

On Mubi Invasion: From Students' Academic Performance Perspective

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Abstract: The high level of insecurity exacerbated by catastrophic Boko Haram terrorism has threatened the progress of western education in Nigeria. Attacks and fear of attacks which is inimical to peace have been seen to affect students' academic performance. Using the Cumulative Grade Point Average (CGPA) collected from the department of statistics and operations research, federal university of technology, Yola, we carried out a Comparative analysis of the pre-Mubi invasion academic session (2012/2013) and the session of the attack (2014/2015). Our findings show that, students' performance in 2012/2013 is generally better the 2014/2015 session.

Keyword: Academic performance, Boko Haram, Insecurity, Insurgence

I. INTRODUCTION

Nigeria has suffered from several terrorists group in the past with different agenda among which are: Movement for the Survival of Ogoni People (MOSOP) and Movement for the Emancipation of the Niger Delta (MEND), in the Niger Delta region. In the East, the Bakassi Boys and the Bakassi Movement for the Actualizations of the Sovereign State of Biafra (MASSOB) are also terrorist groups fighting for equal rights and security of N'digbo true federalism, autonomy and political relevance of the Igbo people in Nigeria having been ravaged by the civil war and abandoned thereafter (Patrick and Felix, 2013). Others are the Odual People's congress in the Western Region of Nigeria and the Fulani herds men across the country. This high level of insecurity has been exacerbated by catastrophic terrorism that have taken terrible humanitarian toll and threatened Nigeria's cooperate existence as witnessed in the Niger Delta region and many Northern States (Malachy 2013). Though, Nigeria has ever faced series of security threatening challenges, the one caused by the activities of the Islamist sect, the Boko Haram remains quite unique in all ramifications (Ahokegh, 2012).

Jama'at Ahl us-Sunna li'd-Da'wah wa'l-Jihad [The Group of the people of Sunnah for Preaching and Struggle] (Murtada 2013) is popularly referred to as Boko Haram (Western education is forbidden). In the early stages, the Boko Haram sect was widely known to have mobilized its membership from women and children, school dropouts and unemployed university and polytechnic graduates, most of who tore their certificates (Awortu, 2015). This was as a result of how they detest the tenets of the western system of education. They believed that the corrupt practices which seems to be the order of the day in Nigeria is geared by western education and is prominent among the working class.

In 1995, the group operated under the name Shabaab, Muslim Youth Organisation with Mallam Lawal as the leader. When Lawal left to continue his education, Mohammed Yusuf took over its Leadership (Okemi, 2013). Muhammad yusuf was from the village of Naiyah in yunusari region in the Gashua province of Yobe state, northern Nigeria (Murtada 203). Murtada further stated that with Muhammad Yusuf set up as "Imam" he also had a deputy who was Abubakar shekau, while Muhammad Nur was the secretary general. The followers of the group were known as Yusufiya as an ascription to their leader. Yusuf changed the primary goals of

the sect towards the overthrow of the secular Nigerian Government and the enforcement of an anti-Western Sharia law based government (Malachy 2013). Although, the insurgence activities of Boko Haram became pronounced in 2009, Nigeria witnessed their emergence 2002, when a group of people came down from Gwoza mountain in southern Borno to unleashed havoc on the inhabitant at the foot of the mountain. The inhuman activities of the Islamist sect, have unsettled the Nigerian nation to the extent that ample time and socio-economic cum political resources that ought to have been channeled to the development of the entire country is being wasted on various efforts geared towards checkmating and possibly, annihilating the insurgency in the North east political zone of Nigeria (Awortu, 2015). Although, several research works have been carried out regarding the work of Boko Haram, little or nothing has been done concerning the extent to which the academic performance of university students of the northeastern states has being affected. Hence, the major concern of this paper is to find out the psychological effect of 29th November, 2014 Mubi attack on the academic performance of students in other areas that has not been attacked in Adamawa state. Thus, the paper attempts to look at the extent to which the sect has achieved its goal (Boko Haram) and the effect of this insurgency on students' academic performance so far.

II. BOKO HARAM ATTACKS ON EDUCATION

The upsurge of terror unleashed by this Islamic religious sect is rather unprecedented with monumental loss of lives and properties. Insecurity in Adamawa, Borno, Yobe, Kano etc alone has cost the Nigerian economy N1.3trillion (\$6 billion) as a result of attacks by the Boko Haram group (Babatunde, et al.,2014). The Federal Government of Nigeria said it needed N233bn to reconstruct and rehabilitate the states of the North-East ravaged by the activities of the Boko Haram sect (punch, 2015). The territorial scope of their destruction also keeps expanding and this time, it extends to the academic institutions as some Nigerian universities have been bombed causing heavy destructions and loss of human lives (Ahokegh, 2012). An official in the Ministry of Education in Borno state reportedly stated that "around 15,000 children in Borno state have stopped attending classes following the increased insecurity in the state, including the attacks on schools (Ugwumba and Odom, 2014). Ugwumba and Odom (2014) further noted that Education is under attack in northern Nigeria. Since the beginning of 2012, according to Amnesty International's research, about 70 teachers and over 1000 school children have been killed or wounded. About 50 schools have either been burned or seriously damaged and more than 60 others have been forced to close. Thousands of children have been forced out of schools across communities in Yobe, Kaduna, Adamawa and Borno states. Many teachers have been forced to flee for their safety to other states. The following are some extracted cases of attack by Boko Haram sect on schools and students.

Feb 17, 2012 in Kaduna state, gunmen attacked Zonkwa killing 2 students.

Feb 21, 2012 in Borno state, Boko Haram destroyed Gomari Costain primary school by fire.

Feb 22, 2012 in Borno state, Abba Ganaram primary school Maiduguri was set ablaze by Boko Haram.

March 1, 2012 in Kaduna state, Boko Haram attacked government secondary school fadan kaje.

April 11, 2012 in Yobe state, Boko Haram attacked and bombed police station and one primary school in Fika.

April 29, 2012 in Kano state, Boko Haram struck Bayero university open theatre being used as church by Christians killing 15 people including two university professors.

May 12, 2012 in Borno state, Boko Haram burnt a private nursery, primary and secondary school in Maiduguri.

May 13, 2012 in Borno state, Boko Haram burnt Mafa central school in Maiduguri.

Aug 19, 2012 in Yobe state, Boko Haram attacked and blew up a primary school, church and police station in damagun.

Sept 27, 2012 in Borno state, Boko Haram attacked Mahammed Goni College of legal and Islamic studies in Maiduguri shooting security men, burnt down administrative block, the office of the deans and the council chamber.

Oct 1, 2012 in Adamawa state, gunmen attacked federal polytechnic in mubi town killing 25 students

March 18, 2012 in Borno state, Boko Haram attacked 4 public schools in Maiduguri killing 3 teachers, injured 4 people and 3 students.

April 7, 2013 in Borno stae, gunmen attacked and killed a teacher in Gwange III primary school in Maiduguri.

April 9, 2013 in Borno state, Boko Haram attacked and killed two teachers plus other officials on their way to provide food to schools during inspection tour in Dikwa LGA.

June 18, 2013 in Yobe state, Boko Haram attacked GSS Damaturu, shooting sporadically, killing 7 students, 2 teachers and 2 gunmen Headed to the teacher's quarters killing another 2 teachers, 6 students sustained various degrees of injuries.

June 24, 2013 in Borno state, gunmen attacked and killed 9 students in Gamboru on their way to take exam.

July 6, 2013 in Yobe state, Boko Haram attacked GSS mamudo Killing 41 students and a teacher.

Sept 29, 2013 in Yobe state, Boko Haram stormed a dormitory of college of agriculture in Gujiba killing 40 students and a teacher.

Feb 25, 2014 in Yobe state, Boko Haram stormed a coeducational, federal government college boarding school in Buni Yadi killing 29 male students, injured 59, and abducted some female students.

April 14, 2014 in Borno state, Boko Haram attacked Girls Secondary School and kidnapped 234 Chibok girls, burnt library and other government properties.

April 11, 2014 in Borno state, Boko Haram attacked and exchanged fire with soldiers killing 8 teachers in Dikwa (Ugwumba and Odom, 2014). See Ohiwerei (2014) for more cases of Boko Haram's attack.

Adamawa is one of the largest states in Nigeria. It borders Borno state to the north, Gombe state to the west, and Taraba state to the south. Its location makes it a key corridor between Borno, a hub of Boko Haram activity, and other states (Conflict Bulletin: Adamawa State 2014). Before October 2014 mubi invasion, Yola North/South Local Government

Areas (LGA) had the most incidents overall, closely followed by Mubi North/South. Insurgents were believed responsible for Mubi attack on an Igbo community in early 2012 that left 20. In October and November 2012, explosions in Mubi reportedly targeted Joint Task Force (JTF) patrols, killing at least 22 people. In October 2012, 25 students were killed in attacks at the Federal Polytechnic. For 2014 alone, the northeast region accounted for 9,884 fatalities. Michika, Konduga, Gombi, Mubi and Hong LGAs are among the noticeable locations where heavy casualties were recorded at different periods. In October, Mubi and Michika LGAs are the most lethal (Nigeria Watch Project)

The catastrophic Boko Haram Insurgency in the North-East has become the single most significant threat to schooling and school infrastructure (daily review, 2015). As indicated above, one of its most brazen attacks occurred 2014 April, when the Islamic insurgents abducted more than 200 girls in the town of Chibok, Borno state in Nigeria’s North East. The schoolgirls have not been found till date (leadership, 2015). Boko Haram’s repeated attacks on schools in the northeast of Nigeria have insurmountable obstacles to learning for large number of pupils (Ugwumba and Odom, 2014). Ugwumba and Odom Further noted that the psychosocial impact of the attacks of Boko Haram will affect children’s ability to learn, and where the threat of attacks persists may lead to their (pupils/students) being kept at home from school, even if the school remains open. Such obstacles to access to education can result in severe developmental problems.

The effect of Boko Haram attacks are not restricted to students in school and area that have actually been attacked, as an attack on one school or locality leads to fear that any school in the area might be attacked. Hence, the need to undertake this study in an area that is under the pressure of Boko Haram’s attacked.

III. DATA ANALYSIS AND THE RESULT

The study data is students Cumulative Grade Point Average (CGPA) collected from the department of statistics and operations research, federal university of technology, Yola. Comparative analysis of the pre-Mubi invasion academic session (2012/2013) and the session of the attack (2014/2015) was carried out. The population for the study is the entire 400, 300 and 200 levels that attended both the stated sessions. Table 1 is the average CGPA of the various levels while Table 2 present further analysis using mean comparison test for paired sample for the performance in 2012/2013 and 2014/2015 sessions. The average CGPA across the levels is presented on figure I. Figure II-IV are plots of students CGPA for the periods under review for Operations Research students while figures V-VII are Statistics students CGPA plots.

Program	Level	2012/2013	2014/2015
Operations Research	200 Level	2.79	2.41
	300 Level	2.87	2.73
	400 level	2.54	2.49
statistics	200 Level	2.80	2.74
	300 Level	2.98	2.85
	400 Level	3.07	3.04

Table 1: Average CGPA of 200-400 Level Students

Average CGPA across the levels	t-critical	t-computed
Operations Research 200 level	1.7170	3.5238
Operations Research 300 level	1.6710	5.1522
Operations Research 400 level	1.6840	3.9675
Statistics 200 level	1.7340	1.5531
Statistics 300 level	1.7140	3.1018
Statistics 400 level	1.6970	1.6636

Table 2: Mean Comparison Test, Paired Samples

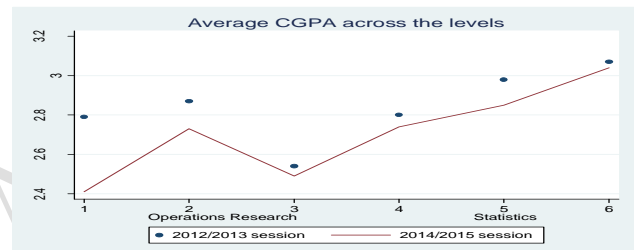


Figure 1: Average CGPA 2012/2013 and 2014/2015 academic session

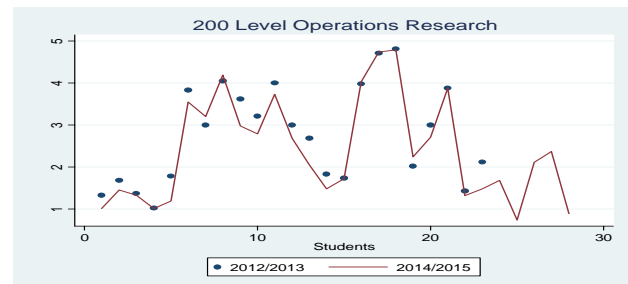


Figure 2: 200 level Operations Research 2012/2013 and 2014/2015 academic session

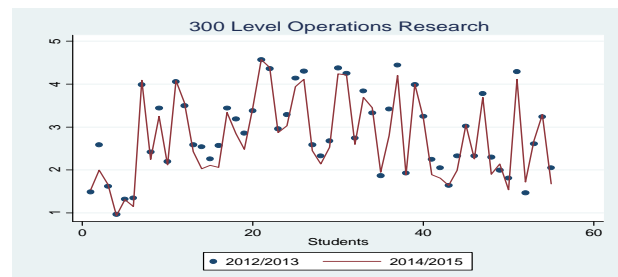


Figure 3: 300 level Operations Research 2012/2013 and 2014/2015 academic session

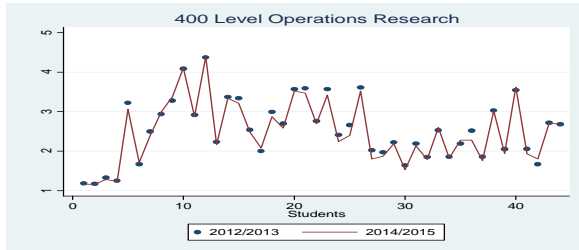


Figure 4: 400 level Operations Research 2012/2013 and 2014/2015 academic session

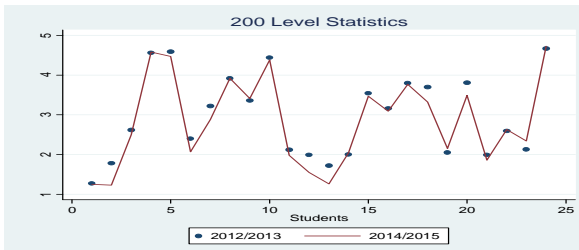


Figure 5: 200 level Statistics 2012/2013 and 2014/2015 academic session

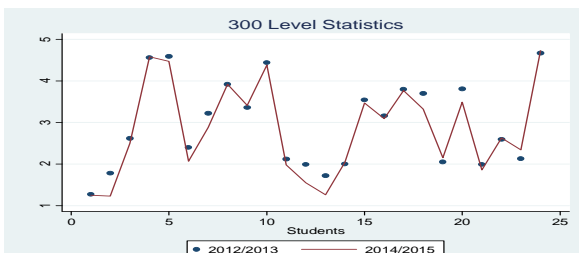


Figure 6: 300 level Statistics 2012/2013 and 2014/2015 academic session

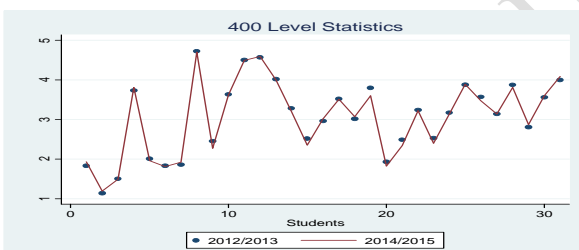


Figure 7: 400 level Statistics 2012/2013 and 2014/2015 academic session

IV. DISCUSSION

In Table 2, the analysis of average performance of the students for the two programmes is given by: $t_{\text{computed}}=(2.4900) > t_{\text{critical}}=(2.0150)$. The null hypothesis is rejected in favour of the alternative which state that there is significant difference between the academic performance of students in 2012/2013 and 2014/2015 sessions. This is further explained by figure I where the scatter graph represents 2012/2013 session while the line graph represents 2014/2015 session. Table 2 also shows similar analysis for 200-400 levels for both Operations Research and Statistics respectively. In all cases except for 200 and 400 level Statistics, the alternative is strongly accepted. The critical and computed t-value for 400

level are essentially the same. However, there is no empirical reason to say that 200 level statistics students performed better in 2012/2013 than 2014/2015 academic session. Figure II-VII further point to the fact that students' performance in 2012/2013 is generally better than 2014/2015 session.

V. RECOMMENDATIONS

The issue of bad governance has been identified as one of the factors responsible for the emergence of Boko Haram in northern Nigeria. This has created a situation of idleness of the youths, who are either unemployed or are not empowered to be self-reliant. We recommend that governments at all levels should engage in people-oriented policies to create job opportunities for the youths. We also recommend the fast passage of the bill on the Northeast Development Commission into law by Nigeria national assembly so that the devastated states of the northeast can be assisted in rebuilding their communities. Above all, governments and well to do individuals should intensify effort at rebuilding schools that have been destroyed and rehabilitating the affected school children and teacher.

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