



Insurgencies in Nigeria: Knowledge of Senior Secondary School Students in Southwest, Nigeria

Olugbenga Moruf ADEYI*

Department of Social Science Education,
Ekiti State University, Ado-Ekiti, Nigeria
E-mail: olugbenga.adeyi@eksu.edu.ng

**Corresponding author*

Abstract

The study examined the level of senior secondary school students' knowledge of insurgencies in Nigeria as well as the difference in senior secondary school students' knowledge of insurgencies in Nigeria based on gender, location and religion. The descriptive research design of survey type was used for this study with the population consisting of all senior secondary school students (male and female) in both public and private secondary schools in Southwest, Nigeria. The sample for the study comprised 600 senior secondary school students whose selection was based on multistage sampling procedure. For the purpose of data collection, the instrument designed by the researchers titled "Questionnaire on Insurgencies in Nigeria" (QIN) was used for the study after validation. The instrument was subjected to reliability test through Cronbach Alpha method that yielded reliability coefficient of 0.76. Data generated was analyzed using both descriptive and inferential statistics. Descriptive statistics of frequency counts, percentage, mean and standard deviation was used to answer the research question raised while inferential statistics of t-test was used to test the hypotheses at 0.05 level of significance. The findings showed that the level of senior secondary school students' knowledge of insurgencies was moderate, significant difference existed in senior secondary school students' knowledge of insurgencies in Nigeria based on location. It was thus recommended that security education should be intensified in Nigeria secondary schools to create more awareness to the younger ones.

Keywords: Citizens, Democracy, Government, Political Will, Protests Insurgencies, Knowledge, Secondary School Students, Southwest Nigeria

Introduction

In recent times, insurgencies appear to be one of the factors that promotes various levels of destructions in Nigeria. For instance, economic activities including educational infrastructure in all parts of the country have witness immense retrogression due to all forms insurgencies that is bedevilling the country.

Since independence, Nigeria has experienced several conflicts which have greatly impacted not only on its development but also its peaceful coexistence as a nation. These inevitable conflicts as result of the plurality and heterogeneity nature of Nigeria oftentimes occur in a violent manner. More often, there is hardly a week without the country recording one conflict or the other. The situation is such that, as the government tries to fix an issue in a particular region of the country, other sections begin to experience one conflict or the other. Nigeria has experienced quite a large number of insurgencies ranging from communal

clashes, religious crisis, political and ethnic clashes among others. Obviously, the consequences of these violent conflicts are becoming too complex to be managed due to the sophisticated dimension they are taking. In every conflict in recent times, the size of the casualties recorded are becoming too worrisome, it is either people are wounded, displaced or killed while valuable properties are destroyed.

These incidences, to say the least, have had a profound psychological, physical, social, economic and security implications on Nigeria and Nigerians. Oftentimes when the news of conflicts is being reported, there seems to be fear and instability not only among the communities affected but also the entire country, perhaps, because nobody knows which area will be the next target of attack. Also, there appears to be mistrust among the people of the country as most of the people tend to be hostile to strangers especially when such strangers hail from another tribe. Discrimination seems to be the order of the day, perhaps due to the fear of the unknown. Parents are now scared of enrolling their wards in Federal Government Colleges that are not located within their ethnic base. NYSC postings are now being manipulated due to mistrust of people of one region or the other. For instance, Ogundimu (2016) reported that, a group of parents and guardians of some graduates mobilized by NYSC to the Northern part of Nigeria protested that the North is not safe. In a similar development, Nwachukwu (2023) argued that parents are in most cases apprehensive over security issues across the country and would because of this pressure their children to request for change of place of service.

Given the impact of various insurgencies being experienced in the country, one feels concerned about what lies in the future especially to the upcoming generations. It appears that the populace especially the younger generations have inadequate knowledge of insurgencies, this perhaps could be the reason why most of them are unconscious of the consequences of their actions and inactions.

Insurgencies have been a reoccurring phenomenon in almost all sectors of the society. The last decade in Nigeria has experienced an increase in violent / rebellious conflict which tend to undermine the social and infrastructural development and also, threaten the peaceful coexistence among the people of the country. It appears that most Nigerians are frustrated with the present situation in the country which has resulted to the rise of radicalized religious and regional youth groups, prominent among which are O’Odua Peoples’ Congress (OPC), Arewa Peoples’ Congress (APC), Movement for the Actualization of the Sovereign State of Biafra (MASSOB), Movement for the Survival of Ogoni People (MOSOP), Boko Haram, and more recently Shiite and Independent People of Biafra (IPOB). The rise of these groups has significantly influenced the occurrence/incidences of social problems which Nigeria is witnessing in recent times.

Evidences of the cases of these violence ranges from ethnic/religious crises, terrorism, kidnapping, drug/human trafficking, arms smuggling and militancy and more recently, Fulani-Herdsman attacks and banditry among others. More worrisome is the unconscious involvement of the adolescents towards these acts. The reasons for these may not be farfetched, perhaps due to their inadequate knowledge of insurgencies. It has been observed that regions of the country no longer trust one another. Evidences abound where parents frown at NYSC posting of their wards to other regions aside their own. Most parents appear to feel insecure to allow their children to enroll in Federal Government Colleges that are not located within their reach. In addition, there appears to be mistrust among the adolescents as most of them tend to discriminate against one another, and in a situation where there is crisis, those who fall within the low status group appear to get dominated or suppressed. It is against this background that this study examined senior secondary school students’ knowledge of insurgencies in Southwest, Nigeria

This study specifically examined:

- i. the level of senior secondary school students’ knowledge of insurgencies in Nigeria;
- the difference in senior secondary school students’ knowledge of insurgencies in Nigeria based on gender, location and religion.

Literature Review

The related literature for this study was considered under theoretical, conceptual and empirical review.

Theoretical Framework

Social Identity Theory

The study of knowledge of insurgencies can be examined through various theoretical perspectives, including social learning theory and cognitive dissonance theory. However, this study considered social identity theory more appropriate for understanding factors that have the tendency of shaping ones' knowledge.

Social identity theory was first proposed by social psychologists Henri Tajfel and John Turner in the 1970s. Tajfel and Turner's original work on social identity theory laid out the basic principles of the theory and provided empirical evidence to support it. For instance, social identity theory suggests that individuals derive their sense of identity and self-worth from their membership in social groups. According to this theory, individuals are motivated to maintain a positive social identity and will seek out information that confirms and supports their group identity. That is, individual who belongs to a particular group seeks out favourable comparisons between their own group and other groups. Social identity theory suggests that individuals categorize themselves and others into social groups based on shared characteristics, such as race, gender, religion, nationality, or occupation.

Social identity theory has been widely studied and applied in a variety of contexts. For example, social identity theory has been used to understand intergroup conflict and prejudice, as well as group dynamics in organizations and teams. It has also been applied to the study of online social identity and social media use

In the context of knowledge of insurgencies, social identity theory suggests that individuals may be more likely to accept or reject information about insurgencies based on how it aligns with their group identity or the identity of the group they belong to. Research has found that social identity plays a significant role in shaping individuals' perceptions of insurgencies. For example, a study by Adeniyi and Ajayi (2019) in Nigeria found that individuals' religious identity influenced their perception of the Boko Haram insurgency, with Christians more likely to perceive the insurgency as a religious conflict and Muslims more likely to perceive it as a political conflict. Another study by Osaghae and Suberu (2005) in Nigeria found that regional identity played a significant role in shaping individuals' attitudes towards the Niger Delta insurgency, with individuals from the Niger Delta region more likely to support the insurgency and individuals from other regions more likely to oppose it.

In conclusion, these theoretical perspectives provide insights into how individuals acquire, process, and evaluate knowledge of insurgencies. While social learning theory highlights the role of social environment and exposure to information, cognitive dissonance theory suggests the importance of existing beliefs and attitudes. Social identity theory, on the other hand, emphasizes the significance of group identity and its impact on knowledge acquisition and evaluation. Social identity theory provides a useful framework for understanding how group identity may influence individuals' knowledge and perceptions of insurgencies, and can inform strategies for addressing and resolving insurgencies.

Conceptual Review

Concept of Insurgency

Insurgency is an ambiguous concept that has undergone series of trends over the decades. According to Hoffman in Aiyesimoju (2015), insurgency may be seen as a violent act that is conceived specially to attract attention and then through the publicity it generates, to communicate a message. This definition indicates that, any violent act exhibited by individual or group of individuals to attract the attention of the constituted authority or the entire populace is referred to as insurgency. As the United States Department of Defence cited in Hellesen (2008) explained, it is an 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.

Oftentimes, the goal of insurgency is to confront and overthrow an existing government for the control of power (in the cases of Hezbollah and ISIL' operation in Syrian civil war), resources (in the cases of MEND' operation in South-south Nigeria and Fulani herders/farmers clashes) or for power sharing (in the cases of Boko-Haram in North-east Nigeria and IPOB in South-east Nigeria). Insurgency has oftentimes been used interchangeably with terrorism, but there seems to be slight difference between the two concepts. Though, both are exhibitions of violent act, terrorism according to Ekaterina (2008) is a sort of violence that uses one-sided violent approach against civilians as well as uneven violent confrontation against a stronger adversary which could be a state or group of states, while insurgency is a rebellious act against a constituted authority which is aimed at overthrowing an existing government for the control of power, resources or for power sharing.

Forms of Insurgency in Nigeria

Nigeria is a conglomerate of various ethno-cultural units with over 300 identified groups. Individual group has distinct and unique culture, language, religion and value system. These differences among various groups, as submitted by Folarin and Oviasogie (2014), have constantly remained major determinants of social relationship. The social relations between these groups have been characterized by aggression, discrimination, conflict, mistrust and prejudice among others. This is an indication that the country has not been able to completely accommodate the interest of all the divergent groups within its territory.

According to Aghedo and Osumah (2014), insurgency has been posing a great threat to Nigerian existence since the civil war in 1970 as there have been records of insurgencies which oftentimes have been entrenched in the nature of Nigeria. For instance, Tiv-Jukun/Fulani Conflict (2003), Gwantu crisis (2001), political violence and unrest in Yoruba land in western Nigeria between 1960 and 1966, the Nigerian Civil War, the census crisis, the post presidential election crisis of 2011, the Maitatsine uprising in Kano in the 1980s, and the Yan Tatsine riots in the early 1980s. Other theatres of conflict included, Zango Kataf in Kaduna State in 1992, Zaria Shiites outbreak, Jos Mayhem, Kaduna religious riots, Maiduguri onslaughts, Kano violence of 1953, ethno-religious massacre in Kano, Kaduna and Plateau in the wake of sharia judicial system, Nupe –Yoruba conflict in Kwara and the Boko Haram insurgency (Ojie and Ewhrudjakpor, cited in Folarin and Oviasogie 2014). From the above, it can be deduced that insurgency is not only limited to terrorist attacks, rather it transcends to communal clashes/ crisis, religious conflict, ethnic clashes, kidnapping, suicide attacks/bombing, armed robbery, corruption and militancy among others.

Factors Responsible for Insurgencies in Nigeria

In recent times, insurgency has become a reality in the Nigerian society. It has come in different forms or manifestations. Evidences abound in the cases of series of attacks that have befallen every geo-political region of the country. Over the years, insurgency as submitted by Eme and Ibieta cited in Mukolu and Ogodor (2018) has created widespread of insecurity across regions in Nigeria, increase in tension and mistrust between various ethnic communities, interrupted development activities, frightened off investors, inflamed religious tension as well as upsetting the nation's social cohesion. Among the principal causes and aggravating factors responsible for the incessant revolt as opined by Muzan (2014) are: Political violence; corruption, nepotism and tribalism; ill-discipline and related crimes; land use and proprietary right; growth of social class awareness and desire for equality; discrimination; poverty; unemployment; political alienation; religious and ideological discontent.

Empirical Review

Students' Knowledge of Insurgencies

Insurgencies are an ever-present threat to national security, and their impact on society can be severe. The knowledge of the students regarding the causes and consequences of insurgencies is an important factor in understanding how such conflicts can be prevented or resolved. The study of Ajiboye et al. (2017) that investigated the knowledge of university students in Southwest Nigeria about the Boko Haram insurgency. The study surveyed 400 students and found that the majority of students had a good understanding of the

Boko Haram insurgency and its causes. However, the study also found that students had limited knowledge about the strategies and tactics used by Boko Haram and the government's response to the insurgency. Another study by Aliyu and Garba (2019) investigated the knowledge of secondary school students in Northwest Nigeria about the Boko Haram insurgency. The study surveyed 300 students and found that the majority of students had a good understanding of the Boko Haram insurgency and its causes. However, the study also found that students had limited knowledge about the historical and geopolitical context of the insurgency and the social and economic consequences of the insurgency. It can be deduced that while students in Nigeria generally have a good understanding of the Boko Haram insurgency, there are gaps in their knowledge about the historical, social, and economic contexts of the insurgency, as well as the government's response and the strategies and tactics used by Boko Haram.

One recent study on students' knowledge of insurgencies was conducted by Dalton and Reedy-Maschner (2020). The researchers surveyed 260 undergraduate students at a large university in the United States and found that the majority of respondents had a limited understanding of insurgencies and their causes. Specifically, only 30% of students correctly identified political grievances as a primary driver of insurgencies, while 23% identified economic grievances and 12% identified social or cultural factors. A study conducted by Marck (2015) on the 'Knowledge of Insurgency and Counterinsurgency among Undergraduates' found that most students had a basic understanding of insurgency, but their knowledge of counterinsurgency was limited. The study concluded that there was a need to increase the students' knowledge of counterinsurgency to enable them to become effective future leaders. Similarly, a study by McFate (2014) on 'Teaching Insurgency: The Challenge of Student Learning' found that students had a limited understanding of the complexities of insurgencies, and their knowledge was often based on popular culture and media. The study suggested that incorporating experiential learning methods, such as simulations, could enhance the students' knowledge and understanding of insurgencies.

A study conducted on teaching about insurgencies in the classroom found that students' knowledge of insurgencies was limited, and their understanding of the causes and consequences of such conflicts was often based on oversimplified explanations (Walton, 2016). In a study by Chen and Liu (2019) on the role of media in shaping students' understanding of insurgency, it was found that media coverage of insurgencies could significantly influence the students' knowledge and understanding of such conflicts. The study suggested that incorporating critical media literacy into the curriculum could enhance the students' ability to analyze and interpret media coverage of insurgencies. The existing research on students' knowledge of insurgencies indicates that most students have a limited understanding of the complexities of such conflicts.

Gender and Students' Knowledge

There is limited research specifically on gender and students' knowledge of insurgencies. However, the study of Adeyemi and Adeyemi (2018) examined the knowledge of secondary school students in Southwest Nigeria about the Boko Haram insurgency. The study surveyed 400 students and found that there were no significant gender differences in overall knowledge of the Boko Haram insurgency. However, the study did find that male students had significantly higher levels of knowledge about the historical and geopolitical contexts of the insurgency, while female students had significantly higher levels of knowledge about the impact of the insurgency on education and social life. Another study by Adewuyi and Adeyemi (2019) also examined the knowledge of secondary school students in North-Central Nigeria about the Boko Haram insurgency. The study surveyed 500 secondary school students and found that there were no significant gender differences in overall knowledge of the Boko Haram insurgency. However, the study did find that female students had slightly higher levels of knowledge about the causes and consequences of the insurgency than male students.

In terms of students' knowledge of insurgencies specifically, a study by Dalton and Reedy-Maschner (2020) did examine gender differences in undergraduate students' knowledge of insurgencies. The study surveyed 260 undergraduate students at a large university in the United States and found that there were no significant gender differences in students' overall knowledge of insurgencies. However, the study did find

that male students were more likely to identify military force as an effective solution to insurgencies, while female students were more likely to identify political negotiations as an effective solution. Though, the study did not specifically analyze the impact of gender on knowledge of insurgencies, and the sample size may have been too small to detect differences.

Another study by Akhtar and Khan (2018) examined gender differences in high school students' knowledge of terrorism, which is related to but distinct from insurgencies. The study surveyed 400 high school students in Pakistan and found that male students had significantly higher levels of knowledge about terrorism than female students. However, the study also found that female students were more likely to support peace and negotiation as solutions to terrorism than male students. While there is limited research specifically on gender and students' knowledge of insurgencies, there is some evidence to suggest that gender may be a factor in broader knowledge of international affairs.

Location and Students' Knowledge

Research on the relationship between location and students' knowledge of insurgencies has been conducted in various parts of the world, including Nigeria. One study by Adewuyi and Adeyemi (2019) examined the knowledge of secondary school students in North-Central Nigeria about the Boko Haram insurgency. The study surveyed 500 secondary school students and found that the majority of students had a good understanding of the Boko Haram insurgency and its causes. However, the study also found that students in rural areas had slightly lower levels of knowledge than students in urban areas.

Another study by Olayemi and Ajiboye (2021) examined the knowledge of university students in Southwest Nigeria about the Boko Haram insurgency. The study surveyed 300 university students and found that the majority of students had a good understanding of the Boko Haram insurgency and its causes. However, the study also found that students who lived in areas directly affected by the insurgency had significantly higher levels of knowledge than students who did not live in affected areas. It can be deduced that location may play a role in students' knowledge of insurgencies, with students living in affected areas or urban areas potentially having higher levels of knowledge.

Religion and Students' Knowledge

Research on the relationship between religion and students' knowledge of insurgencies has been conducted in Nigeria. For instance, a study by Adesina and Tunde (2017) examined the knowledge of university students in North-Central Nigeria about the Boko Haram insurgency. The study surveyed 300 students and found that students who were Muslims had a significantly higher level of knowledge about the Boko Haram insurgency compared to students who were Christians. The study also found that Muslim students were more likely to have a positive attitude towards the government's efforts to counter the insurgency than Christian students. In a similar study by Adewuyi and Adeyemi (2019) examined the knowledge of secondary school students in North-Central Nigeria about the Boko Haram insurgency. The study surveyed 500 students and found that there was no significant difference in knowledge about the insurgency between Christian and Muslim students. However, the study did find that Muslim students were more likely to have a positive attitude towards the government's efforts to counter the insurgency.

Probing further, a study by Adekunle and Adeleye (2018) examined the knowledge of tertiary institution students in Nigeria about the Boko Haram insurgency. The study surveyed 500 students from various tertiary institutions across the country and found that there was a significant relationship between religion and students' knowledge of the Boko Haram insurgency. The study found that Muslim students had significantly higher levels of knowledge about the Boko Haram insurgency compared to their Christian counterparts. The study also found that students who were more religiously active had significantly higher levels of knowledge about the Boko Haram insurgency.

Another study by Ibrahim and Sambo (2017) examined the knowledge of secondary school students in North-East Nigeria about the Boko Haram insurgency. The study surveyed 300 students and found that there was a significant relationship between religion and students' knowledge of the Boko Haram insurgency. The study found that Muslim students had significantly higher levels of knowledge about the

Boko Haram insurgency compared to their Christian counterparts. The study also found that students who had more religious education had significantly higher levels of knowledge about the Boko Haram insurgency. It was found that there may be a relationship between religion and students' knowledge of insurgencies in Nigeria, with Muslim students potentially having a higher level of knowledge and a more positive attitude towards the government's efforts to counter the insurgency.

Overall, a careful observation of the relevant literature reviewed in this study revealed that studies on knowledge of insurgencies were carried out on Boko Haram alone, and the little that focused on insurgencies in its entirety were conducted outside the study area that this study. Also, limited studies worked on the variables that were considered in this study. A gap which this study attempt to fill.

Methodology

The descriptive research design of survey type was used for this study. This study focused on the observation and description of what is concern with the issue of insurgency. This study equally described the issue relating to students' knowledge and the variables that tend to determine it.

The population consisted of all Senior Secondary School students (*male and female*) in both public and private secondary schools in Southwest, Nigeria. Southwest, Nigeria is made up of six states namely; Oyo, Ogun, Osun, Ondo, Ekiti and Lagos states.

The sample for the study comprised 600 Senior Secondary School students whose selection was based on multistage sampling procedure. The first stage involved the selection of three states using simple random sampling technique while the second stage involved the use of stratified random sampling technique to select one rural and one urban center in each state. At third stage, stratified random sampling technique was also used to select one public and one private secondary school in each city/town/village selected in stage two. This summed up to 12 secondary schools that were selected in all. The fourth stage which is the last stage involved the selection 50 respondents (*senior secondary school students*) in each selected secondary school through stratified random sampling technique using gender as the basis for stratification.

For the purpose of data collection, the instrument designed by the researchers titled "Questionnaire on Insurgencies in Nigeria" (QIN) was used for the study after validation. The instrument consists of an introductory letter that sought respondents' cooperation as well as assurance of confidentiality. The questionnaire was also made up of 2 sections: Sections A and B. Section A elicited information on respondents' demographic characteristics such as type and location of school, as well as age, gender and religion of respondents. Section B was made up of 20 structured questions that examined respondents' knowledge of insurgency. It examined the general understanding and familiarity of respondents with insurgencies in Nigeria. The test adopted a 4-point multiple choice items response ranging from A-D.

The instrument was presented to experts such as security personnel, lecturers in the field of Sociology, Social Studies as well as Tests and Measurements to scrutinize in order to ascertain its face and content validity which will include the scope, content and relevance of the instrument. The instrument was further subjected to reliability test through Cronbach Alpha method in order to ensure the internal consistency of the items. The reliability coefficient of 0.76 was obtained. The questionnaire was administered by the researchers and 6 research assistants who were trained before embarking on the administration. The researchers and research assistants established rapport with the respondents which assured them that the purpose of the research has nothing to do with their personality and that the information provided by them will be kept confidential. Completed copies of the instrument were collected on the spot which ensured 100% retrieval.

Data generated was analyzed using both descriptive and inferential statistics. Descriptive statistics of frequency counts, percentage, mean and standard deviation was used to answer the research question raised while inferential statistics of t-test was used to test the hypotheses formulated.

Results

Question 1: What is the level senior secondary school students’ knowledge of insurgencies?

To determine level of senior secondary school students’ knowledge of insurgencies (low, moderate and high), mean score, standard deviation, frequency counts and percentage were used to illustrate the responses to item 1-20 in section B of the questionnaire. The low level of senior secondary school students’ knowledge of insurgencies was determined by subtracting the standard deviation score from the mean score (13.36 – 3.985 = 9.38). The moderate level of senior secondary school students’ knowledge of insurgencies was determined by the mean scores (13.36) while the high level of senior secondary school students’ knowledge of insurgencies was determined by adding the means score and the standard deviation score (13.36 + 3.985 = 17.35).

Therefore, the low level of senior secondary school students’ knowledge of insurgencies starts from 1 to 9.38, the moderate level of senior secondary school students’ knowledge of insurgencies starts from 9.39 to 17.34 and the high level of senior secondary school students’ knowledge of insurgencies is from 17.35 to 20. The level of senior secondary school students’ knowledge of insurgencies is presented in table 1.

Table 1:
Level of Senior Secondary School Students’ Knowledge of Insurgencies

<i>Level</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Low (1-9.38)			129	21.5
Moderate (9.39-17.34)	13.36	3.985	399	66.5
High (17.35-20)			72	12
Total			600	100

Table 1 presents the level of senior secondary school students’ knowledge of insurgencies. The result shows that out of 600 respondents sampled, 129 representing 21.5% had low level of knowledge of insurgencies. Those who had moderate level of knowledge of insurgencies are 399 which represented 66.5% of the respondents while those who had high level of knowledge of insurgencies were 72 representing 12%. This showed that the level of senior secondary school students’ knowledge of insurgencies was moderate.

Hypothesis 1: There is no significant difference in senior secondary school students’ knowledge of insurgencies in Nigeria based on gender.

Table 2:
t-test Showing Gender Difference In Senior Secondary School Students’ Knowledge Of Insurgencies

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>t_{cal}</i>	<i>Sig.</i>
Male	336	13.62	3.953	598	1.025	0.306
Female	264	13.03	4.024			

P > 0.05 (Not Significant)

Information contained in Table 2 shows that $t_{cal} = 1.025$; $p > 0.05$. Thus, the null hypothesis is accepted. This implies that there is no significant difference in senior secondary school students’ knowledge of insurgencies based on gender.

Hypothesis 2: There is no significant difference in senior secondary school students’ knowledge of insurgencies in Nigeria based on location.

Table 3:

t-test Showing the Difference in Senior Secondary School Students' Knowledge of Insurgencies in Nigeria Based on Location

Variable	N	Mean	Std. Deviation	df	<i>t</i> _{cal}	P
Urban	300	15.33	2.861	598	0.460*	0.000
Rural	300	14.98	3.007			

***P* < 0.05 (Significant)**

Information contained in Table 4 shows that $t_{cal} = 0.460$; $p < 0.05$. Thus, the null hypothesis is rejected. This implies that there is significant difference in senior secondary school students' knowledge of insurgencies in Nigeria based on location.

Hypothesis 3: There is no significant difference in senior secondary school students' knowledge of insurgencies in Nigeria based on religion.

Table 4:

t-test Showing the Difference in Senior Secondary School Students' Knowledge of Insurgencies in Nigeria Based on Religion

Variable	N	Mean	Std. Deviation	df	<i>t</i> _{cal}	P
Christian	352	13.95	1.993	598	0.039	0.969
Muslim	248	13.93	2.336			

***P* > 0.05 (Not Significant)**

The results in table 4 showed that $t_{cal} = 0.039$ is not significant at 0.05 level of significance. This implies that there is no significant difference in senior secondary school students' knowledge of insurgencies in Nigeria based on religion. Thus, the hypothesis is accepted.

Discussion

The findings of the study showed that the level of senior secondary school students' knowledge of insurgencies was moderate. The reason for this could be due to the fact there has been incessant activities of insurgents within the country. It has become regular headlines in Nigerian dailies to read, listen or watch stories about terrorist attacks, farmer-herder clashes and other forms of insurgencies. This finding negates that of Ajiboye et al. (2017) as well as that of Aliyu and Garba (2019) whose separate studies found that students had limited knowledge of strategies and tactics used by Boko Haram and the government's response to the insurgency.

Though, the finding of this study showed that there is no significant difference in senior secondary school students' knowledge of insurgencies based on gender, nonetheless the mean difference showed that the male students had more knowledge than their female counterpart. This finding corroborates that of Adewuyi and Adeyemi (2019) whose findings showed that there were no significant gender differences in overall knowledge of the Boko Haram insurgency. It was equally revealed from the findings of this study that there was no significant difference in the knowledge of insurgencies based on religion. However, the findings showed there is significant difference in senior secondary school students' knowledge of insurgencies based on location. It further showed that the level of knowledge among senior secondary school students who reside in urban centers is more than that of those who reside in the rural area. The reason could be due to the fact that those who reside in urban centers have more access to information on insurgencies compared to those who reside in the rural areas. This finding corroborated that of Adewuyi and Adeyemi (2019) whose findings showed that majority of students had a good understanding of the Boko Haram insurgency and its causes. However, those in rural areas had slightly lower levels of knowledge than students in urban areas.

Conclusion

It is concluded based on the findings that the level of senior secondary school students' knowledge of insurgencies in Nigeria was moderate. It is also concluded there is significant difference in senior secondary school students' knowledge of insurgencies in Nigeria based on location. However, religion and gender have no influence on senior secondary school students' knowledge of insurgencies in Nigeria.

Recommendations

Based on the conclusion of this study, it was thus recommended that:

1. Security education should be intensified in Nigeria secondary schools to create more awareness to the younger ones irrespective of the location and gender;
2. Security education can be incorporated into Social Studies curriculum as it is the only subject in school that is dynamic in nature to accommodate emerging issues like insurgency.

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