

PSYCHOLOGICAL INFLUENCE OF INSECURITY ON ACADEMIC MOTIVATION AND PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN GIWA EDUCATIONAL ZONE KADUNA STATE, NIGERIA

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Abstract

This study examines the Psychological Influence of Insecurity on Academic Motivation and Performance of Senior Secondary School Students in Giwa Educational Zone Kaduna State, Nigeria. Three objectives and hypotheses were formulated to guide the study. Structured checklist and purposive sampling technique were used to select a sample of 300 students and survey design was adopted. Three research instruments were used: Psychological Influence of Insecurity scale; Academic Motivation scale and English language Achievement test and Mathematic achievement test. Simple percentages, frequency, mean, standard deviation, Pearson product moment correlation coefficient and independent t-test statistics were used to analyze the data. The findings revealed that there is negative significant in the relationship between Anxiety and Academic Motivation among secondary school students who are victims of insecurity ($r = -.398, p = .003$); there is significant difference in the academic performance among secondary school students who are victims and not victims of insecurity ($t=8.912, p=0.000$); There is significant difference in the academic motivation among secondary school students who are victims and not victims of insecurity ($t=6.75, p=0.000$). The study therefore recommends that, Teachers, Psychologists and Counsellors should pay more attention to students who are victims of insecurity when teaching and learning in the classroom, and this will go a long way in reducing the anxiety in the schools in Giwa Educational Zone and Nigeria in general.

Keywords: Psychological Influence, Insecurity, Academic Motivation, Academic Performance

Introduction

The importance of education has been adequately discussed in many public fora and in different literature (Nwanne-Nzewunwa, 2009; Ojukwu & Nwanma, 2015 and Ojukwu & Onuoha, 2016; Osanti, 2012). It is in realization of the importance of education of the child that the government of the Federal Republic of Nigeria in its 1999 constitution made a declaration of the right of every Nigerian child to education, irrespective of gender, tribe, religion or race. It makes sense to state that the lofty vision of education as enunciated in the constitution of the Federal Republic of Nigeria would be realized in a serene and conducive school environment. According to Lehr (2014), the noble goals of education can never be achieved in a vacuum.

However, Psychological influence of insecurity in the Northern Nigeria has become worrisome, Security is perceived both objectively and subjectively. At the objective angle, it measures the absence of threat to life, liberty and core values, while subjectively it looks at the absence of fear, anxiety and apprehension of being in danger (Walter & Conchito, 2013). Security of life and property is a highly

valued goal of any individual, group and government. This goal has been difficult to reach because of various threats and risks to personal lives and community, state, national and global environments. These threats could range from natural, socio-economic and political climate of the individual or state. No society, group or individuals can be one hundred percent secure, hence humans are daily contending with security issues and striving endlessly to attain the desired goal. The developed world often faces both artificial and tragedies natural disasters such as earthquakes, tornadoes, flood and landslides that frequently threaten a substantial part of the globe (Achikasim & Shuaibu, 2020). Scientific and technological development could negatively trigger incidences of diseases and epidemics, mass death including plane crashes, shipwreck, road and train mishaps, building collapse and fire disasters, as opined by Bonzan (2019). On the other hand, Omonijo et al. (2019) saw man's wickedness to his fellow man in form of terrorism, suicide bombing and ritual killing as human-inflicted insecurity against other individuals and the affected society cited in Achikasim and Suleiman (2021).

Motivation comes from the Latin word *moveo*, meaning to move, stir, agitate, provoke, or affect. Motivation can be defined as the process responsible for the initiation, intensity, and persistence of behavior. Motives are causes that produce certain effects or actions including inaction. The source of a person's motivation may be intrinsic, derived from internal process, and extrinsic, the result of external forces. Likewise, students can be impelled to act by conscious and unconscious motive. Academic motivation refer to the cause of behaviors that are in some way related to academic functioning and success, such as how much effort students put forth, how effectively they regulate their work, which endeavors they choose to pursue, and how persistent they are when faced (Urduan & Karabenick 2010).

There is a feeling of insecurity within and outside the school environment, both students and teachers are likely to be deterred and this may inhibit academic performance of the students. The peace enjoyed by some parts of the world has in recent time been threatened by terrorism and other security threat. According to the Global Terrorism Index (GTI, 2023), from the year 2000 to 2022, there have been an estimate of over 120,000 lives lost as a result of terrorism. In 2013 alone, there was an approximate of 18,000 deaths. The significant majority of this terrorist activities occurred in five countries: Iraq, Afghanistan, Pakistan, Nigeria and Syria. Consequently, these five countries have experienced a dramatic increase in the loss of life in 2013 as a result of terrorism with fatality reaching 14,722 collectively. The 2014 Global Terrorism Report revealed that Nigeria has had the fourth highest number of death over the last five years. Going by the GTI (2015) ranking, Nigeria is only better than two Middle East countries: Iraq and Afghanistan who were ranked first and second respectively. The latest GTI (2023) ranking revealed that there was a decline in the number of people killed as a result of terrorist attacks with Nigeria ranked 8th. Majority of these lives killed recently in Nigeria was as a result of armed banditry, boko haram terrorism and other insurgent groups. Boko Haram is a strong pseudo-Islamist terrorist group in North-eastern and North-west Nigeria. According to Musa (2011) Boko haram has been in existence since 2001 but did not become popular until 2009 when they participated actively in the sectarian violence in Northern Nigeria.

Anxiety is an adaptive response generated by environmental stressful situations that activate alarm mechanisms in the individual to assure survival. Traumatic stress encompasses exposure to or witnessing any event that is extremely threatening, and as a result the individual feels intensely frightened, horrified and helpless (Mishara1 and Gbaden, 2014). Childhood trauma has been receiving increased attention and it is increasingly being recognized as a 3 significant public health concern (Lang, Campbell, and Vanerploeg, 2015). Trauma exposure involves "actual or threatened death,

serious injury, or sexual violence that is either directly experienced or witnessed, or learning that any traumatic experiences have happened to a loved one, or having repeated exposure to details of traumatic events,

Exposure to traumatic events can disrupt brain development and can have immediate and lifelong adverse effects on social, emotional and physical wellbeing (Lang, Campbell, & Vanerploeg, 2015; Lansford 2012). A good learning environment that does not pose threats to the students would be ideal for every student to learn. If students experience the society as a caring and a supportive place where there is a sense of belonging and everyone is valued and respected they will tend to appreciate more fully the learning environment and the process of learning. This environment would create positive results for students, academically and socially. Thus, in an environment where there is wanton destruction of lives and properties, the student's interests and attentions to learn may be affected which may in turn affects their academic performances. These insurgent attacks can lead to many psychological problems like anxiety and trauma which can consequently affect the academic motivation of students as well as their academic performance. Students may have low academic motivation to learn, and this may affect their academic performance. Therefore, it is in line with the above observations that the researcher embarked on this study at Giwa Educational Zone.

Objectives of the study

The following are the objectives of the study

1. To determine the relationship between anxiety and Academic Motivation of senior secondary school students who are victims of insecurity in Giwa Educational Zone;
2. To examine the difference in the Academic Performance of senior secondary school students who are victims and those who are not victims of insecurity in Giwa Educational Zone;
3. To investigate the difference in the academic motivation of senior secondary school students who are victims and those who are not victims of insecurity in Giwa Educational Zone.

Hypotheses

The following null hypotheses are raised to guide the study:

Ho1: There is no significant relationship between anxiety and Academic Performance of senior secondary school II students who are victims of insecurity in Giwa Educational Zone.

Ho2: There is no significant difference in the academic performance of senior secondary school II students who are victims and those who are not victims of insecurity in Giwa Educational Zone.

Ho3: There is no significant difference in the academic motivation of senior secondary II school students who are victims and those who are not victims of insecurity in Giwa Educational Zone.

Methodology

Survey design was used for this study. According to Creamer and Falilla (2020) survey design is a research design that is best and effective for data collection from large population through the use of personal interview, questionnaire and observation. There are a total of 105 public schools with total population of 1885 male and female SSII students. However, only SSII students were used in this study. Students who are victims and non-victims of insecurity were used for this study. Simple random technique was used in the study and the sample of this study is 300 including male and female SSII students consisting of 136 victims and 164 non-victims of insecurity, who were identified through the use of a structured checklist by Myles (2023). Three instruments were used for this study, The Academic Motivation Scale (AMS) by Vallerand et al cited in (2020), Influence of Insecurity scale (IIS) by Massey (2023) and Achievement test in English and Mathematics Education Resource Center

Ministry of Education Kaduna state (2023) were adapted by expert in the field of educational psychology and test and measurement. However, descriptive and inferential statistics were used to analyze the data.

Results and Discussion

Hypothesis one: There is no significant relationship between Anxieties and Academic Motivation of senior secondary school students who are victims of insecurity in Giwa Educational Zone.

Table 1: Pearson Product Moment correlation coefficient was used to analyze the relationship between Anxiety and academic motivation among senior secondary school II students who are victims of insecurity.

Variable	Victim/Non-victim	N	Mean	Std. Dev	df	t-cal.	P(sig)
Academic motivation	Victims	136	55.01	3.163	270	134	.003
	Non-Victims	136	85.51	9.726			

Correlation is significant at 0.05 level (2 tailed)

The above table reviewed that there is negative significant relationship between Anxiety and academic motivation among senior secondary school II students who are victims of insecurity ($r = -.398, p = 0.003$). This shows that the higher the level of anxiety, the lower the academic motivation). Therefore the null hypothesis which states that there is no significance relationship between anxiety and academic motivation of senior secondary school II students who are victims of insecurity is hereby rejected.

Hypothesis Two: There is no significant difference in the academic performance of senior secondary school II students who are victims and those who not victims of insecurity in Giwa Educational Zone.

Table 2: Independent t-test statistics was used to analyze the difference in the academic performance of senior secondary school II students who are victims and those who are not victims of insecurity in Giwa Educational Zone.

Variable	Victim/Non-victim	N	Mean	Std. Dev	df	t-cal.	P(sig)
Academic performance	Victims	136	89.544	15.877	298	8.912	.000
	Non-Victims	164	105.481	15.03			

Calculated $p < 0.05$, calculated $t > 1.96$ at df 298

The result of the Independent t-test statistics showed that there is significant difference in the academic performance of senior secondary school II students who are victims and those who not victims of insecurity ($t = 8.912, p = .000$). Their computed mean scores are 89.54 for victims and 105.48 for non-victims of insecurity. This implies that there is a significant mean difference in favour of non-victims students. Therefore the null hypothesis which state that there is no significant difference in the academic performance of senior secondary school students who are victims and those who are not victims of insecurity is hereby rejected,

Hypothesis Three: There is no significant difference in the in the academic motivation of senior secondary II school students who are victims and those who are not victims of insecurity in Giwa Educational Zone.

Table 3: Independent t-test statistics on the difference in the in the academic motivation of senior

secondary school II students who are victims and those who are not victims of insecurity in Giwa Educational Zone.

Variable	Victim/Non-victim	N	Mean	Std. Dev	df	t-cal.	P(sig)
Academic motivation	Victims	136	85.51	9.72	298	6.759	.000
	Non-Victims	164	100.81	5.916			

Calculated $p < 0.05$, calculated $t > 1.96$ at $df 298$

The result of the Independent t-test statistics showed that there is significant difference in the academic motivation of senior secondary school II students who are victims and those who not victims of insecurity ($t= 6.759$, $p= .000$). Their computed mean scores are 85.51 for the academic motivation of victims and 100.81 for non-victims of insecurity. This implies that there is a significant mean difference in favor of non-victims. Therefore the null hypothesis which states that there is no significant difference in the academic performance of senior secondary school II students who are victims and those who are not victims of insecurity is hereby rejected.

Table 4: Frequency and percentage of the research questions on anxiety and academic motivation of victims of insecurity

SN	ITEMS	RESPONSES				
		SA(5)	A(4)	UD(3)	DA(2)	SD(1)
1.	I do like going to school even though there is a fear?	22 (21%)	42 (40%)	4 (3.8%)	20 (19%)	17 (16.2%)
2.	Schooling is the most important part of my life.	86 (81.9%)	16 (15.2%)	2 (1.9%)	0 (0.0%)	1 (0.95%)
3.	I do have plenty of time to study at home all the time.	62 (59.0%)	32 (30.5%)	3 (2.9%)	8 (7.5%)	0 (0.0%)

Results from the table above revealed that majority (61%) of the respondents agreed going to school is more important to even though there is a fear of insecurity, while 25.2% of the respondents disagreed that fear of the unknown make it very difficult to made it to school regularly among victims of insecurity. Majority (91.1%) of the respondents agreed that they mostly preferred to stay at home and study.

Discussion of Findings

From hypothesis one reveals that there is significant relationship between Anxiety and Academic Motivation of senior secondary school II students who are victims of insecurity in Giwa Educational Zone, Kaduna state. This shows that the higher the anxiety, the lower the academic motivation. This finding is in line with the findings of Dorcas and Hala (2021) who found that anxiety has negative significant relationship with motivation. Their study was in respect to test anxiety. This implies that the higher the test anxiety the lower the motivation among students. They further stated that unless test anxiety is reduced, efforts at motivating students for examinations may not be able to achieve much. In another study, Green, Nelson and Martin (2019) found that learners’ motivation and anxiety were negatively correlated and a lack of motivation could cause anxious behaviours. Pintrich and Schunk, (2017) explained that motivation could come from within the student (intrinsic motivation) and outside the students (extrinsic motivation). Motivation from within can be because of inward ambition to pursue a career in future. Motivation from outside can be because of encouragement, prize and reward associated with good performance. So also, extrinsic factors within the environment like insurgency

or attacks can create anxiety which can influence the academic motivation of students.

Hypothesis two reveals that there is significant difference in the academic performance of senior secondary school II students who are victims and those who are not victims of insecurity in Giwa Educational Zone. This finding goes in line with the study of Strøm, Schultz, Wentzel-Larsen and Grete (2018) that conducted a research on the Effect of Community Traumatic Events on Student Achievement and found that the shootings caused a decline in school proficiency rates of about five to nine percentage points. Similarly, Strom, Schultz, Wentze-Larsen, and Grete (2018) conducted a study on the topic School performance after experiencing trauma: a longitudinal study of school functioning in survivors of the Utoya shootings in 2011 Results indicated that students' grades were lower the year after the event than they had been the year before, and they were also lower than the national grade point average. Their results indicate that academic functioning was reduced in the year after the traumatic event, but for students who successfully completed high school, the school situation improved 2 years after the event.

Findings from hypothesis three revealed that there is significant difference in the academic motivation of senior secondary school II students who are victims and those who are not victims of insecurity in Giwa Educational Zone, this study goes in line with the findings of Bilal (2013) who found that students who experienced terrorism are de-motivated. The stated that student is affected due to insecure environment of the schools and there is a significant negative association between community violence and academic functioning. Similarly, Pynoos and Nader (2018) carried out a research on the Role of Secondary Post Traumatic Stress Disorder and Resilience on Academic Motivation and Performance of Veterans' Student Children in Iran. They found that secondary PTSD significantly and reversely correlated with academic motivation.

Conclusion

Based on the result of the hypothesis, the following conclusions can be deduced from the major findings:

1. Anxiety is negatively related to the Academic Motivation of senior secondary school students who are victims of insecurity in Giwa Educational Zone. This implies that the higher the anxiety the lower the academic motivation of students who are victims of insecurity as anxiety was found to be negatively correlated with academic motivation.
2. There is difference in the academic performance of senior secondary school II students who are victims and those who are not victims of insecurity in Giwa Educational Zone
3. There is difference in the academic motivation of senior secondary school II students who are victims and those who are not victims of insecurity in Giwa Educational Zone.

Recommendations

The following recommendations were given on the basis of the findings of this research

1. Counsellor, teachers and parents should focus on improving learning content through interactive and outdoor learning activities so as the students to have refreshing moment and that improve relaxation.
2. School administrators should design learning program appropriately to those that are victims and not victims of insecurity since significance difference was found in academic performance between victims and non-victims of insecurity.
3. School psychologist should be organizing career day programs in school and sustained the activities so as to gain insight in acquiring necessary motivation to pursue desired goals in life to both victims and those who not victims of insecurity since their academic motivation of victims and non-victims of

insecurity varies.

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