

Effects of Insurgency on Senior Secondary School Students' Attitude and Achievement in Geography in Maiduguri, Borno State, Northeastern Nigeria

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ABSTRACT

This study explored the effects of insurgency on senior secondary school geography students' attitude and achievement in Maiduguri Borno State, Northeastern Nigeria. The study design was survey. The sample consisted of 337 geography students drawn from 20 sampled schools cutting across 98 public and private schools in the study area. Data for the study was collected using Students' Attitudes towards Geography Scale (SATGS) and students Geography Achievement Test (GAT). The reliability coefficients of SATGS (computed using Cronbach Alpha method) and GAT (computed using Pearson r method) were 0.87 and 0.80 respectively. Data was analyzed using frequency counts, percentages, mean scores and Chi Square at 0.05 level of significance. The results revealed that insurgency had instilled negative attitude in students towards Geography, resulting to students' devotion of little and insufficient time to the study of the subject. The study further revealed a significant relationship exists between students' attitude and achievement in Geography. More so, Students' decision to pursue future careers in Geography did not relate significantly to their grades in the subject. It was concluded that insurgency was the reason for students' negative attitude towards Geography. Therefore, it was recommended that government should adapt measures to guarantee security of teachers, students and schools' facilities to improve students' attitudes and achievement in Geography, and teachers to work hard to restore the status of the subject by adapting innovative instructional methods. Students were encouraged to work extra time at home in studying Geography to cover time lost for school due to insurgency.

Keywords: Insurgency, Students' attitude, Achievement, Geography.

INTRODUCTION

Geography is a vast field of study dealing with the study of man and his environment, spatial locations, spatial distributions and processes of events, ideas and matters. Thus, it deals with the relationship between human and physical components of the environment as it relates to space, locations, places, people, and distribution of events and explanation of processes of spatial structures (Ekperi, 2018). In Nigeria and other parts of the world, Geography's early approach involved the studies of regions and collection and memorization of factual data. Today, Geography has shifted emphasis to quantitative approach, systematic studies and building of acquired knowledge into applicable models and theories. The significance of Geography as a school subject cannot be over emphasized, as it equips students with the body of knowledge to make them functional members of the society (Aderogba, 2011). Geography enables students, stresses Aderogba, acquire sound knowledge of their immediate environment, develop the ability to comprehend and explain natural phenomena, and acquire useful skills and outlooks which enable them make useful contribution to their community and nation at large. The new Geography Curriculum for senior secondary schools developed by the National Educational Research and Development Commission (NERDC, 2012) covered thematic areas subsuming Local Geography, Earth and the Solar System, Environment and its Resources, Regional geography of Nigeria, Map Reading and Interpretation, Economic and Human Geography and Introduction to Geographic

Information Systems. The curriculum is intended to build learners' abilities to think about the earth in general and their immediate environment. The value of Geography education in the Nigerian secondary schools can only be realized if the processes of its implementation is fully attained without hindrances. However, this is not the case in north eastern part of the country as the process of implementing the Geography curriculum has come with the veritable challenge of insecurity posed by Boko Haram and later similar groups.

Nigeria witnessed the first incidence of a group of insurgents popularly called Boko Haram in North-East Nigeria in 2009. Since then, other groups of insurgents have emerged and posed security threats in the entire region over the last decade. The barbaric activities of these insurgents have also threatened national security as well as economic, political, social life and education. The subject of security has taken frontline in national conversation because of its centrality in the nation's national life. A narrative seeking justification for this outright rebellion says, the groups are nationals who have genuine, legitimate, deeply felt grievances (Bilyaminu & Purokayo, 2017). Over the years, insurgent moved from crude use of stones, machetes and arrows to destructive arms and ammunitions. It has been observed that in the passage of time, these insurgents became sophisticated enough to wield state of the art weapons including bombs to carry out coordinated attacks, abductions, kidnappings for ransom and violent ethno-religious conflicts. Ajayi (2011) particularly reported cases of insurgents breaking prisons and release inmates in their hundreds, abduction of students, and marked bombings of worship centers, markets, and government facilities to mention a few. These insurgents shared an ideology of a strict believe that is averse to western education. For this major reason, one of their worst hit targets has been schools and anything associated with western education. This has continued in spite of coordinated security efforts by all security agencies to suppress the activities of the insurgents in the Northeastern region of the country.

The activities of insurgents in Northeast Nigeria have negatively reshaped social, economic and political life of the inhabitants. People now live in fear and great depravation (Shuaibu et al., 2015). Economic activities have since been truncated in the region since markets have been reported as easy targets for attacks. At the peaks of this insurgency, general elections were suspended in some locations in the region. Schools and other learning centers have received a fair share of the attacks perpetuated by insurgents in North-East Nigeria, making schools largely unsafe for students, teachers and other supporting staff. Regrettably, majority of the 276 popular Chibok secondary school girls kidnapped by the Boko Haram insurgents in 2014 are yet to be found (Uzochukwu, 2014). Many of such kidnaps of men, women, girls, school children and teachers have also occurred. Since 2009, insurgents have reportedly burnt down more than 300 schools depriving children access to education. Security of schools is therefore vital to carrying out school programmes and activities. Progressive teaching, learning and students' achievement can only be achieved in a safe and secure environment, which insurgency has deprived schools in the Northeastern Nigeria. A well secured learning environment that is devoid of security threats is perceived to enhance learning. In line with this, Shuaibu et al. (2015) posited that attaining security is a highly valued goal.

The severe disruption of education in the Northeastern part of Nigeria has led to poor funding (Ruquyyatu, 2013), loss of personnel (Okoli & Iortyer, 2014), poor academic achievement (Etebu & James, 2011) and destruction of schools (Yakubu, 2012). Regular injury, murder and abduction of innocent students and teachers have been reported. Such incidents created fear in the minds of students, teachers and parents, causing withdrawal of students from schools or outright closure of schools for long periods. Students study under stress with poor school attendance and vandalized school facilities. This resulted to half-baked graduates and non-establishment of new schools in the region. These dirty outcomes have forced some teachers to stay away from school for fear while others have fled the region for safety. Insurgents' activities against schools if allowed to continue could have far-reaching effects on the school communities, especially students' attitude towards learning and even achievement.

Academic achievement of student is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even in an examination condition (Kpolovie et al., 2014). Samuel (2012) views achievement as the outcome of education, defined by the extent to which a student, a teacher or institution has achieved the educational goals. Academic achievement is an important parameter in measuring students learning outcome in various schools' disciplines. This could include grades students obtain to show the ability of the student to study and remember facts and being able to communicate his knowledge

orally or in writing under examination conditions. No single factor can be said to be the determinant of students' achievement as achievement is a product of a combined interaction of several factors. However, a positive turn of these individual factors could culminate in an improvement in achievement. One of these factors that have been studied and found to be a positive correlate of students' achievement is attitude as in studies by Nja et al. (2022), Dakur and Muwus (2021), Kpolovie et al (2014) among others.

The attitude of a student or anyone engaged in any activity is an important psychological disposition to events or objects, though not experienced tangibly, but required to get tasks accomplished. Attitude is said to be the emotional and mental entities that drive an individual to take any action towards an object or subject (Perloff, 2016). Attitude similarly refers to the disposition of one's mind, feelings or conditions toward an individual or object (Khan & Ali, 2012). In a teaching and learning setting, attitude of the students towards learning can be determinant of many outcomes. Students' attitude to school can be seen as a disposition towards learning, working with others and functioning in a social institution which in turn have a strong positive relationship with students' achievement (Kpolovie et al., 2014). Nja et al. (2022) reported that student with positive attitude had higher academic achievement scores. Attitude and achievement of students in the new topics of senior secondary school Geography curriculum was reported by Dakur and Muwus (2021) to have positive linear relationship. A study by Anup and Anujit (2017) of Geography students also show a significant positive relationship between attitude and their achievement. This underscores the strength of students' attitude on their learning outcome, defined by their achievement in any given discipline.

In the face of continuous and increasingly complex activities of insurgents in Maiduguri, Borno State of Nigeria, it is feared that the tentacles of the effects of such activities may be touching on some of the most likely variables such as students' attitude to learn. This raises a strong suspicion as WAEC and NECO examination bodies have report low achievement in subjects including Geography by candidates in the region. Though many factors could influence achievement, this study focused on the effect of insurgency on the attitude of Geography students and their academic achievement. In doing this, the researchers dug up the nature of the attitudes of Geography students, impact of their attitudes on time they devote to studying Geography, influence of attitude on their future career decisions in Geography and the effect of insurgency on their achievement in Geography.

Objectives:

The study considered the impact of insurgency on the attitude and academic achievement of Geography students of senior secondary school in Maiduguri Borno State, Nigeria. Specific objectives included determining:

1. The extent to which insurgency affects the attitude of students towards the study of Geography.
2. The time devoted by students to study Geography daily.
3. The willingness of students to pursue future careers in Geography.
4. The extent to which insurgency affects students' achievements in Geography.

Research Questions:

1. What is the effect of insurgency on the attitudes of students towards the study of Geography?
2. What is the of amount time devoted to the study Geography daily by students?
3. What is the level of willingness of students to pursue future careers in Geography?
4. What is the effect of insurgency on students' achievements in Geography?

Hypotheses:

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

1. There is no significant relationship between students' attitude towards studying Geography and their achievement.

2. There is no significant relationship between students' willingness to pursue future career in Geography and their achievement.

METHODOLOGY

Research Design

The study adopted the survey research design which involved collection of data on the attitude of students towards the study of Geography using students' attitude towards Geography scale (SATGS), and on their achievement using Geography achievement test (GAT).

Sample and Procedure

The population of the study consisted of all Senior Secondary two (SS II) students of Geography in Maiduguri, Borno State. This consisted of 1,685 SS II Geography students drawn from 98 public and private schools in the study area. The sample composed of 337 students, representing 20% of the population of students belonging to four (4) public and 16 private schools randomly selected from the two strata using stratified sampling technique. To achieve this, the schools in the study area were stratified into public and private, and 20% of the total number of schools in each stratum was randomly selected, giving rise to four public and 16 private schools. This process resulted in the sample 337 students that were used for the study.

Instruments

Data was collected using Students' Attitude Towards Geography Scale (SATGS) and Geography Achievement Test (GAT). SATGS had 22 items, divided into sections A, B, C and D. Section A (2 items) on biodata of the students, section B (10 items) on the attitude of students toward Geography, C (5 items) on time devoted to learning and D (5 items) on choice of future careers in Geography. Items in sections B, C and D were quoted on the four-point Likert type scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with ratings 4, 3, 2, 1 respectively and criterion mean of 2.50.

The GAT consisted of 60 multiple choice items selected from WASCE past questions from 2019- 2021, only on topics in SS I and SS II Geography curriculum. This was administered to students in the sampled schools, and the results obtained were graded A1, B2, B3, C4, C5, C6, D7, E8 and F9, just as done in WASCE; A1 being the highest obtainable grade while F9 is the lowest grade. Grades A1, B2, B3, C4, C5 and C6 were considered credit passes, while D7, E8 and F9 were considered fail as these could not qualify students for admission into higher institutions of learning in Geography and related disciplines.

Three experts from the University of Jos validated GAT, two in Geography education and one in educational tests, measurements and evaluation, while three experts also validated SATGS. One each from Geography education, educational psychology, and educational tests, measurements and evaluation, all from the University of Jos, Nigeria. The reliability coefficient for SATGS and GAT were 0.87 and 0.80 respectively, determined using Cronbach Alpha and Pearson Product Moment methods respectively.

Statistical Analysis

Data collected was analysed using frequency, percentage, mean score and Chi square (χ^2). Frequency, percentage and mean score were used to answer the research questions while chi square was used to test the hypotheses formulated.

Data Collection Procedure

Students' attitude towards Geography scale (SATGS) and students' Geography Achievement Test (GAT) were administered by the researchers directly to the 337 geography students from sampled schools in the study area. These were administered and responses retrieved on-the-spot after completion. The results obtained were used to answer and test the hypotheses formulated for the study.

RESULTS

Results computed from data collected for the study were analysed and presentation in line with the research questions and hypotheses follows:

Research Question One: The research question explored the effects of insurgency on the attitude of students towards the study of Geography in Maiduguri, Borno State. The results are as presented in table 1.

Table 1

Summary of Responses on Effects of Insurgency on Students Attitude towards Geography in Maiduguri.

| Items | n | Negative | | Positive | | Mean | Answer |
|--|---|---------------|--------------|--------------|-------------|------|----------|
| | | SA | A | D | SD | | |
| 1. I do not want to learn Geography because teachers do not take us to the field for study. | | 162 | 91 | 69 | 15 | 3.19 | Negative |
| 2. My school is not safe due to attacks by insurgents, so I do not attend any Geography lesson. | | 163 | 76 | 70 | 28 | 3.11 | Negative |
| 3. My friends were abducted in other schools by insurgent group, for this reason I am afraid to attend Geography lessons. | | 180 | 85 | 56 | 16 | 3.27 | Negative |
| 4. Geography is difficult and insurgency has made it more difficult as we now have few teachers. | | 168 | 87 | 50 | 32 | 3.16 | Negative |
| 5. I dislike and intent to leave Geography class because my teacher is always in a hurry to finish lessons due to fear of possible insurgents' attack. | | 190 | 56 | 70 | 21 | 3.23 | Negative |
| 6. Frequent closure of school for two to three months due to insurgency has made me dislike learning Geography. | | 201 | 65 | 50 | 21 | 3.32 | Negative |
| 7. We hardly have Geography lessons since insurgents killed our teacher without replacement, so I may leave the subject. | | 170 | 107 | 48 | 12 | 3.29 | Negative |
| 8. Map reading is difficult because insurgents burnt our learning materials, so I cannot learn it. | | 180 | 75 | 56 | 26 | 3.22 | Negative |
| 9. Living in displaced persons' camp due to insurgency without classrooms and teachers makes it difficult to learn Geography. | | 168 | 91 | 61 | 17 | 3.22 | Negative |
| 10. I lost my friends during fieldwork due to insurgency and since then, I stopped learning Geography. | | 187 | 71 | 56 | 23 | 3.25 | Negative |
| Total /Percentage | | 1769 (53%) | 804 (24%) | 586 (17%) | 211 (6%) | 3.23 | Negative |

Note: 1-2.49 =positive attitude & 2.5-4.00=negative attitude.

The results in table 1 show that students responded negatively on all the ten items as none of their mean response on the 10 items is less than 2.5. Thus, with a total of 3,370 frequencies for the ten items, 2,573 (77%), strongly agreed and agreed, showed a negative attitude towards Geography, while 797 (23%), disagreed and strongly disagreed, showed a positive attitude towards geography. Most of the students attributed their negative attitude towards Geography to their inability to go on field trips due to fear of attacks by insurgents, abductions or murder of teachers and students in schools and fields, insufficient time allocation and hurried Geography lessons, unavailability of teachers, teaching materials and classrooms for geography lesson because of the activities of insurgents. These means that insurgency have resulted to students’ development of negative attitude towards Geography.

Research Question Two: The research question verified the time students devoted to studying Geography in Maiduguri, Borno State with results presented in table 2.

Table 2

Summary of Responses on Effects of Insurgency on Time Devoted by Students to Study Geography in Maiduguri.

| Item | n | SA | A | D | SD | Mean | Answer |
|---|-----|-----|-----|-----|-----|------|--------------|
| 1. Insurgency has reduced the time we spend in school daily to learn. | 337 | 201 | 70 | 47 | 19 | 3.34 | Insufficient |
| 2. I never have time to study Geography at home daily. | | 160 | 70 | 72 | 35 | 3.05 | Insufficient |
| 3. The duration of terms has been so much reduced due to insurgency. | | 173 | 60 | 68 | 36 | 3.10 | Insufficient |
| 4. My teacher is often in a hurry to complete his lessons due to fear of insurgents’ attack | | 168 | 102 | 50 | 17 | 3.25 | Insufficient |
| 5. Time is never sufficient for us during Geography lessons due to fear of insurgents’ attacks. | | 187 | 79 | 47 | 24 | 3.27 | Insufficient |
| Total | | 889 | 381 | 284 | 131 | 3.20 | Insufficient |

Note: 1-2.49 = Sufficient Time, & 2.5-4.00= Insufficient Time.

The result in table 2 affirmed that students devoted just a little fraction of their time to the study of Geography. This is insufficient for meaningful studies, coverage and understanding of the content of the subject. The students agreed on all the five items that insurgents have reduced the length of terms and the time they spend in school daily, teachers are always in a hurry to end lessons, time is never sufficient for geography lessons and students never spared time to study geography at home after school. In the light of this results, there is enough evidence to conclude that students do not devote enough time required for the study of Geography in Maiduguri, Borno State, Nigeria.

Research Question Three: The research question probes on the willingness of Geography students to pursue careers in Geography in Maiduguri, Borno State with results presented in table 3.

Table 3

Summary of Responses on Effects of Insurgency on Students Willingness to Pursue Future Careers in Geography in Maiduguri.

| Item | n | SA | A | D | SD | Mean | Answer |
|---|-----|-----|----|----|----|------|-----------|
| 1. Careers in Geography are unattractive, unpopular and not required. | 337 | 196 | 80 | 37 | 24 | 3.33 | Unwilling |

| | | | | | | |
|--|-----|-----|-----|-----|------|-----------|
| 2. I am not inspired to pursue a career in physical Geography. | 178 | 80 | 56 | 23 | 3.23 | Unwilling |
| 3. I am not inspired to pursue a career in human Geography. | 181 | 68 | 54 | 34 | 3.18 | Unwilling |
| 4. I am not inspired to pursue a career in practical Geography. | 178 | 91 | 47 | 21 | 3.26 | Unwilling |
| 5. Taking future career in Geography would amount to a waste of my time. | 187 | 69 | 62 | 19 | 3.26 | Unwilling |
| Total | 920 | 388 | 256 | 121 | 3.25 | Unwilling |

Note: 1-2.49 =Willing, & 2.5-4.00=Unwilling.

Table 3 contains result of responses of students on their willingness to pursue future careers in the field of Geography. The result shows that 1308 (78%), strongly agreed and agreed, of the total frequencies (1685 = 100%), expressing unwillingness in pursuing future careers in the field of Geography. Their response means on all five items were more than 2.5. This shows that a greater percentage of the respondents opined that careers in Geography are unattractive and undesirable to pursue. Most of the respondents further submitted that taking up a career in Geography is synonymous to a waste of time. The conclusion is that insurgency has eroded the students' willingness for pursuit of any future careers in the field of Geography.

Research Question Four: This question investigated the effects of insurgency on students' achievement in Geography in Maiduguri, Borno State. Results are as presented in table 4.

Table 4

Summary of Students' Achievement in Geography in Twenty Sampled Schools in Maiduguri.

| School | Pass (63 = 18%) | | | | | | Fail (294 = 82%) | | | Total |
|--------|--------------------|----|----|----|----|----|---------------------|----|----|-------|
| | A1 | B2 | B3 | C4 | C5 | C6 | D7 | E8 | F9 | |
| 1 | 0 | 0 | 1 | 0 | 1 | 0 | 3 | 4 | 6 | 15 |
| 2 | 0 | 0 | 1 | 2 | 0 | 0 | 3 | 2 | 6 | 14 |
| 3 | 1 | 1 | 1 | 0 | 1 | 1 | 2 | 4 | 8 | 19 |
| 4 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 7 | 25 | 37 |
| 5 | 0 | 1 | 0 | 0 | 1 | 1 | 3 | 5 | 3 | 14 |
| 6 | 0 | 0 | 1 | 1 | 0 | 2 | 1 | 3 | 5 | 13 |
| 7 | 1 | 1 | 0 | 0 | 0 | 2 | 3 | 3 | 4 | 14 |
| 8 | 1 | 0 | 1 | 2 | 1 | 3 | 3 | 2 | 4 | 17 |
| 9 | 0 | 0 | 1 | 0 | 0 | 2 | 1 | 3 | 5 | 12 |
| 10 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 12 | 18 |
| 11 | 1 | 1 | 1 | 1 | 1 | 1 | 11 | 4 | 13 | 34 |
| 12 | 0 | 0 | 0 | 0 | 1 | 0 | 5 | 3 | 5 | 14 |
| 13 | 0 | 0 | 1 | 1 | 2 | 0 | 3 | 2 | 13 | 22 |
| 14 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 3 | 11 | 16 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 5 | 9 |

| | | | | | | | | | | |
|-------|---|---|----|---|----|----|----|----|-----|-----|
| 16 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 3 | 9 | 15 |
| 17 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 3 | 7 | 13 |
| 18 | 0 | 1 | 1 | 0 | 0 | 1 | 6 | 9 | 5 | 23 |
| 19 | 0 | 0 | 1 | 0 | 0 | 2 | 3 | 10 | 6 | 22 |
| 20 | 1 | 0 | 0 | 1 | 3 | 1 | 0 | 3 | 7 | 16 |
| Total | 6 | 5 | 11 | 9 | 14 | 18 | 57 | 78 | 159 | 357 |

Data in table 4 represents a summary of Geography students’ achievement, obtained through the administration of students’ Geography achievement test (GAT) in 20 sampled schools in Maiduguri, Borno state. The results showed that a total of 63 (18%) of the sampled students passed (grades A1-C6), while 294 (82%) of them failed (grades D7-F9). Thus, 6, 5, 11, 9, 14 and 18 students obtained grades A1, B2, B3, C4, C5 and C6 respectively, while 57, 78 and 159, obtained D7, E8 and F9 respectively. This clearly shows that majority of the students, constituting 82%, failed. The implication is that they would not be qualified for careers in Geography and related fields, which would in the long-term have negative national consequences

Hypothesis One: This hypothesis tested for significant relationship between students’ attitude towards Geography and their achievement. Outcome of the test is as presented in table 5.

Table 5

Chi Square Analysis of Significant Relationship between Students’ Attitude towards Geography and their Achievement in Maiduguri.

| Achievement | n | Negative Attitude (23%) | Positive Attitude (77%) | α | df | χ^2 | ρ -value | Decision |
|-------------|-----|-------------------------|-------------------------|----------|----|----------|---------------|----------|
| Pass | 63 | 49 | 14 | .05 | 1 | 70.33 | .000 | Reject |
| Fail | 294 | 226 | 68 | | | | | |

The result presented in Table 5 is SPSS Chi square (χ^2) test of significant relationship between attitude of Geography students and their achievement in Maiduguri, Borno State in the midst of insurgency. The result shows that the calculated value (χ^2) is 70.33, the degree of freedom is 1 and ρ -value is .000. The decision is to reject the null hypothesis at .05 level of significance. This is because $\rho=.000 < .05$, depicting that the test for relationship is significant. The evidence indicates that there is statistically significant relationship between students’ attitude towards Geography and their achievement and can thus conclude that the attitude of Geography students affected their academic achievement.

Hypothesis Two: This hypothesis tested for significant relationship between students’ willingness for future career in Geography and achievement in the study area. Outcome of the test is presented in table 6.

Table 6

Chi Square Analysis of Significant Relationship between Students’ Willingness to Pursue a Future Career in Geography and Achievement in Maiduguri

| Achievement | n | Willing (22%) | Unwilling (78%) | α | df | χ^2 | ρ -value | Decision |
|-------------|-----|---------------|-----------------|----------|----|----------|---------------|----------|
| Pass | 63 | 14 | 49 | .05 | 1 | .000 | .984 | Accept |
| Fail | 294 | 65 | 229 | | | | | |

The result presented in table 6 is SPSS Chi square (χ^2) test of significant relationship between Geography students' achievement and their willingness to pursue a future career in Geography in Maiduguri, Borno State amidst insurgency. The result shows that $\chi^2 = .000$, the degree of freedom is 1 and p -value = .984 at .05 level. With outcome $p = .984 > .05$, there is sufficient evidence to accept the null hypothesis, and conclude that there is no statistically significant relationship between Geography students' achievement and their willingness to pursue a future career in Geography. This means that the decision of the students whether to pursue a future career in Geography or not does not depend on their achievement in Geography.

DISCUSSION

The study sought to find out the impact insurgency on the attitude and academic achievement of Geography students in Maiduguri, Borno State, Nigeria. The focus of the study was on understanding the impact of insurgents' activities on attitudes of Geography students, the amount of time they devoted to studying Geography, the students' willingness to take a future career in Geography and students' achievement in geography. The findings clearly showed that insurgency has instilled in students a negative attitude towards Geography, as a result of which students devoted little and insufficient time as required to study the subject. Further, the study confirmed that a significant relationship existed between the attitude of students toward Geography and their achievement. This means that students who had positive attitude towards studying Geography had higher grades while those with lower attitude scores had lower grades. This finding is in synchrony with Bilyaminu et al. (2017) whose study showed that there is a significant relationship between student's attitudes towards learning Geography and their achievements in Geography. Similarly, Joda and Abdurashheed (2015) reported that attitude is one of the factors that influence achievement. Ukpong and George (2013) also found that the more time students spent studying a subject, the better their achievement at it. In this light, it was concluded that insurgency has caused a negative attitude in Geography students, which has resulted in insufficient time devoted to studying it. In turn, insufficient allocation of time to the study of Geography by students has resulted in low achievement as reflected in their grades.

The widespread insurgency in the study area was also found to have made students largely unwilling to pursue future careers in Geography. Furthermore, the study revealed insignificant relationship between students' achievement and their willingness to pursue a future career in Geography. This means that students' decision for a career in the fields of Geography had nothing to do with their grades in Geography examination. To affirm this finding, Datu and Buenconsejo (2021) submitted that achievement is the weakest predictor of career choice and adaptation. This finding is opposed to Okojide et al. (2018) and Aminu and Timothy (2014) who found that achievement of students in a subject influences the willingness of the students to pursue a career in that subject line. This supplies overwhelming evidence to conclude that students' unwillingness to pursue careers in Geography in the future is unrelated to their academic achievement.

CONCLUSION

The conclusion from the study was that insurgency in the study area resulted to negative attitude leading to reduced time devoted to studies among Geography students in Maiduguri, Borno state. It was also concluded that insurgency resulted in low achievement of students in Geography but did not affect their' decision to pursue future careers in the field of Geography.

RECOMMENDATION

The study recommended as follows:

1. Teachers of Geography in Maiduguri, Borno State must work deliberate to inspire a positive attitude in Geography students to improve achievement in the subject.
2. Teaching Methods that promote students' engagement and learning should be enbibed to encourage students' development of positive attitude towards Geography.
3. Students are strongly advised to spare time daily outside school hours to study Geography to cover for time lost with shortened lessons period.

4. The government has a role to make schools more secure and provide security support for Geography students to carry out local fieldworks.

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