

Impact of Insurgency on the Implementation of Senior Secondary School Geography Curriculum and Students' Achievement in Maiduguri, Borno State, Northeastern Nigeria

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ABSTRACT

The study investigated the impact of insurgency on the implementation of the senior secondary school geography curriculum and student's achievements in Maiduguri Borno State, Northeastern Nigeria. Survey and Ex-post-Facto research design was adopted for the study. The sample consisted of all the 134 Geography teachers and 357 students who wrote Geography WASSCE in 2019. The data was collected using Teachers' Questionnaire on the Impact of Insurgency on the Implementation of Geography Curriculum (TQIIIGC) and students WASSCE results for 2019 session. The reliability coefficients of the TQIIIGC computed using Cronbach Alpha method was 0.80. Data was analyzed using frequency counts, percentages, and mean score. The results revealed that insurgency had negative impact on the implementation of Geography curriculum in the study area such that teachers no longer use appropriate methods of teaching in curriculum implementation, and unavailability of teachers. The study concluded that insurgency impacted negatively on the implementation of the senior secondary Geography curriculum in the study area leading to short supply of teachers in schools, use of inappropriate teaching methods, limited time for implementation, resulting in the overall poor achievement of students in Geography. It was therefore recommended that parent and guardians should always provide necessary consent to school authorities to enable their wards participate in local fieldwork within the safe areas to enhance teaching and learning. More so, qualified teachers should be recruited in place of those killed, abducted and fled away for effective implementation of the curriculum.

Keywords: Insurgency, Curriculum, Curriculum Implementation, Geography.

INTRODUCTION

The study of man and his surroundings, as well as the spatial locations, spatial distributions, and processes, substances, and events, are all included in Geography as an interactive science. It is science of relationships between the biotic and abiotic components of the earth's environment. The study of Geography in the past involved collection and memorization of factual knowledge about Geographical locations or regions, but today the focus of Geography has changed to a quantitative approach, methodical research, and the integration of learned information into useful models and hypotheses, thus imbuing learner with a wide range of Knowledge and skills necessary for life. Aderogba (2011) therefore asserts that the significance of Geography as a school subject cannot be over-stated, as it prepares students with the knowledge required to make them functional members of the society. The author stresses that Geography gives learners the opportunity to gain solid understanding of their local area, improve their comprehension and explanation of natural occurrences, and instill practical information and perspectives that will help them contribute positively to both their community and the country as a whole.

In an effort to provide every student access to a more advanced education and a curriculum that better suited

their unique needs and skills, the National Educational Research and Development Commission (NERDC, 2012) developed a new curriculum which (Yeung, 2015), integrates social science and natural science courses in a cohesive manner, focusing on environmental and geographical concepts. One noteworthy element in Nigeria's new geography curriculum is Geographic Information Systems (GIS), which focuses on methods for gathering, analyzing, and presenting geospatial data. The objective of the new Geography curriculum is strengthening the functionality of Geography as a subject to solve human social, economic and environmental problems. This objective is hampered by poor implementation of the curriculum in some instances by some challenges such as shortage or unqualified manpower, lack or inadequate teaching resources, and the current phenomenon of insecurity, particularly in Northeastern part of Nigeria.

The rise of the Boko Haram sect in Northeastern Nigeria have attracted national discuss on a wide range of issues including national security, politics, economy, and education, just to state a few. The objective and grievances of Boko Haram have remained baffling to many Nigerians. However, there are those who believed they are fighting a just course. Bilyaminu and Purokayo (2017) for instance, affirm that Boko Haram are a group of individuals who actually have “genuine, legitimate, deeply felt grievances” that explain or, better yet, legitimize their action of insurgency. These kinds of organizations and groups that advocate for particular causes which remained elusive to majority of Nigerians have proliferated and impacted the country's social, economic, political, religious and cultural life negatively. These agitators employ a variety of tactics and weapons to harm people and property, including the crude use of stones, machetes, arrows, and occasionally lethal weapons and ammunition. These insurgents have been observed to deploy increasingly sophisticated instruments in their latest attacks, wielding state-of-the-art weapons with a degree of practiced accuracy. Thus, planned bombings, kidnappings for ransom, violent ethno-religious conflicts, and abductions have all become almost regular occurrences.

According to Ajayi (2011), there have been specific instances of insurgents breaking into jails and releasing hundreds of prisoners, kidnapping students, and targeted bombings of government buildings, marketplaces, and places of worship, to name a few. There are a number of explanations for the deeds and activities of these rebels. But they all adhere to the rigorous belief that is opposed to Western education, usually emphasizing that it is “Haram” or “sinful” to accept it western education. Schools and anything related to Western education have been among their worst targets because of this main reason. This has persisted despite concerted efforts by the security forces to quell the rebels' activities in the country's Northeastern region.

The social, economic, and political lives of the people living in North-East Nigeria have been adversely affected by the insurgents' operations. Nowadays, people are greatly depraved and live in terror (Shuaibu et al., 2015). Since then, the region's economic activity has decreased because markets are thought to be easy targets for attacks. The nation's food supply has also been crashed as a result of ongoing attacks on farmers. In certain parts of the region, general elections were postponed during the height of the conflict. Since worship centers are frequently targeted, religious worship also experienced losses in this area, which is known to be predominantly home to Muslims and Christians. Because of the attacks that insurgents in North-East Nigeria have carried out, schools and other learning facilities have seen their fair share of damage, making them generally unsafe for students, teachers and other supporting staff.

In particular, schools in Northeastern Nigeria have been deprived of a safe and secure atmosphere, which is necessary for the proper implementation of any curriculum, progressive learning, and student achievement. It is believed that learning is enhanced in a well-secured environment free from security risks. Accordingly, Shuaibu (2015) proposed that security is a highly esteemed objective, therefore, students' safety should be given top priority by managers of Nigeria's education system. This is due to the fact that insurgency is starting to become a persistent issue throughout the country, particularly in Nigeria's Northeastern states of Borno, Yobe, Adamawa, and Taraba. Concerns for their children's safety in the wake of terrorist attacks in Nigeria, particularly in the aforementioned states, are shared by parents. The terrorist organization Boko Haram has been on the rampage for years, and its effects are still seen every day in the northeastern provinces of Nigeria, where it attacks and bombs public spaces, including schools. They abduct teachers, schoolchildren, adults, and women and girls. Uzochukwu (2014) posited that the majority of the 276 secondary school girls from Chibok who were abducted by Boko Haram in 2014 have not yet been found.

The Northeastern region of Nigeria has experienced significant disruptions in education, resulting in

inadequate funding (Ruquyyatu, 2013), staff turnover (Okoli & Iortyer, 2014), subpar academic achievement (Etebu & James, 2011), and school demolition (Yakubu, 2012). There have been repeated reports of innocent teachers and kids being killed, injured, or kidnapped. According to reports, since 2012, Boko Haram has set fire to over 300 schools, denying youngsters the opportunity to receive an education. Together with the physical and psychological toll that these events have on students, teachers, and the communities they are forced to evacuate their homes, this is too much for the country's educational system to sustain. Students withdrew from school or schools were closed for extended periods of time as a result of these incidences, which also contributed to instilling fear in the minds of teachers and parents. When Boko Haram controlled North-East Nigeria, other factors that defined education in the area include uneasy studies, low attendance, vandalism of school property, the creation of half-baked graduates, and the absence of new institutions. Certain teachers have been forced to avoid going to school out of fear, while others have left the area in search of safety as a result of these unpleasant effects.

The senior secondary school curriculum, Geography inclusive, is regarded to have been difficult, if not impossible, to implement as a result of the insurgency's significant negative effects on student attendance, involvement, and engagement. Implementing the curriculum involves putting into practice the subjects, syllabuses, and courses of study that are formally mandated (Chikumbi & Makamure 2000). The teacher, instructional strategies, instructional resources, physical infrastructure, and assessment methodologies are all involved in implementing a curriculum. It is now difficult or nearly impossible to implement the geography curriculum, which has an impact on students' academic achievement.

Academic achievement is a crucial factor in gauging students' learning outcomes across a range of subject areas in schools. It is defined as a student's capacity to learn and retain information as well as to express it verbally or in writing, even under exam conditions (Kpolovie et al., 2014). This suggests that a student's academic achievement is measured by the grades they receive, which demonstrate their capacity to learn and retain information as well as their ability to express it verbally or in writing while taking tests. One of the most often utilized metrics in educational research and evaluation to gauge how well a curriculum is being implemented in an educational system is academic achievement.

In the light of insurgency and prolonged activities of insurgents in Maiduguri, North-East Nigeria, this study explored the implementation of the Geography curriculum and how that may have affected students' achievement. The study investigated the activities surrounding the Geography curriculum implementation such availability of teachers, the coverage of the Geography curriculum, methods of teaching, teaching resources and usage, and the impact of these on academic achievement of the students. The study also explored ways of improving the implementation of the curriculum.

Objectives:

The study is aimed at exploring the impact of insurgency on the implementation of the senior secondary school Geography curriculum in Maiduguri Borno State, Nigeria. Specific objectives of the study included determining:

1. The extent to which insurgency affect the coverage of Geography curriculum in Maiduguri.
2. The extent to which insurgency affect the methods of teaching used by Geography teachers in Maiduguri.
3. The time devoted to teaching of Geography in Maiduguri.
4. The extent to which insurgency affects the availability of teachers for the teaching of Geography in Maiduguri.
5. The extent to which insurgency affects students' achievement in Geography in Maiduguri.

Research Questions:

1. To what extent does insurgency affect the coverage of Geography curriculum in Maiduguri?
2. To what extent does insurgency affect the methods of teaching used by Geography teachers in Maiduguri?

3. What is the amount of time do teachers devoted to teaching Geography in Maiduguri?
4. To what extent does insurgency affect the availability of Geography teachers in Maiduguri?
5. To what extent does insurgency affect students' achievement in Geography in Maiduguri?

METHODOLOGY

Research Design

The survey and ex-post-facto research designs were used to conduct the study. This was because data was collected from a sample of Geography teachers and records of students' academic achievement in the study area using Teachers' Questionnaire on the Impact of Insurgency on the Implementation of Geography Curriculum (TQIIGC) and Students' Geography Achievement Test (SGAT) respectively during the study.

Sample and Procedure

The sample for the study consisted of all 134 Geography teachers in Maiduguri, distributed in 98 senior secondary schools (20 public & 78 private), and 354 Geography students in 21 of the senior secondary schools (4 public & 21 private) in the study area, representing 21% of the population of senior secondary three students for 2019. Thus, data for the study was collected from the entire population of teachers and 353 (21%) of senior secondary three (SSIII) students who wrote WASSCE in 2019.

Instruments

Data was collected using a questionnaire and results of students' West African Senior Secondary Certificate Examination (WASSCE) for school candidates for the year 2019. The questionnaire was named Teachers' Questionnaire on the Impact of Insurgency on the Implementation of Geography Curriculum (TQIIGC). Students' achievement was measured using WASSCE result for the year 2019 selected randomly from public and private schools. The TQIIGC had 15 items, divided into sections A, B, C, D, and E. Section A focused on collection of data on bio data of the teachers, section B contained a checklist of 35 topics in the NERDC Geography curriculum, while sections C, D, and E were on methods of teaching, amount of time devoted to teaching of Geography, and availability of teachers respectively. The items in section B had two checkboxes, 'Covered' and 'Not Covered'. While sections C, D, and E had items quoted on a 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 WASSCE results for 2019 duly signed by WAEC Officials and documented by the schools was obtained and used as measure of the students' achievement in Geography. The results were graded A1, B2, B3, C4, C5, C6, D7, E8 and F9, A1 being the highest obtainable grade while F9 is the lowest grade. Grades A1, B2, B3, C4, C5 and C6 were considered in the study as pass, while grades D7, E8 and F9 were considered fail. This is because only with the former grades are students qualified for gaining admission into higher studies in Geography and related disciplines in tertiary institutions of learning.

Three experts validated the content of the TQIIGC. Two of the experts were from Geography Education and one from Test, Measurements and Evaluation, all from the University of Jos, Nigeria. The reliability coefficient of the TQIIGC was 0.80, computed using Cronbach Alpha method from data collected in a pilot study.

Statistical Analysis

Frequency, percentage and mean were used to analyse the data collected for the study. Thus, frequency, percentage and mean score were used to answer the eight research questions

Data Collection Procedure

The TQIIGC was administered by the researchers directly to the 134 Geography teachers in the study area.

The questionnaire was administered and retrieved on-the-spot after completion. The researchers supervised the filling of the questionnaire to give clarification when needed. Retrieved questionnaires were sealed in folders for confidentiality of respondents' responses, later assembled and analyzed by the researchers. The WASSCE results which were duly signed and documented by the sampled schools were used as a measure of the students' achievement in Geography.

RESULTS

Data collected using the TQIIIGC and WASSCE result was analyzed using the stated statistical techniques and results of which are presented based on research questions of the study in this section as follows:

Research Question One: The research question investigated the extent to which insurgency affect the coverage of Geography curriculum in Maiduguri, Borno State and the results are presented in table 1.

Table 1: Summary of Teachers Responses on the Extent of Coverage of Senior Secondary School Geography Curriculum

S/N	Topic	Covered	Not Covered	Total (%)
1	Villages	119 (89%)	15 (11%)	134 (100%)
2	Towns	120 (90%)	14 (10%)	134 (100%)
3	Local Government Area (LGA)	125 (93%)	9 (7%)	134 (100%)
4	The earth and other planets	128 (96%)	6 (4%)	134 (100%)
5	Earth rotation	134 (100%)	0 (0%)	134 (100%)
6	Earth revolution	122 (91%)	12 (9%)	134 (100%)
7	Latitudes	127 (95%)	7 (5%)	134 (100%)
8	Longitudes	127 (95%)	7 (5%)	134 (100%)
9	Earth structure	128 (96%)	6 (4%)	134 (100%)
10	Rocks	124 (93%)	10 (7%)	134 (100%)
11	Soil	134 (100%)	0 (0%)	134 (100%)
12	Mountains	134 (100%)	0 (0%)	134 (100%)
13	Lowland	134 (100%)	0 (0%)	134 (100%)
14	Environment	134 (100%)	0 (0%)	134 (100%)
15	Weather and climate	134 (100%)	0 (0%)	134 (100%)
16	Climatic classifications	130 (97%)	4 (3%)	134 (100%)
17	Environmental resources	128 (96%)	6 (4%)	134 (100%)
18	Renewable and non-renewable resources	106 (79%)	28 (21%)	134 (100%)
19	Environmental problems	110 (82%)	24 (18%)	134 (100%)
20	Environmental conservation	96 (72%)	38 (28%)	134 (100%)
21	Basic concepts in map reading	134 (100%)	0 (0%)	134 (100%)
22	Map distances	119 (89%)	15 (11%)	134 (100%)
23	Map reduction and enlargement	109 (81%)	25 (19%)	134 (100%)
24	Interpretation of physical and cultural features	82 (61%)	52 (39%)	134 (100%)
25	Direction and bearing	94 (70%)	40 (30%)	134 (100%)
26	Representation of relief forms.	72 (54%)	62 (46%)	134 (100%)
27	Transportation	105 (78%)	29 (22%)	134 (100%)

28	Population	126 (94%)	8 (6%)	134 (100%)
29	Settlement	129 (96%)	5 (4%)	134 (100%)
30	Settlement interactions	133 (99%)	1(1%)	134 (100%)
31	Geo-political issues.	127 (95%)	7 (5%)	134 (100%)
32	Basic concepts of GIS	130 (97%)	4 (3%)	134 (100%)
33	Component of GIS	121 (90%)	13 (90%)	134 (100%)
34	GIS data	50 (37%)	84 (63%)	134 (100%)
35	Satellite remote sensing and GIS application	14 (10%)	120 (90%)	134 (100%)
	Total	4039 (86%)	651 (14%)	4690 (100%)

The result presented in Table 1 is the responses of 134 Geography teachers in Maiduguri on the coverage of 35 topics of the senior secondary Geography curriculum content. The result shows that nearly all the teachers affirmed to have covered the topics with a cumulative frequency count of 4039 (86%), while a minority of the teachers with a cumulative frequency of 651 (14%) have not covered the content. The report shows that most of the teachers have not covered Geographic information systems (GIS) data, satellite remote sensing and GIS application. This implies that in spite of the activities of insurgents, majority of the topics in the Geography curriculum was covered, while topics in GIS are the least covered by teachers.

Research Question Two: This question investigated the extent to which insurgency affected the methods of teaching used by Geography teachers in Maiduguri, Borno State. The result is reported in table 2.

Table 2: Summary of Responses of Teachers on Effect of Insurgency on Methods of Teaching Geography They Used

Item	n	SA	A	D	SD	Mean	Answer
1. I do not use graphic demonstration in teaching because of inadequate supply of teaching materials.	134	94	40	0	0	3.70	Accept
2. I do not expose students to field observation due to insurgency.		99	35	0	0	3.74	Accept
3. I use chalk talk method in teaching rather than employing more practical method		100	34	0	0	3.75	Accept
4. I do not take students out for field visits for fear of possible attack from insurgent group.		104	30	0	0	3.78	Accept
5. Students are not exposed to class discussion due to low attendance leading to reduced class size.		80	54	0	0	3.59	Accept

Table 2 is a summary of responses on effect of insurgency on methods Geography teachers used in delivering the content of the Geography curriculum in Maiduguri, Borno State. The mean response of the teachers on all the five items were higher than the standard mean of 2.5, meaning that they answer in the affirmative to each of the items. These mean that the advent of insurgency in the region has prevented the use of practical teaching methods known to Geography. All of the teachers admitted they do not expose students to field observation, demonstrations and deep discussions, but use chalk-talk method. The fear for the lives of teachers, students, inadequate provision of instructional materials and reduced class size due to insurgency has made teachers resort to the use of one of the most unprofitable methods of teaching Geography, a subject that has been described as a field science and the field its laboratory.

Research Question Three: The research question examines the time teachers devoted to the teaching of Geography in Maiduguri, Borno State with results presented in Table 3.

Table 3: Summary of Responses on the Effect of Insurgency on Time Devoted to the Teaching of Geography in Maiduguri

Item	n	SA	A	D	SD	Mean	Answer
Insurgency has made time devoted for teaching Geography very insufficient for teachers.	134	78	45	10	1	3.49	Accept
Teachers do not observed time allocated for teaching Geography due to insurgency.		39	81	14	0	3.18	Accept
The time students have to stay in school daily and learn has been reduced since inception of insurgency.		46	79	6	3	3.25	Accept
Teachers are often in a hurry to complete their lessons due to fear of insurgent attack		87	34	13	0	3.55	Accept
Insurgency made students not to create time to avail themselves for Geography lesson		68	55	11	0	3.43	Accept

The result in Table 3 is teachers' responses that reveal the time devoted to the teaching of geography amidst insurgency in the study area. The result reveals that insurgency has made time devoted for teaching geography very insufficient (mean=3.49), reduction in time spent in school (mean=3.25), hurried completion of Geography lessons (mean=3.55) and students failure to avail themselves for Geography lessons (mean=3.43) these results confirmed that the activities of insurgents negatively affected the time devoted to the teaching and learning of Geography in Maiduguri, Borno state of Nigeria.

Research Question Four: This research question sought to uncover the extent to which insurgency affects the availability of teachers for the teaching of Geography in Maiduguri, Borno State. The results are presented in table 4.

Table 4: Summary of Responses on the Effect of Insurgency on the Availability of Teachers for the Teaching of Geography in Maiduguri.

Item	n	SA	A	D	SD	Mean	Answer
The number of teachers is inadequate.	134	73	61	0	0	3.54	Accept
Most teachers left with their families to safe neighboring states.		82	39	13	0	3.51	Accept
Some teachers were killed in attacks by insurgents.		53	81	0	0	3.40	Accept
Some teachers resigned as schools were the most hit targets by insurgents.		57	77	0	0	3.43	Accept
Some teachers and families were abducted by insurgents.		49	80	5	0	3.25	Accept

Table 4 displays data on the responses of teachers on the impact of insurgency on the availability of teachers for the implementation of secondary school Geography curriculum. The results indicated that insurgency has reduced the number of teachers in the region (mean=3.54) as they fled to safety neighboring states (mean=3.51), while some of them were killed (mean=3.40). The results also reveals that some teachers resigned their appointments for the fact that schools were most hit targets of insurgents (mean=3.43), while some of them and their families were abducted by insurgents (mean=3.25). These resulted to reduction in the number of Geography teachers, and thus negatively affected the implementation of the Geography curriculum in secondary schools in Maiduguri, Borno State of Nigeria.

Research Question Five: This question investigated the effect of insurgency on students' achievement in Geography in Maiduguri, Borno State. Results are presented in Table 5.

Table 8: Summary of Geography Students' Achievement in the 2019 WASSCE in Twenty Sampled Schools in Maiduguri.

School	Pass (A1 - C6)	Fail (D7 - F9)	Total (%)
1	2 (13%)	13 (87%)	15 (100%)
2	3 (21%)	11 (79%)	14 (100%)
3	5 (26%)	14 (74%)	19 (100%)
4	4 (11%)	33 (89%)	37 (100%)
5	3 (21%)	11 (79%)	14 (100%)
6	4 (31%)	9 (69%)	13 (100%)
7	4 (29%)	10 (71%)	14 (100%)
8	8 (47%)	9 (53%)	17 (100%)
9	3 (25%)	9 (75%)	12 (100%)
10	1 (6%)	17 (94%)	18 (100%)
11	6 (18%)	28 (82%)	34 (100%)
12	1 (7%)	13 (93%)	14 (100%)
13	4 (18%)	18 (82%)	22 (100%)
14	1 (6%)	15 (94%)	16 (100%)
15	0 (0%)	9 (100%)	9 (100%)
16	1 (7%)	14 (93%)	15 (100%)
17	1 (8%)	12 (92%)	13 (100%)
18	3 (13%)	20 (87%)	23 (100%)
19	3 (14%)	19 (86%)	22 (100%)
20	6 (38%)	10 (62%)	16 (100%)
Total	63 (18%)	294 (82%)	357 (100%)

The data in Table 5, show a summary of Geography students' achievement in the 2019 WASSCE in Maiduguri amidst insurgency for 20 sampled schools. The results showed that a total of 63 (18%) and 294 (82%) of the candidates who sat for Geography passed (grades A1-C6) and failed (grades D7-F9) respectively. Thus, majority of the candidates (294, 82 %,) who sat for the WASSCE examination, failed and thus not qualified for career choice in Geography and related fields, which will in the long-term have negative national consequences. The poor achievement of students in Geography is attributable to poor implementation of the Geography curriculum due to heightened activities of insurgents in Maiduguri, Borno State.

DISCUSSION

The study surveyed the implementation of the senior secondary school Geography curriculum in Maiduguri, Borno State of Nigeria. In doing this, the researchers focused on issues around implementation of the curriculum such as coverage of contents, methods of teaching, availability of Geography teachers, and overall effect on Geography students' academic achievement. The findings of the study revealed that in spite of continuous attacks by insurgents, Geography teachers were able to implement (cover) most of the topics in the senior secondary Geography curriculum with exception of GIS data, GIS application and satellite remote sensing. This finding corroborated Dakur and Muwus (2021) who reported that students recorded low achievement in the new topics in the Geography curriculum, which includes GIS.

Findings of the study also showed that insurgency in the study area has made it extremely difficult for teachers of Geography to use the most suited methods of teaching for the implementation of the curriculum. Hence

teachers are compelled to use chalk-talk method in teaching which is least suited for teaching the contents of the Geography curriculum. This is attributable to increased security threats in the fields students were supposed to visit, and absence of teaching materials required facilitating graphic demonstration of Geography concepts. Emaikwu (2012) has reported that reduction in standard of students' performance at secondary school level is caused by pedagogical approaches adopted by their teachers. Olatoye and Adekoya (2010) have similarly recommended that the use of conventional methods such as chalk-talk and lecture should be discouraged as these methods do not engender critical thinking, mastery and retention of essential concepts.

Findings of the study also revealed that the number of Geography teacher inadequate due to prevalent insurgent attacks on schools. These attacks left some schools closed and several teachers and students abducted, injured or killed. For these reasons, most teachers resigned and fled with their families for safety in neighbouring states. As the key role-players in the implementation of any curriculum, teachers must be provided and adequately incentivized as suggested by Nompumelelo, (2016) and Hassan et al (2018) so that students can and achieve meaningfully in Geography and other school subjects in the study area.

Another finding of the study revealed that students' Geography achievement in the study area was poor. This outcome was strongly related to teacher and school learning environment factors that affected teaching and learning in the study area. This result supported Bichi et al (2017) who submitted that high students' achievement can be attributed to the teachers' commitment to their task of curriculum implementation. Similarly, a study by Adio et al (2021) revealed that learning achievement had a strong relationship with elements of implementation of the learning curriculum. This highlighted that improving the quality of implementation of the curriculum will also improve the achievement of students.

CONCLUSION

The conclusion from the study was that insurgency had negatively affected the implementation of the senior secondary Geography curriculum in Maiduguri, Borno State of Nigeria. Insurgency was the reason for short supply of teachers in schools, use of inappropriate teaching methods, limited time for implementation and the overall poor achievements of students in Geography.

RECOMMENDATION

1. Government and school owners as a matter of urgency should provide all the necessary security architecture needed to safeguard lives and properties in schools, as this is required for effective teaching and learning.
2. Parent and guardians should always provide necessary consent to school authorities to enable their wards participate in local fieldwork within the safe areas to enhance teaching and learning.
3. More qualified teachers should be recruited in place of those killed, abducted and fled away for increased success in the implementation of the curriculum.
4. Teaching and learning materials destroyed by insurgents should be replaced to enhance teachers' teaching and students' learning effectiveness.

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