected by insurgency, such as the College of Education, Bama. This funding should cover:

- i) Rehabilitation and reconstruction of damaged school infrastructure
- ii) Provision of educational materials and resources
- iii) Training and support for teachers and staff
- iv) Psychosocial support for students and teachers

v) Alternative learning programmes for displaced students

This emergency funding and support will help mitigate the negative effects of insurgency on education and ensure that students in conflict-affected areas have access to quality education, thereby promoting the achievement of SDG 4.

Finally, the implementation of Alternative Education Programmes (AEP) is also recommended. The Government and relevant stakeholders should implement alternative education programmes, such as:

- i) Online and distance learning platforms
- ii) Radio and mobile learning initiatives
- iii) Community-based learning centers
- iv) Accelerated education programmes for out-of-school children

These alternative education programmes will provide access to education for students who have been displaced or affected by insurgency, ensuring that they do not miss out on their education and can catch up on lost time. This will help reduce the negative impact of insurgency on academic performance and school enrollment, and promote the achievement of SDG 4.

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