

**CAUSES, FORMS AND CONSEQUENCES OF INSECURITY IN
SELECTED SECONDARY SCHOOLS IN ZAMFARA STATE, NIGERIA:
IMPLICATIONS FOR POLICY MAKING**

Dr. MUHAMMAD, Saratu Mera

Department of Educational Foundations, Usmanu danfodiyo University Sokoto

Phone no. 08161215570, **Email:** mera.saratu@udusok.edu.ng, merasaratu@gmail.com

Abstract

The paper examines the causes, forms and consequences of insecurity in secondary schools in Zamfara state. Three research questions and three research objectives guided the study. Target population of the study is 5448 participants consisting of school administrators, parents' representatives from members of Parent-Teachers Association, members of school-based management committee and teachers that were deliberately selected from four education zones of Zamfara state. Cluster and stratified random sampling techniques were used to select 10% of the entire target population as sample of the study. Questionnaire titled Causes, Forms and Consequences of Insecurity (CFTIQ) was used for data collection. Data collected was analyzed using frequency counts, percentages, mean and standard deviation. Findings of the study indicates that causes of insecurity in secondary schools in Zamfara state includes: Nonchalant attitude of school administrator, porous school environment; Shortage of qualified security personnel, Emotional and psychological maltreatment, inadequate of school's security awareness, Attitude of teachers towards security issues; poor government commitment towards school security among others. The study recommends that School administrators should work in collaboration with key stakeholders to address the causes of insecurity in their schools as a proactive measure against all threats to the security of staff, students and properties in their schools.

Keywords: Insecurity, Causes of Insecurity, Forms of Insecurity and Consequences of Insecurity.

Introduction

Nigeria is one of the countries experiencing multiple insecurity challenges ranging from terrorism, banditry, cattle rustling, kidnapping and abduction for ransom, cultism, drug abuse, child trafficking, domestic violence, corruption at all levels, inter-religious and ethnic conflicts among others. On a daily bases the media have continued to highlight cases such as abduction and kidnapping, robbery, bombings, rape, cultic activities and a high rise in ethnic and communal clashes. Those challenges had continued to cause huge losses in terms of lives, properties and down torn on all sectors of the Nigerian economy leading to untold hardship and near collapse of the nation's economy. Ojukwu and

Nwanma noted that since inception of democracy in Nigeria in 1999, insecurity has been a measure issue of concern for every citizen. Those insecurity challenges have taken a toll on all sectors of the economy and the education sector is one of the worst hit by the crisis. This is because schools in Nigeria are now hot targets of series of attacks by armed bandits who terrorize educational institutions almost on a daily bases more especially in the northern part of the country. Northern Nigeria consists of three geo-political zones: North-east, North-central and North-west. Those cases started in the north-east with the kidnaping of Chibok School girls in April 2014 which was the most traumatic kidnaping experience ever known in the

history of Nigeria and up till today negotiation for the release of the remaining students is still ongoing. Then come another abduction of 110 Dapchi school girls from Yobe state, then that of Kankara school boys in Katsina state, students of College of Agriculture Kaduna state, students from several schools in Zamfara state, students of Federal Government College Birnin Yauri alongside their vice principal and a teacher, as well as that of school children from Niger state. In all these cases the students were kidnapped in their school premises. Statistics in Nigeria indicated that about 18million children do not have access to education and out of this figure 10 million are from the northern part of the country. Again 5.5million are girls. UNICEF notes further that, this year alone as students starts a new school calendar year, about one million children cannot go to school for fear of kidnaping and abduction. This situation has an adverse impact on Nigeria's ability to achieve the sustainable development goal of providing access to quality education for all as pledged by the government in the world education summit held in Jomtien, Thailand from 5th to 9th march 1990When?. Hence, the thrust of this paper is to assess the causes, forms and consequences of insecurity in secondary schools in Zamfara state with a view to provide solutions aimed at addressing those issues.

Research Objectives

The main aim of this study is to determine the causes, forms and consequences of insecurity on secondary school education in Nigeria. The specific objectives are to:

1. To discuss the causes of insecurity in secondary schools in Zamfara state
2. To examine the forms of insecurity in secondary schools in Zamfara state
3. To identify the consequences of insecurity in secondary schools in Zamfara state

Conceptual Clarifications

Concept of Insecurity was defined by Ogunode, Ohaeri and Musa sees Insecurity in schools as a threat to learning. The authors assert further that, the prevailing peace or conflict within communities around the schools often has ripple effects on the teaching and learning activities of such schools. Manga described school security as those measures taken for the protection of students, staff, property and other school valuable asserts from attacks or danger. The main causes of insecurity in Nigerian schools as highlighted by scholars include: corporal punishment, shortage of qualified security personnel, nonchalant attitude of school administrator, Attitude of teachers towards security issues, lack of students' participation in school security, insufficient security gadget and visual surveillance equipment, poor government commitment towards school security, school location, emotional and psychological maltreatment, overcrowded schools, poor lightening in school environment, non-availability of modern security facilities and gadgets, porous school environment, lack of school security education awareness, proliferation of arms. A study carried out by Manga, also found that the causes of school insecurity in educational institutions in Kebbi State include: non-challant attitude of school administrators on security matters; lack of a comprehensive school security policy; non execution of security duties and incompetent school security guards; overcrowding of students with diverse characteristics; deficiencies in school plant construction and faulty buildings; lack of permanent school security guards in schools and lack of regular inspection of school security by the ministry of Education

Forms of insecurity in relation to school environment includes: Robbery/Vandalization. Harassment. Kidnapping and abduction, Cult activities, Rape, Bullying, Gang activity, Sexual

abuse, drug abuse. Ojukwu, investigated the effects of insecurity of the school environment on the academic performance of secondary school students in Imo state using a target population of 1000 students. Findings from the study revealed that insecurity of the school environment has a significant negative impact on academic performance of students while students gangsterism, drug abuse, cult related activities were some of the factors that constitute insecurity of the school environment. Similarly, the findings of Manga indicated that forms of insecurity in secondary schools includes: physical violence, battery and assault, burning of schools and fire outbreak, abduction and kidnap of school personnel either within or outside the school premises, false imprisonment or detention of students after school hours as corporal punishment, stealing; burglary and vandalization of school facilities, vehicle accidents, drug abuse and smoking of substances.

Also, Abdullahi, Atsua and Amuda investigated the impact of insecurity on school attendance and drop-out among secondary school students of Garissa County. The study revealed that conflicts, terrorism, cattle rustling and tribal conflicts are the main types of insecurity threats in that area and also girls are more vulnerable and effected by insecurity in the area than boys. Findings from that study further revealed that, there is a connection between insecurity and school attendance rate among secondary school students.

Consequences of insecurity in relation to secondary schools consist of: school drop-out, reduction of destruction of school facilities, funding for education, loss of manpower, low quality education, death of students, unsteady academic calendar, project abandonment, brain-drain, Discouragement of Educational Pursuit by Children (Similarly, Nwogu, Osere and Ukwu found that as a result of insecurity parents were afraid of releasing their

children to school, students were afraid to attend school, teachers could not cover the content of science curricular and schools were closed down indefinitely. Findings from the study of Agbongiasede, and Ololube also indicated that insecurity affects academic performance negatively, while societal decadence, poor administration, inadequate infrastructure and lack of funds are the factors responsible for insecurity in junior secondary schools in Emohua local government area of Rivers state.

Methodology

This study adopted a simple descriptive survey. Target population of the study was 5,484 participants consisting of 158 schools, 158 school administrators, 5010 teachers, 158 members of Parent-Teacher Association (PTA) representing parents and also 158 representatives of school-based management committee (SSMB) deliberately selected from secondary schools in the four education zones in Zamfara State. 10% of the entire target population of the study was used as sample size of the study. Cluster and stratified random sampling techniques were used to select 501 teachers out of a population of 5010 teachers cutting across the 16 schools representing 10% of secondary schools purposefully and randomly selected from all the four Education Zones in Zamfara State. All the sixteen principals of the selected schools, all chairmen of PTA and SBMC of the selected schools were used to get a total sample of 549 participants. The researcher designed questionnaire titled: Causes, Forms and Consequences of Insecurity in Secondary Schools Questionnaire (CFCISSQ) was validated by experts in school security management. The instrument was pilot tested through test re-test method and a reliability index of 0.75 was obtained using Crombatch Alpha Co-efficient at 0.05 level of significance. An adapted four-point Likert scale with the

Mean of 2.50 and above was used for acceptance, while below 2.50 was used for rejection.

Result

Results of the data analyses is presented below.

Research Question 1: What are the causes of insecurity in secondary schools in Zamfara State, Nigeria?

The responses on causes of insecurity among secondary schools in Zamfara state as perceived by the 549 selected participants who were administered with the research instrument were sorted according to the 4-point Likert scale (Strongly Agree (SA); Agree (A); Disagree

(D) and Strongly Disagree (SD)) and scored accordingly such that SA = 4points; A = 3points; D = 2points and SD = 1point. The data was organized and analyzed using simple descriptive statistics of Mean and standard deviation such that any item on the instrument with a response Mean score of less than 2.50 i.e. when the mean score is between 0.00 – 2.49 (i.e Mean score<2.50) indicates that the item was **Rejected** while a response Mean score of greater than or equals to 2.50 i.e. when the Mean Score is between 2.50 – 5.00 (i.e. Mean score \geq 2.50) indicated that the item was **Accepted** as a cause of insecurity among secondary schools in Zamfara state, Nigeria. The data analysis is presented in Table 1

Table 1: Summary of Mean and SD for Responses on Causes of Insecurity among Secondary Schools in Zamfara State

S/N	Causes of Insecurity among secondary schools	N	Mean	Std. Dev	Decision
1.	Shortage of qualified security personnel	549	3.11	0.80	Accepted
2.	Attitude of teachers towards security issues	549	3.01	0.79	Accepted
3.	Lack of students' participation in school security	549	2.80	0.90	Accepted
4.	School location	549	2.79	0.83	Accepted
5.	Lack of security gadgets and visual surveillance equipment	549	2.87	1.06	Accepted
6.	Emotional and psychological maltreatment	549	3.07	0.88	Accepted
7.	Porous school environment	549	3.13	0.82	Accepted
8.	Nonchalant attitude of school administrator	549	3.20	0.73	Accepted
9.	Lack of school security awareness education	549	3.04	0.94	Accepted
10.	Lack of government commitment towards school security	549	2.99	0.79	Accepted
	Average	549	3.00	0.85	Accepted

Source: Research Project (2022)

Table 1 is a summary of descriptive statistics of mean and standard deviation conducted to assess participants' perception of the causes of insecurity among secondary schools in Zamfara state, Nigeria. The data analysis revealed an average response mean score of 3.00 (N=549, Mean=3.00, SD=0.85) indicating that all the suggested causes of insecurity identified in the instrument were accepted to be causes of insecurity among secondary schools in Zamfara state, Nigeria. The analysis further revealed that secondary schools in Zamfara state are seriously challenged in terms of security and the causes have been identified

by the participants in the study and the results are presented from the highest to the lowest in order of hierarchy as follows: Nonchalant attitude of school administrator (Mean=3.20, SD=0.73); Porous school environment (Mean = 3.13, SD = 0.82); Shortage of qualified security personnel (Mean = 3.11, SD = 0.80); Emotional and psychological maltreatment (Mean = 3.07, SD = 0.88); Lack of school security awareness education (Mean = 3.04, SD = 0.94); Attitude of teachers towards security issues (Mean = 3.01, SD =0.79); Lack of government commitment towards school security (Mean = 2.99, SD = 0.79); Lack of

security gadgets and visual surveillance equipment (Mean = 2.87, SD = 1.06); Lack of students’ participation in school security (Mean = 2.87, SD = 0.90); and School location (Mean = 2.79, SD = 0.83).

Research Question 2: What are the forms of insecurity among secondary schools in Zamfara State, Nigeria?

The responses on forms of insecurity among secondary schools in Zamfara state as perceived by 549 participants who were administered with the research instrument were sorted according to the 4-point Likert scale (Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD)) and scored accordingly such that SA =

4points; A = 3points; D = 2points and SD = 1point. The data was organized and analyzed using simple descriptive statistics of Mean and standard deviation such that any item on the instrument with a response Mean score of less than 2.50 i.e. when the mean score is between 0.00 – 2.49 (i.e. Mean score<2.50) indicates that the item was **Rejected** while a response Mean score of greater than or equals to 2.50 i.e. when the Mean Score is between 2.50 – 5.00 (i.e. Mean score≥2.50) indicated that the item was **Accepted** as a form of insecurity among secondary schools in Zamfara state, Nigeria. The data analysis is presented in Table 2

Table 2: Summary of Mean and Standard Deviation for Responses on Forms of Insecurity Among Secondary Schools in Zamfara State

S/N	Forms of Insecurity among Secondary schools	N	Mean	Std. Dev	Decision
1.	Robbery/Vandalization	549	3.00	0.82	Accepted
2.	Harassment	549	2.81	0.87	Accepted
3.	Cult activities	549	2.96	0.83	Accepted
4.	Kidnapping and abduction	549	3.07	0.93	Accepted
5.	Rape	549	2.95	0.90	Accepted
6.	Bullying	549	2.89	0.95	Accepted
7.	Gang activity	549	2.65	0.95	Accepted
8.	Sexual Abuse	549	2.73	1.10	Accepted
9.	drug and substance abuse	549	2.98	0.96	Accepted
10.	Bombings and school shootings	549	2.64	1.03	Accepted
	Average	549	2.87	0.93	Accepted

Source: *Research Project (2022)*

Table 2 presents a summary of descriptive statistics of mean and standard deviation conducted to assess participants’ perception of the forms of insecurity among secondary schools in Zamfara state, Nigeria. The data analysis revealed an average response mean score of 2.87 (N = 549, Mean = 2.87, SD = 0.93) indicating that all the suggested forms of insecurity identified in the instrument were accepted as forms of insecurity found among secondary schools in Zamfara state. The analysis further revealed that secondary schools in Zamfara state are seriously challenged in terms of security and the forms of such insecurity have been identified and presented from the highest to

the lowest in order of hierarchy as follows: Kidnapping and Abduction (Mean = 3.07, SD = 0.93); Robbery/Vandalization (Mean = 3.00, SD = 0.82); Drug and Substance Abuse (Mean = 2.98, SD = 0.96); Cult Activities (Mean = 2.96, SD = 0.83); Rape (Mean = 2.95, SD = 0.90); Bullying (Mean = 2.89, SD = 0.95); Harassment (Mean = 2.81, SD = 0.87); Sexual Abuse (Mean = 2.73, SD = 1.10); Gang Activity (Mean = 2.65, SD = 0.95); and Bombings and School Shootings (Mean = 2.64, SD = 1.03)

Research Question 3: What are the consequences of insecurity among

secondary schools in Zamfara State, Nigeria?

The responses on the consequences of insecurity among secondary schools in Zamfara state as perceived by the 549 participants who were administered with the research instrument were sorted according to the 4-point Likert scale (Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD)) and scored accordingly such that the response SA = 4points; A = 3points; D = 2points and SD = 1point. The data was organized and analyzed using simple descriptive statistics

of Mean and standard deviation such that any item on the instrument with a response Mean score of less than 2.50 i.e. when the mean score is between 0.00 – 2.49 (i.e Mean score < 2.50) indicates that the item was **Rejected** while a response Mean score of greater than or equals to 2.50 i.e. when the Mean Score is between 2.50 – 5.00 (i.e. Mean score \geq 2.50) indicated that the item was **Accepted** as a consequence of insecurity among secondary schools in Zamfara state, Nigeria. The data analysis is presented in Table 3

Table 3: Summary of Mean and Standard Deviation for Responses on Consequences of Insecurity among Secondary Schools in Zamfara State, Nigeria

S/N	Consequences of Insecurity among Secondary Schools	N	Mean	Std. Dev	Decision
1.	unsteady Academic Calendar	549	3.16	0.96	Accepted
2.	Reduction of Educational Funding	549	2.92	0.94	Accepted
3.	Destruction of School Facilities	549	2.98	0.99	Accepted
4.	Project Abandonment	549	2.72	0.89	Accepted
5.	Loss of Manpower	549	2.83	0.95	Accepted
6.	Death of Students	549	2.85	0.98	Accepted
7.	Increase in School Drop-out Rate	549	3.04	0.89	Accepted
8.	Poor Quality of Education	549	2.96	0.85	Accepted
9.	Brain-drain	549	2.64	0.97	Accepted
10.	Discouragement of children's Educational Pursuit	549	2.84	0.95	Accepted
	Average	549	2.89	0.94	Accepted

Source: Research Project (2022)

Table 3 presents a summary of descriptive statistics of mean and standard deviation conducted to assess participants' opinion on the consequences of insecurity among secondary schools in Zamfara state, Nigeria. The data analysis revealed an average response mean score of 2.89 (N=549, Mean=2.89, SD=0.94) indicating that all the suggested consequences of insecurity identified in the instrument were accepted to be consequences of insecurity found among secondary schools in Zamfara state. The analysis further revealed that secondary schools in Zamfara state are seriously challenged in terms of security and the consequences of such have been identified by the respondents in the study and the results are presented in hierarchical order from the highest to the lowest as

follows: Unsteady Academic Calendar (Mean = 3.16, SD = 0.96); Increase in School Drop-out Rate (Mean = 3.04, SD = 0.89); Destruction of School Facilities (Mean = 2.98, SD = 0.99); Poor Quality of Education (Mean = 2.96, SD = 0.85); Reduction of Educational Funding (Mean = 2.92, SD = 0.94); Death of Students (Mean = 2.85, SD = 0.98); Discouragement of children's Educational Pursuit (Mean = 2.84, SD = 0.95); Loss of Manpower (Mean = 2.83, SD = 0.95); Project Abandonment (Mean = 2.72, SD = 0.89); and Brain-drain (Mean = 2.64, SD = 0.97).

Discussion of Findings

The findings of this study revealed that there were several causes of insecurity among secondary schools in Zamfara state,

Nigeria. These includes: Nonchalant attitude of school administrator, Porous school environment, Shortage of qualified security personnel, Emotional and psychological maltreatment, Lack of school security awareness education, Attitude of teachers towards security issues, Lack of government commitment towards school security, Lack of security gadgets and visual surveillance equipment, Lack of students' participation in school security, and School location. This finding supports the findings of Manga which revealed that the causes of school insecurity in educational institutions in Kebbi State include non-challan attitude of school administrators on security matters, lack of a comprehensive school security policy, non execution of security duties and incompetent school security guards, overcrowding of students with diverse characteristics, deficiencies in school plant construction and faulty buildings, lack of permanent school security guards in schools and lack of regular inspection of school security by the ministry of Education

The study also found that there were several forms of insecurity among secondary schools in Zamfara state, Nigeria. These includes: Kidnapping and Abduction, Robbery/Vandalization, Drug and Substance Abuse, Cult Activities, Rape, Bullying, Harassment, Sexual Abuse, Gang Activity and Bombings and School Shootings. this finding is in agreement with the findings of Manga who finds those forms of insecurity in secondary schools includes: physical violence, battery and assault; burning of schools and fire outbreak; abduction and kidnap of school personnel either within or outside the school premises; false imprisonment or detention of students after school hours as corporal punishment; stealing; burglary and vandalization of school facilities; vehicle accidents; drug abuse and smoking of substances.

The study also d shows that there were many consequences of insecurity among secondary schools in Zamfara state Nigeria. These includes: Unsteady Academic Calendar, Increase in School Drop-out Rate, Destruction of School Facilities, Poor Quality of Education, Reduction of Educational Funding, Death of Students, Discouragement of children's Educational Pursuit, Loss of Manpower, Project Abandonment and Brain-drain. this confirmed the findings from the study of Nwogu, Osere and Ukwu whose study found that parents were afraid of releasing their children to school, students were afraid to attend school, teachers could not cover the content of science curricular and schools were closed down indefinitely. The findings from this study also supports the findings Agbongiasede, and Ololube which indicated that insecurity affects academic performance negatively, also poor administration, inadequate infrastructure and lack of funds are the factors responsible for insecurity in junior secondary schools.

Implication for Policy Making

Findings from this study implies that several factors are responsible for insecurity of the school environment in Zamfara, which may emanate from negligence of school management and government's inability to provide an enabling environment necessary for teaching and learning to thrive. Findings also implies the need for school administrators, staff and students to be empowered with knowledge and skills to tackle security issues. It also shows that insecurity negatively effects school administration in different ways which requires collective action from all relevant stakeholders. Therefore, it's crucial that proactive measures are put in place in order to protect the learning environment especially at the secondary level so that key players in the school system will be able to perform their roles unhindered.

Conclusion

Based on the findings of this study, it can be concluded that the various forms of insecurity inherent in secondary schools in Nigeria have negative consequences on school administration leading to unsteady academic year, low students' enrollment, low quality education and destruction of lives and properties among others. Thus, for Nigeria to achieve sustainable development goals in relation to education a conducive atmosphere must be provided so that effective teaching and learning can thrive. However, for this to be achieved a collective action is required by all stakeholders in the education industry in order to reverse the situation.

Recommendations

1. School administrators should work in collaboration with key stakeholders such as security agencies as a proactive measure against all threats to the security of lives and properties.
2. Government should organize periodic security drills for School administrators, staff and students in order to equip them with relevant knowledge and skills that will enable them protect themselves from various forms of insecurity and also provide adequate protection for the school facilities.
3. The government should device measures such as provision of modern security equipment, employment of qualified security personnel, improved educational funding among others so that teaching and learning can thrive in secondary schools.

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