

**INSECURITY: A CHALLENGE FOR SECONDARY SCHOOL
DEVELOPMENT IN ANAMBRA STATE**

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Abstract

The study examined insecurity threat as a challenge to secondary school development in Anambra State. This study adopted descriptive research design. The population constitute 257 principals. These principals are made up of 107 males and 150 female principals. The entire population was used as the sample size; this means, no sampling technique was used in sample size selection. A 17-item structured questionnaire was used for data collection. The correlation coefficients of Cluster A = 0.83, Cluster B = 0.79 and Cluster C = 0.81 and an average correlation coefficient reliability score of 0.81 was obtained. Mean scores that are 2.50 and above are regarded as agree while mean score below 2.50 are taken as Disagree. On the other hand, t-test was deployed to test the hypothesis formulated for the study. The study found that the types of insecurity challenges experienced against the development of secondary school of Anambra State are kidnapping, unknown gunmen attack, cultism, arson and armed robbery. These challenges are seriously affecting the development of secondary school education because insecurity is characterized with destruction of buildings, properties, school facilities, school activities, teaching and learning. This showed that insecurity threat is a challenge to secondary school development in Anambra State. The study recommended that school management should be proactive in checkmating cultism in schools; and government should ensure security agents are always on patrol to counter insecurity.

Keywords: Insecurity threat, Secondary School Education, Development

Introduction

The quality of education is strongly associated with innovation, creativity and development, which comes from the ability to analyse the environment and make quick response to any emerging challenge affecting the development of schools. Fortunately, this is one of the cardinal points of secondary school education. According to Obiechina, Abraham, and Nwogu (2018), the responsibility of secondary school is to raise crop of students who can critically think for themselves, honour the opinions and feelings of others, value the dignity of labour, appreciate those values stipulated in the national goals so as to be useful citizen and be honoured by all.

Secondary school education as the name implies is the education offered to pupils that graduated from primary schools. It is the form of education children receive after primary education and 'before the tertiary stage. The Federal Government of Nigeria in the National Policy on Education (2004), described secondary education as an education which is acquired after successful completion of basic education (primary and junior secondary education) before tertiary level education by students aged 11 to 17 years, as it is meant to prepare them for useful living within the society and for higher education. Therefore, secondary education in Nigeria serves as a proxy between the primary education and higher education. Specifically, secondary education is the education meant for children between 11+ to 17+. The secondary education is meant to prepare the beneficiaries towards useful living within the society and higher education for those willing and able to withstand it. Consequently, the secondary level of education is not only a bridge between the primary and the tertiary level of education; it .is also a means of living and fitting well into society for those who may not aspire further.

It was the recommendations from the seminar held in 1977 that culminated into what is today known as the national policy on education. The National Policy on Education (NPE) (2004) has provided for some broad aims of secondary education, as contained in section 4 subsection 18 of the policy. They include the provision of an increasing number of primary school pupils with no opportunity for education of a higher quality, irrespective of sex or

social, religious, and ethnic background; diversify its curriculum to cater for difference in talents, opportunities and roles possessed by or open to students after their secondary school course. National Policy on Education (NPE) (2004) further stated that the aims of secondary education are equipping students to live effectively in our modern age of science and technology; develop and project Nigerian culture, art and language as well as the world's cultural heritage; and raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour. These aims appreciate those values specified under other broad national aims of good citizens such as faster Nigerian unity with an emphasis on the common lies that unite diversity of the people; inspire its students with a desire for achievement and self-improvement both at school and in late life. However, the threat of insecurity might be a hinderance to these aims.

Insecurity, according to Nwosu, Ukwunna, Ebokaiwe, and Ukwunna (2019) is concerned with feelings of uncertainty, dangers or threats to life. Insecurity is a negative feeling involving fear, anxiety, uncertainty and injustice, among others. When an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed, the result may be frustration or insecurity. In essence, insecurity is the absence of the existence of environmental factors that instil peace of mind in an individual in order to empower him/her to function optimally in the society. Sadly, as Ogbonnaya (2020) puts it, the policy of NPE in 2004 might not be realizable because no nation can develop when there is a high level of insecurity in society as no nation grows beyond its level of educational development.

The far-reaching effects of insecurity are evident in most communities in Nigeria; they are less developed and backward. This is because insecurity in recent times has been one of the major issues bedevilling the majority of the Nigerian communities. The 2014 Global Report on security indicated that Nigeria is one of the crime-ravaging countries in the world. The report rated Nigeria high on the following critical variables: unlawful possession of arms, forgery, receiving stolen properties, false pretence, burglary, theft, Boko Haram, armed

robbery, kidnapping, attempted murder cases, and manslaughter to mention these few (Amirize, 2009).

In no exemption, Anambra State has also witnessed insecurity in recent times and the continuous every Monday sit-at-home imposed by the Indigenous People of Biafra (IPOB), although cancelled, but still enforced by some non-state actors known as the “Unknown gunmen”. These actions of the non-state actors seem to be affecting academic activities and policymaking for the development of secondary schools in the region. According to Guardian Newspapers (2021), almost on a daily basis, Anambra State like those in the Nnewi Education Zone in Anambra State, records cases of arson on security facilities and the killing of security operatives. Snuffing precious life out of innocent residents has also become a common thing.

Consequently, there seems to be inadequate security personnel to protect the people in Anambra State. According to Ujumadu (2021), the officials of the Nigerian police are not safe and they appear to have been bowed to submission. They now go to work on mufti and hide themselves in their stations until the close of duty. On the other hand, the Sun Newspaper (2021) reported that in order to enforce the sit-at-home order, unknown gunmen chased students and invigilators participating in the ongoing Senior Secondary School Certificate Examination (SSCE) out of examination halls in Imo State. This situation has triggered fear in the minds of those in Anambra State since it is a state in the South that is observing the sit-at-home order. Although, IPOB has come out to deny that they were not involved and warned those using the name of IPOB in carrying out arson, should desist from that.

In the words of Lehr (2014), the noble goals of education can never be achieved in a vacuum. They would be achieved in a conducive and peaceful school environment. If there is a feeling of insecurity within and outside the school environment, both students and teachers are likely to be deterred and this may inhibit the academic performance of the students and the overall development of education. More so, Akintunde and Selzing-Musa (2016) added that an insecure school environment affects the learning of children.

Situations of insecurity trigger traumatic disorder and toxic stress that affect learning negatively. General school attendance and enrolment as Akintunde and Selzing-Musa (2016) further stated are equally affected as parents pull their children out of schools while in some extreme cases, insecurity has led to the closure of schools.

More so, Akintunde and Selzing-Musa (2016) noted that insecure school environment affects the learning of children. Situations of insecurity triggers traumatic disorder and toxic stress that affect learning negatively. General school attendance and enrolment are equally affected as parents pull their children out of schools while in some extreme cases, insecurity has led to closure of schools. For instance, this situation can also be seen in Borno State where schools were shut-down in major towns as a result of insurgency (Ameh, 2015). These attacks on schools usually lead to vandalization and outright destruction of school facilities which discourage the establishment of new schools. More so, in cases of kidnapping, armed robbery, unknown gunmen and other situation of insecurities affects the school environment and their policy makers. Consequently, government resources are depleted as funds meant for other developmental projects are channelled to tackling the aftermath of attacks. In the end, educational attainment in terms of quality of graduates and manpower suffers which impinge on overall national development aspirations and secondary school development.

In Anambra State, the inaccessibility of schools as a result of the inherent dangers of the insecurity remains a serious challenge to the knowledge givers, the learners to other critical stakeholders, to the development of secondary school education. In most attacked, the traumatic experience by the residents, students, teachers and principals alone cannot easily be erased as this situation arouse fears that make it very difficult for them to return to school. More so, the “planning, organizing, coordinating, financing and evaluating of all education activities on students, teachers and school heads” in the schools are often jeopardized. This hindered the development of secondary schools because the school environments are unsafe and learning cannot be properly conducted and coordinated in an unsafe school environment (Olowoselu, Bello & Onuselogu, 2014).

In order to reposition and achieve long term secondary school development, there is need to carry out researches on ways the Nigerian government and the state government of Imo State would stop the insecurity threat. Unfortunately, there seems to scarcity of literature that discusses on insecurity as threat to the secondary school development in Anambra State Education Zones. This has created gap in literature in finding solutions to the situation in the Education Zone and ways governments at various levels would tackle the insecurity threat in order to development secondary school education in the state. It is against this backdrop that this study sought to examine insecurity threat as a challenge to secondary school development in Anambra State Education Zones.

Statement of the Problem

Anambra State has witnessed different levels of insecurities across the region. These range from unknown gunmen activities, kidnappers, armed robbers and other groups that have terrorized the region. Many students are afraid of going to school especially any day declared as sit-at-home. On the other hand, the government is busy fighting insecurities, thereby abandoning most of the duties of developing the state and the education sector especially the secondary schools. This situation seems to be affecting the development of secondary schools in Anambra State. In order to put an end to this situation, this paper sought to examine insecurity threat as a challenge to secondary school development in Anambra State.

Purpose of the Study

The purpose of the study is to examine insecurity: a challenge to secondary school development in Anambra State. The paper specifically intended to:

1. Identify the types of insecurity threats experienced in secondary schools in Anambra State based on the gender responses of the principals.
2. Find out the implications of insecurity threats to in secondary schools in Anambra State based on the gender responses of the principals.
3. Proffer solutions to the challenges of insecurity threats to in secondary schools in Anambra State based on the gender responses of the principals.

Hypothesis

The null hypothesis of this paper will be tested at 0.05 alpha level:

H0: There is no significant difference between the mean scores of male and female principals' responses on insecurity as a challenge to secondary school development in Anambra State.

METHOD

Research Design

This study adopted descriptive research design. Nworgu (2015) described descriptive research design as the study that aimed at collecting data and describing the characteristics of a given population.

Population of the Study

The population comprised all the principals in Anambra State. Anambra State has a total of 257 public secondary schools in these education zones. In these public schools, there are 107 males and 150 female principals. Thus, the population of the study is 257 principals.

Sampling and Sampling Technique

The entire population was used as the sample size; this means, no sampling technique was used in sample size selection.

Instrument for Data Collection

A 17-item structured questionnaire was used for data collection. The questionnaire was titled: Insecurity: A Challenge for Secondary School Development Questionnaire (IACSSDQ). The questionnaire had four clusters ranging from clusters A to D respectively. Cluster A sought for information on the gender of the respondents. Cluster B sought for the types of insecurity threats experienced in secondary schools; Cluster C sought for information on the implications of insecurity threats to secondary school development; and Cluster D sought for information on proffering solutions to the challenges of insecurity threats to secondary school development. The questionnaire was structured in 4-point Likert scale ranging from

Strong Agree (SA) - 4, Agree Disagree (SD) – 3; Disagree (D) – 2; and Strongly Agree (SD) respectively.

Validation of Research Instrument

The questionnaire was subjected to face and content validity where three experts from the Department of Educational Foundation, Faculty of Education in Nnamdi Azikiwe University, Awka validated the research instrument.

Reliability of Research Instrument

The reliability of the questionnaire was established with the use of pilot test to determine the Cronbach Alpha coefficient. 10 principals from Anambra State were used to determine the Cronbach Alpha coefficient. From the results yielded, the correlation coefficients of Cluster A = 0.83, Cluster B = 0.79 and Cluster C = 0.81 and an average correlation coefficient reliability score of 0.81 was obtained.

Method of Data Collection

The questionnaire was used in data collection. The researcher was accompanied by two research assistants to administer the copies of the questionnaire. After the administration of the questionnaire, the researcher collected the filled copies at the spot to avoid lost. At the end of the exercise, 100% of the questionnaires were returned.

Method of Data Analysis

Mean score was used to analyse data gathered from the field of study. Mean scores that mean score of 2.50 and above are regarded as agree while mean score below 2.50 are taken as Disagree. On the other hand, t-test was deployed to test the hypothesis formulated for the study. In testing the null hypothesis, where p-value was greater than 0.05, the null hypothesis is accepted and if the p-value is less than 0.05, the null hypothesis is rejected.

PRESENTATIONS OF RESULTS

Figure 1: Gender of the Respondents

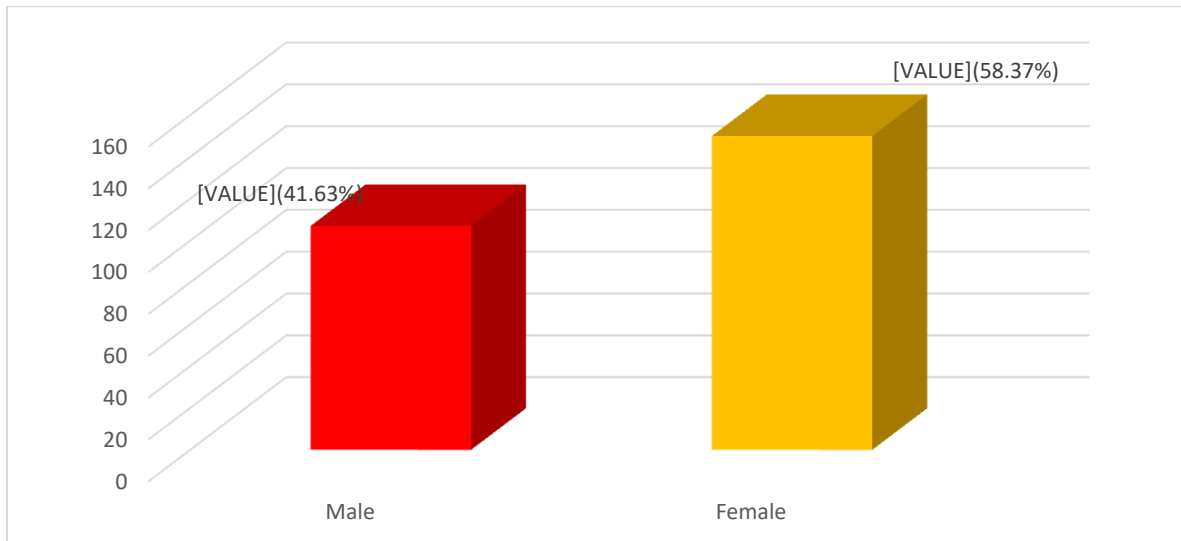


Figure 1 shows the gender of the respondents. The results revealed that 41.63% of the respondents were male principals and 58.37% of the respondents were female principals. This implies that majority of the respondents were female teachers.

Research Question one: What are the types of insecurity threats experienced against the development of secondary school in Anambra State based on the gender responses of the principals?

Table 1: Mean ratings of the of the male and female principals’ responses on the types of insecurity challenges experienced against the development of secondary school

S/N	Types of insecurity	Male principals =107			Female principals = 150		
		X	SD	Decision	X	SD	Decision
1	Kidnapping	3.00	1.030	Agreed	3.14	.881	Agreed
2	Unknown gunmen attack	2.86	.990	Agreed	2.92	1.047	Agreed
3	Cultism	2.98	.937	Agreed	2.88	1.081	Agreed

4	Arson	2.94	1.038	Agreed	3.14	.756	Agreed
5	Armed robbery	2.78	1.036	Agreed	2.80	1.050	Agreed
Cluster Grand Mean		2.91	1.006	Agreed	2.98	0.963	Agreed

Table 1 shows the mean ratings of the male and female secondary school principals' responses on the types of insecurity challenges experienced against the development of secondary school in Anambra State. The results revealed that all the items were highly rated by the male and female principals. The cluster grand mean ratings of 2.91 for male and 2.98 for female principals ascertain the acceptability of the rated items by the respondents. It is therefore, the opinions of the male and female principals that the types of insecurity challenges experienced against the development of secondary school in Anambra State are kidnapping, unknown gunmen attack, cultism, arson and armed robbery.

Research Question Two: What are the implications of insecurity threats to the development secondary education in Anambra State based on the gender responses of the principals?

Table 2: Mean ratings of the male and female principals' responses on the implications of insecurity threats to the development secondary education in Anambra

S/N	Implications of insecurity threats	Male principals = 107			Female principals =150		
		X	SD	Decision	X	SD	Decision
6	Kidnapping frustrate the efforts of going to school	3.00	.969	Agreed	2.78	1.016	Agreed
7	Unknown gunmen places fear in conducting school activities	2.84	1.037	Agreed	2.96	.989	Agreed
8	Cultism disrupting studies	3.04	.989	Agreed	2.94	1.077	Agreed
9	The funds for school projects are used for fighting insecurity	3.06	.935	Agreed	3.06	.956	Agreed
10	Shutting down of schools intermittently	3.00	1.030	Agreed	2.94	1.077	Agreed
11	Insecurity disorganises academic activities	2.98	1.020	Agreed	3.06	.956	Agreed
Cluster Grand Mean		2.99	0.99	Agreed	2.96	1.012	Agreed

Table 2 shows the mean ratings of the male and female secondary school principals' responses on the implications of insecurity threats to the development secondary education in Anambra State. The results showed that all the items were highly rated by the male and female principals. The cluster grand mean ratings of 2.91 for male and 2.96 for female principals ascertain the acceptability of the rated items by the respondents. It is therefore, the opinions of the male and female principals that the implications of insecurity threats to the development secondary education in Anambra State based on the gender responses of the principals include kidnapping frustrate the efforts of going to school, unknown gunmen places fear in conducting school activities, cultism disrupting studies, the funds for school projects are used for fighting insecurity, shutting down of schools intermittently, and insecurity disorganises academic activities.

Research Question Three: What are the solutions to the implications of insecurity threats to in secondary schools in Anambra State based on the gender responses of the principals?

Table 3: Mean ratings of the male and female principals' responses on the solutions to the

S/N	Solutions to the implications of insecurity	Male principals			Female principals		
		X	SD	Decision	X	SD	Decision
12	School management should be proactive in checkmating cultism in schools	2.80	1.030	Agreed	3.10	.909	Agreed
13	Government should ensure security agents are always on patrol	2.94	.998	Agreed	2.66	1.081	Agreed
14	Cultism disrupt	3.00	.969	Agreed	2.94	1.038	Agreed
15	Government should adequately fund education so as to groom future leaders	3.04	1.009	Agreed	2.78	1.036	Agreed
16	Parents should always form strong synergy with teachers through PTA	2.98	1.059	Agreed	3.14	.881	Agreed
17	Government should always go after financiers of insecurity in the State	3.04	.968	Agreed	2.78	1.016	Agreed
Cluster Grand Mean		2.95	1.013	Agreed	2.94	0.99	

implications of insecurity threats to in secondary schools in Anambra State

Table 3 shows the mean ratings of the male and female secondary school principals' responses on the solutions to the implications of insecurity threats to in secondary schools in Anambra State. The results showed that all the items were highly rated by the male and female principals. The cluster grand mean ratings of 2.91 for male and 2.96 for female principals ascertain the acceptability of the rated items by the respondents. It is therefore, the opinions of the male and female principals that the challenges of insecurity threats to the development secondary education in Anambra State based on the gender responses of the principals include kidnapping frustrate the efforts of going to school, unknown gunmen places fear in conducting school activities, cultism disrupting studies, the funds for school projects are used for fighting insecurity, shutting down of schools intermittently, and insecurity disorganises academic activities.

Hypothesis

H₀: There is no significant difference between the mean scores of male and female principals' responses on insecurity as a challenge to secondary school development in Anambra State.

Table 4: Summary of t-test Analyses for Hypothesis

Variables	No.	MR	SD	df	Probability	t- Calculation	Table Value	Sig. (2- tailed)	Decision
Male	107	2.970	.106	255	0.05	88.658	1.96	1.101	Significant
Female	150	2.920	.079						

Table showed the summary of t-test analyses for hypothesis. The results indicated that the calculated p-value (0.01) is less than the table-value (1.96). The null hypothesis is rejected while the alternative hypothesis is accepted. Thus, there is no significant difference between the mean scores of male and female principals' responses on insecurity threat is a challenge to secondary school development in Anambra State. This means, the opinions of the male and female principals on insecurity threat is a challenge to secondary school development in Anambra do not differ much.

Discussions of the Findings

The opinions of the male and female principals revealed that the types of insecurity challenges experienced against the development of secondary school in Anambra State are kidnapping, unknown gunmen attack, cultism, arson and armed robbery. However, Nigeria in this current democratic dispensation, according to Carpenter, Shua, and Ibrahim, (2011) is faced with different kinds of threats such as armed robbery, kidnapping, political thugs, ethno-religious conflicts, organized violent groups, economic based violence, gender-based violence, sexual abuse, trafficking and recently the menace of Boko Haram.

Also, the opinions of the male and female principals indicated that the implications of insecurity threats to the development secondary education in Anambra State based on the gender responses of the principals include kidnapping frustrate the efforts of going to school, unknown gunmen places fear in conducting school activities, cultism disrupting studies, the funds for school projects are used for fighting insecurity, shutting down of schools intermittently, and insecurity disorganises academic activities. Similarly, Eric (2012) reports that it is not just the pupils or students at the targeted schools that end up being affected, teachers and others are also affected.

These findings mean that the opinions of the male and female principals on insecurity threat are challenges to secondary school development in Anambra State Education Zones do not differ much. As Saleh (2011) puts it, constant attacks make it even harder for teachers and other stakeholders to persuade parents to allow their children stay on at school. On these situations, the development of secondary school education becomes difficult. This is because insecurity is characterized with destruction of business building, properties and equipment which is indistinguishable from loss of capital which has ruined many businesses in Nigeria. Although the cost of the prevalent insecurity in Nigeria is difficult to measure in monetary or real terms, however it is clear to observers that it has cost Nigerians enormous human and material resources (Carpenter, Shua, & Ibrahim, 2011).

Conclusion

Insecurity is one of the challenges to the development in secondary school education. The types of insecurity challenges experienced against the development of secondary school in Anambra State are kidnapping, unknown gunmen attack, cultism, arson and armed robbery. These seriously situation affected the development of secondary school education because insecurity is characterized with destruction of school buildings, properties and school facilities which is indistinguishable from loss of capital which has ruined many businesses in Nigeria. This showed that insecurity threat is a challenge to secondary school development in Anambra State.

Recommendations

Based on the findings of the studies, the following recommendations were made;

1. School management should be proactive in checkmating cultism in schools
2. Government should ensure security agents are always on patrol to counter insecurity
3. Government should adequately fund education so as to groom future leaders
4. Parents should always form strong synergy with teachers through Parents-Teachers-Association (PTA)
5. Government should always go after financiers of insecurity in the State

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