

## Impact of Safe School Initiative Programme on Academic Achievement of Victims of Insurgency in Secondary Schools in North - East Nigeria

Mary Adanna Chinwuba<sup>1</sup>, V.O Adikwu<sup>2</sup>, Matthew B. Usman<sup>3</sup>  
Department of Guidance and Counselling, University of Abuja  
mary.chinwuba2019@uniabuja.edu.ng

### ARTICLE INFO

*Keywords:* Academic achievement, behaviours, Safe Schools Initiative programme.

*Received:* 7 April  
*Revised :* 12 May  
*Accepted:* 25 June

©2024 Chinwuba, Adikwu, Usman): This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

**Purpose:** The purpose of this study was to investigate the Impact of the Safe Schools Initiative programme on the academic achievement of victims of insurgency in Secondary Schools in North-east, Nigeria.

**Method:** This study adopted a descriptive and Ex-post facto survey design. A sample size of 365 male and female SS1 respondents were sampled for the study. The instrument that was used for this study was a self-structured questionnaire developed by the researcher titled Impact of Safe Schools Initiative programme on behaviours and academic achievement questionnaire (ISSIPBAC). The content validity of the questionnaire was done by lecturers from the university of Abuja and the two data from the pilot test was obtained and correlated using Pearson Product Moment Correlation Coefficient (r), to see the similarities or differences of the scores. A reliability Coefficient of 0.87 was obtained. Thus, the instrument was reliable for the study. Descriptive and inferential statistics were employed in data analysis, through Statistical Package for Social Science (SPSS version 25) was used to carry out the analysis of the research data.

**Findings:** The findings revealed that the difference in the academic achievement of students under the Safe Schools Initiative programme in Secondary Schools in North East, Nigeria was more for male respondents than female respondents. The study also showed that the behaviour of students under the programme in Secondary Schools in North East, Nigeria was better in rural respondents than the urban centres. The result indicated that the academic achievement of the students varied as the age increased and the academic achievement of students under the Safe Schools Initiative programme in Secondary Schools in North East, Nigeria was more on urban respondents than the rural centres.

**Recommendations:** Based on the findings, the paper hereby recommends that the age of these students should be considered in teaching. While students of lower ages were more affected by the insurgency in their academic achievement, others such as 16 years and above were less affected. The school counsellors should organize regular psychological checks on these students to make sure they have stable behavioural patterns.

## **INTRODUCTION**

The Boko Haram insurgency, which has its epicentre in Borno State, has a devastating effect on education in Northeast Nigeria, which is in the country's northeast. The insecurity affected all educational institutions especially the public secondary schools in the region. Secondary School is the type of education children receive in post-primary school that prepares them for higher institution via a 6-3-3-4 educational system (NOUN, 2012, Ogunode 2021b). Many secondary schools in North-East Nigeria are directly or indirectly affected by the insecurity problems. For instance, OCHA observed that the insurgency in Northeast Nigeria placed over 5.3 million children and youths (aged 13-17) in dire need of educational assistance (OCHA, 2017).

There is a great need for educational assistance and interventions because over 80% of the population affected by the conflict lives in Borno State and the majority of displaced people are based in Maiduguri. This increased pressure on the educational facilities that were already in place increased geometrically. This made the worries about school safety even more intense. The following are some of the factors that impact school safety and security in Nigeria: gender-based violence, child abuse and neglect, natural disasters like floods and fires, armed conflicts, students and schools being struck by bullets and shrapnel, recruitment of children as child soldiers. Additional factors include the use of school premises for political events that result in conflicts, bullying, drug addiction and abuse, robberies and looting of schools, physical and humiliating punishment, and vehicle accidents and unsafe school facilities. Due to all of these, requests have been made to establish a secure and protective learning environment for educators, students, and other staff members (OCHA, 2017; Uloko and James 2022).

The essence of the Safe School Initiative programme is to provide security and ensure the safety of children and teachers across the northeast schools and the country at large (Shaba, 2015; Ogunode, Olowonefe, Jegede, Musa, 2022; Ogunode, Ayeni, & Daniel, 2024). The above is on the premise of many children and teachers that have either been killed or abducted in schools across the northeast states of Nigeria around 2014. Mary (2024); Idris, (2018) and Anyanwu, (2016) maintained that the Safe Schools Initiative (SSI) is a response to children and schools affected by militants in the North Eastern States of Nigeria. The program was launched in May 2014 by the Nigerian government and UN Special Envoy for Global Education Gordon Brown, along with the Nigerian Global Business Coalition for Education and private sector leaders in Abuja. The Safe Schools initiative includes a combination of transferring secondary school students to other states, supporting education in refugee camps, piloting safe school models including community mobilization.

## LITERATURE REVIEW

The insecurity in northeastern Nigeria is particularly attractive as it impacts the learning and academic performance of school leaders, teachers and students (Ojukwu, 2017; Ogundele & Ogundele, 2021). Stienmayr, Meibner, Weidinger & Withweiner (2020) describe academic achievement as an expression of the extent to which a student has achieved their learning goals. Academic achievement can refer to the achievement of educational standards such as a bachelor's degree. Academic performance is often measured through examinations or continuous assessments. Performance can be measured by students' grade point average, whereas for institutions, performance can be measured by graduation rates. Academic achievement represents achievement outcomes that indicate the extent to which an individual has achieved certain goals that were the focus of activities in the classroom environment, particularly in school, college and university. School systems usually define cognitive goals that are either cross-curricular (e.g. critical thinking) or involve the acquisition of knowledge and understanding in a specific intellectual area; Example: Mathematics, English, Basic Science and Technology.

Students' academic achievement is very important to education stakeholders because every parent wants the students to excel academically and progress to the next level. The government are also interested in the achievement of the students because of the huge investment that has been put into the sector. Insecurity has affected school development in Nigeria (Ogunode & Chijindu, 2022; Ogunode, Umeora & Olatunde-Aiyedun, 2022; Oni, 2016; Omede & Omede, 2015). Onifode, Imhonopl and Uorim (2013); Ogunode, Godwin and Unoaku, (2021); Ogunode and Ndubuisi (2021) concluded that insecurity in North-East Nigeria has affected the academic calendar, and implementation of curriculum, have led to the destruction of school facilities, students enrolment and students achievement. It is assume that the introduction and implementation of Safe Schools Initiative programme has a lot of roles to play in the restoration of school stable academic calendar that may help improve the students' achievement. Based on this, this study is aimed to investigate the Impact of Safe Schools Initiative programme on academic achievement of victims of insurgency in Secondary Schools in North-east, Nigeria.

### Purpose of the Study

The purpose of this study was to investigate the Impact of the Safe Schools Initiative programme on the academic achievement of victims of insurgency in Secondary Schools in North-east, Nigeria. Specifically, the aims of this study are to:

- i. discover the difference in the academic achievement of male and female students under the Safe Schools Initiative Programme in Secondary Schools in North-east, Nigeria;

- ii. ascertain the difference in the behaviour of students under the Safe Schools Initiative Programme in Secondary Schools in North-east, Nigeria based on location;
- iii. find out the difference in the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in North-east, Nigeria based on age;
- vi. find out the difference in the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in north-east, Nigeria based on location.

### **Research Questions**

This study answered the following questions

1. What is the difference in the academic achievement of male and female students under the Safe Schools Initiative Programme in Secondary Schools in the North-east, of Nigeria?
2. What is the difference in the behaviour of students under the Safe Schools Initiative Programme in Secondary Schools in North-east, Nigeria based on location?
3. What is the difference in the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in the North-east, Nigeria based on age?
4. What is the difference in the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in the North-east, Nigeria based on location?

### **Hypotheses**

The following null hypotheses were formulated and tested at a 0.05 level of significance.

**H0<sub>1</sub>:** There is no significant difference in the impact of the safe schools Initiative programme on the behaviours of victims of insurgency based on location.

**H0<sub>2</sub>:** There is no significant difference in the impact of the Safe School initiative programme on the behaviours of victims of insurgency based on gender.

## **METHODOLOGY**

### **Research Design**

A survey research design was used in this study. This research design aims to describe the characteristics, behaviors, attitudes, opinions, or perceptions of a group or population being studied.

### **Population of the Study**

The population of this study comprised students in the safe school initiative programme in Federal Government Colleges in North-east Nigeria. The total number of senior secondary school students in the study area is 6,950. The population comprised Federal Government Colleges in Yobe, Taraba, Bauchi, Borno, Adamawa and Gombe State (Federal Ministry of Education, 2022).

### **Sample Size and Sampling Procedure**

A sample size of 365 male and female SS1 respondents were sampled for the study. This was done using the Krejcie and Morgan (1970) table for determining the sample size of a given population. The sample was drawn from 5 unity schools randomly selected from 5 states in the zone. Secondly, the researcher randomly selected respondents from each school using a proportionate sampling method to get the sample for the study.

### **Instrumentation**

The instrument used for this study was a self-structured questionnaire developed by the researcher entitled "Impact of Safe Schools Initiative program on behavior and academic performance questions" (ISSIPBAC). The questionnaire was developed through personal experience and a review of related literature for this study. The questionnaire is divided into two sections. Section A elicits information on the demographic data of the respondents, while section B consists of twenty-two (22) items (divided into two parts) to measure the Impact of the Safe School Initiative Programme on the behaviour and academic achievement of victims of insurgency in secondary school students in North-east, Nigeria. Respondents have the choice to select a preferred option from the 4-point Agree to Disagree Likert scale. The four-point scale has four options Strongly Agree, (SA=4 points), Agree (A=3 points), Disagree (D=2 points) and Strongly Disagree (SD=1 point). These points when added and divided by four yielded 2.50 which was the decision rule. Any mean score above 2.5 was accepted, and any mean score below 2.5 was rejected. The second instrument was an achievement test adopted from the Basic Education Certificate Examination (BECE) using an academic results of Senior Secondary 1, (S.S.1) students in four subjects who sat for 2021/2022 BECE in English Studies, Mathematics, Basic Science and Technology and National Values. This was used to measure students' academic achievement. The elements of the BECE were deemed appropriate for this study because they have already been standardized by an accredited body, the National Examination Council of Nigeria (NECO) and the Federal Ministry of Education (FME).. It is 60 items drawn on objective questions adopted from English studies, Mathematics, Basic Science and Technology and National Values with options A to E in each item, out of which one is correct while others are not.

### **Validity and Reliability of the Instrument**

To establish the validity of the research instrument, the researcher ensures that the questionnaire items cover every research question of the study. Also, the researchers' supervisors and other experts in the department of Guidance and Counselling in the Faculty of Education, University of Abuja, determined the face and content validity of one of the instruments. Some items that looked vague were modified, those that were unclear were simplified and irrelevant ones were removed. To determine the reliability of the instrument, the researcher carried out a pilot test on the instrument. This was done using 50 Senior Secondary 2 students (SS2) in Taraba state who were not part of the main study. A checklist was used to identify Safe School Initiative Programme victims of insurgency who participated in the pilot test. The test was administered to the students. Two weeks later, the same test was also re-

administered to the same students after two weeks. The two data from the pilot test were obtained and correlated using Pearson Product Moment Correlation Coefficient ( $r$ ), to see the similarity or differences of the scores. A reliability Coefficient of 0.87 was obtained. Thus, the instrument was reliable for the study

#### **Data Collection Procedure**

The researcher sought the approval of the managers of the schools indicated in the study. A direct delivery technique was employed in the administration of the questionnaire to minimize instrument mortality. The copies of the questionnaires were collected on the spot but some of the research assistants couldn't collect them at the spot, the respondents were given two days to respond and return them to the research assistant.

#### **Method of Data Analysis**

In analyzing the instrument, descriptive and inferential statistics were employed in data analysis, through Statistical Package for Social Science version 25. The decision rule for the acceptance of the mean scores was a mean score of 2.50 and above. Therefore, mean scores of 2.5 and above were considered as an agreed response while mean scores below 2.50 were considered as a disagreed response, and t-test and one-way ANOVA were employed to test the hypotheses at 0.05 level of significance. Therefore, any mean score above 2.5 was accepted, and any mean score below 2.5 was rejected.

### **RESEARCH RESULT**

**Research Question 1:** What is the difference in the academic achievement of male and female students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria?

**Table 2: The difference in the academic achievement of male and female students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria**

**N=365**

<b>Gender</b>	<b>Mean</b>	<b>Number</b>
Male	59.02	200
Female	58.78	165

The results in Table 1 showed the difference in the academic achievement of male and female students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria. Male respondents indicated a mean achievement of 59.02, the female respondents mean achievement of 58.78. This result implies that the difference in the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria was more for male respondents than female respondents.

**Research Question 2:** What is the difference in the behaviour of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria based on location?

**Table 1: The behaviour of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria based on location**

N=365

Location	Mean	Number
Urban	2.69	200
Rural	2.75	165

Table 2 shows the difference in the behaviour of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria based on location. Respondents in urban centres indicated a mean behaviour of 2.69, and the respondents in rural areas had the mean score of 2.75. The implication of this result is that behaviour of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria was better in rural respondents than the urban centres.

**Research Question 3:** What is the difference in the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria based on age?

**Table 3: The difference in the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria based on age**

N=365

Age Range	Mean	Number
13-15 Years	57.86	165
16 - 18 Years	58.90	100
19 Years Above	58.87	100

The results in Table 3 showed the difference in the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria based on age. The academic achievement was highest for respondents whose age range was 16-18 years (58.90), followed by those aged 19 years above (58.87), while the least academic achievement was found among those aged 13-15 years (57.86). This implies that the academic achievement of the students varied as the age increased.

**Research Question 4:** What is the difference in the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria based on location?

**Table 12: The difference in the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria based on location**

N=365

Location	Mean	Number
Urban	59.39	200
Rural	58.39	165

Table 4 shows the difference in the academic achievement of students under the Safe Schools Initiative Programme in Secondary School in North East, Nigeria based on location. Respondents in urban centres indicated a mean achievement of 59.39, and the respondents in rural areas indicated a mean achievement of 58.39. This result implies that the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria was higher among urban respondents than the rural centres.

**Test of Hypotheses**

**Ho<sub>1</sub>:** There is no significant difference in the Impact of the Safe Schools Initiative Programme on behaviours of victims of insurgency of students based on location.

**Table 5: t-test on the Difference in the Impact of the Safe Schools Initiative Programme on behaviours of victims of insurgency of students based on location**

Location	Number	Mean	S. D	t-value	df	Sig(2-tailed)	Decision
Urban	200	2.69	.399	-1.290	317	.198	Accepted
Rural	165	2.75	.459				

The analysis in Table 5 was carried out to establish whether there is a significant difference in the impact of a safe school initiative programme on behaviours and academic achievement of victims of insurgency of students based on location. With a significant value of .198 which is more than the 0.05 level of significance, the hypothesis states that there is no significant difference in the impact of the safe school initiative programme on behaviours and academic achievement of victims of insurgency students based on location. Urban and rural students, therefore, did not differ significantly on the impact of the safe school initiative programme on the behaviours of victims of insurgency.

**Ho<sub>2</sub>:** There is no significant difference in the impact of the safe school initiative programme on the behaviours of victims of insurgency of students based on gender.

**Table 6: t-test on the difference in the impact of the safe school initiative programme on behaviours of victims of insurgency of students based on gender**

Gender	Number	Mean	S. D	t-value	df	Sig(2-tailed)	Decision
Male	220	2.79	.423	3.365	317	.001	Rejected
Female	145	2.63	.422				

The analysis in Table 6 was carried out to establish whether there is a significant difference in the Impact of the Safe Schools Initiative programme on behaviours and academic achievement of victims of insurgency of students

based on gender. With a significant value of .001 which is less than the 0.05 level of significance, the hypothesis states that there is no significant difference in the Impact of the Safe Schools Initiative programme on behaviours and academic achievement of victims of insurgency students based on gender. Male and female students, therefore, differ significantly on the impact of the safe school initiative programme on the behaviours of victims of insurgency.

## **DISCUSSION**

The result also disclosed that the difference in the academic achievement of students under the Safe Schools Initiative programme in Secondary Schools in North East, Nigeria was more for male respondents than female respondents. The result collected revealed that the behaviour of students under the Safe Schools Initiative programme in Secondary Schools in North East, Nigeria was better in rural respondents than the urban centres. The results corroborate the findings of Musa (2014) who discovered that the academic achievement of male students in Secondary Schools in North East, Nigeria was higher than that of female students and students in rural areas felt more impact of government programmes on insecurity than those in urban areas.

The result indicated that the academic achievement of the students varied as the age increased. The result also revealed that the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria was higher among urban respondents than the rural centres. The results are in line with the findings of Musa (2014) and Salihu (2017) who established that age is a determinant factor in students' academic achievement and that students in urban communities access more educational services than those in rural areas.

On hypotheses testing, the hypotheses result states that there is no significant difference on the impact of safe school initiative programme on behaviours and academic achievement of victims of insurgency of students based on location. Urban and rural students, therefore, did not differ significantly on the impact of the safe school initiative programmes on the behaviours of victims of insurgency. There is no significant difference in the Impact of the Safe Schools Initiative programme on behaviours and academic achievement of victims of insurgency of students based on gender. Male and female students, therefore, differ significantly on the impact of the safe school initiative programme on the behaviours of victims of insurgency.

## **Conclusion and Recommendations**

The paper concluded that the difference in the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria was more for male respondents than female respondents. The paper also indicated that the behaviour of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria was better in

rural respondents than the urban centres. The result revealed that the academic achievement of the students varied as the age increased and the academic achievement of students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria was more on urban respondents than the rural centres.

On hypotheses testing, the hypotheses state that there is no significant difference in the impact of a safe school initiative programme on behaviours and academic achievement of victims of insurgency of students based on location. Urban and rural students, therefore, did not differ significantly on the impact of safe school initiative programme on behaviours of victims of insurgency. The hypotheses result also states that there are no significant differences in the Impact of the Safe Schools Initiative programme on behaviours and academic achievement of victims of insurgency of students based on gender. Male and female students, therefore, differ significantly on the impact of the safe school initiative programme on the behaviours of victims of insurgency.

Based on the findings, the paper hereby recommends that

1. The age of these students should be considered in teaching. While students of lower ages were more affected by the insurgency in their academic achievement, others such as 16 years and above were less affected.
2. The school counsellors should organize regular psychological checks on these students to make sure they have stable behavioural patterns.
3. The government should provide more security in the North-East so that safe school initiative students can reunite with their parents and have a stable psychological state and improved academic achievement.
4. The government should launch some academic intervention programmes through the school counsellors to educate the students on the need to maintain stable behavioural patterns irrespective of the impact of the insurgency.

## REFERENCES

- Abu, U. (2015). Students' personalities and academic achievement in public secondary school Sokoto State, Nigeria. *Journal of education*, 2(5),23-30
- Anyanwu, U. (2016). *Supporting the Nigerian safe schools initiative: Promoting safe and uninterrupted access to education for school children*. Retrieved from [www.bmz.de](http://www.bmz.de).
- Idris, O. N. (2018). *School safe initiative and challenges*. [www.schoolsafe.com](http://www.schoolsafe.com)  
[www.schoolsafe.com/initiative/challenges.com](http://www.schoolsafe.com/initiative/challenges.com)
- Manjo, Y. G. (2024). Examining the administrative structure and implementation approach of safe school initiative in nigeria. *Journal of Political Discourse*, 2(1 (2), 212-220. Retrieved from <https://jopd.com.ng/index.php/jopdz/article/view/125>

- Mary (2024). Impact of safe school initiative programme on behaviour and academic achievement of victims of insurgency in secondary schools in north - east Nigeria". Unpublished PhD Dissertation of university of Abuja.
- Musa, M (2014) Boko Haram insurgency, student enrolment and student academic achievement in North-East Nigeria. *Journal of Conflict and peace Management*, 2(1), 12-21.
- OCHA (2017). Humanitarian Needs Overview Nigeria.
- Ogunode N, J. (2021b). Administration of public secondary schools in Nigeria: Problems and suggestions. *Central Asian Journal of social sciences and history* 02 (02). 90-102 25.
- Ogunode, N. J, Olowonefe. A J., Jegede. J., & Musa, A. . (2022). Safe School Initiative (SSI) in Nigeria: Challenges of Implementation and Way Forward. *INTERNATIONAL JOURNAL OF INCLUSIVE AND SUSTAINABLE EDUCATION*, 1(2), 14-19. Retrieved from <https://inter-publishing.com/index.php/IJISE/article/view/81>
- Ogunode N. J., Godwin A. N. & Unoaku, O. C. (2021). *Effects of insecurity on school administration in Nigeria*. Middle European Scientific Bulletin, (13), 23-30
- Ogunode, N. J. & Ndubuisi, A., G (2021). The Effects of Incessant Closure of Schools on School Administration in Northern Nigeria. *International Journal of Innovative Analyses and Emerging Technology* 1(4),99-103
- Ogunode, N. J, Umeora, M & Olatunde-Aiyedun, T.G (2022) Impact of Insecurity on Administration of Post-Basic Education and Career Development (PBECD) in South- East Geo-Political Zone of Nigeria. *Spanish Journal of innovation and integrity*, (8), 56- 62
- Ogundele, M., & Ogundele, A. (2021) Managing Safe School Initiatives for Sustainability and National Security of Nigerian Education. *Sapientia Global Journal of Arts, Humanities and Development Studies*. 4(2):68-74.
- Ogunode, N, J. & Chijindu, O. E (2022) Implication of Sit At Home Order (Insecurity) on Basic Education in South-East Geo-Political Zone of Nigeria. *Central Asian Journal of Social Sciences and History*, 03 (07), 21-29

- Ojukwu, M. (2017) Effect of Insecurity of School Environment on the Academic Performance of Secondary School Students in Imo State. *International Journal of Education & Literacy Studies* 5(1),45-50.
- Omede, J., & Omede, A.A. (2015). Terrorism and Insecurity in Nigeria: Moral, Values and Religious Education as Panaceas. *Journal of Education and Practice*. 6(11), 120- 126.
- Oni, J. A. (2016). Combating security challenges in the university system. Paper presented at National Conference of Nigerian Universities Professional Administrators CANUPA, 2016
- Onifode, Imhonopl and Uorim (2013) Addressing the Insecurity Challenge in Nigeria: The Imperative of Moral Values and Virtue Ethics, *Global Journal of Human Social Science Political Science*, 13 (2). 121-130
- Salihu, T (2017). Level of access to educational programme and policies in Kano State Nigeria. *Journal of education management*, 2(1), 12-21
- Shaba, C. (2015). The Safe School Initiative (SSI) in Nigeria  
<http://lcn.pascalobservatory.org/pascalnow/blogentry/associate-features/introducing-safe-schools-initiative-ssi-Nigeria>
- Uloko, F. O & James E., A. (2022). Safe School Practices and Education Administrators: A Review of Borno State Conflict Context. *International Journal of Arts and Social Science* 5(6),85-97