PSYCHOLOGICAL INFLUENCE OF BOKO HARAM INSURGENCY ON ACADEMIC MOTIVATION AND PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN POTISKUM, YOBE STATE, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING, FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY,

ZARIA

APRIL, 2018

DECLARATION

I declare that the work in this dissertation entitled: "PSYCHOLOGICAL INFLUENCE OF BOKO HARAM INSURGENCY ON ACADEMIC MOTIVATION AND PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN POTISKUM, YOBE STATE, NIGERIA" has been carried out by me in the Department of Educational Psychology and Counselling. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

_____ _____

Bitrus Bukar MAINA Date
P15EDPC8001

CERTIFICATION

This Dissertation entitled "PSYCHOLOGICAL INFLUENCE OF BOKO HARAM INSURGENCY ON ACADEMIC MOTIVATION AND PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN POTISKUM, YOBE STATE, NIGERIA" by Bitrus Bukar MAINA (P15EDPC8001) meets the regulations governing the award of the degree of Master's (Education Psychology) in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my parents Mr. Bukar Maina Bwala and Mrs. Naomi Bukar Bwala, for their love care and support.

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OPERATIONAL DEFINITION OF TERMS

The following terms are used in this study, and are operationally defined below as follows:

Academic Motivation: Academic motivation refers to internal or external processes that instigate and sustain academic activities aimed at achieving specific academic goals. It is the degree to which an individual engage in learning activities.

Academic Performance: Academic performance connotes performance of students in teacher-made test. In this study, it consists ofcombination of scores obtained from test in English and Mathematics.

Anxiety: this refers to the level of fear or nervousness about what might happen among students who experienced Boko Haram insurgency.

Boko Haram Insurgency: This is the attacks by a group of armed people called Boko haram which involves destruction of lives and properties.

Insurgency: This refers to uprising against people that usually involves destruction of life and properties.

Non-victims: These are individuals who were not injured, kidnaped and did not lost any of their family membersor relatives during the Boko haram insurgency.

Psychological Influence of Boko Haram Insurgency: This includes anxiety and Traumatic stress caused by Boko Haram attacks.

Traumatic Stress: This is a very difficult or unpleasant experience that causes students to have mental or emotional problems as a result of Boko Haram insurgency.

Victims: These are individuals who experienced or witnessed the Boko haram insurgency and were injured, and/or lost one or both parents.

ABSTRACT

This study examined the Psychological Influence of Boko Haram Insurgency on Academic Motivation and Performance of Senior Secondary School Students in Potiskum, Yobe State, Nigeria. Six objectives, six research questions and six hypotheses guided the study. The population of the study was 3885 male and female SS II students, and a sample of 136 students who were victims of Boko haram insurgency and 164 non-victims students making a total of 300 students were used as sample size for this study. The study employs ex-post facto design. Three research instruments were used to collect data; Psychological Influence of Boko Haram Insurgency scale which measure anxiety and traumatic stress with respect to Boko haram insurgency; Academic Motivation scale; English language Achievement test and Mathematic achievement test. The Academic Motivation scale and the Influence of insurgency scale were face validated and had reliability of .866 and .675 respectively after pilot testing while English Language Achievement Test and Mathematic Achievement Test has a reliability coefficient of .812 and .769 respectively. Simple percentages, frequency, mean, standard deviation, and Pearson product moment correlation and also independent t-test statistics was used to analyze the data collected. The findings revealed that there is significant, negative relationship between Anxiety and Academic Motivation of senior secondary school students who are victims of Boko haram insurgency (r=-.398, p =.003); there is significant, negative relationship between Anxiety and Academic performance of senior secondary school students who are victims of Boko haram insurgency (r=-.548, p =.001); there is significant, negative relationship between Traumatic stress and Academic motivation of senior secondary school students who are victims of Boko haram insurgency (r=-.468, p =.001); there is also a significant, negative relationship between Traumatic stress and Academic Performance of senior secondary school students who are victims of Boko haram insurgency (r=-.465, p =.000). Similarly, there is significant difference in the academic performance of senior secondary school students who are victims and those who not victims of Boko haram insurgency (t=8.912, p=.000); there is also significant difference in the in the academic motivation of senior secondary school students who are victims and those who not victims of Boko haram insurgency (t=6.759, p=.000).The study therefore recommends that, teachers and school administrators should pay more attention to traumatized students when teaching and refer them to school psychologist and counsellors where necessary, the students should also be motivated; Students who experiences traumatic stress and high level of anxiety should be given relevant therapy; Conducive atmosphere should be provided by government to improve security in schools and enhance teaching and learning, this will go a long way in reducing the traumatic stress and anxiety; and also there is need for Non-Governmental organization to provide mental health and psychosocial support for affected individuals especially those that are traumatized.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, theincidence of insurgency has drastically increased. According to the Global Terrorism Index (GTI, 2014), from the year 2000 to 2013, there have been an estimate of over 107,000 lives lost as a result of insurgent activities. In 2013 alone, there was an approximate of 18,000 deaths. The significant majority of this insurgent 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 insurgencies 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 (2016) ranking revealed that there was a little decline in the number of people killed as a result of insurgent attacks in Nigeria.Thus, the peace enjoyed by some parts of the world is currently being threatened by insurgencies.

Nigeria as a country has witnessed several forms of insurgency since independence.Olowoselu (2014) stated that, before the declaration of amnesty for Niger Delta youths by the Nigerian Government in 2008, the NigerDelta region had militant groups such as Movement for the Emancipation of the Niger Delta(MEND), Movement for the Survival of Ogoni People (MOSOP), and Niger Delta People VolunteerForce (NDPVF). These militant groupslaunched agitation against crude oil spillage, poverty andmarginalization of the Niger Delta people of the South-South region of Nigeria.Similarly, in the Northern part of the country insurgent groups like the “Maitatsine” and most recently the Boko Haram used violence to kill many citizens in the country.

Recently, Nigeriahas witnessed high spate of insurgency especially in the northern states by the Boko Haram insurgent group. The BokoHaram also known as "Jama'atu Ahlus-Summah lid-da wal Jihad" is a strong pseudo-Islamist terrorist group in North-eastern Nigeria. Musa (2011) stated that the 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. The name Boko Haram is a statement in Hausa language, which upon translation into English means "Western education is sinful or prohibited" (Patrick & Felix, 2013).

This group is opposed to everything that is of Western origin, most especially Western education and its ideologies and systems. Boko Haram opposes not only western education but western culture and modern science as well. Yakubu (2012) stated that the Boko Haram insurgent group has unleashed terror and fear in the minds of every Nigeria. There is wanton destruction of Schools, government properties, bombing of churches, Mosques and other public places, assassination of prominent individuals, and kidnapping occasioned by sporadic shooting of innocent citizens.

A closer look at what insurgency means will give a clear understanding of the discourse at hand. According to Anold (2013) insurgency is when a group of individuals rise in forcible opposition to lawful authority, especially when it engages in armed resistance to a government or to the execution of its laws. It is when a group of people attempts to take control of their country or part of their country by force. In the words of David (2013) insurgency is "an organized resistant movement that uses subversion, sabotage, and armed conflict to achieve its aims". Insurgencies normally seek to overthrow the existing social order and reallocate power within the country through the use of violence. This uprising normally leads to destruction of life and properties, thereby instilling fear into the life of the citizens, leading to indices like anxiety and trauma.

Consequently, the attacks on schools by Boko Haram may affect the student's attention to learn, interests and their performance. Learning is an adaptive process in which the tendency to perform a particular behavior is changed by experiences (Martin, Carlson & Buskit, 2012 p. 266). In other words, we learn from experiences. Pleasant and unpleasant experiences affect our behavior. Learning is a process that entails many issues. The most potent of these issues is motivation, which may be defined as an internal state that arouses, directs and maintains behavior. Motivation is anything that energizes and directs behaviour toward a goal (Eggen & Kauchak 2014). It is an inner desire and drive required for successful performance. Thus, it is seen as a pre-requisite of and a necessary element for student engagement in learning.

A child may have the innate ability to learn but may be underachieving academically simply because his/her academic motivation is low. Pintrich and Zusho (2007) defined academic motivation as any internal or external processes that instigate and sustain academic activities. Students' academic motivation may affect the basic learning process and can affect academic performance. Academic performance connotes performance in school subject as symbolized by a score on an achievement test. Learning is most commonly measured through testing that occurs in school settings.

Generally, the attacks on schools by Boko haram instill fear in people's mind which may lead to psychological problems like anxiety and traumatic stress.From early childhood to adulthood, shocks can change the way we analyze ourselves, the environment around us, processing of information, our behavior and our response to others (Sarason, 2009). If the environment of the students, in their academic and social setting, would set a positive mood that would lead to learning, then the probability of attaining good academic performance would be close at hand.

Anxiety is an adaptive response generated by environmental stressful situations that activatealarm 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 (House, 2012). Childhood trauma has been receiving increased attention and it is increasingly being recognized as a significant public health concern (Lang, Campbell, & 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 interestsand attentions to learn may be affected which may in turn affects their academic performances.

1.2 Statement of the Problem

The Boko Haram insurgency in Nigeria has been a threat to education in the country. Since the beginning of 2012, according to Amnesty International's Research (2015), about 70 teachers and over 1000 school children have been killed or wounded in Nigeria most of this incidence happened in the north east. About 50 schools have either been burned or seriously

damaged and more than 60 others have been forced to close in north east. Thousands of children have been forced out of schools across communities in Borno, Yobe, and Adamawa states. Many teachers have been forced to flee for their safety to other states. In the same vein, a report by Nigerian Teachers' Union (NUT, 2015) revealed that more than 1000 teachers have been forced to flee from areas of attack in the north since 2012.

The indiscriminate bombing by Boko Haram no doubt impact negatively on lives, property and educational development in Nigeria especially in the north eastern states, the most affected region of which Yobe state is among. The threat to education from Boko Haram attack should be seen in the context of a wider problem.Generally, the immediate impact of the attacks include loss of life, injury, abduction of students, teachers personnel and damage of school buildings and facilities most typically due to the burning or bombing of buildings or transport facilities by the Boko Haram.These attacks have forced the state government to close down schools forprolonged periods from March 2014 to September 2015. This is made worse as several thousands of people have migrated swiftly to other parts of Nigeria during the insurgency.

Yobe state is an area that is reckoned to be educationally backward even by Nigerian standards of which Potiskum Local Government is the largest local government area in the state. From general observation, low level of school enrolment, high number of out of school children and poverty characterizedthe state. The recent 2016 WAEC result statistics revealed that Yobe state came last (37^{th} Position) with just 646 candidates obtaining five credits and above including English out of 14,786 that sat for the exams. As a result of the threats posed on schools by the Boko Haram Insurgent group, peopleare afraidto go about their educational activities for fear of being killed. Students are afraid to go out and read in the night in their classes even when the insurgency is relatively calm now.

These insurgent attacks can lead to many psychological problems like anxiety and trauma which can consequentlyaffect the academic motivation of students as well astheir 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 on the Psychological influence of Boko haram Insurgency on Academic motivation and performance of senior secondary school students in Potiskum local government area ofYobe state, Nigeria.

1.3 Objectives of the Study

The specific objectives of the study are:

1. To determine the relationship between anxiety and Academic Motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.
2. To examine the relationship between anxiety and Academic performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.
3. To assess the relationship between traumatic stress and Academic motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.
4. To find out the relationship between traumatic stress and Academic Performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.
5. To determine whether there is difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area.

6. To determine whether there is difference in the academic motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area.

1.4 Research Questions

The study was guided by the following research questions:

1. What is the relationship between anxiety and Academic Motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area?
2. What is the relationship between anxiety and Academic performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area?
3. What is the relationship between traumatic stress and Academic motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area?
4. What is the relationship between traumatic stress and Academic Performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area?
5. Is there any difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area.
6. Is there any difference in the academic motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area.

1.5 Hypotheses

The following null hypotheses were tested:

H_o^1 There is no significant relationship between Anxiety and Academic Motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.

H_o^2 There is no significant relationship between Anxiety and Academic performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.

H_o^3 There is no significant relationship between Traumatic stress and Academic motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.

H_o^4 There is no significant relationship between Traumatic stress and Academic Performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area

H_o^5 There is no significant difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area.

H_o^6 There is no significant difference in the academic motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area.

1.6 Basic Assumptions

The study is based on the following assumptions:

1. It is assumed that there may be positive or negative relationship between anxiety and Academic Motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.

2. It is assumed that there may be positive or negative relationship between anxiety and Academic performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.
3. It is assumed that there may be positive or negative relationship between traumatic stress and Academic motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.
4. It is assumed that there may be positive or negative relationship between traumatic stress and Academic Performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.
5. It is assumed that there may be difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area.
6. It is assumed that there may be difference in the academic motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area.

1.7 Significance of the Study

The finding of this study will be useful in theory building in area of anxiety, traumatic stress, academic motivation and performance. It will also useful to school psychologist as it will provide relevant information that can be used in behavior modification. The finding will also be useful toteachers, students and victims of Boko haram insurgency, parents, school guidance counselors, Parents Teachers Association (PTA), educational administrators and government authorities. It is hoped that the findings of this study will be disseminated through seminars for teachers, conferences, Parent Teachers Association meetings, student's union meetings and online publication so that it will be properly circulated.

The findings will reveal to the teacherthe psychological influence ofinsurgency onacademic motivation of students and theiracademic performance. Thus it will reveal to the teacher whether students in areas of attack have high or low academic motivation which may influencetheir performance,thereby providing information to the teacher so as to develop remediating strategies in improving learner'sacademic motivation and performance for positive result.

Similarly, the findings of this study will be of immense importance to students. The students will realize that their poor performance might not necessarily be as a result of their low intelligence, but as a result of other factors like the attacks on lives and properties which may affect their motivation to learn.Such students can be motivated using the right strategies. Again, the result of this study will help the school guidance counselors and behavior therapist in using effective strategies that will help the students in developing a positive learning attitudes and behaviors, so as to motivate them and to help them deal with high level of anxiety and traumatic stress. They will be in position to guide and counsel students in the area of personal social interactions, academic performance and career choice.

Furthermore, the findings of the study will also help Parents Teacher Associations (PTA) of schools in promoting the academic performance of student and their academic motivation. This is because PTA meetings is an avenue for parents and teachers to discuss about the problems and challenges militating against effective teaching and learning. Parents and Teachers will see the need to encourage and motivate their children to learn. Again, the findings of the study will be of immense importance to educational administrators. They will use the findings in the formulation of policy that will help in improving the academic performance of the students and their academic motivation, and alsoin the provision of leaning facilitiesand conducive learning environment that will encourage and motivate learners to learn effectively.

Finally, the findings of the study will also be significant to the Federal, State and local government as it will reveal to them the need to build more classrooms and provide school facilities for effective teaching and learning and also the need to put in place proper security measures in protecting lives and properties in the country. In addition, the study will be significant for students and teachers conducting research on similar topic.It will serve as a reference material for other researcher carrying out a research work on similar topic.

1.8 Scope and Delimitation of the Study

The study coversfive (5) public governmentsecondary schools in Potiskum local government area of Yobe State, as there was an incidence of boko haram attacks on the five schools. Potiskum is the largest town situated in Yobe State. It is geographically located between latitude 11^0 43' 32''N and longitude 11^0 04' and 15'' E; in north eastern Nigeria. It has an area of 559 km². The study is delimited to the Psychological influence of Boko Haram insurgency on academic motivation and performance of students in the study area with respect to Anxiety and traumatic stress as the psychological indices. The researcher focused on academic motivation and academic performance of students because academic motivation is a very important factor in learning, and the success attributed to any educational institution is to a large extent determined by the performance of students in their academics. Students who are victims and those who are not victims of boko haram insurgency were used. The study does not take into account the material or immediate impact of insurgency on schools, like estimating the number of schools destroyed or lives killed. In this study, both male and female SS II Students are used.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with review of related literature to the study.The concepts of insurgency, academic motivation and academic performance and theories related to them were fully discussed under relevant subheadings. The chapter also reviewed empirical studies related to this present study. The review of related literature was finally summarized.

The chapter was discussed under the following headings.

- Concept of Insurgency
- Anxiety
- Traumatic Stress
- Emergence of Boko Haram Insurgency
- Attacks on Schools by Boko Haram
- Effect of Boko Haram Insurgency
- Academic Motivation
- Concept of Academic Motivation
- Gender and Academic Motivation
- Concept of Academic Performance
- Theoretical Framework
- Self Determination Theory
- Goal setting theory of Motivation
- Frustrations and Aggression Theory
- Expectancy-Value Theory
- The Social Identity Theory
- Stress response theory

- Review of Related Empirical Studies
- Summary

2.2.1 Concept of Insurgency

By way of definition Insurgency is derived from Latin word “insurgere” meaning to rise up against. According to Anold (2013) insurgence could be defined as individuals who rise in forcible opposition to lawful authority, especially when it engages in armed resistance to a government or to the execution of its laws. David (2013) stated that insurgency is 'an organized resistant movement that uses subversion, sabotage, and armed conflict to achieve its aims. Insurgencies normally seek to overthrow the existing social order and reallocate power within the country. Insurgents are seen as individuals or group who destabilize the development of a country by posing threat and act of aggression on other members of the society. They also seek to overthrow an established government, and also form an autonomous national territory within the borders of a state.

Insurgency as a concept is ambiguous. The United States Department of Defence (Cited in Hellesen, 2008) made clarification on the concept and defines it as organized movement that has the aim of overthrowing a constituted government through subversive means and armed conflict. This definition suggests that insurgent groups employ unlawful means towards achieving an end, which could be political, religious, social or even ideological. The goal of insurgency is to confront and overthrow an existing government for the control of power, resources or for power sharing (Shapiro&Siegel, 2015).

Furthermore, Powell and Abraham (2007), defined insurgency as a violent move by a person or group of persons to resist or oppose the enforcement of law or running of government or revolt against constituted authority of the state or of taking part in insurrection. Insurgency as defined above becomes violative of the constitution’s criminal law and the international treaty obligations of a nation in the following circumstance:

> *When insurgency constitutes an attack on defenseless citizens and property,resulting into injuries, loss of lives and destruction of properties as well as massive internal displacement of people out of their places of residence. When it drives business/investors away from an insecure area and also when it constitutes domestic and international crimes punishable by law such as treasonable felony, terrorism, murder, crimes against humanity and genocide (Powell & Abraham, 2007).*

Traditionally, insurgencies seek to overthrow an existing order with one that is commensurate with their political, economic, ideological or religious goals (Gompert & Gordon, 2008). Kilcullen (2009) stated that insurgency is a struggle to control a contested political space, between a state (or a group of states or occupying powers), and one or more popularly based, non-state challengers. He further draws a line between classical and contemporary insurgencies indicating that the latter seek to replace the existing order, while the former sometimes strive for the expulsion of foreign invaders from their territory or seek to fill an existing power vacuum.

It is imperative to understand the distinction between insurgency and terrorism, as they are sometimes used interchangeably. These terms have taken on new meanings in popular usage. In the academic literature, 'terrorism' is considered a strategy of insurgency rather than a separate organizational type, defined by its strategic choices: the targets it attacks, and the weapons and tactics it utilizes. Goodwin, McCarthy and Yukich, (2008) state it perfectly when they say, 'the label 'terrorist' does not usefully describe a type of political organization per se, or a type of state or individual. Rather, it points to a distinctive political strategy that political groups, states, or individuals may or may not choose to employ.

Therefore, the term 'insurgency' encompasses a very broad span of ideas, and depending on the context in which it is used, can have a range of meanings. For the most part, the use of the term insurgency implies an organized, armed resistance movement. It is seen as group of people working to affect social and/or political change through violent means against existing power structures and in a way that deliberately challenges the state's

monopoly on the legitimate use of violence. It is also important to differentiate insurgencies from organized criminal groups, whose orientation isprimarily towards profit-making. Insurgencies are often heavily involved in illicit profit-making ventures toraise funds for their endeavors, and the distinction between organized crime group and insurgency lies inthe group's ultimate goals. Financial gain can be a goal in itself, or a means to achieve a larger politicalagenda.

2.2.2 Anxiety

The word anxiety has been derived from the Latin word 'anxietas' which commonly connotes an experience of varying blends of uncertainty, agitation and dread.. Anxiety is an adaptive response generated by environmental stressful situations that activatealarm mechanisms in the individual to assure survival. This emotion is a series of biochemicalchanges in the brain and body, which makes the heart to beat faster due to an increase inadrenaline, and feeling less pain due to a decrease in cerebral dopamine. However, if the stateof anxiety is not adequately affronted or it is produced by an inexistent stimulus in thelong-term, natural anxiety is now converted in an anxiety disorder. In this way, natural anxietyis beneficial for the individual but if the level of anxiety is exceeded, it deteriorates the habitualactivity of the organism; in this case, higher anxiety produces a lower efficiency of theindividual (Nieuwenhuys & Oudejans 2012; Cody & Teachman 2011)

Furthermore, Anxiety is the tense, unsettling anticipation of a threatening but vague event; a feeling of uneasy suspense. It is a negative affect so closely related to fear that in many circumstances the two terms are used interchangeably; like anxiety, fear also is a combination of tension and unpleasant anticipation. But distinctions can be made between the causes, duration, and maintenance of fear and of anxiety. Strictly, the term ``fear'' is used to describe an emotional reaction to a specific, perceived danger, to a threat that is identifiable, such as a poisonous snake. Most fear reactions are intense and have the quality of an

emergency. The person's level of arousal is elevated sharply. Fear has a specific focus. Typically, it is episodic and recedes or ceases when the danger is removed from the person, or the person from the danger. In this sense, fear is controlled or determined by perceivable events or stimuli. The perceived source of the danger might be accurately or inaccurately identified, or correctly identified but wrongly evaluated. The fear might be rational or irrational. Intense but irrational fears are termed phobias, as in claustrophobia (intense fear of enclosed spaces), snake-phobia, and so on.

When feeling anxious, the person has difficulty in identifying the cause of the uneasy tension or the nature of the anticipated event or disaster. The emotion can be puzzling for the person experiencing it. In its purest form, anxiety is diffuse, objectless, unpleasant, and persistent. Unlike fear, it is not so obviously determined; it is usually unpredictable and uncontrollable. The rise and decline of fear tends to be limited in time and in space, whereas anxiety tends to be pervasive and persistent, with uncertain points of onset and offset. It seems to be present, as if in the background, almost all of the time: ``I constantly feel as if something dreadful is going to happen." Anxiety is a state of heightened vigilance rather than an emergency reaction. Fear and anxiety are marked by elevated arousal, subjective and/or physiological arousal. Fear is more likely to be intense and brief, it is provoked by triggers and is circumscribed. Anxiety tends to be shapeless, grating along at a lower level of intensity. Its onset and offset are difficult to time and it lacks clear borders. Anxiety is not a lesser and pale form of fear and in many ways is more difficult to tolerate than fear. It is unpleasant, unsettling, persistent, pervasive, and draining. Intense and prolonged anxiety can be disabling and even destructive.

2.2.3 Traumatic Stress

Trauma occurs when a child or youth experiences an intense event or events that threatens or causes harm to his or her emotional and physical well-being. These experiences may range from extreme adverse events, such as war, terrorism, or natural disasters, to more common stressful events, such as community or domestic violence, neglect, medical emergencies, and physical or sexual abuse (National Child Traumatic Stress Network, 2010). A child does not have to be the direct victim of such an occurrence to be traumatized; witnessing such an event can also be traumatic. While various types of trauma exist at different degrees of intensity, it is the individual's stress associated with each trauma that affects how he or she responds to and behaves following a traumatic event.

Trauma occurs when a situation is life-threatening or potentially damagingto physical integrity, causing a fearful, helpless response to "both objectivecharacteristics of the event and subjective responses on the victim's side"(Klasen 2011). Trauma, then, can be caused both when a personis faced with extreme stressors that are apparent to observers, as wellas by stressors that only the individual experiences in a way that cannotbe apprehended through observation by others who do not experiencethe trauma. Single-incident trauma differs from repeated, prolonged, orcomplex trauma (McLaughlin, Koenen, Hill, Petukhova, Sampson, Zaslavsky, & Kessler, 2013). According to Herman and Kirwin (2008) child soldiers experience "complex trauma" stemming from "multiple, chronic and prolonged, developmentally adverse traumatic events, most often of an interpersonal nature (for example sexual or physical abuse, torture) and early-life onset" of these stressors.

Borderline personality disorder is also a symptom of childhood trauma (Dietz 2007). Symptoms can be so severe that if left untreated, sufferers cannot undertake routine activities. Enduring trauma can do lasting damaging to the psyche, particularly when occurring in childhood. Somatoform dissociationis onepossible responseto childhood trauma that causes

an inability "to process somatic experiences adequately" Trauma also can produce a psychological dissociation, causing an inability to incorporate "cognitive behavioural and emotional aspects of experience" Some damage can be temporary, and is best managed through a variety of therapeutic and culturally appropriate approaches that attempt to make life more bearable.

The immediate effects of trauma include shock, denial, fear, despondency, despair, alertness to opportunities to escape, and high expectations of impending rescue, among others. As captivity progresses, expectation of rescue declines and greater submission occurs, in order to reduce abuse, though there are also occasional flashes of hope. The longer the captivity, the lower the expectation of rescue becomes. Abductors can psychologically traumatize captives by telling them that no one is looking for them and they will never be rescued. Abductees are also told that given the atrocities they may have committed, no one would want them back. Abductees may then begin to see captivity as permanent, and themselves as damaged goods who might be shunned if they were to return home. Beatings, force participation in violent acts, continuous sexual assault as "wives" of their abductors, corporal punishment, and forced combat may all accompany captivity. Psychological studies of abducted child soldiers in other African countries have indicated that they can be expected to suffer from PTSD and other negative psychological responses (Derluyn 2004). Yet some studies give reason to be cautiously optimistic: Klasen, Oettingen, Daniels, Post, Hoyer and Adam (2010) study of former child soldiers in Uganda has shown that 27.6 percent of them "showed a resilient mental health outcome

How children experience trauma is related to their stress response following the trauma. Harvard University's Center on the Developing Child (2012) has identified three types of stress: positive, tolerable, and toxic stress. Positive stress refers to the everyday stress people experience that is normal. Children and youth must learn to respond to stress in

healthy ways that support their healthy development. For instance, when an adolescent enters a classroom to take an exam, he or she experiences stress. Once he or she completes the exam, the adolescent's stress level should return to baseline.

Children and youth experience tolerable stress when they undergo a heightened state of arousal due to traumatic events, such as the death of a loved one or a natural disaster. Secure relationships with adults and community supports can help the child recover from the stress. However, in the absence of these supports, experiencing such trauma may exceed a child's capacity to cope with and respond to the stress, thus elevating the stress level and putting at risk the child's physical, social, and emotional developmental trajectory (National Child Traumatic Stress Network, 2010). When traumatic experiences are prolonged, such as community violence or domestic abuse, a child's or youth's stress response system is continually activated. It is this prolonged activation of the stress response system in the absence of appropriate supports that disrupt a child's or youth's normal development. This level of stress is also referred to as toxic stress. Such experiences have shown to lead to impairments in brain development and delayed social and emotional development. Unaddressed, the child's experience of trauma may eventually influence the way he or she behaves at home and in school, which will in turn affect the way he or she develops into an adult.

Regardless of the type of traumatic event, it is important to note that each child or youth experiences trauma and responds to it in a unique way. An event that produces a toxic stress response in one youth, such as hearing about the death of a peer, may not produce the same reaction in another. Factors related to individual characteristics, family setting, and the environment interact and contribute to how a child responds. School-aged children may respond to traumatic events in several ways. They may regress to earlier developmental stages, demonstrating responses similar to that of younger children through sleep difficulties,

nightmares, worries about additional violent experiences (e.g., their own injury or death), or worries about other threats, such as burglars. They may also regress to earlier modes of relating to parents through increased struggles over food, self-care, and schoolwork in order to defend against any additional traumas and are more likely than younger children to report feelings of reliving the trauma and difficulty with expressing feelings, such as sadness or anger (Osofsky, 2009). To express the anxiety associated with witnessing or experiencing trauma, older children may feel a sense of guilt or shame over the traumatic event, hold concerns over their own safety and that of others in their school of family, or demonstrate aggressive or reckless behavior.

At school, children coping with extreme trauma may suffer from inattentiveness in the classroom or aggressiveness with other students. These behaviors may affect and impair the way they interact with others in the classroom setting, further impeding academic, social, and emotional growth. In addition to present traumas, children also may be reacting to or coping with the stress associated with trauma experienced years ago, especially when it has not been addressed.

- **Trauma in Adolescents**

Adolescence is a time of many changes for youth. In addition to physical and social changes, adolescents are gaining more independence from their families and establishing their identity. Still, teenagers are prone to the consequences of experiencing and witnessing trauma even more than infants and school-aged children. A report by the U.S. Department of Justice found that youth between the ages of 12 and 15 are victims of crime more than any other age group, and that adolescent victimization is twice that of the national average (Osofsky, 2009). Adolescents are at greatest risk for experiencing sexual harassment or assault, dating violence, sexual victimization, community violence, assaults by peers, or

school threats (Finkelhor , 2009). Older youth may also be affected by the consequences of witnessing or experiencing trauma during infancy or early childhood.

Experiencing trauma may lead to a number of symptoms in older youth. Adolescents are more likely than school-aged children to express feelings of fear, guilt, and isolation. In addition, they may react by avoiding school in order to guard from threats, arm themselves at school, or become involved in gangs in order to gain a sense of safety. All these behaviors are an attempt to guard against feelings of helplessness and overwhelming fear (Osofsky, 2009). Following a traumatic event, adolescents may also respond through avoidance of violent environments, withdrawal into fantasy, social isolation, or regression into earlier phases of development (Osofsky, 2009). Left unaddressed, adolescent victims of trauma will struggle to achieve at school, connect with their peers, and develop the skills needed to become strong members of their community.

Among children, traumatic stress is often overlooked, misinterpreted, or mistaken for other disorders (Halpern & Tramontin, 2007). Until Lenore Terr's groundbreaking study in 1976 of kidnapped school children in Chowchilla, CA, very little was known about the symptoms of traumatic stress on children (Terr, 1992). Trauma can significantly impact child development; however, identification of traumatic stress among children can be more difficult since children express themselves in different ways than adults (Halpern & Tramontin 2007). For school aged children, traumatic stress often appears in behaviors notable in the classroom and often labeled as an attention deficits, conduct problems, or autism (Levine & Kline, 2007).

2.2.4Emergenceof Boko Haram Insurgency

In an effort to understand the emergence of Boko Haram Insurgent group, the researcher reviewed existing studies on the origin, emergence and activities of Boko Haram. Generally, the origins of Boko Haram are somehow difficult to trace and there are differences

in opinion over the accurate date and conditions under which the group was first established. Researchers had suggested that the group has existed in some form since 1995, while others have written that it was founded in 2003 or 2004 (Ajibola, 2015, Onuoha, 2010). However, they became popular and notorious in July 2009 when its members had a brutal and prolonged clash with soldiers in the North.

Boko Haram is a Hausa phrase which when translated mean western education is prohibited. The group preferred to be called "Jama'atu Ahlus-Summah lid-da wal Jihad" (in Arabic) as their official name. The group can be said to have been pioneered by Mohammed Yusuf who as from 2002 at the Northern city of Maiduguri, structured the organization and made it his headquarter. Muhammad Yusuf was born on January 29, 1970 in a rural village known as Naiyah in Yunusari region in Gashua, Yobe state. Yusuf was charged to court in 2006 for receiving funds from an Al-Qaeda linked organization but later released. Yusuf established an Islamic school and a mosque where many poor families throughout Northern Nigeria and even from neighboring countries enrolled their children. He started preaching against western education.In 2004, Yusuf relocated his religious projectto Kanamma in Yobe state near the Nigerian-Niger border (Liolio, 2013)

One of the major propaganda of Boko Haram has been the fact that interaction with the Western World is forbidden. In addition, Boko Haram has been very critical of the government of Nigeria as regard it weakness in handling corruption and judicial matters which according to them has contributed towards the socio-economic ills of poverty, unemployment, and inequality in Northern Nigeria. In order to remedy the situation of corruption and judicial weaknesses in Northern Nigeria, Boko Haram believed that in establishing a Sharia government, this would remedy the situation of bad governance. For this reason, in 2009, their aim was directed towards the creation of Islamic state in Nigeria (Tumasang 2014)

In order to display protest against education and civilization (westernization), Boko Haram fostered a non-western lifestyle approach by not wearing western cloths for example but ate and worship only at their local mosque in Maiduguri. This was in order to be separated from other Muslims in the North. In effect, members of Boko Haram do not intermingle with anyone including wider Muslims population in the state and at times they carried out killing of anyone who criticizes them. There was no clear structure of the group prior to 2009. However, after 2009 and following the public execution of Mohammed Yusuf, Abubakar Shekau became its main leader. As from 2011 and 2012, members of Boko Haram became organized and they operated both domestically and as well beyond Nigeria's borders. Boko Haram operations were under the command of regional commanders who in return were under the leadership of Abubakar Shekau.

Boko Haram deployed a guerrilla warfare method by using the civil population as shields from attacks by security agents, before they relocated to the Sambisa Forest. It is for this reason that the Nigerian security forces have found it difficult to dismantle and stop the activities of the group. Liolio (2013) stated that among the structures of Boko Haram are departments which are headed by trained personnel who manufacture bombs, organized suicide bombers, intelligence, research, welfare and healthcare and logistics needed so as to carry out their pre-planned objectives. It has also been said that the highest decision making body of Boko Haram is called the Shura Council.

Boko Haram has most of its supporters in Northern eastern Nigeria. The majority of Boko Haram onslaught took place in Maiduguri the Capital of Borno. Nonetheless, following 2009, Boko Haram terrorism extended to Abuja (Bombing of the United Nation building), and virtually any part of Nigeria. Prior to 2009, the insurgent group used local weapons. However with the emergence of Abubakar Shekau as leader in 2009, the group became sophisticated and made used of heavy weapons, bombs and improvised explosive devices

(IEDs) on strategic places. As from 2011, one of their main tactics is suicide bombings (Maiangwa, 2012).

At the onset, Boko Haram primary targeted Nigerian policemen and later killing traditional leaders who were considered as state informants.Apart from this, Boko Haram terrorism has been directed in the destruction of properties and killing of Christians and Muslim who are against their believed in Northern Nigeria and even to other parts of Nigeriarespectively (Dorie, 2014). Maiangwa (2012) stated that Boko Haram's principal goal is to create a strict Islamic state in the north. They usually target to recruit youths between the ages of 17 to 30 years old from Borno, Yobe, Bauchi Adamawa and Gombe States. Unfortunately, most of these youths are often illiterate, poor, frustrated and without employment. Again, Boko Haram recruits members by breaking into prisons and setting prisoners free. In return, most of these prisoners become part of the group. This thus paves the way for successful recruitment based on "indoctrination" (Liolio, 2013). Recently, the Nigerian army has recorded a huge amount of success in fighting with the Boko Haram sect. Starting from December 2015 to the present, the Nigerian army has weakened the strength of Boko Haram to minimal.

2.2.5 Attacks on Schools by Boko Haram

Boko Haram Insurgency in the North-East has become the most significant threat to schooling and school infrastructure. The effect of Boko Haram attacks are not restricted to students in schools and areas that have actually been attacked, as an attack on one school or locality leads to fear that any school in the area might be attacked. The researchers reviewed literatures on the timeline of Boko haram attacks (Ugwumba & Odom, 2015; Onuoha, 2010).

Some of the attacks on schools by the Boko Haram Insurgent group from 2012 to 2014 are outlined below as follows:

1. February 17, 2012 in Kaduna state, gunmen attacked Zonkwa killing 2 students.

2. February 21, 2012 in Borno state, Boko Haram destroyed Gomari Costain primary school by fire.
3. February 22, 2012 in Borno state, Abba Ganaram primary school Maiduguri was set ablaze by Boko Haram.
4. March 1, 2012 in Kaduna state, Boko Haram attacked government secondary school Fadan Kaje.
5. April 11, 2012 in Yobe state, Boko Haram attacked and bombed police station and one primary school in Fika.
6. April 29, 2012 in Kano state, Boko Haram struck Bayero university open theatre being used as church by Christians killing 15 people including two university professors.
7. May 12, 2012 in Borno state, Boko Haram burnt a private nursery, primary and secondary school in Maiduguri.
8. May 13, 2012 in Borno state, Boko Haram burnt Mafa central school in Maiduguri.
9. Aug 19, 2012 in Yobe state, Boko Haram attacked and blew up a primary school, church and police station in Damagun.
10. September 27, 2012 in Borno state, Boko Haram attacked Mahammed Goni College of legal and Islamic studies in Maiduguri shooting security men, burnt down administrative block, the office of the deans and the council chamber.
11. October 1, 2012 in Adamawa state, gunmen attacked federal polytechnic in Mubi town killing 25 students
12. March 18, 2012 in Borno state, Boko Haram attacked 4 public schools in Maiduguri killing 3 teachers, injured 4 people and 3 students.
13. April 7, 2013 in Borno stae, gunmen attacked and killed a teacher in Gwange III primary school in Maiduguri.

14. April 9, 2013 in Borno state, Boko Haram attacked and killed two teachers and other officials on their way to provide food to schools during inspection tour in Dikwa local government area.
15. June 18, 2013 in Yobe state, Boko Haram attacked Government Secondary School Damaturu, shooting sporadically, killing 7 students, 2 teachers and 2 gunmen Headed to the teacher's quarters killing another 2 teachers, 6 students sustained various degrees of injuries.
16. June 24, 2013 in Borno state, gunmen attacked and killed 9 students in Gamboru on their way to take exam.
17. July 6, 2013 in Yobe state, Boko Haram attacked Government Secondary School Mamudo Killing 41 students and a teacher.
18. September 29, 2013 in Yobe state, Boko Haram stormed a dormitory of college of agriculture in Gujiba killing 40 students and a teacher.
19. February 25, 2014 in Yobe state, Boko Haram stormed a coeducational, federal government college boarding school in Buni Yadi killing 29 male students, injured 59, and abducted some female students.
20. April 14, 2014 in Borno state, Boko Haram attacked Girls Secondary School and kidnapped 234 Chibok girls, burnt library and other government properties.
21. April 11, 2014 in Borno state, Boko Haram attacked and exchanged fire with soldiers killing 8 teachers in Dikwa.
22. July 16, 2014 A German teacher kidnapped in Gombi, Adamawa by Boko Haram
23. September, 17, 2014 Boko Haram attached Federal College of Education Kano killing several of the students when two Boko Haram suicide bombers entered into the lecture hall and bombed himself and the students and the lecturer in the hall.

Specifically, the series of attacks on schools in Yobe state from 2012 to 2014 is summarized: in August 19, 2012 Boko Haram attacked and blew up a primary school in Damagun; in June 18, 2013 they attacked GSS Damaturu, shooting sporadically, killing 7 students and 2 teachers, headed to the teacher's quarters killing another 2 teachers, and 6 students sustained various degrees of injuries; in July 6, 2013 they attacked GSS Mamudo killing 41 students and a teacher; in September 29, 2013 they stormed a dormitory of College of Agriculture in Gujiba killing 40 students and a teacher; in February 25, 2014 they also stormed a Coeducational, Federal Government College boarding school in Buni Yadi killing 29 male students, injured 59, abducted some female students, and ordered some girls to quit school and get married or be killed in future attacks. On 10 November 2014 a succide bomber exploded a bomb during assembly in Government Senior Science and Technical College Potiskum, many students were killed and wounded.

2.2.5 Effects of Boko Haram Insurgency

The reactions to Boko Haram attacks may leads to fear and other psychological problems. Repeated attacks on schools in the northeast of Nigeria have insurmountable obstacles to learning. The psychosocial impact will affect children's ability to learn, and where the threat of attacks persists will stay away from school, even if the school remains open. Such obstacles to access to education can result in severe developmental problems and trauma. Children run the risk of never being able to return to school or completing their education, thus diminishing the potential contribution they can make to society (Brendan, 2010).

Teachers may also experience psychological problems as a result of loss of their colleagues, students, and family friends or are distracted by threats to colleagues, making it difficult for them to support their students or perform their job to the highest standards. If they are visibly anxious, this may heighten the fears of their own students. Fear may cause

teachers to stay away from school for long periods, forcing their closure or preventing their resumption after attacks.

A variety of internal and external factors can have negative impact on student academic performance. Internal factors include anxiety, personal interest, motivation, determination, and passion that drive students to do better in their studies. External factors include factors within the school environment, teacher competence and training, support from teachers and parents, and learning resources. These external factors may affect internal factors. For example, destruction of lives and property by terrorist may instill fear in the minds of students leading to anxiety. Anxiety is an emotional state in which people feel uneasy, apprehensive, or fearful when they are invaded or constraint in their environment. Bremner (2001) stressed that Learning is the establishment of proper relation between stimulus and response. It involves proper adjustment with the environment. Extensive review of literature (Brendan, 2010; Babatunde, Unwana-Obong, & Kamilu, 2014; Ahokegh, 2012; Ugwumba & Odom, 2014) reveals the following as the negative effects of Boko Haram attacks on the education system in north east Nigeria.

- **It leads to Fear**

Fear is a feeling induced by perceived danger or threat that occurs in certain types of organisms, which causes a change in metabolic and organ functions and ultimately a change in behavior, such as fleeing, hiding, or freezing from perceived traumatic events. The fear response arises from the perception of danger leading to confrontation with or escape from/avoiding the threat (also known as the fight-or-flight response), which in extreme cases of fear (horror and terror) can be a freeze response or paralysis.

- **It causes Anxiety**

Anxiety is not the same as fear, which is a response to a real or perceived immediate threat, whereas anxiety is the expectation of future threat. Anxiety is a feeling of fear,

uneasiness, and worry, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing. Fear and anxiety can be differentiated in four domains: (1) duration of emotional experience, (2) temporal focus, (3) specificity of the threat, and (4) motivated direction. Fear is defined as short lived, present focused, geared towards a specific threat, and facilitating escape from threat; anxiety, on the other hand, is defined as long acting, future focused, broadly focused towards a diffuse threat, and promoting excessive caution while approaching a potential threat and interferes with constructive coping. Students may feel general anxiety or anxiety in relation to a specific experience or situation (test anxiety, social anxiety, or public speaking). Signs of anxiety include: stress, panic, avoidance, irrational fears, and fear of losing control, and problems sleeping and/or eating.

- **It causes Trauma**

Trauma is defined as a physical or psychological threat or assault to a child's physical integrity, sense of self, safety or survival or to the physical safety of another person significant to the child (Vermont, 2010). Trauma occurs when human beings are exposed to sudden and unexpected events. The resulting shock may be the trigger for various psychological, physical, emotional, and social problems. Trauma may be caused by natural phenomena such as earthquakes or by man-made phenomena such as wars, domestic violence, and forced migration. Children may experience trauma as a result of a terrorism, war or military interventions. When someone experiences trauma at an early age, they are prone to exhibit impairments in emotional development, behavior regulation, attention, posttraumatic distress and dissociation (Price, Higa-mcmillan, Kim, & Frueh, 2013). Children who are traumatized may exhibit polar opposite behaviors from one another. Some children may exhibit rigid behaviors such as controlled eating habits, while others may exhibit a lack of control of behaviors such as aggression and

emotional regulation.Posttraumatic stress is traumatic stress that persists after a traumatic incident has ended and continues to affect a child's capacity to function. If posttraumatic stress continues and the child's neurophysiologic responses remain chronically aroused, eventhough the threat has ended and the child has survived, then the term posttraumaticstress disorder (PTSD) is used to describe the child's enduring symptoms. Becausetrauma affects the child's ability to self-regulate,both physically and emotionally, posttraumaticsymptoms in infants and young children may encompass one or more of abroad range of behaviors, including the following:

i. Difficulty sleeping, eating, digesting, eliminating, breathing or focusing
ii. A heightened startle response and hyper alertness
iii. Agitation and overarousal,or underarousal,withdrawal or dissociation
iv. Avoidance of eye contact and/or physical contact
v. Terrified responses to sights, sounds or other sensory input that remind the childof the traumatic experiences.
vi. Preoccupation with or reenactmentof the traumatic experience .

Psychological trauma may occur during a single traumatic event (acute) or as a result ofrepeated (chronic) exposure to overwhelming stress (Terr, 1992). Children exposed tochronic trauma generally have significantly worse outcomes than those exposed toacute accidental traumas. In truth, however, alltraumas may engender feelings of victimization, loss of control, despair andhopelessness and beliefs that the world is unsafe and life unfair.

- **It leads to Posttraumatic Stress Disorder (PTSD)**

Based on the Diagnostic and Statistical Manual of Mental health Disorder(DSM-IV-TR criteria, PTSD criteria) involve behavioral and emotional dysregulation following exposure to a traumatic event with the likelihood of serious injury or death to oneself or others individual that last for at least one month and include: persistent re-experiencing of

the event; avoidance of stimuli that may be connected to the traumatic event as well as numbing or decreased emotional responsiveness; increased arousal symptoms such as difficulty sleeping, emotional outbursts, difficulty with focus and attention, hyper-vigilance, and heightened startle response.

Children may be exposed to a wide range of traumatic experience that involve likelihood of serious injury to themselves or others including natural disasters (Evans & Oehler-Stinnet, 2006), war and/or political violence (Brown, McQuaid, Farina, Ali, & Winnick-Gelles, 2007; Husain, Allwood, & Bell, 2008), community violence such as school and/or neighborhood shootings (Schwarz &Gorman, 2010; Terr, 1992), domestic violence (Mertin & Mohr, 2002) and severe neglect (DeBellis, Hooper, Spratt & Woolley, 2009).

Outcomes Associated with PTSD in Children

Post-traumatic stress disorder (PTSD) has only been identified as a disorder experienced by children since thepublication of the DSM-III with mention of differences between adult and children's reactions not included until the DSM-III-R in 1987 (Fletcher, 2010). Initial studies of PTSD in children examined the behavioral and emotional reactions of children to traumatic events (Terr, 1992). Further studies on PTSD in children indicated that there are also cognitive deficits associated with PTSD in children as well as learning difficulties in school (Beers & Debellis, 2009; Carrion, Garrett, Menon, Weems, & Reiss, 2008; DeBellis & Thomas, 2010). The following sections will review research regarding each of these areas of functioning, namelybehavioral and social/emotional, and neuropsychological difficulties associated withdiagnosis of PTSD in children.

Research and clinical experience indicate that children who witness and are otherwise exposed to violence are deeply affected by the events, often showing symptoms of post-traumatic stress disorder. Pynoos' work with children who witnessed the murder of a parent

and who were exposed to community violence (Pynoos & Nader 2009) found that the youngsters displayed the following classic PTS symptoms: re-experiencing the event in play, dreams, or intrusive images and sounds associated with the event; psychic numbing characterized by subdued behavior and inactivity; constricted affect and diminished interest in activities; sleep disorders, avoidance behaviors, and startle reactions. In addition, the children are frequently plagued by fears of recurrence of the violence; guilt over their behavior during the incident; a pessimistic future orientation; and difficult forming interpersonal relationships. These latter symptoms can manifest in a sense of featurelessness(Terr, 1992) characterized by children's belief that they will not reach adulthood, and difficulty with close interpersonal relationships as they hesitate to establish bonds that they fear will be broken.

i. **Behavioral and social/emotional.** After experiencing a life-threatening or severe trauma, children with PTSD demonstrate a number of behavioral and social emotional difficulties for which they are identified as having PTSD. Behaviors that are necessary for a PTSD diagnosis are grouped by three main categories; re-experiencing, avoidance/numbing, and hyper-arousal.

ii. **Re-experiencing symptoms in children**. Behaviors associated with re-experiencing in children include intrusive memories, posttraumatic/re-enactment play, daydreaming about the event, talking about the event, bad dreams, relieving the event, distress at reminders of the event, trauma specific fears, and increased somatic complaints

iii. **Avoidance or numbness symptoms in children**. The second category of behaviors necessary for a diagnosis of PTSD involves avoidance and/or numbness and include behaviors such as efforts to forget the event(s), avoidance of reminders, inability to recall parts of the event, loss of interest in activities, detachment or withdrawal, and pessimism about the future.

iv. **Increased arousal symptoms in children**. The third category of behaviors necessary for a DSM-IV-TR diagnosis of PTSD is increased arousal including behaviors such as difficulty sleeping, irritability, difficulty concentrating, hypervigilance, irritability and/or anger, and exaggerated startle response. Children's normallyexperienced sleep disturbances including difficulty falling asleep and difficulty staying asleep.

v. **Neuropsychological.** In addition to behavioral and social/emotional dysfunctions associated with PTSD, research has identified several areas of neuropsychological deficits including intelligence, memory and learning, and executive functioning (Beers & DeBellis, 2009).

vi. **Intelligence**. The connection between PTSD and intellectual functioning deficits was described by Perry (2009) as a split between verbal and performance abilities such that the children demonstrated significantly higher non-verbal reasoning than verbal reasoning. According to Perry (2009) children who live with ongoing neglect and/or abuse "spent so much time in a low-level state of fear that they consistently were focusing on non-verbal but not verbal cues. Saigh, Oberfield, Halamandaris, Yasik, & Bremner (2010) investigated the differences in intellectual functioning between children with trauma exposure and PTSD to children with trauma exposure but noPTSD and a control group of no trauma exposure using the Wechsler Intelligence Scale for Children-Third Edition (WISC-III). Results of this study indicated that the PTSD positive group demonstrated significantly lower performance on the measure of verbal intelligence only with no significant differences found between the trauma without PTSD group and controls on any of the other WISC-III composites.

vii. **Memory and learning**. In addition to findings of lower verbal intelligence in children with diagnoses of PTSD, research has also indicated a variety of memory and learning dysfunctions (Samuelson, Krueger, Burnett, & Wilson, 2010) found that children with

PTSD demonstrated significantly more overall memory problems (77.8%) as measured by the Rivermead Behavioural Memory Test (RBMT); Wilson, Hansen, & Li, 2011) compared to the 22 non-traumatized controls. The authors concluded that the reason for memory deficits in children is uncertain; however, they proposed that intrusive thoughts, avoidance, and hyper-arousal symptoms may interfere with memory in children with PTSD.

viii. **Executive Functioning**. Research has also found deficits in some executive functions, namely attention and inhibition (Beers & DeBellis, 2009). Samuelson (2010) conducted a study with children who met the DSM-IV criteria for primary PTSD between the ages of 9 and 17 using a modifiedversion of the Stroop colour-naming task. Results indicated that the children in the PTSD group (n = 23) demonstrated longer overall response latency than children with no known or diagnosed history of psychiatric problems, and a latency for words based on word groups only for the trauma related words versus the neutral words. The authors interpreted the findings as evidence of an attentional bias towards trauma-related information that may underlie symptoms of hypervigilance seen in individuals with PTSD.

- **It leads to Adjustment Problems or Maladjustment in Schools**

Gates and Jersild (as cited in Mangal 2013) posited that adjustment is a continual process through which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. Maladjustment represents a condition or state in which one feels that his needs are not or will not be fulfilled and he has been a failure in establishing harmony with his self and the environment. It can also be defined as a failure to meet the demands of society, such as coping with problems and social relationships: usually reflected in emotional instability (Mangal, 2013). Maladjustment always results from

frustration caused by the non-satisfaction of the needs. The attacks by Boko Haram Insurgency can lead to adjustment problems among students and even teachers. It can lead to problems like extreme withdrawal, Hallucinations, delusions, Aggressiveness, truancy and timidity.

- **Reduction in Academic Performance of Students**

The consequences of the Boko Haram insurgent attacks, can affect the academic performance of students. This is so because academic activities are disrupted intermittently as a result of sporadic attacks on educational facilities. Government has had to shut down schools in Borno, Yobe and Adamawa from 2014 to 2015 in order to forestall sudden attacks on them by Boko Haram insurgents. The Boko Haram attacks culminate to poor student's performance because learning is characterized by threat in the school environment of the north, whereas it is an accomplished fact that learning thrives mostly in an environment devoid of threat. Etebu and James (2011) assert that "any society characterized by any form of violence will not be conducive for any educational and social interaction in form of teaching and learning". Similarly, Campbell (2008) noted that the threat of insecurity will constitute negative reinforcement due to the obvious fact that teaching and learning cannot occur successfully in an environment characterized by threat. For example, the WAEC (2016) result statistics revealed that Yobe state which is one of the north eastern states affected by Boko Haram insurgency has the lowest academic performance as it came last (37^{th} position).

- **Reduction in Attendance of Students**

Amnesty International (2015) report revealed that between the years 2012 to 2014 the insecurity generated by the constant attacks and fighting in the north-eastern states led many parents to send their children away or leave the state, disrupting their education. According to documents provided by Director of Basic and Secondary Education in the Federal Ministry of

Education, in 2013, schools in the north-east recorded the lowest number in recent years of pupil who applied and were admitted into junior secondary schools in the country

- **Loss of Teachers**

Attacks on schools may lead teachers to leave their job or flee the area, or even the country (Brendan, 2010). In the north eastern region of Nigeria, from 2012 to 2014 many teachers were forced to leave their community because of the threat from Boko Haram. Continuing assassinations of teachers and the issuing of death threats will inevitably affect teachers' concentration and frame of mind for teaching. Insecurity has compromised the ability of teachers to perform their jobs well and has affected morale (Amnesty International, 2015).

According to Education For All Global Monitoring Report 2011 (EFAGMR): "Attacks on higher education and teacher training institutions may restrict research, teaching content and pedagogical training and cause drop out, distraction, demoralization and traumatisation of students and academics. This can in turn lead to restrictions on teacher content, knowledge and teacher quality". Continuous attacks on schools and teachers can also deter students from training to be a teacher. Similarly, attacks where teachers are killed in broad daylight, in some cases in full view of pupils, are likely to expose the children and other teachers to shock, distress and severe psychological trauma.

- **Destruction of school Infrastructures**

The destruction of school infrastructure and facilities grossly reduces the availability of an access to education of many children in North eastern states. Many schools were burnt down, classrooms, teaching materials; equipment and school records were destroyed leaving children with nowhere to learn. Access to education requires that sufficient and proper facilities and services are in place and that students can have access to adequate books and materials. In some places schools that have not been attacked have been equally closed,

teaching has been suspended and teachers forced to abandon their classrooms. When education institutions are targeted or attacked, the damage and its consequences can be major and far-reaching. This is because after the attacks, many schools remain closed and unrepaired for long periods.

Insecurity in Adamawa, Borno, and Yobe, alone has cost the Nigerian economy N1.3trillion ($6 billion) as a result of attacks by the Boko Haram group (Babatunde, Unwana-Obong, & Kamilu, 2014). The territorial scope of their destruction had expanded to higher institutions as some Nigerian colleges and universities have been bombed causing heavy destructions and loss of human lives (Ahokegh, 2012). Ugwumba and Odom (2014) further noted that thousands of students and teachers have been forced out of schools, kidnaped or killed across communities in Yobe, Kaduna, Adamawa and Borno states. Many teachers have been forced to flee for their safety to other states.

- **Effect on Education Management**

Boko Haram insurgency has an adverse effect on the management of education. This is because repairs to damage from attacks and normal maintenance and investment in education may be put on hold either because laborers dare not risk repairing or reconstructing a school that has already been targeted out of fear of reprisals. Equally government may not risk investing in a development of schools for fear of the money being wasted if attacks are repeated. Administrative staffs, teachers and students were also afraid because some of their colleagues were killed. The Statesgovernment in the affected states had to issue directives to all their staff to stop going to school for some months until things calm down. This directive affected the students most whose education had to be halted.

- **Recruitment of School Children for Child Soldiers**

The Boko Haram Insurgent group has recruited many children to serve as soldiers in armed conflicts. Often these children are abducted at school, on the street or at home. Others enlist "voluntarily", usually because they see few alternatives. They may fight on frontlines, participate in suicide missions and act as spies, messengers or look outs. Girls may be kidnaped and forced into sexual slavery; a typical example is the Nigeria abducted Chibok girls, from which some of them were recently released after being abducted for a period of two years. The north eastern part of Nigeria, where the attacks are concentrated, is a home to many out-of-school children as a result Boko Haram found young, uneducated fighters, easy to recruit from the ranks of vulnerable street kids.

Such children face the risk of being uprooted from their homes and communities, internally displaced or refugees and deprived of education and recreation as a result of being child soldiers. Children in Nigeria being recruited as child soldiers by Boko Haram are denied access to education and killed or injured in indiscriminate attacks carried out in most affected areas in Nigeria.

A research conducted by Brendan (2010) on the longer term Impact of Insurgency summarized the effect of insurgent attacks on education as follows:

i. Disruption of attendance or the dropping out of students, teachers and staff;
ii. Demotivation, distraction and traumatization of students and teachers;
iii. Reduction in school attainment;
iv. Falling recruitment of staff and falling enrolment of students;
v. The postponement of reconstruction, rehabilitation or repairs required as a result of attacks and the shelving of normal investment in and upgrading of facilities and provision;
vi. Reduced capacity to manage the system, or suspension of the system.

2.3.1Concept of Academic Motivation

The concept of motivation is used in many different disciplines to analyze the 'what and why' of human action.There are numerous and varied definitions of motivation; as a result, there is much disagreement among researchers over the precise nature of motivation (Pintrich & Schunk, 2005). Motivation has been defined as a state in which one exhibits goal-directed behavior and willingly persists at tasks (Hamilton, 1993). It has also been defined as the processes which lead to a state of motivation, including choice, effort, and persistence (Wolters, 2003). Essentially, the word motivation originated from a Latin word "Movere" meaning to moveand encompasses the direction and energy one generates to complete a goal (Pintrich, & Zusho, 2007).

Broadly speaking, the term motivation is often used to describewhat gets people going, keeps them going, and helps them finish tasks. Although motivation theorists initially propounded theories of motivation with a view to describing human behaviour in general, studies on motivation have largely come to address behaviours in specific settings and contexts (Schunk, Pintrich, & Meece, 2008), with motivation theories being used in educational settings and contexts to explain students' academic performance in school, academic engagement and persistence, help seeking behaviours, and activity choice (Meece, Anderman, & Anderman, 2006).

Academic motivation, according to Pintrich and Zusho (2007), refers to internal processes that instigate and sustain activities aimed at achieving specific academic goals. Academic motivation, then, refers to the effort and persistence taken inachieving academic goals and completing academic tasks, and thus, performingsuccessfully in school. Academic motivation is close to the term ´motivation to learn`. Krapp (2009),stated that motivation to learn deals with psychological processes which explain the appearance and evolvement of learning activities and its effects. Obviously it is also part of academic learning. Learning as

well as achieving play certainly a role for motivation to study; learning processes are naturally a part of education and of academic motivation. A whole body of literature from school and educational psychology exists on learning motivation with emphasis on learning and instruction. Many studies deal with students' motivation regarding their learning aspirations and their psychological processes of learning (Murtonen, Olkinuora, Tynjala, & Lehtinen 2008, Paulsen & Feldman, 2005; Valle et al. 2003, Salili, Chiu, & Hong, 2011). Nevertheless, learning motivation is not to be confuse with academic motivation for the latter focuses exclusively on reasons why individual decide for and continue with academic studies.

Basically motivation is divided into two, intrinsic and extrinsic motivation. Ryan and Deci (2000) apply a very narrow definition of intrinsic motivation by saying that a person is intrinsicallymotivated if he is internally motivated to complete a task and for the pleasure he derives from doing theactivity. The development of intrinsic motivation is dependent on the degree in which the innatepsychological needs of autonomy, relatedness, and competence are supported by the social environment. In turn, if behavior is not restricted by external forces, people can experience theiractions as self-determined. Intrinsic motivation "refers to doing an activity for the inherent satisfactionof the activity itself" (Ryan & Deci, 2000). Keywords that describe intrinsic motivationare interest, enjoyment, and inherent satisfaction. Individuals engage freely in activitieswhere they experience these phenomena.

On the other hand, extrinsic motivation is related to behavior that is not done for its own sake but forexternal reasons. These external reasons can be rewards or punishments. In the words of Ryan and Deci (2000), "People behave toattain a desired consequence
such as tangible rewards or to avoid a threatened punishment in order to accomplish a task".Amotivation describes the situation where the actor perceives his or her behavior as being determinedby external forces completely out of his or her own control (Cokley 2009).The more external regulation is internalized the more actions are experienced as

autonomous, this is self-determination. The Self Determination Theory serves Vallerand and his colleagues as the theoretical underpinning to investigatestudents' academic motivation.

Some students will have high academic motivation while others will not. According to Self-Determination Theory (Deci,&Ryan, 2009), there are five types of motivation that regulate behaviour. On a continuum from lowest to highest levels of motivation, amotivation is the lowest. The next three on the continuum are external regulation, introjected regulation and identified regulation, all of which encompass extrinsic motivation (this will be fully explained in theoretical framework). Finally, the highest level of motivation is intrinsic motivation. Students who demonstrate identified regulation and intrinsic motivation should have high levels of self-determination. These are the two most autonomous kinds of motivation and are associated with positive outcomes (Burton, Lydon, D'Alessandro & Koestner, 2006).

2.3.2 Gender and Academic Motivation

Gender is the state of being male or female. Many studies have investigated gender differences in students' academic motivation and the results vary as it was inconsistent and inconclusive in most cases. Barkoukisa, Tsorbatzoudis, Grouiosa and Sideridisb (2008), conducted a study to assess the validity and reliability of the Greek version of the Academic Motivation Scale (AMS) which measured intrinsic, extrinsic motivation and amotivation. Their study revealed the existence of gender differences regarding intrinsic motivation to know and amotivation. More specifically, females were higher in intrinsic motivation to know, and lower in amotivation, compared to males. Similary, Rusilo and Arias (2004) investigated gender differences in academic motivation of secondary school students in Spain. The results showed the existence of gender differences in extrinsic motivation with girls showing lower levels. Thus, their study revealed that boys were more extrinsically motivated.

Furthermore, Gilles and Karsenti (2006) presented the findings of a study on motivation profile of adolescent boys and girls taking into consideration gender differences throughout schooling. The results of their finding supported the existence of gender-related differences across all levels of schooling. From grade 6 to junior college, girls were significantly more self-determined and less amotivated towards academic activities than boys who, in contrast, were significantly less self-determined. It is important to note that these findings were based on overall academic motivation score which was used to calculate the self-determination index. As a result, gender differences on the specific types of academic motivation were not reported, more specifically for secondary school students.

Therefore, from the above research evidence gender differences exist in academic motivation among students. The above research evidence was conducted in foreign countries. Thus, it will be interesting to investigate the gender differences in the academic motivation of secondary school students in a developing country like Nigeria which is one of the objectives of the current study.

2.4Concept of Academic Performance

Academic performance connotes performance in school subject as symbolized by a score in a test or exam. Epunnah (2009) defined performance as the learning outcome of students which include the knowledge, skills and ideas acquired and retained through their course of studies within and outside the classroom situation. Academic achievement is the result of students' mental ability in an educational setting. Performance as defined by Impson and Weiner, (1999) is an observable or measurable behavior of a person or an animal in a particular situation. David (2007) opines that students' academic performance involves the measure of the general mental capability to reason, solve problems, think abstractly, learn and understand new material through profiting from past experience, against the stated specific

objectives. This therefore means that performance measures the behaviors of a person that can be observed at a specific period.

Furthermore, Adedeji (2008) stated that students' performance is very important because, it appears to be the major criterion by which the effectiveness and success of any educational institution could be judged. Mbah (2002) remarked that Academic performance is dependent upon several factors among which are the instructional techniques, the learning environment, and most important the motivation for stimulating students interest in learning and the learners.

Academic activities are disrupted intermittently as a result of sporadic attacks on educational facilities. Government has had to shut down schools from 2014 to 2015 in order to forestall sudden attacks on them by Boko Haram insurgents. The Boko Haram attacks culminate to poor student's performance because learning is characterized by threat in the school environment of the north, whereas it is an accomplished fact that learning thrives mostly in an environment devoid of threat. Etebu and James (2011) assert that "any society characterized by any form of violence will not be conducive for any educational and social interaction in form of teaching and learning". Similarly, Campbell (2008) noted that the threat of insecurity will constitute negative reinforcement due to the obvious fact that teaching and learning cannot occur successfully in an environment characterized by threat.

In the SSCE, English Language and Mathematics are compulsory subjects for all candidates; hence much time and attention are devoted to the teaching of these two subjects in both the primary and secondary schools. Nevertheless, the students have not been doing well, and the situation is not improving. For example, in the recent WAEC (2016) result ranking, Yobe state has the lowest performance.

2.5Theoretical Framework

Related theories to this study are discussed in this section.

2.5.1 Self Determination Theory

Deci and Ryan's self-determination theory identifies the important facets of motivated behaviour in humans. According to their theory, motivation should not be viewed from a unidimensional perspective. A major focus of Self Determination Theory (SDT) is to supply a more differentiated approach to motivation, by asking what kind of motivation is being exhibited at a given time. By considering the perceived forces that move a person to act, self-determination theory has identified several distinct types of motivation, each of which has specifiable consequences for learning, performance, personal experience and wellbeing (Deci & Ryan, 2000).

The SDT stated that three dimensions of motivation need to be examined: intrinsic and extrinsic motivation and amotivation. Intrinsic motivation (IM) refers to the engagement in an activity for the pleasure and satisfaction of performing it. Intrinsically motivated individuals voluntarily participate in an activity without experiencing external or internal pressures to do so and without expecting rewards (Deci & Ryan 1985). Vallerand et al. (1992) supported the notion that IM is a global construct that can be differentiated into three more specific motives, the intrinsic motivation to know, to accomplish, and to experience stimulation. Intrinsic motivation to know refers to the engagement in an activity 'for the pleasure and satisfaction that one experiences while learning, exploring, or trying to understand something new'. This type is representative of intrinsic motivation in education since it is related to constructs such as curiosity, exploration, and the epistemic need to know and understand. Intrinsic motivation towards accomplishment is defined as engagement in an activity for the pleasure and satisfaction derived when trying to excel, to reach a new standard, or to create something new. Individuals with IM toward accomplishment focus on

the process rather than the outcome of an activity and seek to feel competent and creative. Intrinsic motivation to experience stimulation represents involvement with an activity for the experience of fun, excitement, and positive sensations (Vallerand et al. 1992).

In contrast, involvement in an activity to obtain rewards is referred to as extrinsic motivation (EM). Being engaged in activities because of external or internal pressures is considered an extrinsic form of motivation. In such instances, behaviour operates as a means to an end and not for its own sake (Frederick & Ryan 1995). Deci and Ryan (1985) view extrinsic motivation as a multidimensional construct, as well. Three types of extrinsic motivation are defined in the self-determination theory tradition: external regulation, introjection, and identification (Deci & Ryan 2000). External regulation is the most representative type of extrinsic motivation. It refers to the involvement in an activity to gain rewards or to avoid punishment.

Furthermore, behaviour is the result of experiencing external or internal pressures. The second type of extrinsic motivation, introjection, refers to a more internalised involvement with an activity, one in which the self is 'more' involved. At this stage, behaviour is not yet self-determined, but the individual is beginning to internalise the reasons for her/his actions. Identification is a more self-determined type of extrinsic motivation than external regulation because behaviours are valued, and considered important and, thus, engagement is perceived as chosen by the individual itself. Integrated regulation refers to the most self-determined type of extrinsic motivation regarding internalisation.At this level, behaviour is still performed for external reasons, although it is considered as part of the self and goal-directed behaviours may be consistently pursued. The absence of intrinsic reasons is why behaviours, that are the outcome of integrated regulation, are not considered fully self-determined (Deci & Ryan 1985; Vallerand & Bissonnette 1992).

The third dimension of motivation identified in SDT is amotivation. This dimension refers to the absence of a contingency between one's actions and outcomes. Amotivated individuals do not seem to have specific purposes and goals and they don't seem to approach ends in a systematic fashion. Amotivated individuals simply do not demonstrate the intent to engage in an activity. Amotivation has been related to learned helplessness, where individuals withdraw effort because of perceptions of incompetence and loss of control. The involvement in an activity is not a result of their will (Frederick and Ryan 1995).

Like intrinsic and extrinsic motivation, one can distinguish four different types of amotivated behaviour as outlined by Vallerand et al. 1992:

i. The belief concerning the lack of ability to perform an activity,
ii. The belief that the adopted strategies will not produce the desired outcomes,
iii. The belief that the activity is too demanding for the individual,
iv. The belief that even high effort is not adequate for successful task performance.

Intrinsic and extrinsic motivation has been previously considered to delineate bipolar levels of self-determined actions. According to their levels of self-determination, these types of motivation are located at various points along a continuum, termed the self-determination continuum.In this continuum the types of intrinsic motivation, (that is, intrinsic motivation to know, to accomplish and to experience stimulation) represent high levels of self-determination, extrinsic motivation represent intermediate levels of self-determined behaviour and amotivation represent low self-determination. Thus, the proposed continuum is posited to run from amotivation to intrinsic motivation, for behaviours to become self-determined (Deci & Ryan 2000).

Relating the SDT with the study at hand, the academic motivation of student may be affected by external factors in the environment like insurgency. Insurgency can have negative impact on the interest, desires, and attention of the student to engage in academic activities. It

can reduce the intrinsic and extrinsic motivation of students. A student who is intrinsically motivated to learn will participate in academic activities because he or she is interested. Similarly, a student may engage in a particular academic behaviour/activity because he or she perceives the usefulness of that behaviour, which may include getting higher grades in school and getting admission to studya competitive degree at the University. Learners expressing identified regulation are morelikely to be high academic achievers as compared to learners who are externallyregulated and who are more likely to be low academic achievers. A student who is amotivated willshow non regulation of effort towards academic activities; such a student is usually non intentional, non-valuing,incompetent and generally demonstrates behaviours which show lack of control (Deci & Ryan, 2000).

2.5.2 Goal Setting Theory of Motivation

Locke and Latham (1990), leaders in goal-setting theory and research, have incorporated nearly 400 studies about goals into a theory of goal setting and task performance. According to the theory, there appear to be two cognitive determinants of behavior: values and intentions (goals). A goal is defined simply as what the individual is consciously trying to do. Locke and Latham postulate that the form in which one experiences one's value judgments is emotional. That is, one's values create a desire to do things consistent with them. Goals also affect behavior (job performance) through other mechanisms. For Locke and Latham, goals, direct attention and action. Furthermore, challenging goals mobilize energy, lead to higher effort, and increase persistent effort. Goals motivate people to develop strategies that will enable them to perform at the required goal levels. Finally, accomplishing the goal can lead to satisfaction and further motivation, or frustration and lower motivation if the goal is not accomplished.

A goal that is too easily attained will not bring about the desired increments in performance. The key point is that a goal must be difficult as well as specific for it to raise

performance. However, there is a limit to this effect. A person with a learning goal orientation wants to develop competence by mastering challenging situations. In contrast, the person with a performance goal orientation wants to demonstrate and validate competence by seeking favorable judgments. The theory emphasizes the important relationship between goals and performance. Research supports predictions that the most effective performance seems to result when goals are specific and challenging, when they are used to evaluate performance and linked to feedback on results, and create commitment and acceptance. The motivational impact of goals may be affected by moderators such as ability and self-efficacy (Lock & Latham, 1984). A student who has set goals to achieve will be motivated to develop strategies that will enable him to perform or accomplished such task.

2.5.3Frustrations and Aggression Theory

The theory of Frustration and Aggression were first published in 1939 by Dollard, Doob, Miller, Mowrer, and Sears. According to Berkowitz (1993), Dollard and associates, are the most famous proponents of the general ideas of how frustration frequently produce aggressive reactions. For many years, the theory of Frustration and Aggression (F-A) in many forms have directed a greater proportion of experiment or research based on human aggression. As from 1962 and 1963, Yate and Berkovitz later expanded and modified F-A hypothesis by mainly drawing from the psychological basis of motivation and behavior respectively.

The theory assumed that every aggressive action could ultimately be traced to a latter frustration. In order words, the concept of being frustrated connotes that an individual access to a legitimate need is trammeled by another party, or possibly by circumstances. In reaction to this, this paves way to aggressive reaction from the person whose access to necessary legitimate needs have been defied. In this sense, frustration can lead to an aggressive outburst, although it cannot be said that it is a necessary condition for aggression.

Nevertheless, frustration can be said to instigate a number of responses, one of which is an expression of aggression (Maiangwa, cited in Dennen, 2005).

Thus, the general tendency is that all humans have basic needs which they seek to derive and any impediment to the fulfillment of these needs by individuals or groups of people will lead to enraged violent reaction. When faced with this status quo, a person or group of persons become liable to indulge on violent destructive endeavor, in some cases become readily available armies who can be used to perpetrate a conflict (as it may be in the case of Boko Haram). Furthermore, when the lawful aspirations or needs of a group of people are defy indirectly or directly as a result of the way a society is organized, the feeling of frustration can coerce such group of persons to protest their frustration via means of violence. At this stage, violence (aggressiveness or terror) can be directed to those deemed responsible for their hardship or to others who are related indirectly to thosefrustrating their expectations.

Applying the F-A theoretical framework in relation to Boko Haram terrorism, it is of importance to take into consideration the high rates of poverty in Northern Nigeria. Poverty in Northern Nigeria was average around 66.4 percent in 2010 (World Bank, 2013). In addition, unemployment, lack of health related facilities, and corruption have all contributed towards a scenario of frustration where a good number of Northern youths feel abandoned and betrayed by their authorities. Consequently, the unemployed youths within this region are not only lured by financial rewards but also embark on terrorism as a sign of frustration and thereby become aggressive. Therefore, when citizens find themselves with dire socio-economic difficulties and corrupt elites, they may often turn to radical extremist groups.

Furthermore, in situations where group aggressiveness (violence) cannot reach the target, this will be directed towards innocent citizens (terrorism) in order to create attention and awareness of their grievances. Generally, insurgents do not target the desired audience of their message directly, but theyused violence against civilians who then become just medium

for transmitting the message (Kenolova, cited in Schmid and Jongman, 1998). Nevertheless, it is of utmost importance to note that the above explanations do not aim to make Boko Haram appear as blameless. Rather, it aims to make clarificationon the F-A theory as it relates to the Boko Haram Insurgency. Consequently, Boko Haram has been able to recruit and also gain some popularity and support in these areas as a result of deplorable socio-economic situations in Northern Nigeria.

Therefore,as regard the Frustration and Aggression theory, it assumed that States incapacity to address key socio-economic issues such as unemployment, poverty and inequalities, may likely make individuals to indulge in aggressive violent actions as a result of frustration. One short coming of the Frustration and Aggression theory is that not all individuals (or group of people) faced with frustration of non-provision of their basic need will tend to respond aggressively.

2.5.4 Expectancy Value Theory

Vroom's Expectancy Theory (Vroom 1964) developed in the 1960s argues that humans as a species act in accordance with their expectations, constantly trying to foresee the future, trying to predict what each action will result in. How likely the outcome of the action is a good one, trying to minimize our effort and maximize the outcome of it. If a subject believes that it is able to reach the goal and that the outcome of doing so is a good one the subject will be motivated to try and reach the goal. Thetheory believes that effort will result in performance; performance will then finally result in some forms of reward (Vroom 1964). Vroom's theory separates effort from performance and outcomes. It works on perceptions, and assumes that behavior is the result of conscious choices among alternatives aimed at maximizing, pleasuring and avoiding pain. He introduces the concepts of Expectancy(increased effort will lead to increased results), Instrumentality (if you perform

well you will receive a valued outcome) and Valence (value placed on the expected outcome).

The theory proposes that if one believes that he or she will be successful on a task;his or her motivation will increase (Graham, 2004*)*. In other words, when a goal is desirable or valued, motivation is further increased. Therefore, the combination of what one expects and what one values and wants determines the level of motivation. As part of this theory, Eccles et al. (1983) proposed four different values associated with academic achievement: attainment value, interest value, utility value, and cost value. Attainment value refers to the importance of succeeding on an academic task; interest value refers to the gratification that one experiences from completing the task; utility value is the usefulness of completing the task and how it relates to future goals, and cost value is what one has to delay or neglect in order to complete the task. Expectancy-value theory suggests that these specific values, along with self-efficacy, direct motivation for learning and achievement.

2.5.5 The Social Identity Theory

This is a theory of social categorization based on the concept of social identity, the part of the social concept that derives from group membership. According to the theory, social categories including large or small groups (like Boko haram), provide their members with a sense of who they are, and a social identity. The role of identity is a potentially important but overlooked aspect of terrorism. Studies on terrorism and radicalisation show that identity is an important element in the process (AlRaffie 2013). The Social Identity Theory states that: social identification is a perception of oneness with a group of person; and it involves the forming of in-groups and out-groups; which leads to activities that are congruent with the identity, support for institutions that embody the identity, stereotypical perceptions of self and others, and outcomes that traditionally are associated with group

formation, and it reinforces the antecedents of identification (Tajfel & Turner, 1985; Agbiboa 2013).

It is critical to clarify the meaning of identity and how it is understood in this theory. Ikelegbe (2005) identifies identity as a 'subsisting sense of belonging and attachment to a group or institution, or such other social, cultural and political entities. Identity is understood as 'a combination of socio-cultural characteristics which individuals share, or are presumed to share, with others on the basis of which one group may be distinguished from others' (Alubo, 2009). Going by these definitions, 'identity' acquires meaning when it is used as the only platform for the articulation of common interests or the pursuits of shared beliefs and culture. In this sense, ethnicity, religion, and culture, are all key components of social identity.

The Social Identity theory (SIT) was first systematically developed by Tajfel and Turner (1985) and used to explain the psychological basis of intergroup discrimination. This perspective purports that membership to social groups forms an essential aspect of a person's identity; indeed, 'people tend to classify themselves and others into various social categories, such as organisational membership, religious affiliations, gender, and age cohort' (Tajfel and Turner 1985). A social category gives the member a structure of self-reference, thus an identity. According to Tajfel and Turner (1985), the group is 'a collection of individuals who perceive themselves to be members of the same social category, share some emotional involvement in this common definition of themselves, and achieve some degree of social consensus about the evaluation of their group and membership of it.

Seul (1999) defines group identity as 'members' shared conception of its enduring characteristics and basic values, its strengths and weaknesses, its hopes and fears, its reputation and conditions of existence, its institutions and traditions, its past history, current purposes, and future prospects.' The SIT asserts that a person has not one 'personal self' but

rather several selves that correspond to widening circles of group membership.Different social contexts may trigger an individual to think, feel and act on the basis of his personal, familial or national 'levels of self' (Turner 1982).

The Social Identity Theory (SIT) provides valuable insights into understanding the combustible issue of cultural, ethnic and religious identity in a pluralist country like Nigeria. The SIT 'emphasizes the significance of the subject's social situation, the group member's internally constructed social identity, and the context in which a cohesive group consciousness is installed in the minds and hearts of the members' (Brannan *et al.* cited in Arena and Arrigo, 2012). As predicted by the SIT, the self-identification of terrorists as members of a much larger community will help them to fulfil their avowed goals (Agbiboa 2013). The theory has been used to understand intergroup relations between social groups who frequently employ the techniques of terrorism. Thus, theBoko Haram insurgency seems to be intimately connected with religious identity, and how a perceived assault on this identity is an important instigator of terrorism.

2.5.6 Stress Response Theory

Stress response theory was propounded by Horowitz. Horowitz was an outstanding researcher in posttraumatic stress due to his interest in the processing of thoughts, images and moods in relation to loss and trauma. The theory has roots in psychoanalysis and information processing. The theory has been referred to as social cognition theory because of its emphasis on emotion and belief system of the individual (Perry, 2009). Horowitz suggested that when faced with traumatic or stressful life events, people's initial response is outcry. The individual attempts to assimilate the new information from the stressful event with his previously acquired information. In some individuals, the information may match strengthening the inner models, while in other individuals due to information overload they may not be able to match their thought of the events with the way they represent meaning before the event

(Brewin and Holmes, 2003). Individuals who were not able to integrate the new information with their inner models often experience cognitive intrusions through flashbacks because of the psychological needs to match the new information with the existing inner models. In this case the individual develops psychological defense mechanism to help him avoid memories of the traumatic events at the same time filtering the information that is revealed.

There are two opposing process at work, one defending the individual by suppressing the traumatic information (avoidance) and another promoting trauma related information (intrusion). The individual oscillates between avoidance and intrusion until when the new information is reconciled with his prior knowledge. Stress response theory is very much related to this study, as it explains the aspect of traumatic stress and anxiety.

2.7 Review of Related Empirical Studies

Several national and international studies have been reviewed in relation to this research work.

Mahdi, Prihadi, Hashim (2014) carried out a study on the topic Posttraumatic Growth (PTG) and Resilience after A Prolonged War: A Study in Baghdad, Iraq. The main aim of their study is to investigate whether resiliencehas a significant role in developing PTG among individuals who wereexposed to Iraq wars in 2003. Baghdad Trauma History Screen (BTHS) andConnor–Davidson Resilience Scale (CD-RISC) were distributed to 450postgraduate students from the University of Bahgdad, Iraq. Afterperforming a factor analysis on the resilience scale, two factors of resiliencecan be included in the measurement. They are namely “adaptive capacity,”and “positive reception to change.” Multiple regression analyses showed thatboth factors of resilience have significant influence on PTG. A person who develops a stronger resilience likewise develops a higher tendency to experience PTG (adjusted R square = 0.304, p = 0.000, B = 0.455, and β = 0.551a).

Mirsaleh, Manesh and Tavallaei (2016) 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. The aim of the study was to investigate the roles of the secondary PTSD and resilience in the academic performance and motivations in the veterans' children. In the correlational descriptive-analytic study, 187 high-school students, who were the children of veterans, were studied in Ardacan and Meybod townships in the academic year 2014-15. The subjects were selectd by available sampling method. Data was collected using the secondary trauma stress scale (STSS), the resilience scale (CD-RICS), and the academic motivation scale (AMS), as well as the students' semester GPAs. Data was analyzed using Pearson correlation coefficient and multiple regression analysis tests. It was found that secondary PTSD significantly and reversely correlated with performance (r=-0.37) and the academic motivation (r=-0.39). Nevertheless, resilience significantly and positively correlated with performance (r=0.54) and the academic motivation (r=0.56; $p<0.01$). In addition, the secondary PTSD and resilience could predict the students' motivation and academic performance, showing a stronger predicting role for resilience than the secondary PTSD ($p<0.05$).

Similarly, Al-Qaisy (2011) conducted a study on the relation of depression and anxiety in academic achievement among group of university students. A total of 200 undergraduate students were selected in a randomized cluster sample (109 females and 91 males) attending at Tafila Technical University, participated in this study. Two instrument were used, Beck depression inventory (BDI) and Spielberger trait anxiety inventory (TAI). Pearson correlation coefficient was used to determine the relationship between depression, anxiety and academic achievement. Result of the study revealed that there is a negative relationship between depression and academic achievement, and a positive relationship between anxiety and academic achievement as is evident in the value of Pearson coefficient -

0.499(**), 0.477(**) 0.01 level (2-tailed). The result also indicate that there are differences between males and females on the measurements of anxiety and depression, it was also found that the average anxiety among females is higher than among males (3.0547), while the average depression in males higher than females (4.4505).

Grills-Taquechel, Fletcher, Vaughn, and Stuebing (2012) conducted a quantitative, non-experimental study to determine the relationship between reading difficulties and anxiety in students. The researchers analyzed the anxiety levels and achievement test scores of 153 average or at-risk general education first grade students. Students completed the Multidimensional Anxiety Scale for Children. Students rated themselves on questions. Because the scale is normally used for children who are at least eight years old, the questions were read to the students. The Word Attack and Letter-Word Identification portions of the Woodcock Johnson Test Battery-III were administered to the participants. At the beginning and at the end of the study, the oral reading fluency levels of the students were monitored using the Continuous Monitoring of Early Reading Skills program. Students who had lower reading scores at the beginning of the study tended to decrease their harm avoidance tendencies at the end of the study. A decrease in harm avoidance tendencies means the students were not as concerned with reading correctly. Those same students tended to increase their separation anxiety tendencies at the end of the study. The students did not necessarily worry about their reading skills, but they were more likely to avoid going to school. When using anxiety at the beginning of the study as a predictor of fluency at the end of the study, researchers found that students with higher levels of harm avoidance at the beginning of the study showed increases in reading skills at the end of the study. This trend was more evident in girls than boys. Anxiety turned out to be a motivating influence for some students.

Gershenson and Tekin (2015) conducted a research on the Effect of Community Traumatic Events on Student Achievement: Evidence from the Beltway Sniper Attacks. The paper uses a quasi-experimental research design to identify the effects of the 2002 "Beltway Sniper" attacks on student achievement in Virginia's public schools. In order to identify the causal impact of these events, the empirical analysis uses a difference-in-differences strategy that exploits geographic variation in schools' proximity to the attacks. The main results indicate that the attacks significantly reduced school-level proficiency rates in schools within five miles of an attack. Evidence of a causal effect is most robust for third grade reading and third and fifth grade math proficiency, suggesting that the shootings caused a decline in school proficiency rates of about five to nine percentage points. Particularly concerning from an equity standpoint, these effects appear to be entirely driven by achievement declines in schools that serve higher proportions of racial minority and socioeconomically disadvantaged students. Finally, results from supplementary analyses suggest that these deleterious effects faded out in subsequent years.

Flannery, Wester, Singer (2004) examined the Impact of Exposure to Violence in School on Child and Adolescent Mental Health and Behavior. The sample consisted of children in grades 3 through 12 in 17 public schools from two different states. Rates of witnessing violence ranged from 56% of elementary-school students witnessing someone else being beaten up to 87% of students witnessing someone else being hit, slapped, or punched at school in the past year. Nearly half (44 %) of middle-school youth were threatened at school. After accounting for demographic effects, witnessing violence at school accounted for more variance than being victimized by violence at school in predicting both psychological trauma symptoms and violent behavior. Students who were exposed to high levels of violence at school also were significantly more likely to experience clinical levels of trauma symptoms than students who were exposed to low levels of violence at school.

McClue, Meyer, Garisch, Fischer, Weir, and Walkey (2011) conducted a study about the relationship between success attributions and motivation in students. The study explored students' attributions for success and failure at school. Researchers studied ability, effort, task difficulty, and luck attributions. Ability-based and effort-based are two types of attributions that researchers related to anxiety levels in students. This study also focuses on how students view attributions--as personal or social. For this study, researchers used a stratified national sample of 5333 students representing the demographics of public schools in New Zealand. The students were 14 and 15 year olds from 19 public schools throughout the country. Researchers used the students' scores on the National Certificate of Educational Achievement (NCEA), which is a national standardized test in New Zealand. At the end of the school year, students completed the Motivation Survey. The Motivation Survey was created for the purpose of this study. Students rated the influence of different reasons for their good and bad performances on tests. The survey used a scale of 1 to 4 with 1 meaning no influence and 4 meaning big influence. Students also rated their levels of motivation. Do they go above and beyond what is needed to pass, or do they just do the minimum? Researchers analyzed the results of the Motivation Survey and NCEA using a mixed-design ANOVA. Results varied based on gender. Female students were more likely than males to believe their good grades were because of effort, but poorer grades were because of ability

A study conducted by Olatoye (2009) examined Students' test anxiety, motivation for examinations and science achievement in junior secondary schools in Ogun State, Nigeria. Twelve secondary schools were randomly selected from the list of secondary schools in all the four divisions of Ogun State. A sample of three hundred and sixty students selected from twelve schools participated in the study. This study adopted an ex post-facto research design. In such design, the independent variables have already occurred, the researcher cannot manipulate them. Three instruments were used to collect data. Data were analyzed using

Regression for research questions 1 to 3. Pearson product-moment correlation for research question 4 and t-test for research question 5. All research questions were answered at 0.05 level of confidence using a two-tailed test. Test anxiety and motivation for examinations accounted for 14.6% of the total variance in science achievement. (R square = 0.146, $p < 0.05$). This percentage is statistically significant. There is negative significant relationship between test anxiety and science achievement ($r = -0.228$, $p < 0.05$) and positive significant relationship between motivation for examinations and science achievement ($r = +0.333$, $p < 0.05$). Teachers and counselors should motivate students for examinations by providing necessary materials and equipping them with techniques of tackling questions.

Singh (2015) examined the Impact of Anxiety on Academic Achievement of undergraduate students (UG). The sample of the present study consisted of 500 students studying in U. G. final year and having a age range of 19-22 years drawn from three universities of Varanasi city (UP), namely Banaras Hindu University, Sampurnanand Sanskrit University, Mahatma Gandhi Kashi Vidya Pith. The sample of students studying in the class U. G. Final year was selected on the basis of quota random sampling technique. Academic Anxiety Scale (AAS) developed by Mishra, D. K. (2004). The final data of the present study was collected by administration of questionnaire related to academic anxiety. Later on, the students sat for their annual examination after one month, when their results were declared, aggregate scores of each student were noted from the result-sheet in their respective faculty or University. Correlation analysis was performed to find the relationship between anxiety and academic achievement. It was found that low and moderate anxiety is positively correlated with academic achievement. The values of coefficients of correlation were found to be 0.659 and 0.369 for low and moderate anxiety respectively, which were significant at 0.01 level; and further, it was found that high anxiety is negatively correlated with academic

achievement. The correlation coefficient between high anxiety and academic achievement was found to be –0.452, which is significant at 0.05 levels.

Strom, Schultz, Wentze-Larsen, and Grete (2016) 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. Their study investigated academic performance, absenteeism, and school support amongst survivors of a terrorist attack in Norway. Data from a longitudinal interview study were linked to officially registered grades of students (N_64) who successfully completed their 3-year senior high school program. Statistical tests of mean differences and linear regression were used to compare the survivors' registered grades with the national grade point average, before and after the event, as well as to assess absenteeism, self-reported grades and to test the association with school support. 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 (pB0.001). However, their grades improved in the last year of high school, indicating possible recovery. Absence from school increased after the event, compared to the previous year. However, students reported high satisfaction with school support. The 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. The findings underscore the importance of keeping trauma-exposed students in school and providing support over time. A more defined educational approach to maintaining school attendance and educational measures which compensate for learning loss are needed in trauma-sensitive teaching. Considering only the Utøya cohort, the mixed-effects analyses showed that, compared to their academic performance before the event, the students' grades in the second year of high school had dropped significantly by 5.51 (p .001) grade points. By the last year of high school, their

grades were still lower than before the event (_3.07, p_0.004) but somewhat better than the year before

Vitasaria, Abdul-Wahabb, Othmanc, Herawand, and Sinnaduraie (2014) examined the Relationship between Study Anxiety and Academic Performance among Engineering Students. A total 205 males and females student participated in this test. They were second year students from four engineering faculties at Universiti Malaysia Pahang (UMP). The study anxiety level was measured using State Trait Anxiety Inventory (STAI). Meanwhile, students' academic performance was measured using Grade Point Average (GPA). The relationship of high level anxiety upon academic performance was examined by Pearson correlation. The results showed that there was a significant correlation of high level anxiety and low academic performance among engineering students, with significant correlation (p=0.000) and the correlation coefficient is small with r=-.264.

Adeoye-Agboola and Evans (2015) examined the Relationship Between Anxiety and Academic Performance of Postgraduate International students in a British University: A cross-sectional questionnaire survey was carried out. A non-randomised purposive sampling of n = 105 postgraduate international students participated in the survey comprising of 66 male, 39 female. The findings indicate that anxiety is significantly correlated to academic performance. Workload, choice of coping with stress, future prospect, and change in the system of education are the major types of anxiety affecting our participants giving significant relationship when cross-tabulated with gender and/ ethnicity. Also in the aspect of difficulties in focusing on their studies, more than 50% disagree showing a significant relationship when compared with gender. Anxiety is seen as a tool to explain academic performance. Hence, it is important that this is considered to make their learning experience more fulfilling. A descriptive cross-sectional quantitative method was used for data collection

with the purpose of understanding the relationship between the variables such as gender, ethnicity over level of anxiety using the survey method of inquiry.

Singh, and Thukra, (2009) examined the Role of Anxiety in Achievement.General anxiety scale for children (Sharma, 2003)has been used to measure the anxiety of the students. Marks obtained by the students in their annual C.B.S.E. Board matriculation examination were taken as an index of their level of achievement. The study was conducted on a representative sample of 400 students of standard X, randomly selected from 8 different schools of four districts of Punjab i.e. Amritsar, Kapurthala, Bathinda and Patiala. Samples were drawn through multistage random sampling technique by giving due representation of factors like gender and region. The results reveal that the value of 'r' = -.149 (df=398, N= 400) is negatively significant at 0.05 level of confidence, depicting that there is significant negative correlation between anxiety and achievement.

Edebor (2016) examined the Relationship Between Post-Traumatic Stress Disorder andAcademic Performance Among Secondary School Students In Rivers State, Nigeria.The study employed correlational design to investigate the relationship between post- traumatic stress disorder and academic performance among secondary school students in Rivers State, Nigeria. Some selected behaviour problems` of aggression, anxiety and depression, caused by post-traumatic stress disorder were studied. Based on the focus of the study, four research objectives, and corresponding research questions and hypotheses were formulated which offers the study a direction. A sample of 327 students identified as traumatized from their responses in the instrument were used for the study. The instrument used was the questionnaire which comprised of thirty (30) items. Data collected from the sampled respondents were analyzed using statistical package for social sciences. All the four null hypothesis which guided this work were tested at 0.05 alpha level. The results obtained showed that negative relationship exists between Aggression and Academic Performances of

secondary school students of Rivers state (r = 0.767, p = 0.000). Negative relationship exists between anxiety and academic performances of secondary school students of Rivers state (r = -0.802, p = -0.000), negative relationship exists between Depression and Academic Performances of secondary school students of Rivers State (r = 0.830, p = 0.000). There is no significant difference in academic performance of traumatized male and female secondary school students (t = 0.800, p = 0.424).

Harrison (2014), for example outlined possible reaction after trauma in high possible reactions after trauma in high school student's feelings of anxiety, worries, fear about safety of self, and others, changes in behaviour such as decrease attention and concentration, increase in hyperactivity changes in academic performance, irritability with friends, teachers, events and withdrawal. From the discussion above and findings, students who experience psychological trauma in their everyday life may likely alter their behaviour and academic performance.

Black (2012) in her findings reported that children exposed to high levels of community violence and trauma-related distress, have lower 1Q scores and lower academic events. In her research on violence exposure linked to 1Q in children New York, she found out that 85% of 6-7 year olds said they had heard guns being shot at least once in their lives. Nearly 80% said they had seen somebody get stabbed. Furthermore, the research revealed that almost 4 out of every 10 children said they worry in class sometimes about people being shot. In her findings, she reported that violence exposure might be associated with negative academic achievement. Furthermore, her findings suggested that violence exposure may be associated with the actual impairments in academic ability and learning potentials, even in absence of distress.

Chang (2013) carried out a Study on Motivation and Anxiety of English learning of Students at a Taiwan Technical University. The purpose of this study is to investigate inner

motivation and anxiety of English learning as it is experienced by English as Foreign Language (EFL) learners withrespect to various majors, differences in genders and language proficiency. Specifically, itstudies EFL students at a technical university in Taiwan. This study surveyed and analyzed857 freshmen from a technical university in Taiwan. In order to derive a distinctive and reliable subscale for each motivational and anxiety subtype, the data were subjected to a structural equation modeling with AMOS 4.0. Besides this, the analysis tests the extent to which the theoretical model adequately represents the covariance matrix of the data. The fitting function estimated by the procedure was assessed through several indices, namely Chi-Square statistics, the Goodness of Fit Index (GFI), the Adjusted Goodness of Fit Index (AGFI), Root Mean Square Residual (RMR), and Root Mean Square Error of Approximation (RMSEA) (Kaplan, 2000). Finally, structural equation modeling (SEM) analyses were run to explore the relationship between foreign language motivation and anxiety among the participants. Based on the analyses of structural equation modeling, the result has shown that the model of the male group had a good fit to the data (GFI=.93, AGFI=.81, RMR=.03, RESEA=.13), and there was a highly standardized path of coefficients (r=.97) between the factors of anxiety and learning motivation. In other words, anxiety had a great influence on learning motivation in the male group. To be specific, instrumental motivation (standardized coefficients =.69), integrative motivation (standardized coefficients =.67), and resultative motivation (standardized coefficients =.60) had a strong path estimate to learning motivation. Intrinsic motivation (standardized coefficients =.47) had a less strong relationship with learning motivation. On the other hand, English language class anxiety (standardized coefficients =.63) was at a stronger level than English use and test anxiety (standardized coefficients =.46).

Patrick and Felix (2013) conducted a study on the Effect of Boko Haram on School Attendance in Northern Nigeria. Three hypotheseswere formulated to guide the study. A

questionnaire containing 20 items was designed by the researcher. This was validated by experts and tested for reliability using the test-re-test method and data analyzed using the Pearson Product Moment Correlation Coefficient statistics. The instrument was administered to 126 schools randomly selected from schools in states with high rate of Boko Haram insurgency; Yobe, Bauchi and Borno states. The data collected wereanalyzed using the t-test and Analysis of variance (ANOVA) statistics. It was revealed from the results of the study that there is no significant difference in school attendance among male and female pupils/students, with a calculated t-value of 0.93 which is less than the critical t.-value of 1.96. The study also found that there is a significant difference in school attendance among rural and urban schools, with a calculated t-value of 9.32 which is greater than the critical t-value of 1.96. The last finding of the study reveal that there is a significant difference in school attendance among primary, secondary and tertiary institutions in the study areas, as revealed in the F. Calculated of 24.6 which is greater that the F-critical of 19.5.Since the study measures the effects of Boko Haram Insurgency on school attendance, it is related to the present research because they both measure the impact of Insurgency on schools. The study indirectly measures the academic motivation of the students, if the students are motivated they will always find reason to attend school.

Similarly, Abdulrasheed, Onuselogu and Obioma (2015) conducted a study on Effects of Insurgency on Universal Basic Education (UBE) in Borno State of Nigeria. Two research questions were formulated to guide the study. A sample of 270 teachers of basic schools was systematically selected from the population, whereby 10 teachers were selected from each of the 27 local government areas that constitutes Borno State. The instrument for data collection was a 20 items four (4) point modified scale questionnaire title: Effect of Insurgency on Basic Education Questionnaires (EIBEQ) developed by the researchers. The instrument was validated by 2 experts from educational management unit, department of science education,

Modibbo Adama University of Technology Yola. Collected data were analyzed using mean, and standard deviation.

Findings from the study revealed that majority of the school children have been hurt in the presence of other fellow students during attack in their schools;the pupils were afraid of being kidnapped which prompted them to stay away from school in the mostly affected areas in the states. Relating this study with the current research, they both measure the effect of insurgency with respect to Boko Haram on education, they differ in the sense that their study consider the immediate effects of Insurgency on UBE while current study consider the long term Impact by measuring impact of insurgency on academic motivation and performance of students.

In another study, conducted by Abdulrasheed and Joda (2015) on the Effects of Insurgency on Girls Education in North Eastern Nigeria, a sample for the study was 180 teachers of primary and secondary schools, selected on the basis of 30 teachers from each state of the 6 states that constitute north eastern region of Nigeria as the sample of the study. The instrument for data collection was a 20 items questionnaire title: Effect of Insurgency on Girls Education Questionnaires (EIGEQ). Two research questions were formulated, data collected were converted to mean, standard deviation and used to answer the research questions. From the findings, the calculated 3.2 which is greater than the mean rating scale of 2.5 revealed that Female teachers and school girls were traumatize, and afraid of going to their schools on fear of attacks from insurgents. Also, frequent abduction of school girls in their dormitory, occasional kidnapping of school girls on their way to school have reduce their attendance in schools drastically, with a high calculated mean of 4.0 as compared with the mean rating scale of 2.50. This study is related to the current research in the sense that it measures the effects of insurgency on girl child education, while the current study is geared

towards finding the impact of insurgency academic motivation of students, considering whether there is gender difference in academic motivation of students in the study area.

In the same vein, Bilal (2013) conducted a study on the topic Impact of Terrorism on the Learning Behavior of Secondary School Students in Khyber Pakhtunkhwa. The study was guided by 8 research objectives from which two are directly related to this current study: To find out the impact of terrorism on the academic result of secondary school students and to explore the impact of terrorism on the motivation of secondary school students in Khyber Pakhtunkhwa. 560 secondary school students were selected using systematic sampling techniques.In order to collect the data, learning behavior questionnaire (LBQ) containing 110 questions with 5-point scale was used as tool. Chi-square (χ^2) test was used as statistical instrument.Findings revealed that the Academic results of the students are affected due to terrorism. The χ^2 value of 97.51 was found greater than table value of 15.507, at 0.05 levels of significance; Feared students are de-motivated towards learning, χ^2 value of 54.38 was also found greater than table value; academic performance of the students is affected due to insecure environment of the schools with aχ^2 value of 16.22; the study also found that Terrorism affects the attendance of the students with a χ^2 value of 26.52 was found greater than table value.Although this study is foreign, it is much related to the current research because it measures the impact of terrorism on the performance and motivation of secondary school studentswhich are the two important variables in the current research.

Yaman (2012) conducted a study on the Academic motivation of the first-year university students and the self- determination theory. Statistical procedures such as descriptive statistics, ANOVA and t-tests were used in analyzing data. The analysis showed statistically significant differences between male and female students at $p = 0.05$ confidence level in all of the motivational subscales. It has been found that the female students are more intrinsically and extrinsically motivated than the males overall. The null hypothesis is that the

academic motivations of the students do not change according to their faculties with the alternative hypothesis claiming the opposite, that in at least some of the faculties, the motivations are different.

Schwartz and Gorman (2010) conducted a research on community violence Exposure and children's Academic Functioning in California. The study is a cross-sectional investigation of the link between community violence exposure and academic difficulties for 237 urban elementary school children (mean age of 9.5 years). Children completed a self-report inventory assessing exposure to community violence (Community Experiences Questionnaire). Their achievement test scores and GPAs were obtained from school records and other aspects of psychosocial adjustment were assessed with a multi informat approach. Structural Equation Model (SEM) which comprises of comparative fit index (CFI), Chi-square Statistics, the root-mean-square residual error of approximation (RMSEA) and the standardized root-mean-square residual (SRMR) in the Amos Statistical Package. Analysis indicated that community violence exposure was associated with poor academic performance. These relations appeared to be mediated by symptoms of depression and destructive behavior and remained significant even after the prediction associated with bullying by peers was controlled. The overall fit of the model was strong (CFI = 1.00, REMSEA = .00, x^2ldf = 0.73, SRMR = .02). Community violence exposure and bullying by peers were significantly associated (standardized coefficient = .24, $p < .05$), and a significant negative association between community violence and academic functioning (standardized coefficient = -2.7, $p < .05$). Also a significant negative association between bullying by peers and academic functioning (standardized coefficient = -.19, $p < .05$).

Again, Ghorab and Al-Khaldi (2014) conducted a study on School Violence and its Effects on Children's Attitudes towards Education and their Academic Achievement: Research Study in Gaza. The purpose of this study is to determine the level of violence

against school children in the Gaza Strip, and to understand its causes and its impact on the children's level of anxiety and attitudes towards learning. Stratified random sample was taken. The sample consisted of 300 students in the ninth grade from Nuseirat refugee camp, and the number of valid questions was 247. The researchers used three tools to identify the level of school violence against children, their level of anxiety, their attitudes towards learning, and their academic achievement.

The results of the study show that the children studied here were subject to a high degree of physical and psychological violence from their teachers who practiced violence on them as a form of punishment. The results also show that there were statistically significant differences in the level of violence against children between students in governmental schools, and private schools students. In addition, there were statistically significant differences based on gender for the favor of female teachers. Moreover, the results show that there were statistically significant differences in the degree of anxiety of children between students exposed to low-level of violence and students exposed to high level of violence in favor of students exposed to high level of violence .Furthermore, the results show that there were statistically significant differences in the degree of children's attitudes towards learning between students exposed to lowlevel of violence and students exposed to high level of violence in favor of students exposed to low level of violence. The results also show that there were statistically significant differences in the degree of the academic achievement of children between students exposed to low-level of violence and students exposed to high level of violence in favor of students exposed to low level of violence. This study is related to the current study because they both assess academic achievement.

Furthermore, Mutua (2014) carried out a research on Academic Motivation and Self-regulated learning as Predictors of Academic Achievement of students in Public Secondary Schools in Nairobi, Kenya. The study adopted an ex post facto research design with a

sampleof 938 form three students selected from 10 public secondary schools. Purposive, stratified and simple random sampling procedures were used in the selection of schools and participants. The study used a questionnaire developed to seek information on participant's biographical data. The Academic Motivation and Academic Self-regulated Learning Scales were adapted to measure academic motivation and academic self-regulated learning respectively. Students' academic achievement was measured by use of examination records obtained from school. Both descriptive and inferential statistical procedures were used to analyze the data. The results provided evidence that there was a significant relationship among academic motivation, self-regulated learning and academic achievement. Significant sex differences were found with regard to academic motivation and self-regulated learning and they were in favour of boys. These results contradict those of many researchers in developed countries. Thus further research on this issue of gender difference in academic motivation of students is necessary in order to make the findings more conclusive.

A research conducted by Giles, Ritterand Zimmerman (2012) on the topic: Academic Motivation Of Phd Students: Does Gender Matter?, which was to determine whether a difference exists in academic motivation between male and female PhD students that enrolled in a fully online program of study at a public university in a small metropolitan area in Texas. University students from a fully online program (n=17) completed the Academic Motivation Scale (AMS) (Vallerand, et al. 1992) that assessed a variety of motivational factors including intrinsic (mastery), extrinsic (performance), and amotivation (absence of). The data was collected and analyzed using independentsamples t-tests to compare the mean scores of male and female students to identify any differences between the two groups of students in terms of intrinsic motivation, extrinsic motivation, and amotivation.

The results of this study revealed that there is no statistically significant difference in levels of motivation between the two genders. Female students (M = 3.67, SD = 0.659) scored

significantly higher onlevels of overall intrinsic motivation than the male students (*M* = 3.36, *SD* = 0.795), t(13) = -0.699, p = 0.497, one-tailed, *d* = 0.42. Male students (*M* = 3.82, *SD* = 0.770) scored significantly higher levels of overallextrinsic motivation than did the female students (*M* = 3.30, *SD* = 1.063), *t*(13) = -0.970, p=0.350,one-tailed, *d* = 0.56. Female students (*M* = 1.52, *SD* = 0.815) scored significantly higher levels of overallamotivation than did the male students (*M* = 1.33, *SD* = 0.289), *t*(13) = -0.383, p=0.708, one-tailed, *d*= 0.31. While the sample size was relatively small, their study provides a basis for future research.

Vandi, (2016) conducted a research titled: On Mubi Invasion: From Students' Academic Performance Perspective. He examined the impact of Boko Haram attacks on the academic performance of University student by carrying out a comparative analysis of the pre-Mubi invasion academic session (2012/2013) and the session of the attack (2014/2015) using the Cumulative Grade Point Average (CGPA) collected from the department of statistics and operations research, Federal University of technology, Yola. The population for the study is the entire 400, 300 and 200 levels that attended both the stated sessions. Analysis was done using mean comparison test for paired sample for the performance. The analysis of average performance of the students for the two programmes is given by: t-computed=(2.4900) > t-critical=(2.0150). The null hypothesis is rejected in favour of the alternative which state that there is significant difference between the academic performance of students in 2012/2013 and 2014/2015 sessions. This study is directly related to the present research because the two research aimed at measuring the impact of insurgency on the academic performance of students.

In another development,Mishara and Gbaden (2014) conducted a research on the topic: The Prevalence of Depression among the Youths as an Aftermath of the Internal Insurgency Attacks in Maiduguri, Nigeria. Four hundred and sixty-six (466) students were used. The study was a cross-sectional survey conducted among the students of the University

of Maiduguri who remained in the city four months after the crisis. Data was collected with Structured depression questionnaire according to The Diagnostic Statistical Manual Revised (DSM IV-TR); DavidsonTrauma Scale (DTS), and The Beck Depression Inventory (BDI), The study usedMultivariate Logistics Regression, to analyze the association between socio-demographic variables and PTSD. The Hosmer-Leme show test was used to access model fit. Statistical analysis was performed using SPSS V.14.

Based on the findings of their study, the prevalence of depression among high school students was 70.4% (n=327). The highest odds of PTSD was associated with females (OR: 2.9, 95% Ci 1.9-4.5) which was also indicative of depression. Those confronted with dead bodies were more likely to express PTSD (OR: 1.9, 95%. Cl: 1.2-3.2). The study is also relevance to the current research simply because they both measure the impact Boko Haram insurgency have on the students, and differ in the sense that this study focused on University students while the current research focused on senior secondary school students.

Rajiah, Coumaravelou, and Ying (2014) conducted a study on theRelationship of Test Anxiety, Psychological Distress and Academic Motivation among First Year Undergraduate Pharmacy Students. Westside Test Anxiety Scale (WTAS), Kessler Psychological Distress Scale (K10) and Academic Motivation Scale (AMS) were distributed to 144 first semester students who are pursuing under graduate pharmacy program in one of the universities in Malaysia. Forty seven (32.5%) participants experienced test anxiety and 88(61.1%) of them experienced psychological distress. Further results showed that there is a significant positive relationship between test anxiety and psychological distress as well as between test anxiety and amotivation. Test anxiety is a significant predictor of psychological distress and amotivation. Over all, pharmacy students experience test anxiety and psychological distress. Test anxious students tend to experience higher level of psychological distress and amotivation.

2.8 Summary

This chapter reviewed existing research works that are relevant to this study. It started by making clarification on the concept of insurgency,Anxiety, traumatic stress,history of Boko Haram, attacks on Schools by Boko Haram, effect of Boko Haram Insurgency on education, concept of academic motivation,the issue of academic motivation and gender, concept of academic performance. The chapter also discussed theories relevant to the study, which include Self Determination theory, Goal setting theory of Motivation, Frustrations and Aggression theory, Expectancy-Value theory, Social Identity theory and Stress response theory. Most importantly, the chapter reviewed empirical studies related to this research.

None ofthe related empirical studies reviewed, directly addresses the impact of insurgency on academic motivation of students. In fact most of the researches conducted on impact of insurgency are foreign studies. The findings in existing studies on the influence of anxiety on academic performance were inconsistent and inconclusive. Some studies found that anxiety negatively influence academic performance, while others found that there is positive correlation between anxiety and academic performance. Similarly, other researchers stated that a little anxiety is needed to keep Individual motivated; others stated that high level of anxiety has negative influence on academic motivation. Little research has been conducted on Traumatic stress among students in regions of attacks in Nigeria.Most of the research conducted that relate to this current research was conducted in foreign countries. Thus, this study was able to fill the gap observed in the literature by investigating Psychological Influence of Boko Haram insurgency on the academic motivation and performance of students in Yobe state,Nigeria, taking into considerationanxiety and traumatic stress, and it was found that high level of anxiety and traumatic stress are negatively related to academic motivation and performance, and also there are significant differences in the academic performance and motivation of victims and non-victims students in favour of non-victims.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the procedure that was adopted in carrying out this study. It focuses on the research design, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

Survey design was used for this study. According to Anikweze (2015) survey design is a research design that involves the assessment of the opinions, attitudes, achievements and perceptions (among others) on the topic of interest to the researcher from a large population. The survey method facilitates a scientific selection of a representative small sample of a large population such that the findings from the sample can be fairly generalized to the parent population. The choice of survey design was based on the fact that the entire population could not be used as such; appropriate sampling method was used. Survey is the best method for collecting information from a large population located at different places in natural setting and it is more accurate as in the case of study population. Survey is said to be the best method for a research of this nature, since the sample is very large; it is more accurate when the sample is large, it is subjective and less dependable. Survey design enables the researcher to describe and articulate information. Therefore, survey design was used in this study.

3.3 Population

The population of this study consists of all the public senior secondary school students in Potiskum local government area of Yobe state. There are a total of five public senior secondary schools in Potiskum with a total population of 3885 male and female SSII students. Only SSII students were used in this study. Students who are victims and non-

victims of Boko Haram insurgency were used for this study. The researcher with the help of class masters/mistresses and a structured checklist identified 148 male and female SSII students who are victims of Boko haram insurgency. The checklist consists of 6 items, which is used to identify students who are victims of boko haram insurgency.Therefore, the population of this study stands at 3885 SSII male and female students from the five public senior secondary schools in Potiskum. The schools includes; Government Girls Science and Technical College Potiskum; Government Senior Science and Technical College Potiskum; Fika Government Secondary School Potiskum; Government Day Secondary school Potiskum; and Federal Government Girls College Potiskum. The table below shows the population distribution of the study.

Table 3.1 Population Distribution of the Study

S/N	Schools	Population (SS II)	Victims of BH Insurgency
1	Government Girls Science and Technical College Potiskum	700	34
2	Government Senior Science and Technical College Potiskum	870	42
3	Fika Government Secondary School Potiskum	645	17
4	Government Day Secondary School Potiskum	1460	36
5	Federal Government Girls College Potiskum	210	19
	Total	**3885**	**148**

Source: Ministry of Education, Yobe State (2016).

3.4 Sample and Sampling Procedure

The sample of this study is 300 male and female SSII students consisting of 136 victims and 164 non-victims of Boko Haram insurgency. The victims of Boko haram insurgency were identified through the use of a structured checklist and also with the help of class master/mistress. The class teachers identified the students that are victims and the students responded to a checklist. The checklist consists of 6 items, which is used to identify students who are victims of boko haram insurgency. The victims of insurgency are students

who are directly affected by the Boko Haram insurgency (those that were injured, lose one or both parents, those whose schools was destroyed and/or those who were kidnaped) while the non-victims of insurgency are those that indicated that they are not affected by Boko insurgency. As such 148 victims were identified, however only 136 out of the 148 victims were used in this study because the 136 victims were found to have high level of anxiety on the anxiety subscales (range of 45 to 60).164 students who are not victims of boko haram insurgency were randomly but proportionately selected from the five schools.The sample size for this study goes in line with the recommendation of Research advisers (2006) who suggested that a population of 3885 will require a sample size of 300.

The researcherpurposively target SS II students in all the five public senior secondary schools in Potiskum, because SS II students are the students that were present when Boko Haram insurgency was intense to the extent that the state governments had to shut down the schools, SS I students have not fully experienced the incidence while SS III students are busy preparing for their SSCE Exams. Hence, the study is suitable with SS II.The sample size distribution for this study is shown below.

Table 3.2 Sample Size Distribution

S/N	Schools	SSII		Total
		Victims	Non-victims	
1	Government Girls Science and Technical College Potiskum	30	36	66
2	Government Senior Science and Technical College Potiskum	46	55	101
3	Fika Government Secondary School Potiskum	16	20	36
4	Government Day Secondary School Potiskum	31	37	68
5	Federal Government Girls College Potiskum	13	16	29
	Total	**136**	**164**	**300**

3.5 Instrumentation

Three instruments were used for this study, The Academic Motivation Scale (AMS),Psychological Influence of Boko Haram Insurgency scale (PIBHIS) and Achievement test in English and Mathematics.The academic achievement test consists of Mathematic Achievement Test (MAT) and English Language Achievement Test (ELAT) which are used to measure the academic performance of the students in Mathematics and English Language. The instrument also contains demographic information of the student (name, gender and age).

3.5.1 Psychological Influence of Boko Haram Insurgency Scale (PIBHIS)

In order to measure the Psychological Influence of Boko Haram Insurgency, the researcher developed an instrument titled Psychological Influence of Boko Haram Insurgency Scale (PIBHIS) through review of related scales which includes; Child Reaction to traumatic Event Scale by John (1994), Impact of Event scale by Dewies (2007), and Beck Anxiety Inventory (1988). The PIBHIS measures traumatic stress and anxiety of students with respect to boko haram insurgency. The scale consists of 32 items, 17 items measure traumatic stress, while 15 items measure anxiety. The scale was developed on a four point likert scale. Students are to respond from strongly agree (4) to strongly disagree (1). The response of students will be summed up. The highest score that can be obtained on the traumatic sub-scale is 68 and lowest possible score is 17. The highest possible score on the anxiety subscale is 60, while the lowest is 15. Scores ranging from 45 to 60 on the anxiety subscale indicate high level of anxiety, 35 to 44 indicate moderate level of anxiety, and 15 to 34 indicate low level of anxiety.

3.5.2 Academic Motivation Scale (AMS)

The Academic Motivation Scale (AMS) was developed by Vallerand, Pelletier, Blais, Briere, Senecal and Vallieres, in 1992. It is a 28-item scale used to look at the reasons why students are in school. The Scale measures Intrinsic Motivation, Extrinsic Motivation and

Amotivation which are attained by totaling scores of the items. Participants were asked to indicate to what extent each of the items on the Scale corresponded to the reason they go to school using a 4 point Likert scale from "4 –Strongly Agreed" to "1 – Strongly Disagree". Lowest possible score is 28, while highest possible score is 112. Scores ranges from 28-56 indicate low academic motivation, while scores ranging from 57-112 indicate high academic motivation. Vallerand et. al. (1992) demonstrated adequate levels of reliability with internal consistency of 0.893.

3.5.3 Mathematic Achievement Test (MAT)

In order to measure the performance of the students in Mathematics, Mathematic Achievement Test was constructed by the subject teachers from a secondary school that is not within Potiskum local government and validated by other teachers from different schools. Mathematics is a compulsory subject for all students and much time and attention is devoted to the teaching of this subject in both the primary and secondary schools. The MAT consist of 20 objective items each, with option A-D which the respondent select the correct option. Each of the items carries equal marks (5 marks) and was scored over one hundred (100). Scores from 1-$\leq$ 50 are considered as low performance, while scores from 51 - $\geq$ 100 are considered as high performance.

3.5.4 English Language Achievement Test (ELAT)

Similarly, in order to measure the performance of the students in English, English Language Achievement Test (ELAT) was constructed by the subject teachers from a secondary school that is not within Potiskum local government and validated by other teachers from different schools. English language is also a compulsory subject for all students and much time and attention is devoted to the teaching of this subject in both the primary and secondary schools. The ELAT also consist of 20 objective items each, with option A-D which the respondent select the correct option. Each of the items carries equal marks (5 marks) and

it was scored over one hundred (100). Scores from 1-≤ 50 are considered as low performance, while scores from 51 - ≥ 100 are considered as high performance.

3.5.5 Validity of the Instruments

The instrument was validated by three experts in the department of Educational Psychology and Counselling, Ahmadu Bello University Zaria. They all subject the instrument to rigorous scrutiny in order to ascertain the clarity, relevance, adequacy and other attributes which a good research instrument should possess. For example, Academic motivation scale which consists of intrinsic motivation, extrinsic motivation and amotivation subscale has been merged so that academic motivation was used as single construct without subscales, and also the anxiety and Traumatic stress subscales in the PIBHIS was merged to avoid distracting the students during data collection. Thus, the instruments were subjected to face and construct validity.

3.5.6Pilot Testing

A pilot testing was conducted using a sample of 50 senior secondary school students from Government Secondary School Damaturu which is entirely outside Potiskum local government. This sample is considered to have similar characteristics with the study area. 50 copies of the Psychological Influence of Boko Haram Insurgency scale and Academic motivation scale was randomly given to 50 SSII students. The students filled the questionnaire and it was immediately collected by the researcher. According to Kerlinger (2000), the use of pilot study is the best way to validate an instrument before data collection.

3.5.7 Reliability of the Instruments

The reliability of the instrument was established using the data collected during the pilot testing. The reliability of the instruments was obtained by the use ofCronbach Alpha statistics using Statistical Package for Social Sciences version 20 (SPSSv20) in order to look at the internal consistency of the instruments. Psychological Influence of Boko Haram

Insurgency Scale (PIBHIS) has a reliability coefficient of .675 while Academic motivation scale has a reliability coefficient of .866. Kerlinger (2000) stated that an instrument is considered reliable when the calculated reliability coefficient is closer to 1.

3.6 Procedure for Data Collection

The researcher obtained an introductory letter from the department of Educational Psychology and counselling, this letter introduced the researcher to the respective schools for pilot study and for the research study. The researcher presented the letter to the principals to obtain permission to distribute questionnaire so as to collect data. After obtaining school consents, the researcher briefed two research assistant on the administration procedure and the need to make necessary clarification on area or item that is not clear to the respondents. Thus, the two research assistant assisted in administering the questionnaire (Academic motivation scale, Psychological Influence of Boko Haram Insurgency scale and the Achievement test in Mathematics and English Language).

The researcher first went to Government Day Secondary School, then to Government Senior Science and Technical College, then Fika Government Secondary School, followed by Federal Government Girls College and lastly Government Girls Secondary School Potiskum and introduced himself to the principal of the various schools and his purpose of coming. The principals warmly welcome the researcher and assigned the year group tutor (focal teacher of SSII) and/or Class masters/mistress of SSII. The class masters/mistress assisted in identifying the students who are victims of Boko Haram insurgency. Students were met in their classroom; the students responded to the questionnaire (Academic motivation scale, Psychological Influence of Boko Haram Insurgency scale and the Achievement test in Mathematics and English Language). Forty (40) minutes was given to them to answer the questionnaire. Filled questionnaire was then collected on the spot. Administering the questionnaire took the researcher two (2) weeks to cover all the five (5) schools.

3.7 Procedures for Data Analysis

Data collected for this study was subjected to statistical analysis. Descriptive and inferential statistics was used. The demographic data like age and gender was analyzed using frequency and simple percentage. Pearson product moment correlationwas used to test hypotheses one to four in order to look at the statistical relationship between the two variables in the study, while independent t test was used to test hypotheses five and six in order to look at the differences in mean between the two groups (victims and non-victims). All hypotheses were tested at 0.05 levels of significance. Statistical Package for Social Sciences (SPSS v20) computer software was used for data analysis.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction:

This chapter presents the results and discussion of the data analysis. A total of 300(136 victims and 164 non-victims) respondents were sampled for the study and all the respondents responded to the Questionnaire. The chapter is presented in logical sections for easy comprehension. The first section presents the data analysis of demographical variables (Age and gender) in frequencies and percentages. The second part presents tests of the six (6) research hypotheses whereby Pearson product moment correlation and independents t test statistics was used.All hypotheses were tested at 0.05 alpha level of significance. SPSS version 20 was the statistical software used for the data analysis.Lastly, summary of all the major findings was also presented as well as discussion of findings.

4.2 Analysis of Demographic Variables

Gender

Table 4.1: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	205	68.3
Female	95	31.7
Total	**300**	**100**

Table 4.1 shows distribution of respondents by Gender. 205 representing 68.3 % out of the 300 respondents were male while 95 representing 31.7 % were female. This shows that majority of the respondents were male (68.3 %).

Age of the Respondents

Table 4.2: Distribution of Respondents based on Age

Age	Frequency	Percentage
12-14	30	**10.0**
15-17	230	76.7
18 and above	40	13.3
Total	300	100

The above table shows the distribution of respondents by age. 30 out of 300 respondents representing 10.0 % falls within the age bracket of 12-14 years, 230 representing 76.7% falls within the age bracket of 15-17, while 40 respondents representing 13.3 % are 18 years and above. This indicates that majority of the respondents (76.7 %) falls within the age bracket of 15-17.

Table 4.3: Distribution of Victims based on their response on the Checklist

S/N	Groups	Frequency
1	Lost Father	71
2	Lost Mother	43
3	Lost father and Mother	29
4	Lost relative/brother/sister	125
5	Injured	92
6	Kidnapped	03
7	Those whose School are destroyed	119

Table 4.3 shows distribution of SSII victims of Boko Haram insurgency based on their responses to the structured checklist. 71 out of 136 indicated that they lost their fathers, 43 indicated that they lost their mothers, 29 indicated that they lost their fathers and their mothers, 125 indicated that they lost their relatives, brothers and/or sister, 92 indicated that

they were injured, and only 3 indicated that they were kidnaped while 119 indicated that their school was burned down or affected.

4.3 Hypotheses Testing

Hypothesis One: There is no significant relationship betweenAnxietiesand Academic Motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.

Table 4.4: Pearson Product Moment Correlation (PPMC) on the relationship betweenAnxiety and Academic Motivation of senior secondary school students who are victims of Boko haram insurgency

Variables	N	Mean	Std. Dev	Correlations index	Df	p(sig)
Anxiety	136	55.01	3.163			
				-.398	134	.003
Academic Motivation	136	85.51	9.726			

Correlation is significant at 0.05 level (2 tailed)

Result of the Pearson product moment correlation revealed that there is significant, negative relationship between Anxiety and academic motivation of senior secondary school students who are victims of boko haram insurgency (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 students who are victims of boko haram insurgency is hereby rejected.

Hypothesis two: There is no significant relationship between Anxiety and Academic performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.

Table 4.5: Pearson Product Moment Correlation (PPMC) on the relationship between Anxiety and Academic performance of senior secondary school students who are victims of Boko haram insurgency

Variables	N	Mean	Std. Dev	Correlations	Df	p(sig)
Anxiety	136	55.01	3.163			
				-.548	134	.001
Academic Performance	136	89.54	15.877			

Correlation is significant at 0.05 level (2 tailed)

Result of the Pearson product moment correlation revealed that that there is significant, negative relationship between Anxiety and academic performance of senior secondary school students who are victims of boko haram insurgency (r= -.548, p= .001). This shows that the higher the anxiety, the lower the academic performance. Therefore the null hypothesis which states that there is no significance relationship between anxiety and academic performance of senior secondary school students who are victims of boko haram insurgency is hereby rejected.

Hypothesis Three: There is no significant relationship between Traumatic stress and Academic motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.

Table 4.6: Pearson Product Moment Correlation (PPMC) on the relationship between Traumatic stress and Academic motivation of senior secondary school students who are victims of Boko haram insurgency

Variables	N	Mean	Std. Dev	Correlations index	Df	p(sig)
Traumatic Stress	136	62.77	2.936			
				-.468	134	.001
Academic Motivation	136	85.51	9.726			

Correlation is significant at 0.05 level (2 tailed)

Result of the Pearson product moment correlation revealed that that there is significant, negative relationship between Traumatic stress and academic motivation of senior

secondary school students who are victims of boko haram insurgency (r= -.468, p= .001). This implies that the higher the traumatic stress, the lower the academic motivation.Therefore the null hypothesis which states that there is no significance relationship between Traumatic stress and academic motivation of senior secondary school students who are victims of boko haram is hereby rejected.

Hypothesis Four: There is no significant relationship between Traumatic stress and Academic Performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.

Table 4.7: Pearson Product Moment Correlation (PPMC) on the relationship between Traumatic stress and Academic Performance of senior secondary school students who are victims of Boko haram insurgency

Variables	N	Mean	Std. Dev	Correlations index	Df	p(sig)
Traumatic Stress	136	62.77	2.936	-.465	134	.000
Academic performance	136	89.544	15.877			

Correlation is significant at 0.05levels (2 tailed)

Result of the Pearson product moment correlation revealed that that there is significant negative, relationship between Traumatic stress and academic performance of senior secondary school students who are victims of boko haram insurgency (r= -.465, p= .000). This implies that the higher the traumatic stress, the lower the academic performance.Therefore the null hypothesis which states that there is no significance relationship between traumatic stress and academic performance of senior secondary school students who are victims of boko haram insurgency is hereby rejected.

Hypothesis Five: There is no significant difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area.

Table 4.8: Independent t test statistics on the difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency

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 students who are victims and those who not victims of boko haram insurgency (t= 8.912, p= .000). Their computed mean scoresare 89.54 for victims and105.48 for non-victims of boko haram insurgency.This implies that there is a significant mean difference in favor of non-victims students. Therefore the null hypothesis which states that there is no significant difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency is hereby rejected.

Hypothesis six: There is no significant difference in the in the academic motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area.

Table 4.9: Independent t test statistics on the difference in the academic motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency

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 students who are victims and those who not victims of boko haram insurgency (t= 6.759, p= .000). Their computed mean scoresare85.51 for the academic motivation of victims and 100.81 for non-victims of boko haram insurgency. 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 motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency is hereby rejected.

4.4 Summary of findings

Based on the findings of this study, it was revealed that:

1. Significant, negativerelationship existed betweenanxiety andacademic motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area (r= -.398, p=.003).
2. Significant, negative relationship existed betweenanxiety andacademic performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area (r= -.5488, p=.001).

3. Significant, negativerelationship existed between traumatic stress andacademic motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area (r= -.4688, p=.001).
4. Significant, negativerelationship existed between traumatic stress andacademic performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area (r= -.465, p=.000).
5. Significant difference existed in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area in favor of non-victims (t= .892, p=.000).
6. Significant difference existed in the academic motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area in favor of non-victims (t= .675, p=.000).

4.5 Discussions of Findings

This study focused on the Psychological influence of Boko haram Insurgency on academic motivation and performance of senior secondary school students in Potiskum local government area of Yobe state Nigeria. The discussions of findings were done under the following subheading based on the major findings.

Anxiety and Academic Motivation

Finding from hypothesis one reveals that significant, negativerelationship existed between anxiety and academic motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area of Yobe state.This shows that the higher the anxiety, the lower the academic motivation. This finding is in line with the findings of Moline and Borkivec (2008), Busari and Uwakwe(2011) who found that anxiety has negative significant relationship withmotivation. Their study was in respect to test anxiety. This implies that the higherthe test anxiety the lower the motivation among

students.They further stated that unless test anxiety is reduced, efforts at motivatingstudents for examinations may not be able to achievemuch. In another study, Brown, Robson, and Rosenkjar (2009) found that learners' motivation and anxiety were negatively correlated and a lack of motivation could cause anxious behaviors.

Motivation comes in different ways. Dilworth(2010) explained that motivation could come from withinthe student (intrinsic motivation) and outside the students(extrinsic motivation). Motivation from within can bebecause of inward ambition to pursue a career in future.Motivation from outside can be because of encouragement, prize andreward associated with good performance.So also, extrinsic factors within the environmentlike insurgency or attacks can create anxiety which can influence the academic motivation of students.

In a similar study, Gardner, Day, and Macintyre (2012) mentioned that interactively motivated learners are less anxious than learners who are instrumentally motivated. Their findings indicate that anxiety and motivation are two separate dimensions with overlapping behavioral consequences. Noels Clement, and Pelletier (2009)fond thatthe more students feel motivated, the less effort they will expend and the more anxiety they will feel. Liu (2006) found that the students' motivation was positively correlated with their English proficiency. A negative correlation between second and foreign language learning anxiety and achievement is also addressed in the studies of Horwitz, (2007). The more anxious foreign languages students are, the less willing they are to get involved in learning activities, and thus to have lower performance results than those who are less-anxious students.

Anxiety and Academic Performance

Finding from hypothesis two revealed that significant,negativerelationship existed between anxiety andacademic performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.This shows that the higher the anxiety among students the lower the academic performance. Student anxiety has

long been a topic of discussion amongst researchers. Some research indicates a negative correlation between anxiety and academic performance and other research indicated that a little anxiety is needed for optimal performance(Robinson, 2012). Several literatureshave been examined by the researcher to support this finding of this study.

Previous study found a negative correlation between high levels of anxiety and low academic performance (McCraty, 2007). El-Anzi (2008) found a positive relationship between high degrees of academic achievement and low anxiety, but negative relationship between high degrees of academic achievement and high anxiety. Researchers generally agree that high level anxiety will construct of low academic performance. While some researchers state that there is almost no relationship between test anxiety and the learners' performance, (Ma, 2009; Ma & Xu 2013), others have found a significant relationship between these two constructs (Dordinejad 2011). Zahrakar (2008) associated high levels of anxiety with individuals' mental and physical malfunctions which negatively affect their personal, social, familial, occupational, and educational performance.

High levels of academic anxiety negatively affect working memory (Owens, Stevenson, Hadwin, & Norgate, 2012). Anxiety is also associated with high levels of worry that can affect academic performance (Robinson, 2012). A study carried out by Huberty (2009)revealed that anxiety among students negatively influence their academic performance. Hurberty further stated that characteristics of anxiety can affect students behaviorally, cognitively, and physiologically. High stakes testing can be very difficult for students with anxiety. Students with anxiety are likely to also suffer from depression.

Similarly, Swan and Howell (2013) conducted a study to determine how test anxiety affects students with learning disabilities and behavior disorders. A positive correlation was found between low test anxiety and students’ scores. Students who thought about unrelated subjects during a test had higher levels of anxiety. Anxiety and study habits had a negative

correlation. As students' levels of academic achievement increased their levels of anxiety decreased.

On the other hand, Fazey and Hardy (2008) noted that cognitive anxiety has a positive relationship with performance. Martin et. al. (2012) proposed that cognitive anxiety would havenegative correlation with performance and physiological anxiety have curvilinear relationship with performance.The cognitive anxiety is the component that most strongly affects performance. Researcher demonstrated that students with higher level of anxiety tend to obtain lower marks in their end-of-semester examination (Hamzah, 2015).

McCraty, (2007) conducted a study to see the correlation of anxiety and the influence of academic achievement and found that student with high anxiety levels have lower academic achievement among high school students. Others researchers expressed the opinion that the high level of anxiety is associated with low academic performance (Luigi, 2007, and Sena 2008). Similarity,a positive relationship between high degrees of academic achievement and low anxiety was found (El-Anzi, 2008).

In the same vein, Vitasaria, Abdul-Wahabb, Othman, Herawand, and Sinnaduraie (2014) found that there was a significant correlation of high level anxiety and low academic performance among engineering students. Adeoye-Agboola and Evans (2015) in a related studyexamined the Relationship between Anxiety and Academic Performance of Postgraduate International students. The findings indicate that anxiety is significantly but negatively correlated to academic performance.

In another development, Al-Qaisy (2011) found that there is a positive relationship between anxiety and academic achievement. Olatoye (2009) found that there is negative significant relationship between test anxiety and science achievement and positive significant relationship between motivation for examinations and science achievement. Singh (2015) examined the Impact of Anxiety on Academic Achievement of Students and found that low

and moderate anxiety is positively correlated with academic achievement it was also found that high anxiety is negatively correlated with academic achievement.

Traumatic Stress and Academic Motivation

Findings from hypothesis three revealed that significant,negative relationship existed betweentraumatic stress andacademic motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area. This implies that the higher the traumatic stress among students the lower the academic motivation.Related studies to this finding have been outlined to support this finding.

This finding is in line with the finding of Mirsaleh, Manesh and Tavallaei (2016) whocarried 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 performance and the academic motivation.Flannery, Wester, Singer (2014) found that students who were exposed to high levels of violence at school also were significantly more likely to experience clinical levels of trauma symptoms than students who were exposed to low levels of violence at school.Strom, Schultz, Wentze-Larsen, and Grete (2016) found that academic functioning among students 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. They also found 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.

One of Bilal's (2013) findings revealed that students are demotivated due to terrorism. He found that traumatized students are de-motivated towards learning;academic performance of the students is affected due to insecure environment of the schools as a result of terrorism.Also, a significant negative association between community violence and academic functioning was found.

Furthermore, Rajiah, Coumaravelou, and Ying (2014) conducted a study on theRelationship of Test Anxiety, Psychological Distress and Academic Motivation among first year undergraduate Pharmacy Students. They found that test anxiety is a significant predictor of psychological distress and amotivation. Test anxious students tend to experience higher level of psychological distress and amotivation.

Traumatic Stress and Academic Performance

Findings from hypothesis four revealed that significant, negative relationship existed betweentraumatic stress andacademic performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area. This implies that the higher the traumatic stress, the lower the academic performance. Relevant studies agree with these findings.

Gershenson and Tekin(2015) conducted a research on the Effect of Community Traumatic Events on Student Achievement. The result of their finding revealed that shootings caused a decline in school proficiency rates of about five to nine percentage points.In study done by the Center for Disease Control, respondents with the lowest educational attainment are the most likely to have indicated they have experienced 5 or more adverse childhood experiences. While those with lower rates, or 0 adverse childhood experiences, had higher rates of earning not only a high school diploma but also post-secondary education (Adverse Childhood Experience, 2015).

Research indicates that experiencing traumatic events can set a negative path for children in their educational development ("Adverse Childhood Experience," 2015). Because of changes to the hippocampus activation, there may be deficits in memory tasks as well as deficits in verbal declarative memory (O'Neill, Guenette, & Kitchenham, 2010, Delima &Vimpani, 2011). Traumatic events can interfere with a child's ability to regulate their emotions; concerns at school can stem from this, as students who have experienced trauma as

a child have demonstrated less creativity and less flexibility in problem solving. Children who have secondary trauma, such as witnessing violence in their home, also show deficits in abstract reasoning and executive functioning (O'Neill, Guenette, & Kitchenham, 2010).

Creativity, flexibility in problem solving, abstract reasoning and executive functioning are all things that young children exhibit in their learning process, but children who have experienced or witness a traumatic event, have shown delays and deficits in theses main developmental areas, causing gaps and concerns within the school building (O'Neill, Guenette, & Kitchenham, 2010).

The negative sense of self that is developed by children who have experienced or witnessed trauma also plays a role in their performance academically (Brown, Brack, & Mullis, 2008). Students who have experienced trauma, may have a hard time concentrating in school, may not complete work on time or have difficulty understanding the material (Brown, Brack, & Mullis, 2008). If educators are unaware of the reasoning behind this, they may assume the child is lazy, slow or just refusing to do the work.

Furthermore, the resultof this finding is in alignment with research on similar forms of traumatic events such as bereavement, exposure to war and other natural disasters, which have been found to associate with poorer academic achievement (Hadi, Lai & Llabre 2014; Perfect, Turley, Carlson, Yohanna, & Gilles, 2016).

Considering the impact on the long-term functioning of children's developing brains, Scrimin, Moscardino, Capello, and Axia (2009) argue that a single terrorism-related traumatic event may be similar to other chronic forms of trauma and their association with cognitive functioning. Moreover, because a terror event can happen any time at any place, the threat of terrorism is enduring and ever-present. In present study, the students who are non-victims of Boko Haram insurgency scored high or better in the Achievement test administered to them. Previous studies have shown that the victims of the Utoya shootings

have been struggling with poor mental health since the event (Dyb, Jensen, Nygaard, Ekeberg, Diseth, Wentzel-Larsen, & Thoresen, 2014).

Children, who have experienced trauma, are at a heightened risk to develop post-traumatic stress disorder (PTSD) as well as depression. Saltzman. (2009) examined the relations between PTSD, IQ, and symptomology of PTSD by cluster. Participants in the study included only children who had experienced victimization trauma including physical abuse, sexual abuse and/or witnessing violence. The study found a significant relation between the number of trauma experiences and both the full scale IQ (FSIQ) and verbal IQ (VIQ) of the Wechsler Abbreviated Scales of Intelligence. The research indicated an inverse relation between PTSD symptoms, particularly re-experiencing, and verbal intelligence, although pre-trauma verbal intelligence functioning was not known. Thus, it was possible that lower verbal intelligence could be a risk factor for PTSD re-experiencing symptoms rather than an outcome associated with experiencing trauma or subsequently developing PTSD symptoms.

Indeed, research has found an association between academic performance and PTSD diagnosis in students (DeBellis 2009; Saigh, et. al, 2010). Increasing teachers' awareness of PTSD in students and the likely outcomes has the potential to increase appropriate accommodations in the school setting leading to improved academic and social/emotional outcomes for children with PTSD.

Kira, Lewandowski, Somers,Yoon, and Chiodo's(2012) study of African American and Iraqi refugee youth found that different types of trauma differentially impact different components of cognitive functioning, including perceptual reasoning, working memory, processing speed and verbal comprehension.In Edebor's (2016) study on the Relationship Between Post-Traumatic Stress Disorder and Academic Performance among Secondary School Students in Rivers State, Nigeria, the results obtained showed that negative relationship exists between Aggression and Academic Performances of secondary school

students of Rivers state. Also, negative relationship exists between anxiety and academic performances of secondary school students.

Harrison (2014) outlined possible reaction after trauma among student, to include feelings of anxiety, worries, fear about safety of self, and others, changes in behaviour such as decrease attention and concentration, increase in hyperactivity changes in academic performance, irritability with friends, teachers, events and withdrawal. From the above, students who experience psychological trauma in their everyday life may likely alter their behaviour and academic performance. Black (2012) in her findings reported that children exposed to high levels of community violence and trauma-related distress, have lower 1Q scores and lower academic events. Furthermore, her findings suggested that violence exposure may be associated with the actual impairments in academic ability and learning potentials, even in absence of distress.

Again, Ghorab and Al-Khaldi (2014) conducted a study on School Violence and its Effects on Children's Attitudes towards Education and their Academic Achievement: Research Study in Gaza. The results also show that there were statistically significant differences in the degree of the academic achievement of children between students exposed to low-level of violence and students exposed to high level of violence in favor of students exposed to low level of violence. Vandi, (2016) conducted a research titled: On Mubi Invasion: From Students' Academic Performance Perspective. He found that there is significant difference between the academic performance of students in 2012/2013 and 2014/2015 sessions.

Difference in Academic Performance of Victims and Non-victims SSII Students

Findings from hypothesis five revealed that significant difference existed in the academic performance of senior secondary school students who are victims and those who are not victims of boko haram insurgency in Potiskum local government area. This finding goes in line with the study of Gershenson and Tekin (2015) who 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 (2016) 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.

Difference in Academic Motivation of Victims and Non-victims SSII Students

Findings from hypothesis six revealed that there is significant difference in the academic motivation of senior secondary school students who are victims and those who are not victims of boko haram insurgency in Potiskum local government area this study goes in line with the findings of Bilal (2013) who found that students who experienced terrorism are de-motivated. He stated that students are affected due to insecure environment of the schools and there is also a significant negative association between community violence and academic functioning.

Similarly, Mirsaleh, Manesh and Tavallaei (2016) 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 issignificantly and reversely correlated with academic motivation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the chapters, conclusions and some recommendations based on the findings of the study and also suggestions for further studies.

5.2 Summary

The study was aimed at finding the Psychological influence of Boko Haram insurgency on Academic motivation and performance of senior secondary school students in Potiskum Yobe stat Nigeria.The study was structured in five different chapters. Chapter one presents the background and introduction of the study, as well as statement of problem that necessitated the drawing up of objectives and the research questions and research hypotheses and also basic assumptions. Chapter two presented the literature review which was done under subheadings like concept of insurgency, anxiety, traumatic stress, history of Boko Haram, attacks on Schools by Boko Haram, effect of Boko Haram Insurgency on education, concept of academic motivation, the issue of academic motivation and gender, concept of academic performance. The chapter two also discussed theories relevant to the study, which include Self Determination theory, Goal setting theory of Motivation, Frustrations and Aggression theory, Expectancy-Value theory, Social Identity theory and Stress response theory. Most importantly, the chapter reviewed empirical studies related to this research.

Chapter three presented the methodology of the study. The study adopts survey design. The population of this study is 300 SSII students' victims and non-victims of Boko Haram insurgency. Three instrumentswereused for this study, Psychological Influence of insurgency scale, academic motivation scale and Achievement test in Mathematics and English languet was used to measure academic performance of students.

Chapter four has to do with data analysis, whereby results and discussion were presented. Frequencies and percentage were used to analyze the demographic variables. Pearson product moment correlation and independent t test statistics was used in analyzing the null hypotheses. It was discovered that: There is significant but negative relationship between Anxiety and Academic Motivation of senior secondary school students who are victims of Boko haram insurgency, there is significant but negative relationship between Anxiety and Academic performance of senior secondary school students who are victims of Boko haram insurgency, there is also significant but negative relationship between Traumatic stress and Academic motivation of senior secondary school students who are victims of Boko haram insurgency; there is significant difference in the Academic Performance of senior secondary school students who are victims and those who are not victims of Boko haram insurgency in favour of non-victims. And finally there is significant difference in the academic motivation of senior secondary school students who are victims and those who are not victims of Boko haram insurgency in favor of non-victims students. The Chapter five being the last chapter presented the study's summary, conclusions contribution to Knowledge and recommendations and also suggestions for further studies.

5.3 Contribution to Knowledge

Based on the findings of this study, it has been established that:

1. Significant, negative relationship existed between anxiety and academic motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.
2. Significant, negative relationship existed between anxiety and academic performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.

3. Significant, negative relationship existed between traumatic stress and academic motivation of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.
4. Significant, negative relationship existed between traumatic stress and academic performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area
5. Significant difference existed in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area in favor of non-victims.
6. Significant difference existd in the academic motivation of senior secondary school students who are victims and those who not victims of boko haram insurgency in Potiskum local government area in favor of non-victims.

5.4 Conclusions

Based on the findings of this study, it has been concluded that anxietyis negatively correlated toacademic motivation of senior secondary school students and it is also negatively correlated toacademic performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area.Traumatic stress is negatively correlated toacademic motivation of senior secondary school students and it is also negatively correlated toacademic performance of senior secondary school students who are victims of Boko haram insurgency in Potiskum local government area. Also, there is difference in the academic performance of senior secondary school students who are victims and those who not victims of boko haram insurgency and also difference in the academic motivation of senior secondary school students existed between victims and non-victims of boko haram insurgency in Potiskum local government area in favor of non-victims. Therefore, it is concluded that insurgency has negatively influenced the academic motivation and

performance of senior secondary school students in Potiskum, as such effort should be made to address this.

5.5 Recommendations

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

1. Teachers and school administrators should pay more attention to traumatized students and those with high level of anxiety when teaching and where necessary refer them to school psychologist and counsellors.
2. The students should also be motivated using the right strategies such as the use of praise and rewards because it was found that traumatic stress and anxiety is negatively correlated with academic motivation and performance of students who are victims of insurgency.
3. Students who experiences traumatic stress and high level of anxiety should be given relevant therapy like Stress Inoculation therapy, Cognitive restructuring therapy and play therapy to enable them manage and overcome the traumatic stress and anxiety.
4. Conducive atmosphere and secure school environment should be provided by school administrators and state or federal governments to improve security in schools and enhance teaching and learning, this will go a long way in reducing the traumatic stress and anxiety.
5. There is need for Non-Governmental organization to provide mental health and psychosocial support for affected individuals especially those that are traumatized for example through the provision of student's basic needs and by educating the students and their teachers on the need to have sound mental health.

5.6 Suggestions for Further Studies

Based on the outcome of this study, the following suggestions for further studies are made:

1. Further studies should be carried out on the effects of Anxiety and traumatic stress in other states that are affected by the Boko Haram Insurgency especially among internally displaced persons so as to support the findings of this study.
2. Experimental studies should also be conducted so that relevant and effective therapy will be used in controlling or reducing the levels of anxiety and post-traumatic stress among victims of insurgency.

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APPENDIX A

Department of Educational Psychology and Counselling,

Ahmadu Bello University Zaria,

Faculty of Education.

A.B.U Zaria.

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

The researcher is carrying out a research titled: "Psychological Influence of of Boko Haram Insurgency on Academic Motivation and Performance of Senior Secondary School Students, in Potiskum L.G.A, Yobe state" as part of requirement for the award of Master's degree in Educational Psychology of the above University.

Please I solicit for your assistance in filling these items (questionnaire) as objectively as possible. The confidentiality of your responses will be strictly maintained for the purpose of this research only.

Thank you for your cooperation.

Yours faithfully,

Maina, Bitrus Bukar.
P15EDPC8001

BIODATA

INSTRUCTION: Please fill the information by ticking [√] the right option.

1. Name:_____
2. Name of School:_____
3. Sex: Male [ ] Female [ ]
4. Age: 12-14 [ ] 15-17 [ ] 18 and above [ ]

1. Are you a victim of Boko Haram insurgency? Yes [ ] No [ ]
2. Indicate which of your parent died as a result of Boko Haram Insurgency. Father [ ] Mother [ ]
3. Did any of your relative(s), brothers or sisters died as a result of insurgency? Yes [ ] No [ ]
4. Have you ever been injured during Boko Haram insurgency? Yes [ ] No[ ]
5. Have you ever been kidnaped during Boko Haram insurgency? Yes [ ] No[ ]
6. Is your school affected or burned down as a result of Boko Haram insurgency? Yes [ ] No [ ]

PSYCHOLOGICAL INFLUENCE OF BOKO HARAM INSURGENCY SCALE (PIBHIS)

INSTRUCTIONS: Below is a list of difficulties people experienceas a result oftraumatic life events like Boko Haram Insurgency. Please read each item, and then indicate by ticking (√) the right option.

KEY: SA (4), A (3) D (2) SD (1)

S/N	Items	SA	A	D	SD
	Traumatic stress				
1	Any reminder brought back feelings about Boko Haram Insurgency				
2	Other things kept making me think about Boko Haram Insurgency				
3	I tried to remove Boko Haram insurgency from my memory				
4	I avoided letting myself get upset when I thought about Boko Haram Insurgency or was reminded of it				
5	I thought about Boko Haram Insurgency when I didn't mean to				
6	I felt as if Boko Haram insurgency hadn't happened or wasn't real.				
7	I stayed away from reminders of Boko Haram Insurgency.				
8	Pictures about Boko Haram Insurgency popped into my mind.				
9	I was jumpy and easily startled.				
10	I tried not to think about Boko Haram Insurgency				
11	I am aware that I still had a lot of feelings about Boko Haram insurgency, but I didn't pay attention to them.				
12	I found myself acting or feeling like I was back at that time.				
13	I had waves of strong feelings about Boko Haram Insurgency				
14	Reminders of Boko Haram Insurgency caused me to have physical reactions, such as sweating, or a pounding heart				
15	I had trouble falling or staying asleep				
16	I had dreams about Boko Haram Insurgency				
17	I tried not to talk about Boko Haram Insurgency				
	Anxiety				
18	I worry too much about different things				
29	I Become easily annoyed				
20	I feel watchful and on-guard.				
21	I felt irritable and angry about Boko Haram Insurgency				
22	I feel anxious about Boko Haram Insurgency				

23	I Feel afraid as if something awful might happen				
24	I Feel as if my future, hopes or plans will not come true				
25	I thought I was about to die during the Boko Haram Insurgency				
26	I felt terrified and helpless during Boko Haram Insurgency				
27	I feel insecure in school				
28	I had trouble concentrating				
29	I feel nervous about Boko Haram Insurgency				
30	I have less interest in important activities in my school				
31	I find it difficult to relax				
32	News about boko haram attacks or rumors of attacks in nearby community make me to be afraid				

ACADEMIC MOTIVATION SCALE

Please indicate by ticking (√) the response that describes why you go to school.

KEY

Strongly Agreed (SD)	Agreed (A)	Disagree (D)	Strongly Disagree (SD)
4	3	2	1

Why do I go to school?

S/N	ITEMS	SA	A	D	SD
1	Because I experience pleasure and satisfaction while learning new things.				
2	For the pleasure that I experience when I read interesting books				
3	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.				
4	Because my studies allow me to continue to learn about many things that interest me.				
5	Honestly, I don't know; I really feel that I am wasting my time in school.				
6	For the pleasure that I experience while I am improving myself to be better				
7	For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.				
8	Because school allows me to experience a personal satisfaction in my quest for excellence in my studies.				
9	For the intense feelings I experience when I am communicating my own ideas to others.				
10	For the pleasure I experience when I discover new things never seen before.				
11	For the pleasure that I experience when I feel completely absorbed by what certain authors have written.				
12	I once had good reasons for going to school; however, now I wonder whether I should continue				
13	Because without school I would not get admission into high institution later on.				
14	In order to obtain a more prestigious job later on.				
15	Because I want to enjoy a good life later on.				
16	In order to have a better salary later on.				
17	Because I think that going to school will help me better prepare for my future career.				
18	Because eventually it will enable me to enter the job market in a field that I like.				

19	I can't see why I go to school and frankly, I couldn't care less.				
20	Because I believe that education will make me a competence worker in the future				
21	To prove to myself that I am capable of completing my school.				
22	Because of the fact that when I succeed in school I feel important.				
23	To show myself that I am an intelligent person.				
24	Because I want to show myself that I can succeed in my studies.				
25	For the pleasure I experience while improving myself in my studies.				
26	I don't know; I can't understand what I am doing in school.				
27	Because this will help me make a better choice regarding my career orientation.				
28	For the "high" feeling that I experience while reading about various interesting subjects.				

Adapted from Vallerand et. al. (1992)

SESSION B: ACHIEVEMENT TESTS

MATHEMATIC ACHIEVEMENT TEST (MAT) FOR SS II

INSTRUCTION: please choose the correct answer.

1. Find the value of x given that 1/3 of $9^{2x}=27^{x}$ (a) -2 (b) -1 (c) 0 (d) 1
2. Simplify ⅞+ ⅔ - ⅝ (a) 0.625 (b) 1.546 (c) 0.917 (d)1.238
3. Express 0.00629946 to 3 significant figure (a) 0.000 (b) 0.006 (c) 0.006210 (d) 0.00630
4. Four oranges sell for #x and three mangoes sell for #y Ali bought 8 oranges and 12 mangoes. How much did he pay in terms of x and y. (a) #($2x$+$4y$) (b) #($8y$+$12x$) (c) #($4x$+$6y$) (d) #($8x$+$12y$)
5. The volume of a cube is 512cm^3 find the length of its side (a) 6 *cm* (b) 7 *cm* (c) 8 *cm* (d) 9 *cm*
6. Express 7/19 as a percentage, correct to one decimal place. (a) 2.7% (b) 3.7 % (c) 2.7% (d) 36.8%
7. Find the LCM of 2^3 x 3 x5^2 , 2x3^2 x5 and 2^2 x3^3 x5 (a) 2^2 x3^3 x5^2 (b) 2^3 x3^3 x5 (c) 2^2 x3^2 x5^2 (d) 2^3 x3^3 x5^3
8. The quarter of a number added to two and half of that number gives 13. find the missing number. (a) 4 (b) 5 (c) 6 (d) 7
9. How many side is a heptagon (a) 5 (b) 6 (c) 7 (d) 8
10. Convert 29_{ten} to a number in base two (a) 1011_{two} (b) 1101_{two} (c) 1111_{two} (d)11101_{two}
11. Which of the following has the same value as 0.01234 (a) 1.234/10 (b) 12.34/100 (c) 1.234/100 (d) 123.4/10
12. The formular for finding the area of a rectangle is _____ (a) ½bh (b) LxB (c) l^3 (d) λr^2
13. A pyramid has a rectangular base with dimension 12m by 8m, if its height is 14m, calculate the volume. (a) 344m^3 (b)448m^3 (c) 632m^3 (d)840m^3
14. In a certain school 93 teachers own car, 114 own motor bike and 77 own bicycle. How many teachers are there in the college? (a) 294 (b) 287 (c) 228 (d) 284
15. An employee earns 450,000 per annum out of which he spends 12% on house rent. How much is left for other expenses? (a)449,988 (b)396,00 (c) 449,912 (d) 54,000
16. Find the value of p if y-2 is a factor of y^2- py – 10 (a) -3 (b) -2 (c) 3 (d) 2
17. A man borrows #16,000 on condition that he pays back at #16,900 after 9 months. At what rate per annum in interest charged? (a) 2/15% (b)1⅞% (c) 2½% (d) ⅝%
18. Simplify 0.00589+7.282-0.7953 (a)6.60 (b) 6.64 (c) 6.65 (d) 6.49
19. #140,000 is shared between Sadiq, Ahmed and Aisha. Sadiq has twice as much as Ahmed, and Ahmed has twice as much as Aisha. What is Ahmed's Share? (a) #80,000 (b) #40,000 (c)#20,000 (d) #10,000
20. The distance between two points is measured to be 3.62*km*. if this is more than the actual distance and the percentage error is calculated to be 5, what is the actual distance? (a) 3.18*km* (b) 3.45*km* (c) 8.62*km* (d) 3.81*km*

ENGLISH LANGUAGE ACHIEVEMENT TEST (ELAT) FOR SS II

Complete each of the following questions with the most appropriate preposition from option A-D

1. He devoted his time _____ study A. At B. With C. To D. For
2. Ali is angry _____ me A. At B. On C. For D. With
3. Aisha is fond _____ speaking English A. With B. At C. For D. Of

From question 1-5, choose the option that best conveys the meaning of the underlined portion in the following sentence;

4. In the match against the Arsenal Football team, the Chelsea team turned out to be the dark horse A. played most brilliantly B. played below their usual form C. won unexpectedly D. lost as expected
5. He spoke with his heart in his mouth A. courageously B. with such unusual cowardice, C. with a lot of confusion in his speech D. with fright and agitation
6. The leader in today's issue of our popular newspaper focuses on inflation A. president B. headline, C. editorial D. columnist
7. From the ways my friend talks, you can see he is such a bore A. rude B. brilliant C. uninteresting D. overbearing
8. His jail terms were to run concurrently A.simultaneously B. uniformly C. laboriously D. consecutively

From question 6-9, complete each of the following sentences by choosing the option that **most suitably** fills the blank space;

9. If you travel by air you will be given an allowance to cover_____ A. a luggage B. luggage C. luggages D. a baggage
10. The green snake which lives in the green grass is using a perfect _____ A. ambush B. under cover C. camouflage D. shelter
11. Remember this matter is strictly_____ A. between you and i B. among you and me C. among you and me D. between you and me
12. He decided to wait for the bus because he had_____ A. many luggages B. plenty luggages C. a lot of luggage D. too many luggage

For question 10 and 11, choose the most **appropriate stress pattern** from the options. The Stressed syllable are written in capital letter (s)

13. Obligation A. obliGAtion B.ObligaTION C. OBligation D. obLIgation
14. Disagreement A. disagreeMENT B. disaGREEment C.DISagreement D. disAgreement

Choose from the option lettered A-D the one that is **nearest in meaning** to the underlined word in each sentence.

15. The old woman is reluctant to open the door A. Refused B. Agreed C. Unwilling D. Obliged
16. Hard drugs are detrimental to our health A. Necessary B. Harmful C. Paramount D. Helpful
17. Hamza is an Incorruptible judge A. Outspoken B. Consistent C. Responsible D. Honest

Choose from the option lettered A-D the one that is **most nearly opposite in meaning** to the underlined word in each sentence.

18. Only question one is compulsory, A. Necessary B. Confusing C. Optional D. Easy
19. He is a bold student A. Confident B. Talkative C. Timid D. Outspoken
20. We were refused permission to go home A. Granted B. Denied C. Rejected D. Accepted

MARKING SCHEME

English Language

1. C
2. D
3. B
4. C
5. D
6. B
7. C
8. A
9. D
10. D
11. B
12. C
13. D
14. D
15. C
16. B
17. D
18. C
19. C
20. A

Mathematics

1. D
2. C
3. D
4. A
5. C
6. D
7. D
8. B
9. C
10. D
11. C
12. B
13. D
14. B
15. A
16. D
17. D
18. B
19. D
20. B

APPENDIX B

Reliability
Scale: ACADEMIC MOTIVATION SCALE

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.866	.869	28

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Item Statistics

	Mean	Std. Deviation	N
Item1	3.1000	1.18235	50
item2	3.2800	.96975	50
item3	3.3000	.97416	50
item4	3.3000	.99488	50
item5	3.1400	1.06924	50
item6	3.2400	.95959	50
item7	3.2600	1.15723	50
item8	2.9200	1.15776	50
item9	3.1600	1.01740	50
item10	3.2000	1.08797	50
item11	3.0600	1.07684	50
item12	3.4000	.96890	50
item13	3.2000	.94761	50
item14	3.1000	1.18235	50
item15	2.9200	1.15776	50
item16	3.1000	1.12938	50
item17	2.8000	1.21218	50
item18	2.8000	1.29363	50
item19	3.0600	1.16776	50
item20	3.0400	1.15987	50
item21	2.8600	1.22907	50
item22	2.8800	1.25584	50
item23	3.0000	1.14286	50
item24	3.1600	1.01740	50
item25	3.1000	1.03510	50
item26	3.2000	1.03016	50
item27	2.5200	.97395	50
item28	3.1400	1.03036	50

Scale: INFLUENCE OF INSURGENCY SCALE

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.675	.685	32

Item Statistics

	Mean	Std. Deviation	N
Item1	3.5600	.76024	50
item2	3.5200	.76238	50
item3	3.6400	.56279	50
item4	3.5600	.73290	50
item5	3.4200	.85928	50
item6	3.5400	.73429	50
item7	3.3800	.77959	50
item8	3.5200	.67733	50
item9	3.6000	.57143	50
item10	2.3400	.93917	50
item11	3.5800	.64175	50
item12	3.6200	.56749	50
item13	3.5600	.54060	50
item14	3.5800	.49857	50
item15	3.6400	.52528	50
item16	3.5400	.76158	50
item17	3.6200	.69664	50
item18	3.6200	.77959	50
item19	3.4000	.80812	50
item20	3.5600	.70450	50
item21	3.4400	.83690	50
item22	3.4600	.88548	50
item23	3.3000	.81441	50
item24	3.8200	.48192	50
item25	3.5600	.86094	50
item26	3.2000	.92582	50
item27	3.6200	.77959	50
item28	3.4400	.76024	50

item29	3.6600	.62629	50
item30	3.6800	.74066	50
item31	3.2200	.91003	50
item32	3.6600	.68839	50

DEMOGRAPHIC DATA

Gender of the Respondents

```
FREQUENCIES VARIABLES=Gender
 /STATISTICS=STDDEV MEAN
 /ORDER=ANALYSIS.
```

Statistics

Gender of Respondents

N	Valid	300
	Missing	0
Mean		1.32
Std. Deviation		.466

Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	205	68.3	68.3	68.3
	Female	95	31.7	31.7	100.0
	Total	300	100.0	100.0	

Age of the Respondents

```
FREQUENCIES VARIABLES=Age
 /STATISTICS=STDDEV MEAN
 /ORDER=ANALYSIS.
```

Frequencies

Statistics

Age of Respondents

N	Valid	300
	Missing	0
Mean		2.03
Std. Deviation		.483

Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12-14	30	10.0	10.0	10.0
	15-17	230	76.7	76.7	86.7
	18 and above	40	13.3	13.3	100.0
	Total	300	100.0	100.0	

Hypothesis one

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Anxiety	55.01	3.163	136
Academic Motivation	85.51	9.726	136

Correlations

		Anxiety	Academic Motivation
Anxiety	Pearson Correlation	1	-.398**
	Sig. (2-tailed)		.003
	N	136	136
Academic Motivation	Pearson Correlation	-.398**	1
	Sig. (2-tailed)	.003	
	N	136	136

**. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis Two

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Anxiety	55.01	3.163	136
ACADEMIC PERFORMANBE	89.5441	15.87725	136

Correlations

		Anxiety	ACADEMIC PERFORMANBE
Anxiety	Pearson Correlation	1	-.548**
	Sig. (2-tailed)		.001
	N	136	136
ACADEMIC PERFORMANBE	Pearson Correlation	-.548**	1
	Sig. (2-tailed)	.001	
	N	136	136

**. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis three

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Traumatic Stress	62.77	2.936	136
Academic Motivation	85.51	9.726	136

Correlations

		Traumatic Stress	Academic Motivation
Traumatic Stress	Pearson Correlation	1	-.468**
	Sig. (2-tailed)		.001
	N	136	136
Academic Motivation	Pearson Correlation	-.468**	1
	Sig. (2-tailed)	.001	
	N	136	136

**. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis three

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Traumatic Stress	62.77	2.936	136
ACADEMIC PERFORMANBE	89.5441	15.87725	136

Correlations

		Traumatic Stress	ACADEMIC PERFORMANBE
Traumatic Stress	Pearson Correlation	1	-.465**
	Sig. (2-tailed)		.000
	N	136	136
ACADEMIC PERFORMANBE	Pearson Correlation	-.465**	1
	Sig. (2-tailed)	.000	
	N	136	136

**. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis five

```
T-TEST GROUPS=Victims_Non_victims(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Scores
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Victims/Non-victims	N	Mean	Std. Deviation	Std. Error Mean
ACADEMIC PERFORMANBE	Victims	136	89.5441	15.87725	1.36146
	Non-victims	164	105.4817	15.03104	1.17373

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Academic Performance	Equal variances assumed	.822	.365	8.912	298	.000	-15.93759	1.78837	-19.45703	-12.41815
	Equal variances not assumed			8.866	281.471	.000	-15.93759	1.79756	-19.47595	-12.39923

```
T-TEST GROUPS=Victims_Non_victims(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Academic_Motivation
  /CRITERIA=CI(.95).
```

Hypothesis six

T-Test

Group Statistics

	Victims/Non-victims	N	Mean	Std. Deviation	Std. Error Mean
Academic Motivation	Victims	136	85.51	9.726	.834
	Non-victims	164	100.81	5.916	.462

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Academic Motivation	Equal variances assumed	56.437	.000	6.759	298	.000	-15.304	.913	-17.101	-13.507
	Equal variances not assumed			6.052	213.880	.000	-15.304	.953	-17.183	-13.424