



Psychological Influence of Insurgency on Academic Motivation and Performance in the Advent of Covid-19 of Senior Secondary School Students in Maiduguri Metropolis, Borno State, Nigeria

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ABSTRACT

This study examined the Psychological Influence of Boko Haram Insurgency on Academic Motivation and Performance in the advent of COVID-19 among Senior Secondary School Students in Maiduguri, Borno State, Nigeria. Three objectives and three hypotheses are constructed to guide the study. Structured checklist and purposive sampling technique was used to select a sample of 136 students who are victims of boko haram insurgency and 164 students not victims making a total of 300 students as sample size and survey design was adopted. Three research instruments were used: Psychological Influence of Boko Haram Insurgency scale; Academic Motivation scale and English language Achievement test and Mathematic achievement test. 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 students who are victims of Boko haram insurgency ($r = -.398$, $p = .003$); there is significant difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency ($t=8.912$, $p=0.000$); There is significant difference in the in the academic motivation of senior secondary school students who are victims and those who 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 students when teaching and refer them to school psychologist and counsellors where necessary, Students who experiences 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.

Keywords: Psychological Influence, Boko Haran Insurgency, Academic Motivation, Academic Performance and COVID-19

INTRODUCTION

The peace enjoyed by some parts of the world is currently being threatened by COVID- 19 and other security threat. According to the Global Terrorism Index (GTI, 2021), from the year 2000 to 2020, there have been an estimate of over 120,000 lives lost as a result terrorism. In 2013 alone, there was an approximate of 18,000 deaths. The significant majority of this terrorist activities occurred in five

countries: Iraq, Afghanistan, Pakistan, Nigeria and Syria. Consequently, these five countries have experienced a dramatic increase in the loss of life in 2013 as a result of terrorism with fatality reaching 14,722 collectively. The 2014 Global Terrorism Report revealed that Nigeria has had the fourth highest number of death over the last five years. Going by the GTI (2015) ranking, Nigeria is only better than two Middle East countries: Iraq and Afghanistan who were ranked first and second respectively. The latest GTI (2016) ranking revealed that there was a little decline in the number of people killed as a result of terrorist attacks in Nigeria. Majority of these lives killed recently in Nigeria was as a result of boko haram terrorism. Boko Haram is a strong pseudo-Islamist terrorist group in North-eastern Nigeria. According to Musa (2011) Boko haram has been in existence since 2001 but did not become popular until 2009 when they participated actively in the sectarian violence in Northern Nigeria. Anxiety is an adaptive response generated by environmental stressful situations that activate alarm mechanisms in the individual to assure survival. Traumatic stress encompasses exposure to or witnessing any event that is extremely threatening, and as a result the individual feels intensely frightened, horrified and helpless (Mishara1 and Gbaden, 2014). Childhood trauma has been receiving increased attention and it is increasingly being recognized as a 3 significant public health concern (Lang, Campbell, and Vanerploeg, 2015). Trauma exposure involves “actual or threatened death, serious injury, or sexual violence that is either directly experienced or witnessed, or learning that any traumatic experiences have happened to a loved one, or having repeated exposure to details of traumatic events Exposure to traumatic events can disrupt brain development and can have immediate and lifelong adverse effects on social, emotional and physical wellbeing (Lang, Campbell, and Vanerploeg, 2015; Lansford 2012).

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 the process of learning. This environment would create positive results for students, academically and socially. 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 performances. These insurgent attacks can lead to many psychological problems like anxiety and trauma which can consequently affect the academic motivation of students as well as their academic performance. Students may have low academic motivation to learn, and this may affect their academic performance. Therefore, it is in line with the above observations that the researcher embarked on this study.

Objectives of the study

The following are the objectives of the study

1. To determine the relationship between anxiety and Academic Motivation of senior secondary school students who are victims of Boko haram insurgency in the advent of COVID-19 in Maiduguri metropolis.
2. To determine whether there is difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency in the advent of COVID-19 in Maiduguri metropolis.
3. To determine whether there is difference in the academic motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency in the advent of COVID-19 in Maiduguri metropolis.

Hypotheses

The following null hypotheses are raised to guide the study:

Ho1: There is no significant relationship between Traumatic stress and Academic Performance of senior secondary school students who are victims of Boko haram insurgency in Maiduguri metropolis.

Ho2: There is no significant difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency in Maiduguri metropolis.

Ho3: There is no significant relationship between Anxiety and Academic Motivation in of senior secondary school students who are victims of Boko haram insurgency in Maiduguri metropolis.

METHODOLOGY

Survey design was used for this study. According to Creamer and Falilla (2020) survey design is a research design that is best and effective for data collection from large population through the use of personal interview, questionnaire and observation. There are a total of 255 public schools with total population of 3885 male and female SSII students. However, only SSII students were used in this study. Students who are victims and non-victims of Boko Haram insurgency were used for this study. The sample of this study is 300 male and female SSII students consisting of 136 victims and 164 non-victims of Boko Haram insurgency, who were identified through the use of a structured checklist. Three instruments were used for this study, The Academic Motivation Scale (AMS), Influence of Insurgency scale (IIS) and Achievement test in English and Mathematics. Descriptive and inferential statistics was used.

RESULT AND ANALYSIS

Table 1: Hypothesis one: There is no significant relationship between Anxieties and Academic Motivation of senior secondary school students who are victims of Boko haram insurgency in Maiduguri metropolis.

Variables	N	Mean	Std. Dev	Correlations index	Df	P(sig)
Anxiety	136	55.01	3.163	-.398	134	.003
Academic Motivation	136	85.51	9.726			

Correlation is significant at 0.05 level (2 tailed)

Result of the Pearson product moment correlation revealed that there is significant but negative relationship between Anxiety and academic motivation of senior secondary school students who are victims of boko haram insurgency ($r = -.398, p= 0.003$). This shows that the higher the level of anxiety, the lower the academic motivation). Therefore the null hypothesis which states that there is no significance relationship between anxiety and academic motivation of senior secondary school students who are victims of boko haram insurgency is hereby rejected.

Hypothesis Two: There is no significant difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency in Maiduguri metropolis.

Table 4.7: Independent t test statistics on the difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency in Maiduguri metropolis.

Variable	Victim/Non-victim	N	Mean	Std. Dev	Df	t-cal.	P(sig)
Academic performance	Victims	136	89.544	15.877	298	8.912	.000
	Non-victims	164	105.481	15.03			

Calculated $p < 0.05$, calculated $t > 1.96$ at df 298

The result of the Independent t-test statistics showed that there is significant difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency ($t= 8.912, p= .000$). Their computed mean scores are 89.54 for victims and 105.48 for non-victims of boko haram insurgency. This implies that there is a significant mean difference in favour of non-victims students. Therefore the null hypothesis which state that there is no significant difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency is hereby rejected.

Hypothesis Three: There is no significant difference in the in the academic motivation of senior secondary school students who are victims and those who not victims of book haram insurgency in Maiduguri metropolis.

Table 4.7: Independent t test statistics on the difference in the in the academic motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area

Variable	Victim/Non-victim	N	Mean	Std. Dev	df	t-cal.	P(sig)
Academic motivation	Victims	136	85.51	9.72	298	6.759	.000
	Non-victims	164	100.81	5.916			

Calculated p < 0.05, calculated t > 1.96 at df 298

The result of the Independent t test statistics showed that there is significant difference in the academic motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency ($t = 6.759, p = .000$). Their computed mean scores are 85.51 for the academic motivation of victims and 100.81 for non-victims of boko haram insurgency. This implies that there is a significant mean difference in favor of non-victims. Therefore the null hypothesis which states that there is no significant difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency is hereby rejected.

Table 4.8: Frequency and percentage of the research questions on anxiety and academic motivation of victims of insurgency

S/N	Items	RESPONSES				
		SA[5]	A[4]	UD[3]	DA[2]	SD[1]
1.	I do like going to school even though there is a fear?	22 (21%)	42 (40%)	4 (3.8%)	20 (19%)	17 (16.2%)
2.	Schooling is the most important part of my life.	86 (81.9%)	16 (15.2%)	2 (1.9%)	0 (0.0%)	1 (0.95%)
3.	I do have plenty of time to study at home all the time.	62 (59.0%)	32 (30.5%)	3 (2.9%)	8 (7.5%)	0 (0.0%)

Results from table 4.1 revealed that majority (61%) of the respondents agreed going to school is more important to even though there is a fear of insecurity, while 25.2% of the respondents disagreed that fear of the unknown make it very difficult to made it to school regularly among victims of insurgency. Majority (91.1%) of the respondents agreed that they mostly preferred to stay at home and study.

Findings of the Study

1. Significant but negative relationship was revealed between anxiety and academic motivation of senior secondary school students who are victims of boko haram insurgency ($r = -.398, p = 0.003$). Therefore the null hypothesis which states that there is no significance relationship between anxiety and academic motivation of senior secondary school students who are victims of boko haram insurgency is hereby rejected.
2. Significant difference was found in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency ($t = 8.912, p = .000$). Their computed mean scores are 89.54 for victims and 105.48 for non-victims of boko haram insurgency. Therefore the null hypothesis which states that there is no significant difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency is hereby rejected.
3. Significant difference was found in the academic motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency ($t = 6.759, p = .000$). Their

computed mean scores are 85.51 for the academic motivation of victims and 100.81 for non-victims of boko haram insurgency. Therefore the null hypothesis which states that there is no significant difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency is hereby rejected.

DISCUSSION OF FINDINGS

From **hypothesis one** reveals that there is significant relationship between Anxiety and Academic Motivation of senior secondary school students who are victims of Boko haram insurgency in Maiduguri metropolis, Borno state. This shows that the higher the anxiety, the lower the academic motivation. This finding is in line with the findings of Dorcas and Hala (2021) who found that anxiety has negative significant relationship with motivation. Their study 8 was in respect to test anxiety. This implies that the higher the test anxiety the lower the motivation among students. They further stated that unless test anxiety is reduced, efforts at motivating students for examinations may not be able to achieve much. In another study, Green, Nelson and Martin (2019) found that learners' motivation and anxiety were negatively correlated and a lack of motivation could cause anxious behaviours.

Pintrich and Schunk, (2017) explained that motivation could come from within the student (intrinsic motivation) and outside the students (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 students.

Hypothesis two reveals that there is significant difference in the academic performance of senior secondary school students who are victims and those who are not victims of boko haram insurgency in Maiduguri metropolis. This finding goes in line with the study of Strøm, Schultz, Wentzel-Larsen and Grete (2018) that conducted a research on the Effect of Community Traumatic Events on Student Achievement and found that the shootings caused a decline in school proficiency rates of about five to nine percentage points. Similarly, Strom, Schultz, Wentze-Larsen, and Grete (2018) conducted a study on the topic School performance after experiencing trauma: a longitudinal study of school functioning in survivors of the Utoya shootings in 2011 Results indicated that students' grades were lower the year after the event than they had been the year before, and they were also lower than the national grade point average. Their results indicate that academic functioning was reduced in the year after the traumatic event, but for students who successfully completed high school, the school situation improved 2 years after the event.

Findings from **hypothesis three** revealed that there is significant difference in the in the academic motivation of senior secondary school students who are victims and those who are not victims of boko haram insurgency in Maiduguri metropolis, this study goes in line with the findings of Bilal (2013) who found that students who experienced terrorism are de-motivated . The stated that student is affected due to insecure environment of the schools and there is a 9 significant negative association between community violence and academic functioning. Similarly, Pynoos and Nader (2018) carried out a research on the Role of Secondary Post Traumatic Stress Disorder and Resilience on Academic Motivation and Performance of Veterans' Student Children in Iran. They found that secondary PTSD significantly and reversely correlated with academic motivation.

CONCLUSION

Based on the result of the hypothesis, the following conclusions can be deduced: of the major findings:

1. Anxiety is negatively related to the Academic Motivation of senior secondary school students who are victims of Boko haram insurgency in Maiduguri metropolis. This implies that the higher the anxiety the lower the academic motivation of students who are victims of Boko haram insurgency as anxiety was found to be negatively correlated with academic motivation.
2. There is difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency in Maiduguri metropolis

3. There is difference in the academic motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency in Maiduguri metropolis.

RECOMMENDATIONS

The following recommendations are given on the basis of findings of this research

1. Counsellor, teachers and parents should focus on improving learning content through interactive and outdoor learning activities so as the students to have refreshing moment and that improve relaxation.
2. School administrators should design learning program appropriately to those that are victims and not victims of boko haram insurgency since significance difference was found in academic performance between victims and non-victims of boko haram insurgency.
3. School psychologist should be organizing career day programs in school and sustained the activities so as to gain insight in acquiring necessary motivation to pursue desired goals in life to both victims and those who not victims of boko haram insurgency since their academic motivation of victims and non-victims of boko haram insurgency varies

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