



Causes and Impact of Insurgency on Secondary School Environment in Mubi-Educational Zone of Adamawa State, Northeast Nigeria

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ABSTRACT:

This study assessed the causes and impact of insurgency on secondary school environment in Michika and Madagali Local Government Areas. Five local government areas of Madagali, Michika, Mubi-North, mubi-South and Maiha make up the Mubi-educational zone. The population of the study comprised 2,343 teachers. Madagali and Michika local government areas were purposively selected for this study because of the heavy impact of insurgent activity on schools in the area. A sample size of 320 teachers representing 160 teachers each from the two Local Government Areas was selected. A likert type questionnaire served as data collection instrument. Descriptive statistics of frequency, mean, mode and standard deviation were used as instrument for analysis. It was also found that insurgency has a negative impact on the school environment due mostly to the atmosphere of perpetual fear it spreads on both students and staff. It was recommended that teachers posted to rural areas that were affected by insurgency should be placed on special hazard allowances to boost their morale and the government should also endeavour to implement the safe school initiative to erect parameter fences and attach military personnel to ward off attacks in the future and also endeavour to rebuild all schools physical infrastructure hitherto damaged/affected by attacks by insurgents.

Keywords: *School, Insecurity, Impact, Insurgency, Environment*

1. INTRODUCTION

Insecurity is a social disorder which is threat to human lives and organizational activities. At any time, no place can be regarded safe for schooling if it does not have basic security measures that will guarantee safety of lives and properties. It is obvious that many teachers and students alike were caught up in the conflicts that resulted into insecurity both to lives and the school properties in the Northeast part of Nigeria in recent times. Worrysome enough is when an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed. The result may be frustration. Insecurity is a threat to the prevailing peace within and around the school environments which often has ripple effects on effective teaching and learning activities of such schools (Akintunde & Selzing-Musa, 2016).

Security is synonymous with feelings of being safe, freedom from dangerous attacks and protection from physical harm. Security of teachers and students in a school also implies presence of some factors in the school environments that enhance peace and safety so as to give students that peace of mind to study and to spur the teachers to effectively perform in their duty posts. It therefore confirms that safe school environment encourages peaceful co-existence, positive school climate, cordial interactions between students and teachers, teachers and school management for a positive learning outcome.

of learning (irrespective of level of learning) located within the northern part of Adamawa State The California School Boards Association in 2020 posits that "all students and staff need a safe and supportive school environment in order to succeed; and defined a safe school as one where teaching and learning are not distracted, disruptions are minimized, violence, drugs, bullying and fear are not present, students are not discriminated against, expectations for behaviour are clearly communicated; and consequences for infractions are consistently and fairly applied". It is a safe environment that bears on both teacher and student self-concept to bring about effective teaching and learning. It is the influence of a safe school environment on teaching and learning which when undermined by insurgency is affected albeit in the negative that is reviewed in this section. For instance, a school located within a noisy area where generators, welding and grinding machines are used or close to railway tracks or highways generally brings about distractions during the learning process for both teachers and the students (Abiodun, 2020). Similarly, a school environment with dilapidated classrooms, broken or absent of chairs, no fans, or where there are no classrooms and teaching and learning takes place under a tree exposed to vagaries of the weather definitely affects the outcomes of teaching and learning in the negative.

In other words, factors such as lighting, temperature, ventilation, noise level, sanitation, inclusion of auxiliary facilities as identified by UNESCO affects teaching-learning outcome. It is on this note that the studies of Chukwuemeka (2013), Mudassir (2015), Stadler-Altman (2017), Tapia-Fonllem (2020) and Akpan (2020) on the influence of the school environment on wellbeing and teaching-learning outcome revealed a significant correlation between school environment and teacher-student wellbeing with factors such as class size, instructional facilities, peer relationships, level of exposure to social media and school location having significant influence on academic performance of students. On a specific note, the success of prudent human endeavours depends on the safety of actors. In like manner, the safety (both internal and external) of the school environment affects the success of the teaching-learning endeavour. This is despite an isolated case of research by Lawrence and Vimala (2012) that revealed poor relationship between school environment and academic performance. It is in this respect that Abiodun (2020) avers that schools "plagued by riots, students' fights and gang problems constitute internal sources of distractions which compromise the physical and psychological safety of the school environment and most often leads to withdrawal of both teachers and students from school. External sources of distractions that affects safety of the school environment constitute cases of noises as earlier mentioned and cases of violence in the form of sectarian crisis within the community or acts of insurgent armed attacks that leads to crass burning of school infrastructure, killing and or abductions of both teachers and students which has the tendency of halting school activities. By and large, the foregoing shows the existence of a significant relationship exist between school environment and teaching learning outcomes, with no clear distinction between the effects on the learning process and teacher occupational self-concept which is distinctly psychological.

However, since the inception of democracy in Nigeria in 1999, insecurity has become a major issue of concern to every citizen because on daily basis, the mass media has continued to highlight and discuss incessant cases of armed robberies, kidnappings, bombings, abductions, ethnic and communal clashes, cultic activities and insurgency which have become regular occurrences and characterized by life threats in Nigeria (Nwangwa, 2014 in Ojukwu, 2017). Insurgency in general creates fear in the minds of people with a heightened sense of insecurity that halts all socio-economic activities (Alima, 2018).

The Boko Haram insurgency targets western education and the insurgents are known to have carried out several armed attacks on schools across the North East Nigeria which has generated that sense of insecurity among teachers and students alike. Any perception of insecurity due to insurgency within and around the school environment connotes absence of safety to teachers and students alike in both the physical and psychological sense in any given situation, which according to Obiechina, Abraham and Nwogu (2018) poses a threat to the teachers and students' self-concept. It is in this light that Akintunde and Salzing-Musa (2016) opined that insecurity of the school environment leads to stress, poor attendance, poor concentration, poor decisions, general unstable psychological wellbeing and other misdemeanours associated with poor educational outcomes.

What makes this armed conflict peculiar is the fact that the attack is against western education making institutions of learning to be the main targets in the North-Eastern states of Nigeria Adamawa State inclusive. Many schools have been attacked; prominent ones include Government Girls Secondary School Chibok, Chibok Local Government Area of Borno State where over 300 female students were abducted and other ones are in Dapchi, Yobe State where 100 school girls were abducted. In Adamawa State, 5 Local Government Areas in the Northern Senatorial Zone of the state were affected and the several institutions of learning in the region came under attack and were also vandalized and destroyed with many teachers kidnapped, wounded and killed. Those that survived that horrifying experience have been affected psychosocially in many ways.

Considerable attempts have been made by some researchers on some variables or factors affecting teachers' work performance but little or none had focused on the causes and impact of insurgency on secondary school environment (Jadhav S.G. 2013, Naseebah 2015, Mahmood 2016, Ojukwu 2017, & Obiechina et al., 2018). Also, given the wide ranging effects of teachers' poor teaching and learning environment and its concomitant social and destructive emotional effects on the students, parents, society and the nation, the researcher felt it is appropriate to investigate the impact of insecurity on secondary school environment with the view to proffering solutions for a better performance by teachers in the insurgent areas. Consequently, this study aimed at looking into the causes and impact of insurgency on secondary school environment.

2.1 Study Area

Mubi Education Zone is comprised of all the educational institutions located in the five Local Government Areas within the northern part of Adamawa State. The Local Government Areas are Maiha, Mubi South, Mubi North, Michika and Madagali. This study only focused on teachers in the two most affected Local Governments Areas of the zone namely; Michika and Madagali Local Government Areas that have been devastated by the activities of insurgents in Adamawa State. In geographical terms, the zone falls within longitude, 11°E-14°E and latitude 9°N-11°N. Hence, institutions make up the Mubi Education Zone. This study only focused on teachers in the two most affected Local Governments Areas of the zone namely; Michika and Madagali Local Government Areas that have been devastated by the activities of insurgents in Adamawa State. The study is specifically limited to school environment in the selected secondary schools of the study areas.

2.2 Data Collection Procedure

The study adapted a descriptive survey design to solicit for information from both male and female teachers. The total population of this study comprised of 2,343 secondary school teachers, in Mubi Education Zone which include Mubi North, Mubi South, Maiha, Michika and Madagali Local Government Areas, while the target population of 1,108 both Junior and Senior secondary school teachers comprising 672 in Michika and 436 in Madagali Local Government Areas was used as the population of the study area.

A sample size of 320 secondary school teachers was selected from two local government areas using purposive sampling technique. This is because the two local government areas (Madagali and Michika) were the most affected by insurgency in Adamawa state. Eight (8) secondary schools in each of the two Local Government Areas was selected randomly in which sample of 20 teachers were chosen from the 8 schools by a stratified sampling technique using school levels and gender as strata. Therefore, 160 teachers were chosen from each of the two Local Government Areas.

The instrument for data collection is titled "Causes and Impact of Insurgency on school environment Questionnaire (CIIOSEQ)" structured on a 4-point rating scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed with assigned values of 4, 3, 2 and 1 respectively. Section A contains questions pertaining demographic data; section B has questions pertaining 'School Environment'. The Questionnaires were administered by two research assistants who were trained with clarifications to questions not well understood by the respondents to ensure the quality of data obtained.

2.3 Statistical Methods

The quantitative data collected for the purposes of this study was analysed in order to gain an understanding of the relationship between insurgency and teacher self-concept. The quantitative data from the teacher survey was uploaded into the Statistical Package for the Social Sciences (SPSS) software programme. Descriptive used comprised: Frequency, Mean, Mode and standard deviation.

3.RESULTS AND DISCUSSIONS

3.1 Causes of insurgency in Mubi Educational Zone

To determine the impact of insurgency on teachers in Mubi Education Zone, descriptive analysis was used and the result is presented in Table 1. To identify the causes of insurgency, descriptive analysis of the 15-item Likert scale statements (based on the following decision rule: 1.00 - 1.75= Strongly Disagreed; 1.75 - 2.50= Disagreed; 2.50 - 3.25= Agreed; 3.25 - 4.00=Strongly Agreed).

Table 4.1 shows that in the first statement, the mean is 3.42, indicating that the majority of respondents strongly agree that poverty and economic problems are a cause of insurgency. In like manner, statements 3, 12, and 13 have means of 3.34, 3.32 and 3.28 respectively, which also indicate that majority of the respondents strongly agreed that extreme religious feelings, corruption in governance and identity politics are causes of insurgency. The rest of the statements (2, 4, 6, 7, 8, 9, 10, 11, 14 and 15) have mean scores which indicate that majority of the respondents agreed that factors such as unemployment, extreme political ideology, dislike for the government of the day, democracy, regional marginalization, access to wealth by few cabals, ethnicity, social exclusion and exploitation of the poor; proliferation of arms; inequality and wide gap between social classes and a weak institutional structures are causes of insurgency in the study areas. On the whole, 83% of the respondents agreed that all items identified constitute impact of insurgency, with a general mean of 3.22, mode of 3.60 and a standard deviation of 0.83.

Table 1: Mean and Standard Deviation of the Respondents on the Causes and Impact of Insurgency in Mubi Education Zone

S/NO	Item	Mean (\bar{x})	SD	Decision
1	Insurgent activities are driven by poverty and economic problems.	3.42	0.83	Accepted
2	Terrorists are unemployed people and easily recruited by sponsors.	3.27	0.77	Accepted
3	Insurgent activities are influenced by extreme religious feelings.	3.34	0.74	Accepted
4	Insurgent activities are driven by extreme political ideology.	3.19	0.88	Accepted
5	Insurgent incidents are driven by dislike for the government of the day.	3.14	0.88	Accepted
6	Democracy has given room for insurgents' activities to operate.	3.18	0.89	Accepted
7	Insurgent activities are driven by feelings of regional marginalization.	3.09	0.89	Accepted
8	The concentration of the National wealth in the hands of few powerful cabals, leads to insurgent activities in the region.	3.17	0.81	Accepted
9	The activities of the insurgents are driven by ethnicity.	3.05	0.88	Accepted
10	Social exclusion and exploitation of the poor through unjust laws is one of the problems face by the people in the region.	3.25	0.77	Accepted
11	Insurgent activities are driven by proliferation of arms in the region.	3.22	0.84	Accepted
12	Corrupt government lacked the interest of the masses and this resulted into frustration.	3.32	0.83	Accepted

13	Insurgent activities have roots in the identity politics used as a tool to earn competitive advantage against opponents especially those from a minority tribe and/or religion	3.28	0.78	Accepted
14	Gross inequality and the wide gap between social classes in the society and lack of access to basic infrastructure to makes life easy is a cause of insurgency	3.18	0.88	Accepted
15	Existence of a weak institutional structure of administration is a cause of insurgency	3.16	0.89	Accepted
Grand Mean		3.22		

This study proved that poverty, extreme religious feeling, corruption in governance, illiteracy, regional marginalization, access to wealth by a few cabals, ethnicity, social exclusion and exploitation of the poor, proliferation of arms inequality and wide gap between social classes and a weak institutional structure are causes of insurgency. The finding of this study tallied with a study done in Maiduguri Borno State of Nigeria by Alimba and Salihu (2020) on perception study on root causes of insurgency in Maiduguri where their finding showed that cultural practices, high rates of illiteracy, political interests of elites, foreign influence and bad governance are the root causes of insurgency. This finding is also in line with the work of Wilson (2019) the impact of poverty on terrorism in north-eastern Nigeria, which maintained that, poverty is the major cause of insurgency in Nigeria.

3.2 Impact of insurgency on secondary school environment in Mubi Education Zone

To determine the impact of insurgency on secondary school environment, descriptive analysis was used. Table 2 was also based on the decision rule applied in Table 1. Table 2 shows that all statements have means that fall between 3.22 (agreed) and 3.5 (strongly agreed). This suggests that majority of the respondents believe that insurgency has given the school environment a riotous picture, with overcrowded classrooms, limited social activities due to a general feeling of insecurity, absence of preparedness plan, vandalized classrooms that affect teaching in the negative, destroyed instructional materials, poor class/office accommodation, polluted environment with health risks, poor community involvement, non-reconstruction of basic amenities, cases of killings of civilians, absence of safe school initiative, poor academic performance and absence of an early warning system. On the whole, 89% of the respondents agreed that all items identified constitute how insurgency negatively influences school environment, with a general mean of 3.22, mode of 3.67 and a standard deviation of 0.74.

Table 2: Mean and Standard Deviation of the Responses of Teachers on the Impact of Insurgency on Secondary School Environment in Mubi Education Zone

S/NO	Item	Mean (\bar{x})	SD	Decision
1	I am always unhappy teaching in riotous environment	3.50	0.70	Accepted
2	Classrooms are overcrowded by students due to incessant destruction of physical structures by insurgents.	3.38	0.73	Accepted
3	Insurgency incidents limit my social activities in school.	3.40	0.70	Accepted
4	I do not find the lodgements safe in the areas where insurgency incidents occur.	3.33	0.73	Accepted
5	There is no prepared plan for evacuation of students from the school environment to special hideouts in the wake of an alert of an impending attack by insurgents	3.37	0.74	Accepted
6	Vandalization of classroom's doors and windows by insurgents affect teaching/ learning during raining season.	3.43	0.73	Accepted
7	Most of the facilities and materials that enhance good teaching have been burnt by insurgents.	3.40	0.70	Accepted
8	Teachers use under the shades as class room due to insurgent's destruction of offices affects their work.	3.30	0.74	Accepted
9	Teachers' and students' health is endangered by polluted environment.	3.23	0.75	Accepted
10	The love of participating in community work is no longer encouraging due to the insurgency.	3.33	0.74	Accepted
11	Social and basic amenities destroyed by the insurgency have not been reconstructed.	3.25	0.81	Accepted
12	There are cases of summary execution and extra-judicial killings of civilians in the insurgency.	3.34	0.73	Accepted
13	The absence of safe school initiative in the form of providing specially armed security men to guard the school gives me a feeling of physical insecurity whenever I am in school	3.22	0.82	Accepted
14	Students' performances have greatly been negatively affected by the feeling of insecurity	3.22	0.78	Accepted

15	There is no form of a special early warning system to alert both teachers and students of an impending attack by insurgents within the school environment	3.26	0.75	Accepted
Grand Mean		3.33		

The foregoing shows that due to heavy damages on physical infrastructure in the school environment, insurgency has turned most school environments into a riotous system, with overcrowded classrooms, limited social activities due to general feelings of insecurity, absence of preparedness plan, vandalized classrooms that affected teaching negatively, destroyed instructional materials, poor class/office accommodation, a polluted environment with health risks, poor community involvement, non-reconstruction of basic amenities, cases of killings of civilians, absence of safe school initiatives and absence of an early warning system are the major effect.

This finding is in agreement with the work of Abiodun (2020) that schools “plagued by riots, students fights and gang problems” (constitute internal sources of distractions) compromise the physical and psychological safety of the school environment and most often leads to withdrawal of both teachers and students from school and external sources of distractions that affects safety of the school environment which constitute cases of noises and violence in the form of sectarian crisis within the community or acts of insurgent armed attacks that leads to crass burning of school infrastructure, killing and or abductions of both teachers and students which has the tendency of halting school activities. The work of Akpan (2020) who studied the influence of the school environment on wellbeing and teaching-learning outcome revealed that, a significant correlation between school environment and teacher-student wellbeing with factors such as class size, instructional facilities, peer relationships, level of exposure to social media and school location have significant influence on academic performance of students and also the safety (both internal and external) of the school environment affects the success of the teaching-learning endeavour.

4. CONCLUSION

Insurgency has had a very negative impact on secondary school environment in Mubi educational zone. Due to the fact that most physical infrastructure in schools was destroyed by insurgents, there is that general atmosphere of insecurity in school environments. This situation has the potential of affecting educational outcomes of schools in the study area. This study therefore recommends that safe school initiative be implemented in all schools in the study area starting with the provision of perimeter fencing, installing armed security agents to patrol the school environment and give security allowance to school staff to spur them to be more dedicated in their duties as teachers.

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