

INFLUENCE OF BOKO-HARAM INSURGENCY ON STUDENTS 'ENROLMENT IN ECONOMICS IN DOUBLE-SHIFT SCHOOLING AT INTERNALLY DISPLACED PERSONS CAMPS IN NORTH EAST, NIGERIA

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Abstract

The research was carried out to ascertain the influence of Boko-Haram insurgency on students 'enrollment in economics in double-shift schooling at internally displaced persons' camps in Borno and Yobe States. The research adopted a correlation survey research design. Two objectives, research questions and hypotheses guided the study. Population of the study was 2,349 male and female students. While the sample was one hundred and three (103) students, and purposive sampling technique was used. The instrument used for data collection was the statutory students' records on enrolment. The instrument were not validated because of its statutory status. The research questions were answered using bivariate correlation (specifically, the Pearson's r) and linear regression. The hypotheses were tested at 95% confidence level using the linear regression analysis. The findings revealed that there is negative relationship (-0.9004) between insurgency influence and enrolment in schools in the IDP camps schools in Borno and Yobe States. The findings further revealed that the coefficient of determination (r^2) was $.81071$. While, enrolment for male and also for females had negative relationships are $-.8887$ and $-.9243$ respectively. The study concluded that the students' enrolment in double-shift schooling at internally displaced persons' camps in Borno and Yobe States, Nigeria negatively influenced by Boko Haram insurgency. The study recommended that Government should evolve more robust approach to managing security issues in Borno and Yobe States.

Keywords: Boko Haram Insurgency, Students' Enrollment, Double-Shift Schooling, and IDPs

Introduction

Education is a veritable instrument and a cornerstone for the building and sustenance of any nation. Whatever a nation becomes depends on the type and quality of education provided for her citizenry, because no nation can rise above her education system, since the school is the mirror of the society and agent of social change through education (Ikwumelu, 2019). Education is a module and mirror-image of social realities. Social realities are maintained, and reproduced by education and are at the same time changed by effective education (Ikwumelu, 2019). Education is very effective instrument of change, and a vehicle through which skills,

knowledge and attitudes are acquired, transferred, or modified, Federal Republic of Nigeria (FRN, 2013). To acquire transform and modify society of any nation the need to develop the country's economy is inevitable. Education is widely accepted as a major instrument for promoting socio-economic, political and cultural development. Economics is a Social Science which deals with the means by which limited resources are used to satisfy competitive wants. Economics is concerned with the patterns of production, distribution, exchange and consumption of goods and services. Economics as a subject, offers knowledge in the relationship between a given economic system and the way of life of the people concerned. According to Ameachi (2016) Economics is defined as a social science subject that studies human behaviors in the effort to allocate scarce resources efficiently and effectively in order to minimize cost. The Nigerian Educational Research and Development Council, (NERDC, 2008), opined that there is a need to make the post-basic Economics curriculum responsive and relevant to Nigeria's quest to be among the top 20 players of the world economy come 2030. Despite the important roles of Economics subject there is serious complaint that it lacks in developing analytical mind, critical thinking, in making judicious allocation of resources in the process of equipping Secondary School students with skills that enhanced their meaningful contributions to the economy (WAEC Chief Examiner, 2024).

The Chief Examiner while commenting on 2024 result, disclosed that there was a decline in students' achievement in Economics subject when compared with the previous years. Also, the available statistics at Education Resource Centers (ERC) in Maiduguri and Damaturu, the state's capital revealed that no student scored distinction in Economics in 2024 West African Examination Council (WAEC) Examination in the two states (Education Resource Centre, 2024). This trend of student's poor achievement could be attributed to frequent insurgence in the areas. As a result of this the education system in Borno and Yobe states has been devastated by nearly twelve years of armed conflict between Nigerian government and the Boko Haram insurgencies, (UNICEF,2020). Boko Haram insurgency has targeted government facilities, especially public schools for attack with 279 schools forced to close in Borno and Yobe States (NUT, 2022), since the Boko Haram incursion from June 16,2009- to date. This violence led the Borno state government to close all public schools in 22 out of 27 Local Government Areas for at least seven years (NUT, 2019) and also the violence led Yobe State Government to close 126 public schools in twelve Local Government Areas out of 17 in the state (Human Right Watch and NUT, 2019). The blanket closure has since affected Borno and Yobe States, as they are among the states that generally fall under the rubric of Educationally Less Advantaged States (ELAS) common classification used by educational planners in Nigeria (Abubakar, Mohammed and Yagana, 2018). School children were killed, schools burnt, facilities destroyed, abductions and kidnapping of school girls (Chibok Girls School in Borno state and Dafchi Girls School in Yobe state), persistent, threat, fears and displacement led to a high level of trauma in citizens (UNISCEF, 2023). Many of the School facilities were destroyed and high population in the affected states have been displaced leading to thousands of children being out

of school (UNICEF, 2023). The death toll of students was 228 while 178 teachers were killed (UNICEF, 2023) Therefore, it is not only the students and teachers that are lost but also all the classrooms, teaching materials, libraries, laboratories, school clinics and school records leaving students with nowhere to learn and teachers nowhere to teach. As a result of these attacks in Borno and Yobe states Government adopted double- shift schooling strategies to ensure the basic education need for IDPs students in schools nearby.

Double- shift schooling programme allowed normal students to attend classes from early-morning until-mid day (7:30 am to: 12 pm) for children from the school community but with a slight adjustment of school hours to allow for Internally Displaced Persons (IDP) students to run programme from the late afternoon to evening (1: pm to 6: pm) with their teachers, and each group has principal to govern the school activities (MNE and NUT, 2019). The schooling strategy was adopted to ensure continuation of basic Education needs for the Internally Displaced Persons (IDPs) students in nearby schools which have limited resources/infrastructure within the state's capitals.

Studies in Nigeria have established negative effects of insurgency on education and its stakeholders. Addullahi, Amadu and Habu (2019) observed that the level of school attendance under the crisis situation has been low. Musa and Nwachukwu (2018) compared self-identity of 600 adolescents displaced as a result of Boko-Haram insurgency with the non-displaced who are far from insurgency affected areas. Displaced adolescents were found to exhibit identity confusion –related symptoms which may exert adverse effect on learning. Adebayo (2018) found that as an insurgency group, Boko-Haram fighters force their ideology on people through bombings, abduction and slaughtering of human beings, creating palpable fear and sense of insecurity in the polity. Hamman-Tukur, Atsua, Nwachukwu (2017) investigated the impact of boko-haram insurgency as perceived by teachers, administrators and students in Secondary Schools in Maiduguri and found that normal schools have been shut down, staff and student killed, abduction of teachers and students, took places, as well as destruction on of school facilities and increased absenteeism.

Statement of the Problem

Education in the North-Eastern part of Nigeria especially in Borno State has been under siege since 2012 by a group called Boko-Haram insurgents. Insurgency has become threat to many homes and to school children. Unfortunately, Students' enrollment in Borno and Yobe states has under normal circumstances which will be based on available statistics shown at Education Resource Centers in Maiduguri and Damaturu the state's capital of Borno and Yobe states, the causes of this insurgency could be as a result of these violent attacks at the double- shift schooling system strategy was adopted to accommodate large number of IDPs students' enrolment in Borno and Yobe states. Double-shift schooling programme allows two groups of students to use one set of buildings and facilities, in the situation where buildings and facilities are limited compared to number of students required in the normal school using enrollment of the IDPs students in Borno and Yobe states. Low enrollment has become a problem in the near

future as there might be limited number of students in economics. As such, the study therefore, seeks to determine the influence of Boko Haram insurgency on student's enrollment in Economics in double-shift schooling at internally displaced persons' camps in Borno state, Nigeria.

Objectives of the Study

The main objectives of this study were ascertained the influence of Boko Haram insurgency on students' enrollment in Economics in double-shift schooling at internally displaced persons' camps in Borno and Yobe States, Nigeria. Specifically, the study sought to determine:

1. The influence of Boko-Haram insurgency on students' enrollment in Economics in Double-shift Schooling at internally displaced persons' camps in Borno and Yobe States.
2. The influence of Boko-Haram insurgency on male and female students' enrollment Economics in Double-shift Schooling at internally displaced persons' camps in Borno and Yobe States.

Research Questions

This study answered the following research questions:

1. What is the influence of Boko-Haram insurgency on students' enrollment in Economics in double-shift schooling at internally displaced persons' camps in Borno and Yobe States?
2. What is the influence of Boko-Haram insurgency on male and female students' enrollment economics in double-shift schooling at internally displaced persons' camps in Borno and Yobe States?

Hypotheses

The following hypotheses are formulated and was tested at 0.05 level of significance:

HO₁: There is no significant relationship between the influence of Boko-Haram insurgency on students' enrollment in Economics in double-shift schooling at internally displaced persons' camps in Borno and Yobe States

HO₂: There is no significant relationship between the influence of Boko-Haram insurgency on male and female students in Economics in double-shift schooling at internally displaced persons' camps in Borno State

Methodology

The study adopted correlation survey research design. This design seeks to established relationships between variables or direct influence of one variable (X) on another variable(s) (Y). The areas housed largest number of the internally displaced persons in the country which influenced students' enrollment in Economics subject. The population for this study consists 2,349 (Male: 1500 and Female: 849) senior secondary school class two (SSII) students during the 2025/2026 academic session in IDP camps in Borno and Yobe states. The sample size for

this study was one hundred and three (103) comprises (Male: 63 and Female: 40) IDPs SS11 Economics students during the 2025/2026 academic session. The instrument for data collection was the questionnaire. Both secondary and primary data collection for this current study were used. These include: students school statutory records on Enrolment (SSSROE) to elicit record of student's enrolment in economics. Research questions were answered using bivariate correlation (specifically the Pearson's r). Hypotheses were tested at 95% confidence level using the linear regression analysis.

Results

Research question 1: What is the influence of Boko-Haram insurgency on students' enrollment in double-shift schooling at the IDPs camps in Borno and Yobe States?

Table1: r-value on students' enrollment in double-shift schooling at the IDPs camps in Borno and Yobe States

Computed r	r^2	Adjusted r^2	Std Error
-.9004	.81071	.80884	6.6397

Table 1 revealed a negative relationship (-.9004) between insurgency level and enrolment in schools in the IDP camp. The table further revealed that the coefficient of determination (r^2) is .81071. This implies that 81% of school enrolment in the IDP camp is determined by the level of insurgency.

Research question 2: What is the influence of Boko Haram insurgency on Male and Female Students enrollment in double-shift Schooling at the IDPs camps in Borno and Yobe States?

Table2: r-value on male and female students' enrollment in double-shift schooling at the IDPs camps in Borno and Yobe States

Gender - Categories	Computed r	r^2	Adjusted - r^2	Std Error
Male	-.8887	.78974	.78641	7.13833
Female	-.9243	.85432	.85028	5.77953

As shown on table 4, the relationships between insurgency and enrolment for male and females are negative. As seen on table 4, the relationships are -.8887 and -.9243 respectively for males and for females. The coefficient of determination of insurgency on enrolment for males is .7897 implying that for males approximately 79% of enrolment of males is attributable to insurgency while for female it is approximately 85%.

HO₁: The influence of Boko Haram insurgency on Male and Female Students enrollment in double-shift Schooling at the IDPs camps in Borno and Yobe States will not be statistically significant.

Table3: significance of influence of Boko-Haram insurgency on male and female students' enrollment in double-shift schooling at the IDPs camps in Borno and Yobe States

Gender	Computed r	r^2	Adjusted - r^2	Std Error	Beta	T	Sig of T
Male	-.8887	.78974	.78641	7.13833	-.888675	15.383	.0000
Female	-.9243	.85432	.85028	5.77953	-.924295	14.530	.0000

Result of data analysis summarized on table 3 indicates that for males the alpha level (0.05) is greater than the Sig of T (.0000). Based on the decision rule, the researcher concludes that the influence of Boko Haram insurgency on Male Students enrollment in double-shift schooling at the IDPs camps in Borno and Yobe States is statistically significant. The summary of result also indicates that for the females, the alpha level is greater than the T sig value. As such the researcher also concludes that the influence of Boko Haram insurgency on female students' enrollment in double-shift schooling at the IDPs camps in Borno and Yobe States is statistically significant.

Discussion of Findings

Findings of the study revealed a negative relationship (-.9004) between insurgency level and enrolment in schools in the IDP camp. The finding agreed with the findings of Abdullahi, Amadu and Habu (2013) who observed that the level of school enrollment under the crisis situation has been low. Musa and Nwachukwu (2014) compared self-identity of 600 adolescents displaced as a result of Boko-Haram insurgency with the non-displaced who are far from insurgency affected areas. Displaced adolescents were found to exhibit identity confusion-related symptoms which exert adverse effect on their willingness to get enrolled in schools. Adebayo (2014) found that as an insurgency group, Boko-Haram fighters force their ideology (that education is evil) on people through bombings, abduction and slaughtering of human beings, creating palpable fear and sense of insecurity in the polity. This ideology sometimes becomes permanent and obviously manifest in their willingness to enroll in schools.

Conclusion

Based on the findings, the study concluded that students' enrolment in double-shift schooling at internally displaced persons camps in north-east, Nigeria is negatively influenced by Boko Haram Insurgency.

Recommendations

Based on the findings of this study, the study made the following recommendations:

- (1). Government should evolve a more robust approach to managing security issues in Borno and Yobe States.
- (2). Adequate security should be provided to IDP camps especially in schools within the camps to give the students assurance of their safety. This will obviously increase their willingness to enroll, attend classes and also achieve in their respective subjects.

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