

# Impact of insurgency on secondary school teachers' occupational self-concept in Mubi education zone of Adamawa State, Northeast-Nigeria

Charles T. Lungu, Musa Shalangwa

*Department of Cooperative Economics and Management, School of Social and Management Sciences  
Adamawa State Polytechnic Yola*

*Department of International Relations and Strategic Studies, School of Social and Management Sciences,  
Adamawa State Polytechnic, Yola-Nigeria*

Submitted: 15-08-2022

Revised: 27-08-2022

Accepted: 30-08-2022

## ABSTRACT

This study determined the causes and impact of insurgency on self-concept of secondary school teachers in Michika and Madagali Local Government Areas. The study aimed at seeking the causes of insurgency and its impact on teachers' occupational self-concept in Mubi education zone. The researcher adapted research design from Mishras' work (2012). The study was a descriptive survey research design. The population of the study was 2,343 teachers in Mubi Education zone, composed of five local government areas. A sample size of 320 teachers representing 160 teachers each from the two Local Government Areas was selected. Research instrument used was Causes and Impact of Insurgency on Teachers' Occupational Self-concept Questionnaire (CIITOSCQ) the face and content validity of the instrument were carried out by two experts, one in Guidance and Counselling and another in Tests and Measurement, Faculty of Education Adamawa State University Mubi. The reliability of the questionnaire was carried out through a pilot test in two secondary schools in Garkida in Gombi Local Government Area of Adamawa State which were not part of the study. The responses from the questionnaire collected were subjected to Cronbach Alpha analysis and the reliability co-efficient was 0.86. Data for the study was collected by the researcher and two research assistants. Descriptive statistics of frequency, mean, mode and standard deviation along-side inferential statistics of t-test and linear regression were used as instrument for analysis. The results showed that teachers in junior secondary and senior secondary schools, place of primary assignment in terms of Local Government

Area and gender have no statistically significant impact on the teachers' self-Concept. It was recommended that teachers posted to rural areas that were affected by insurgency should be placed on special hazard allowances to boost their morale and teachers in the insurgency affected zone should be sent on workshops and trainings and psychological evaluation on yearly basis to help them in their teaching career to avoid cases of stress and threat related to other forms of psychological stress and traumatic disorders.

**Keywords:** Insecurity, Insurgency, Teacher, Self-concept, Education, Impact

## I. INTRODUCTION

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

With the increasing rate of insurgency in the North-Eastern part of Nigeria, criminality such as abduction of students and teachers, burning of

educational structures such as laboratories, classroom and their facilities, killing of teachers, students, school administrators, school drivers, cleaners, security personnel and closing of schools either temporary or permanent or relocation of schools. With these actions of criminality, schools are been rendered unusable and education is hindered. Closing down of schools, application of curfews due to the insurgency, contracts and gun fire between the terrorist's organization members and the police and soldiers, attacks on public buildings experienced in the study area also affect the daily life of the teachers negatively and social activities hindered. Therefore, teachers' occupational self-concept might be affected in the environment.

Conflicts such as the insurgency by the Boko Haram terrorists affect all spheres of human endeavour. Besides the obvious destruction of lives and properties, it disrupts all functions of a society that triggers abrupt development challenges (Awortu, 2015). Thus, one specific sector affected with dire future impact on human capital growth and development is the disruption of school activities due to violent attacks, killings and kidnapping by insurgents. This goes with the ideology of the Boko Haram terrorists being that the war they are waging is a jihad against western education that promotes western ideology and negates the sharia law and thus making schools the primary target for the terrorists. Thus many schools were attacked to which the Human Right Watch in 2019 estimated 910 schools destroyed and 1500 schools shut down in the entire northeast region. This being a direct consequence of the mass displacement of the population of communities captured by Boko Haram insurgents in Adamawa, Borno and Yobe States put at over 1.6 million by UNICEF in a 2019 report of which over 10,000 civilians were killed since 2009 with about 800,000 school aged children displaced leading to a school dropout rate of over 900,000.

Furthermore, it is reported that at least 611 teachers were killed and about 19,000 teachers were displaced since 2009 according to (UNICEF, 2019). This is besides the over 1500 students that were reported to have been either kidnapped or missing, an example being the popular Chibok school girls and the Dapchi kidnap of which many Chibok girls like Leah Sharibu are still in captivity. The kidnapped female teenage children are reportedly raped and some being married off to insurgents and those not ready to convert to Islam are raped and killed. For the Male teenage population that were kidnapped by insurgents, it was reported by the Human Right Watch that they

have been forcefully conscripted into the insurgent militia as child soldiers after undergoing the processes of brainwashing and combat training, while those that were found too weak for such training were killed. For the underage children abducted, they are used by insurgents to carry out suicide bombings because of the fact that they can penetrate crowded areas without raising suspicion or attracting attention. It is reported that over 8,000 children have been recruited as child soldiers by the Boko Haram insurgents (ONSA, 2015). The UNICEF (2019) reported that out of the 44 under 15 children that carried out suicide bombings in 2015, 35 were girls; in 2017, 83 under-15 years children carried out the suicide bombings out of which 55 were girls, 27 were boys, and one was a baby strapped to a girl and this number of child bombers has since quadruple. The foregoing thus sums up the effect of insurgency on school aged children in the northeast Nigeria.

Researches on the subject of teachers' self-concept has generally bordered on the relationship between self-concept and learning outcomes or academic achievement in their work environment or how teacher self-concept is affected by external pressures. There is however, no known research of teachers' self-concept in the context of armed conflicts carried out by insurgents. For example, Stojiljkovic, Todorovic, Djigie and Doskovic' (2014) examined how teachers perceive themselves especially in terms of their empathic abilities and how self-concept influence empathy. They found that empathy is significantly influenced by self-concept. Yeung, Craven and Kaur (2013) also reported a significant correlation between teachers' self-concept and valuing of learning in Australia. In a similar study of the relationship between teachers' self-concept and self-esteem in pedagogical communication, Glotova and Wilhem (2014) also observed that self-concept affects teachers' communicative behaviours and competencies on the base of their implicit theories. Diem (2016) work on teacher self-concept and teacher effectiveness in teaching English as a foreign language also reported a significant relationship. Stearns (2017) also explored the relationship between self-concept and teacher expectation and academic achievement. Barni, Danioni and Benevere (2019) work on self-concept however dwelt on how personal values drive their goals and behaviours at school and ultimate result into teachers' self-efficacy. The foregoing shows a few of many researches on self-concept and how it affects their work outcomes. The context in terms of experience of war and the resultant psychological trauma it inflicts and how

that context affects teachers' self-concept is yet to be studied. This makes this study imperative.

Previous researches on teachers' self-concept variously explored the relations with academic achievement, teacher expectations, teacher pedagogical communication competencies and the likes (Ojukwu, 2016; Fareo&Mukthar, 2020). All the foregoing contexts represent ideal school environmental conditions devoid of armed conflicts. There is however, no known research on teachers' self-concept in the context of armed conflict especially in the study area. It is against the foregoing, that the research aimed at looking into the impact of insurgency on school environment and secondary school teachers' occupational self-concept in Mubi Education Zone of Adamawa State. This study therefore investigates the impact of insurgency on secondary school teachers' occupational self-concept in Mubi education zone.

## II. MATERIALS AND METHODS

### Study Area

Mubi Education Zone is comprised of all the educational institutions located in the five (5) Local Government Areas within the northern part of Adamawa State. The Local Government Areas are Maiha, Mubi South, Mubi North, Michika and Madagali. In geographical terms, the zone falls within longitude, 11°E-14°E and latitude 9°N-11°N (Fig.1). Hence, institutions of learning (irrespective of level of learning) located within the northern part of Adamawa State make up the Mubi Education Zone. This study only focused on teachers in the two most affected Local Governments Areas of the zone namely; Michika and Madagali Local Government Areas (highlighted in red in fig .1) that have been devastated by the activities of insurgents in Adamawa State. The study is specifically limited to post primary school teachers' self-concept in the selected secondary schools of the study areas.



The study adapted a descriptive survey design to solicit for information from both male and female teachers. The total population of this

study comprised of 2,343 secondary school teachers, in Mubi Education Zone which include Mubi North, Mubi South, Maiha, Michika and

Madagali Local Government Areas, while the target population of 1,108 both Junior and Senior secondary school teachers comprising 672 in Michika and 436 in Madagali Local Government Areas was used as the population of the study area.

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

The instrument for data collection is titled “Causes and Impact of Insurgency on Teachers’ Occupational Self-concept Questionnaire (CIITOSCQ)” structured on a 4-point rating scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed with assigned values of 4, 3, 2 and 1 respectively. Section A contains questions pertaining demographic data, self-concept inventory tool by Shah in (1986) was adapted (Mishra, 2012). The Self Concept Inventory has been designed for the adults (age groups, 21 to 50 years) of both genders (male and female) belonging for both urban and rural settings.

The researcher collected an introductory letter from the Department of Science Education,

Faculty of Education, Adamawa State University Mubi and presented it to the heads of the secondary schools in Michika and Madagali Local Government Areas before questionnaire was administered. The Questionnaires were administered by two research assistants who were trained by the researcher with clarifications to questions not well understood by the respondents to ensure the quality of data obtained. Questionnaires were collected, coded and subjected to statistical analysis after three weeks. The quantitative data collected for the purposes of this study was analysed in order to gain an understanding of the relationship between insurgency and teacher self-concept. The quantitative data from the teacher survey was uploaded into the Statistical Package for the Social Sciences (SPSS) software programme. A combination of descriptive and inferential statistics was used. The methods used were Frequency, Mean, Mode and standard deviation constituted the descriptive statistics used in the analysis; while t-test and regression analysis constituted the inferential statistics used in this study.

### III. RESULT

#### Insurgency and Teachers’ Occupational Self-concept

To determine the impact of insurgency on teachers’ occupational self-concept, the descriptive analysis was used based on the decision rule in table 1.

**Table 1: Mean and Standard Deviation of the Responses of Teachers on the impact of insurgency on teachers’ occupational self-concept in Mubi Education Zone**

S/N	Item	Mean ( $\bar{x}$ )	SD	Decision
1	My pride as a teacher has now diminished due to insurgency.	3.37	0.79	Accepted
2	There is no more concern for one another like ever before in my school.	3.28	0.83	Accepted
3	I have no more drive in activities that would influence policy decision in school.	3.13	0.79	Accepted
4	I feel that I have less physical attraction to my job in recent times.	3.19	0.84	Accepted
5	Insurgency incidents hinder my self-development as a teacher.	3.29	0.84	Accepted
6	The casualty news coming from the zone decreases my occupational motivation.	3.22	0.83	Accepted
7	Insurgency limits my social activities with the loved ones.	3.28	0.81	Accepted
8	Negative news coming from the zone decreases my effectiveness in the school.	3.31	0.76	Accepted
9	I feel anxious about the insurgent’s incidents which are likely to occur during the watch duty.	3.28	0.82	Accepted
10	The drive to prepare, understand and teach	3.31	0.76	Accepted

	effectively has diminished now than before the insurgency.			
11	Teachers in insurgency affected areas experience low occupational self-concept.	3.25	0.80	Accepted
12	Teachers who are posted to teach in high risk environments usually refuse to report.	3.32	0.78	Accepted
13	I feel physically and psychologically insecure and unfit to teach because of insurgency	3.22	0.78	Accepted
14	I feel economically deprived and that I am forced to remain in my place of primary assignment because there is no motivation incentives in the form of disaster allowance for teachers in insurgency affected areas	3.26	0.81	Accepted
15	Teachers and students focus/concentration on the teaching/learning process is greatly undermined due to the feeling of anxiety brought about in the school environment.	3.18	0.76	Accepted
	Grand Mean	3.26		

Table1. shows that all statements have means that fall between 3.22 (agreed) and 3.5 (strongly agreed). This suggests that majority of the respondents are of the opinion that their pride as a teacher has now diminished due to insurgency which means there is no more concern for one another like ever before in teachers in the schools by implication, they have no more drive in activities that would influence policy decisions in the school therefore, they feel that they have less physical attraction to their job in recent times, Insurgency incidents hinder their self-development as teacher. The casualty news coming from the zone decreases occupational motivation, Insurgency limits social activities with loved ones, negative news coming from the zone decreases effectiveness in the schools, anxiety about the insurgents incidents are likely to occur during the watch duty, drive to prepare, understand and teach effectively has diminished now than before the insurgency, teachers in insurgency affected areas experience low occupational self-concept, teachers who are posted to teach in high risk environments usually refuse to report, teachers feel physically

and psychologically insecure and unfit to teach because of insurgency, they feel economically deprived and that they are forced to remain in their place of primary assignment because there is no motivation incentives in the form of disaster allowance for teachers in insurgency affected areas. Teachers and students focus/concentration on the teaching/learning process is greatly undermined due to the feeling of anxiety brought about in the school environment. On the whole, majority of the respondents agreed that all items identified constitute how insurgency negatively influenced teachers' occupational self-concept.

#### **School Category and Teachers' Occupational Self-concept**

In order to test the null hypothesis that "there is no significant difference between Junior and senior secondary teachers' occupation self-concept", the independent sample t-test was used. Levene's Test of Equality of Variances was used to test the hypothesis that the two population variances are equal.

**Table 2: Summary of t-test Analysis on Difference between Junior and Senior Secondary School Teachers' Occupational Self-Concept in Michika and Madagali local government areas**

Group Statistics					
	School Category	N	Mean	Std. Deviation	Std. Error Mean
IDF_SC	Junior Secondary School Teacher	160	3.2363	.43158	.03412
	Senior Secondary School Teacher	160	3.2804	.41251	.03261

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig.(2-tailed)	Mean Difference	Standard Error	Lower	Upper
IDF_SC	Equal Variances assumed	.898	.344	-.93	318	.352	-.04402	.04720	-.13688	.04884
	Equal Variances not assumed			-.93	317.353	.352	-.04402	.04720	-.13688	.04884

Not Significant (P>0.05)

The result on Table 2 shows that the Levene's statistics is (F=.898, P >.05) is large. Thus, the assumption of homogeneity of variance has not been violated and the equal variances assumed t-test statistic can be used for evaluating the null hypothesis of equality of means.

The result from the analysis shown on table 2, further indicated that there is no significant difference in occupational self-concept between sampled teachers in Junior Secondary Schools and sampled teachers in Senior Secondary Schools (t = .344; df = 318; P >.05). The mean value of sampled Junior Secondary Schools teachers ( $\bar{X}$ = 3.2363) and those of sampled Senior Secondary Schools teachers ( $\bar{X}$ = 3.2804) gives a negative mean difference of (Mean difference = -.044), which is very insignificant. This result suggests that Local Government Areas have no significant influence on teacher self-concept. This result may be attributed to the fact that each secondary school sampled has both Junior and Senior sections and those constitute same locational pool from which both Junior and Senior school teachers were drawn.

#### IV. DISCUSSION

The finding of the study in research question three showed that to determine the impact of insurgency on teachers' occupational self-concept, the interpretation of the result of the descriptive analysis on table 1. was also based on the following decision rule: 1.00 – 1.75 = Strongly Disagreed; 1.75-2.50 = Disagreed; 2.50 – 3.25 = Agreed; 3.25 – 4.00 = Strongly Agreed. Accordingly, table 1 showed that, all statements have means that fall between 3.22 (agreed) and 3.5 (strongly agreed). This suggests that majority of the respondents believe that their pride as a teacher has now diminished due to insurgency. Insurgency incidents according to one of the teachers affect development of teachers. Teachers and students focus/concentration on the teaching/learning process is greatly undermined due to the feeling of anxiety brought about in the school environment. On the whole, majority of the respondents agreed that all items identified constitute how insurgency negatively influences teachers' occupational self-concept. This finding agreed with the view of Mahmood (2016) in his work on self-efficacy and self-concept as predictors of occupational aspiration of adolescents which says that self-

efficacy and self-concept have large associations with adolescents' occupational aspiration.

The findings of the study with regards to the research hypothesis one showed that, in order to test the null hypothesis that "there is no significant difference between Junior and Senior Secondary Teachers' Occupation Self-Concept", the independent sample t-test was used. Levene's Test of Equality of Variances was used to test the hypothesis that the two population variances are equal. The result on table 2 showed that the Levene's statistics is ( $F=.898, P >.05$ ) is large. Thus, the assumption of homogeneity of variance has not been violated and the equal variances assumed t-test statistic can be used for evaluating the null hypothesis of equality of means.

## V. CONCLUSION

Insurgency has significant impact on teachers' self-concept albeit in the negative. Schools in the study area were attacked leading to deaths of teachers and students alike. Survivors of insurgent attacks are left to manage the traumatic experience on their own and still perform their duties in the post insurgency era. This result of this study reveals the impact of insurgency on teacher's occupational self-concept in Madagali and Michika that fall under Mubi Education Zone. This zone was directly affected by insurgency and thus could be the reason why no statistically significant relationship was found between self-concept and factors such as gender, school type or local government area. This study recommends that teachers in the insurgency study area and the affected zone should be sent on workshops and trainings and psychological evaluation on yearly basis to help them in their teaching career to avoid cases of stress related and other forms of psychological stress and traumatic disorders. It further suggests that teachers posted to rural areas that were affected by the insurgency should be placed on special hazard allowance to boost their morale and thus self-concept.

## REFERENCES

- [1]. Akintunde, O; &Salzing-Musa, G. (2016). Environmental insecurity and the Nigerian Child's learning: coping strategies. *Asia Pacific Journal of Multidisciplinary Research*, 4(1)35-78
- [2]. Awortu, B. E. (2015). Boko Haram Insurgency and the Underdevelopment of Nigeria. *Research on Humanities and Social Sciences*, 5 (6),213-220
- [3]. Barni, D; Danioni, F; &Benevere, P. (2019). Teachers' self-efficacy: The role of personal values and motivations for teaching. *Frontier Psychology* <https://doi.org/10.3389/fpsyg.2019.01645>
- [4]. Diem, C. D .(2016). Teachers' self-concept and teacher effectiveness as perceived by teachers of English and students of senior High Schools. *Journal UmuPendidikan*, 5(3), <http://doi.org/10.17977/JIP>.
- [5]. Fareo. D. O; &Mukthar, A. (2020). Impact of Boko Haram Insurgency on the academic performance of senior secondary school students in Madagali local government area of Adamawa State. *Journal of Education and Social Sciences* 1(15), Issue 1
- [6]. Glotova, G; &Wilhelm, A. (2014) Teacher's self-concept and self-esteem in pedagogical communication. *Procedia - Social and Behavioral Sciences*, 132, 509 – 514. <http://doi.org/10.1016/j.sbspro.2014.04.345>
- [7]. Obiechina, F. N; Abraham, N. M; &Nwogu, U. J. (2018). Perceived impact of school environment insecurity on teachers' productivity in public secondary schools in Anambra State, Nigeria. *International Journal of Innovative Social & Science Education Research*, 6(4), 43-48.
- [8]. Ojukwu, M .O; &Onuoha, R. C . (2016). Influence of insecurity of school environment on the psychosocial adjustment of secondary school students in Imo State, Nigeria. *Journal of Sustainable Agriculture and the Environment*, 15(3) in press.
- [9]. Stojiljković, S; Todorovic, J; Djigic, G; &Dosković, Z. (2014). Teachers' self-concept and empathy. *Procedia-Social and Behavioral Sciences*, 116(116):875-879. DOI: 10.1016/j.sbspro.
- [10]. UNICEF, (2019). Nigeria weekly humanitarian situation report, retrieved from <http://reliefweb.int/report/nigeria/nigeria-weekly-humanitarian-situation-report> on February 10, 2020.
- [11]. Yeung, A. S; Craven R. G; & Kaur, G. (2013). Teachers' self-concept and valueing of learning: relations with teaching approaches and beliefs about students. *Asia-Pacific Journal of Teacher Education*, ( 42) 3 245-367