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EFFECTS OF BOKO HARAM INSURGENCY ON ENROLMENT, ATTENDANCE, RETENTION AND ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOLS OF YOBE STATE, NIGERIA

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ABSTRACT

The study was designed to explore the effect of Boko Haram Insurgency on senior secondary school enrolment, retention and academic performance in Yobe State, Nigeria. This research design employed was a survey research design and the target population comprised 71 teachers across three educational zones, with a sample size of 652 selected through purposive sampling. Data were gathered using structured questionnaires and official records. The research utilized a 5-point Likert scale for responses questionnaire. The instrument was pilot tested and the reliability coefficient was found to be 0.822. Data collected were analyzed using frequency counts, percentages and Paired sample t-test. Results revealed that, Boko Haram insurgency had negative effect on enrolment, retention and academic performance. The study therefore, recommended that, government and relevant stakeholders should implement effective strategies to mitigate the impact of insurgency and ensure the provision of safe and conducive learning environments for students.

Keywords: Boko Haram; Insurgency; Enrolment; Attendance; Retention; Academic Performance

Introduction

Insurgency, according to Miller and Mullins (2017), is the illegal use of force or violence by an individual or an organized group against property or even persons with the purpose of intimidating society or governments, frequently for accomplishing ideological, economic, and political reasons. According to Hassan (2014), insurgency can be viewed as a political battle rather than a military struggle and hence not amenable to a solely military solution without succumbing to levels of violence unacceptable in today's global environment. Similarly, Abdu and Shehu (2019), argued that insurgency is a rebellion against constituted authority that is either motivated by political ambition or self-interest. According to the definitions, insurgency is an overt act of disregard for, or desecration of a nation's laws, destruction of people's lives and property, and interruption of a working political and economic system brought on by political intolerance.

The nation Nigeria witnessed the brutal confrontation and massive assault from the terrorist group which is undoubtedly the most blood-thirsty and destructive, both in terms of demonic brutality, mindless savagery and flagrant disobedience to the principles of

peace and stability Bagaji *et al.,* 2012). Nigeria has witnessed insurgency from this terrorist group called Boko Haram since 2009. They unleash terror and fear in the minds of every Nigerian (Ajah *et al.,* 2020; Nnam *et al.,* 2020)). There is wanton destruction of government properties, the bombing of churches, mosques and other public places, the assassination of prominent individuals, and the burning of schools occasioned by the sporadic shooting of innocent citizens (Atsua & Abdullahi, 2015).

Most of the Boko Haram attacks in Nigeria take place in three north-eastern states of Adamawa, Borno and Yobe (Barnabas & Nasidi, 2022). These states are considered educationally backwards, with high rates of school dropout and low rates of school enrolment (World Bank Report, 2013). (National Bureau of Statistics, 2016). Although the insurgency is currently in a relatively calm state, people are still afraid to engage in their regular educational activities (Abiodun *et l.,* 2020). Some students are especially hesitant to read in class at night when there is an attack or speculations about an attack in a neighbouring town (Momodu, 2020).

The insurgent group that has been terrorizing Yobe state for over a decade, has launched a deliberate threat against students, teachers, and education facilities creating barriers to accessing quality education in the state (Alkali, Kolo & Hamza, 2020). Their activities have crippled the entire educational sector (Ali, 2022). Insurgency creates insecurity which is a threat to conducive teaching and learning environment for both the students and teachers, academic activities are disrupted intermittently because of sporadic attacks on secondary schools' education facilities, which lead the government to shut down secondary school education in some areas to forestall sudden attacks on them by Boko Haram insurgents (Usman & Dabai, 2020). One of the objectives of education is improvement in the standard of living of the learners for active participation in national development. In a situation where this objective is hindered by the activities of insurgents, the environment could be not safe for learning (Idowu *et al*., 2021). The effective acquisition of skills and competencies by learners is predicated on a learning environment devoid of threats and distractions. Such environments encourage students' motivation and healthy participation in learning, with adequate provision of facilities, a good learning environment should be protected and safe (Okanezi & Obitor, 2023).

The threat of Boko Haram attacks has caused many parents to withdraw their children from school out of fear for their safety (Amalu, 2015). Additionally, attacks on schools, such as the infamous abduction of the Chibok schoolgirls in 2014, have further eroded trust in the education system and discouraged enrollment. Consequently, school enrollment rates in affected areas have plummeted, depriving thousands of children of their right to education (Tayiimlong, 2021). Moreover, even for those students who continue to attend school, the threat of violence has led to irregular attendance as parents often keep their children at home during periods of heightened insecurity (Abiodun *et al.*, 2020). This irregular attendance disrupts the learning process and impairs academic

performance, as students miss out on valuable instructional time and struggle to keep up with their studies (Asiegbu *et al.*, 2021).

Statement of the Problem

The North-eastern part of Nigeria has been under the disturbance of a militant group called the Boko Haram since 2012. The persistent threat of Boko Haram in Nigeria's northeastern region has posed significant challenges to the education sector, particularly in terms of school enrollment, attendance, and academic performance. The problem arises from the targeted attacks on educational institutions and the broader campaign against Western education by Boko Haram extremists, resulting in fear, insecurity, and disruptions within the education system. Consequently, this study seeks to investigate the specific impacts of Boko Haram on school enrollment, attendance, and academic performance, examining the extent to which these factors are influenced by the ongoing violence and insecurity perpetrated by the group.

Aim and Objectives of the Study

The main purpose of the study were to assess the effect of the Boko Haram Insurgency on Senior Secondary enrolment, attendance, retention and academic performance in Yobe State, Nigeria. The specific objectives were to assess the effect of Boko Haram insurgency on:

1. Senior secondary school students' enrolment rate in Yobe State, Nigeria.
2. Senior secondary school students' attendance rate in Yobe State, Nigeria.
3. Senior secondary school students' retention rate in Senior Secondary Schools in Yobe State, Nigeria and.
4. Senior secondary school students' academic performance in Yobe State, Nigeria.

Research Questions

The following research questions were answered:

1. What is the effect of Boko Haram insurgency on students' enrolment rate in Senior Secondary Schools in Yobe State, Nigeria?
2. What is the effect of Boko Haram insurgency on students' attendance rate on Senior Secondary Schools in Yobe State, Nigeria?
3. What is the effect of Boko Haram insurgency on students' retention in Senior Secondary Schools in Yobe State, Nigeria?
4. What is the effect of Boko Haram insurgency on secondary school student's academic performance in Yobe State, Nigeria?

Research Hypotheses

Based on the objectives of the study, the following hypotheses were formulated:

H_{01}: There is no significant difference in students' enrolment rate before and during Boko Haram insurgency in Senior Secondary Schools in Yobe State, Nigeria;

H_{02}: There is no significant difference in students' attendance rate before and during Boko Haram insurgency in Senior Secondary Schools in Yobe State, Nigeria.

H_{03}: There is no significant difference in students' retention rate before and during Boko Haram insurgency in Senior Secondary Schools in Yobe State, Nigeria.

H_{04}: There is no significant difference in students' academic performance before and during Boko Haram insurgency in Senior Secondary Schools in Yobe State, Nigeria.

Research Method

The study employed a descriptive and ex post facto research design, characterized by its focus on describing the impact of an independent variable on dependent variables. Ex post facto, a quasi-experimental approach, investigates this impact without direct manipulation by the researcher (Cohen, Manion & Marison, 2000). The research targeted seventy-one government-owned Senior Secondary School teachers in Yobe State as of 2022, spread across three educational zones (Damaturu, Potiskum, and Gashua), with a total teacher population of 6513 (4628 from Teaching Services Board TSB and 1885 from Science and Technical Board). A sample representing ten percent of the population, totaling 652 teachers, was selected using purposive sampling.

Two research instruments, a structured questionnaire, and a pro forma, were utilized to gather data. The questionnaire solicited opinions on how the insurgency affected infrastructural facilities and instructional materials in senior secondary schools in Yobe State, employing a 5-point Likert scale. Responses with a mean value of 2.5 and above were deemed agreeable, while those below 2.5 were considered disagreeable. Prior to the main study, a pilot study was conducted to assess the questionnaire's validity and reliability, yielding a Cronbach's Alpha coefficient of 0.944, indicating high reliability.

Data analysis involved both descriptive and inferential statistics. Descriptive statistics were employed to address the research questions, while inferential statistics utilized paired sample t-tests to examine mean differences in school infrastructural facilities and instructional materials before and during the insurgency.

Presentation of Results

Research Question One: What is the effect of Boko Haram insurgency on students' enrolment rate in Senior Secondary Schools in Yobe State, Nigeria?

Table 1: Effect of Boko Haram Insurgency on the students' Admission (enrolment)

S/N	ITEMS	RESPONSES				
		SA	A	UD	DA	SD
1.	The insurgency has contributed to decrease in students enrolment as a result of reduce in parents personal income	316 (48.47%)	270 (41.41%)	37 (5.67%)	20 (3.07%)	9 (1.38%)
2.	The insurgency has contributed to decrease in students' enrolment because of migration	263 (40.34%)	310 (47.55%)	24 (3.68%)	48 (7.36%)	7 (1.07%)
3.	The Boko Haram ideology of Western "Education is sin" and has effect on students' enrolment.	228 (34.97%)	322 (49.39%)	63 (9.66%)	32 (4.91%)	7 (1.07%)
4.	The insurgency has contributed to decrease in students' enrolment because of fear and uncertainty on way to schools	272 (41.72%)	304 (46.63%)	44 (6.75%)	24 (3.68%)	8 (1.23%)
5.	The insurgency has contributed to decrease in students' enrolment because of many school were closed and turned to military base,	257 (39.42%)	305 (46.78%)	41 (6.29%)	36 (5.52%)	13 (1.99%)

Table 1 presents the frequency and percentage distribution of the respondents on the effect of Boko Haram Insurgency on senior secondary schools' enrolment in Yobe State. Results revealed that, 316(48.47%) of the respondents strongly agree, 270(41.41) agree, 20(3.07%) disagree while 9(1.38%) strongly disagree that, the insurgency has contributed to decrease in students enrolment as a result of reduce in parents personal income. 263of the respondents strongly agree, 310(47.55%) agree, 48(7.36%) disagree while 7(1.07%) strongly disagree that, the insurgency has contributed to decrease in students' enrolment because of migration. 228(34.97%) of the respondents strongly agree, 332(49.39%) agree, 32(4.91%) disagree and 7(1.07%) strongly disagree that, the Boko Haram ideology of Western "Education is sin" and has effect on students' enrolment. 272(41.72%) of the respondents strongly agree, 304(46.63%) agree, 24(3.68%) disagree while 8(1.23%) of the respondents strongly disagree that the insurgency has contributed to decrease in students' enrolment because of fear and uncertainty on way to schools and finally 257(39.42%) of the respondents strongly agree, 305(46.78%) agree, 36(5.52%) disagree while 13(1.99%) strongly disagree that, the insurgency has contributed to decrease in students' enrolment because of many school were closed and turned to military base. Therefore, majority of the respondents agree that, Boko Haram Insurgency has negative effect on students' enrolment in senior secondary schools in Yobe State Nigeria.

Research Question Two: What is the effect of Boko Haram insurgency on students' attendance rate on Senior Secondary Schools in Yobe State, Nigeria?

Table 2: Effect of Boko Haram Insurgency on School Attendance

S/N	ITEMS	RESPONSES				
		SA	A	UD	DA	SD
1.	The effect of insurgency has contributed to low school's attendance	279 (42.79%)	332 (50.92%)	20 (3.07%)	16 (2.45%)	5 (0.77%)
2.	Many parents send their children away or leave the state, which contributed to low attendance	234 (35.89%)	349 (53.53%)	32 (4.91%)	28 (4.29%)	9 (1.38%)
3.	The insurgency contributes to late coming to school	212 (32.52%)	365 (55.98%)	51 (7.82%)	19 (2.91%)	5 (0.77%)
4.	The insurgency contributes students leaving school earlier than closing time	252 (38.65%)	311 (47.70%)	55 (8.44%)	23 (3.53%)	11 (1.69%)
5.	The school attendance is low because of emotional instability of the parents, teachers and the students	206 (31.60%)	365 (55.98%)	45 (6.90%)	26 (3.99%)	10 (1.53%)

Table 2 presents the frequency and percentage distribution of the respondents on the effect of Boko Haram Insurgency on senior secondary school attendance in Yobe State. Results revealed that, 279(42.79%) of the respondents strongly agree, 332(50.92%) agree, 16(2.45%) disagree while 5(0.77%) strongly disagree that, the effect of insurgency has contributed to low school's attendance. 234(35.89%) of the respondents strongly agree, 349(53.53%) agree, 28(4.29%) disagree while 9(1.38%) strongly disagree that, many parents send their children away or leave the state, which contributed to low attendance. 212(32.52%) of the respondents strongly agree, 365(55.98%) agree, 19(2.91%) disagree while 5(0.77%) strongly disagree that, the insurgency contributes to late coming to school. 252(38.65%) of the respondents strongly agree, 311(47.70%) agree, 23(3.53%) disagree while 11(1.69%) strongly disagree that, the insurgency contributes students leaving school earlier than closing time and also 206(31.06%) of the respondents strongly agree, 365(55.98%) agree, 26(3.99%) disagree while 10(1.53%) strongly disagree that, the school attendance is low because of emotional instability of the parents, teachers and the students. Therefore, Boko Haram Insurgency has negatively affected school attendance.

Research Question Three: What is the effect of Boko Haram insurgency on students' retention in Senior Secondary Schools in Yobe State, Nigeria?

Table 3: Effect of Boko Haram Insurgency on Students' Retention Rate

S/N	ITEMS	RESPONSES				
		SA	A	UD	DA	SD
1.	The number of students' survival rate is low due to low number of students' attendance which is caused by insurgency.	199 (30.52%)	349 (53.53%)	64 (9.82%)	30 (4.60%)	10 (1.53%)
2.	Boko Haram insurgency has contributed to the drop out of many students	225 (34.51%)	348 (53.37%)	47 (7.21%)	24 (3.68%)	8 (1.23%)
3.	Many parents send their children away or leave the state, which contributed to low survival rate	228 (34.97%)	324 (49.69%)	57 (8.74%)	36 (5.52%)	7 (1.07%)
4.	Insurgency and School Attendance determines the number of students that will graduate	184 (28.22%)	323 (49.54%)	75 (11.50%)	62 (9.51%)	8 (1.23%)
5.	Insurgency contributed to low survival rate because students were considered as targets.	198 (30.37%)	354 (54.29%)	43 (6.60%)	40 (6.13%)	17 (2.61%)

Table 3 presents the frequency and percentage of the respondents on the effect of Boko Haram Insurgency on students' retention rate. Results revealed that, 199(30.52%) strongly agree, 349(53.53%) agree, 30(4.60%) disagree while 10(1.53%) strongly disagree that, the number of students' survival rate is low due to low number of students' attendance which is caused by insurgency. 255(34.51%) of the respondents strongly agree, 348(53.37%) agree, 24(3.68%) disagree while 8(1.23%) strongly disagree that, Boko Haram Insurgency has contributed to the drop out of many students. 228(34.97%) of the respondents strongly agree, 324(53.37%) agree, 36(5.52%) disagree while 7(1.07%) strongly disagree that, many parents send their children away or leave the state, which contributed to low survival rate. 184(28.22%0 of the respondents strongly agree, 323(49.45%) agree, 62(9.51%) disagree while 8(1.23%) strongly disagree that, insurgency and School Attendance determines the number of students that will graduate and also 198(30.37%) of the respondents strongly agree, 354(54.29%) agree, 40(6.13%) disagree while 17(2.61%) strongly disagree that, insurgency contributed to low survival rate because students were considered as targets.

Research Question Four: What is the effect of Boko Haram insurgency on secondary school student's academic performance in Yobe State, Nigeria?

Table 4: Effect of Boko Haram Insurgency on Students' Academic Performance

S/N	ITEMS	RESPONSES				
		SA	A	UD	DA	SD
1.	Boko Haram insurgency has affected both psychological and philosophical aspect of students from attending schools	260 (39.88%)	324 (49.69%)	49 (7.52%)	13 (1.99%)	6 (0.92%)
2.	All the students that experienced Boko Haram insurgencies are psychologically balance without trauma	31 (4.75%)	113 (17.33%)	82 (12.58%)	288 (44.17%)	138 (21.17%)
3.	Government looks warm attitude towards security cause psychological trauma to students not Boko Haram insurgency	24 (3.68%)	59 (9.05%)	125 (19.17%)	295 (45.25%)	149 (22.85%)
4.	Students don't want to be called by their status because of Boko Haram phobia, this has affected them physically, socially and psychologically	181 (27.76%)	334 (51.23%)	64 (9.82%)	57 (8.74%)	16 (2.45%)
5.	Students feel shame, disappointment, discrimination, and embarrassment psychologically for wearing school uniform during Boko Haram insurgency	195 (29.91%)	297 (45.55%)	69 (10.58%)	64 (9.82%)	27 (4.14%)

Table 4 presents the frequency and percentage of the respondents on the effect of Boko Haram Insurgency on students' academic performance. Results revealed that, 260(39.88%) of the respondents strongly agree, 324(49.69%) agree, 13(1.99%) disagree, 6(0.92%) strongly disagree that, Boko Haram insurgency has affected both psychological and philosophical aspect of students from attending schools. 31(4.75%) of the respondents strongly agree, 113(17.33%) agree, 288(44.17%) disagree and 138(21.17%) strongly disagree that, all the students that experienced Boko Haram insurgencies are psychologically balance without trauma. 24(3.68%) of the respondents strongly agree, 59(9.05%) agree, 125(19.17%) undecided, 295(45.25%) disagree while 149(22.85%) strongly disagree that, government looks warm attitude towards security cause psychological trauma to students not Boko Haram insurgency. 181(27.76%) of the respondents strongly agree, 334(51.23%) agree, 57(8.74%) disagree while 16(2.45%) strongly disagree that, students don't want to be called by their status because of Boko Haram phobia, this has affected them physically, socially and psychologically. Also 195(29.91%) of the respondents strongly agree, 297(45.55%) agree, 64(9.82%) disagree while 27(4.14%) strongly disagree that, students feel shame, disappointment, discrimination, and embarrassment psychologically for wearing school uniform during Boko Haram insurgency.

Hypothesis One: There is no significant difference in students' enrolment rate before and during Boko Haram insurgency in Senior Secondary Schools in Yobe State, Nigeria;

Table 5: Paired sample t-test on the mean difference in students' enrolment before and after insurgency in senior secondary schools in Yobe State, Nigeria

Period	N	Mean	SD	T	df	p-value	Remark
Before Insurgency	12	12091.17	11675				
				3.917	11	0.002	Reject H_{01}
During Insurgency	12	6126.92	11430				

Table 5 gives the mean difference of students' enrolment rate before and after Boko Haram insurgency in Senior Secondary Schools in Yobe State, Nigeria. The study revealed that, there was significant difference in students' enrolment rate before and after the insurgency because the p-value (0.002) is less than the level of significance ($\alpha = 0.05$). Hypothesis one is rejected. Therefore, Boko Haram Insurgency has negative effect on students' enrolment in senior secondary schools in Yobe State.

Hypothesis Two: There is no significant difference in students' attendance rate before and during Boko Haram insurgency in Senior Secondary Schools in Yobe State, Nigeria.

Table 6: Paired sample t-test on the mean difference in students' attendance before and after insurgency in senior secondary schools in Yobe State, Nigeria

Period	N	Mean	SD	t	df	p-value	Remark
Before Insurgency	12	12222.83	3407.29				
				1.171	11	0.003	Reject H_{02}
During Insurgency	12	384.750	932.07				

Table 6 gives the mean difference of students' attendance rate before and after Boko Haram insurgency in Senior Secondary Schools in Yobe State, Nigeria. The study revealed that, there was significant difference in students' attendance rate before and after the insurgency because the p-value (0.003) is less than the level of significance ($\alpha = 0.05$). Hypothesis two is rejected. Therefore, Boko Haram Insurgency has negative effect on school attendance in senior secondary schools in Yobe State.

Hypothesis Three: There is no significant difference in students' retention rate before and during Boko Haram insurgency in Senior Secondary Schools in Yobe State, Nigeria.

Table 7: Paired sample t-test on the mean difference in students' retention before and after insurgency in senior secondary schools in Yobe State, Nigeria

Period	N	Mean	SD	t	df	p-value	Remark
Before Insurgency	12	8238.50	6212.98	2.52	11	0.001	Reject H_{03}
During Insurgency	12	9582.33	22407.98				

Table 7 gives the mean difference of students' retention rate before and after Boko Haram insurgency in Senior Secondary Schools in Yobe State, Nigeria. The study revealed that, there was significant difference in students' retention rate before and after the insurgency because the p-value (0.001) is less than the level of significance ($\alpha = 0.05$). Hypothesis three is rejected. Therefore, Boko Haram Insurgency has negative effect on school retention in senior secondary schools in Yobe State, Nigeria.

Hypothesis One: There is no significant difference in students' academic performance before and during Boko Haram insurgency in Senior Secondary Schools in Yobe State, Nigeria.

Table 8: Paired sample t-test on the mean difference in students' academic performance before and after insurgency in senior secondary schools in Yobe State, Nigeria

Period	N	Mean	SD	t	df	p-value	Remark
Before Insurgency	12	71.92	13.33	8.554	11	0.000	Reject H_{04}
During Insurgency	12	33.58	10.71				

Table 8 gives the mean difference of students' academic performance before and after Boko Haram insurgency in Senior Secondary Schools in Yobe State, Nigeria. The study revealed that, there was significant difference in students' academic performance before and after the insurgency because the p-value (0.000) is less than the level of significance ($\alpha = 0.05$). Hypothesis six is rejected. Therefore, Boko Haram Insurgency has negative effect on students' academic performance in senior secondary schools in Yobe State, Nigeria.

Conclusion and Recommendation

In conclusion, the findings suggest that Boko Haram insurgency has severely disrupted the education system in Yobe State, Nigeria, leading to decreased enrolment, attendance, retention rates, and academic performance in senior secondary schools. It is imperative for relevant stakeholders, including the government, security agencies, and educational institutions, to implement effective strategies to mitigate the impact of insurgency and ensure the provision of safe and conducive learning environments for students.

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