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EXTENT OF THE EFFECT OF INSECURITY ON MANAGEMENT SECONDARY EDUCATION IN AYAMELUM L.G.A. OF ANAMBRA STATE, NIGERIA

Ven. John Nweke, Ph.D.
Trinity Theological College, Umuahia Abia State
(In Affiliation with the University Of Nigeria Nsukka)

ABSTRACT

The purpose of the study was to investigate extent of the effect of insecurity on the management of secondary education in Ayamelum L.G.A of Anambra State. One research question and one null hypothesis guided the study. The population of study comprised of eight hundred and eighty nine (889) parents, whose children were secondary school students and three hundred and seventy six (376) secondary school teachers to make a population of 1265 drawn from the eight autonomous communities in the study area. The sample size of this study was 316 respondents which were selected through the process of multistage sampling technique. The instrument for data collection was researcher structured questionnaire titled: Extent of the Effect of Insecurity on the Management of Secondary Education Questionnaire (EIMSEQ). The instrument was validated by three experts. A test of reliability was conducted at Ihiala L.G.A. Data from the pilot test were computed statistically using Cronbach processing method which yielded an overall reliability co-efficient of. 93. The researcher employed two (2) research assistants from each of the eight towns in the L.G.A to make a total of sixteen (16) research assistants. The data generated were analyzed, using mean scores based on real units of numbers. The decision rule for hypothesis was if t-calculated was (less than) t-critical value, was less than significance, the hypothesis was accepted as stated. Findings indicated that effects of insecurity on the management of secondary education in Ayamelum L.G.A of Anambra State, is in a very high extent. As a result, it was recommended among others that Nigeria government must begin with our laws, their enforcement mechanisms and strengthening our institutions to withstand external pressure.

Keywords: Insecurity; Management; Secondary Education.

Introduction

Dictionary of Oxford language defined insecurity as uncertainty or anxiety about oneself, lack of confidence. It further described insecurity as the state of being open to danger or threat, lack of protection. It is a state of societal habituate in which citizens are persistently afraid of interference on their wellbeing by unauthorized fellows like bandits, unknown gunmen, herdsmen and bokoharam insurgents.

In Nigeria, Owonikoko (2021) stated that students have been risking their lives for an education. Like in most parts of the world, schooling comes with its fair share of challenges but when students risk loosing their freedom or lives at school, the nations tomorrow is under attack. Such situation is therefore, referred to as insecurity. Where going to school is tantamount to charging into battle amid a swarm of bullets, what chances do the average Nigeria child have for a better education?

Owonikoko (2021) continued to report that about 800 secondary school and university students had been kidnapped within six months. This abductions were not new, following this report. Everyone in Nigeria was

aware when at the wake of 2014 when 276 girls were abducted from Government girls' secondary school, Chibok, Boronu State. It is recorded that the abduction of Chibok girls sparked off outrageous condemnation from local and international community for the Jonathan administration. The outrage condemnation did not stop the insecurity in Nigeria (GCPEA, 2020).

This day news paper of December 11, 2020, reported that 344 male students were abducted from their hostels in Government Science secondary school, Kankara, Katsina State. In a space of about two weeks GCPEA (2021) reported that 80 students were abducted from Islamye school Mahuta, Kaduna State Sadiq, Alumadu, Yaba, Saidu Oloyede, Bashir, Okeke, Ibrahim (2021) reported that in Zamfara State, about 279 girls were kidnapped from the government secondary school Jangebe on February 26, 2021. In June 15, 2021 Wikipedia, reported the disruption of SSCE examinations in various secondary schools in the south East states of Nigeria by the unknown gunmen who claimed to be members of IPOB, for the enforcement of sit-at-home order by the group.

These activities of the bandits and unknown gunmen has effect on the effective management of secondary education in Nigeria in many ways. Effects of insecurity on the school administration in Nigeria education institutions as Ogunode, Ahaotu and Obi (2021) suggested included the following: loss of manpower in educational institutions, poor quality of education, increase in educational spending, distributions of infrastructural facilities, brain-drain, closure of educational institutions, educational wastages, discouragement of educational pursuit by children and encouragement of foreign educational internal displacement of learners.

By the implications of the above stance of the authors, loss of manpower in educational institutions makes the administration education difficult. This is because the administration of the education system-depends of the quality and quantity of professional teachers available. Obviously, insecurity in Nigeria has much effects on the management and administration of secondary education because many of the professional teaches in the system have lost their lives to the problem of insecurity in the country. It has reduced the number of qualified teaches for effective management of secondary education, especially in the northern part of the country. Insecurity in Nigeria is believed to be responsible for the death of officers, educational institutions, staff and students, Abba, Abubaka and Ogunode (2021). The cable (2019) citing the United Nations Educational, Scientific and Cultural Organization (UNESCO) said, Boko Haram has killed 2300 teachers in Nigeria's North-East since the start of the insurgency in 2009. This shows that the quality of education in Nigeria drops in standard as a result of insecurity which brought ineffective management of secondary education in the country.

Management on the other hand is the co-ordination and integration of human and material resources to achieving stated objectives. According to Anukam, Okunamniri and Ogbonna (2008), management is regarded as a process by which responsible persons in an organization combine resources to achieve the desired ends. These responsible persons make the management while the resources that are combined are the human, material and financial resources. These are the resources that are managed in an organization such as the school system, (Nweke, 2013).

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The school system is an important organization where such responsible persons as management play major roles for the proper management of the system. Effective management of the school system engenders the development of the system and the overall achievement of educational goals for national harmony and development.

Educational goals of the school system target effective teaching and learning. The issue of major concern here is the disruptive nature of insecurity to the achievement of educational goals in Ayamelum L.G.A of Anambra State. Particularly, it concerns the management of secondary education in the study area.

Secondary education is the second tier of education. It is the education children receive after primary education and before tertiary stage (FRN, 2013). In Nigeria, there are five categories of secondary schools. They are unity secondary schools being managed by the Federal government, public or government secondary schools which is managed by various state governments of the federation, mission secondary schools owned and managed by different Christian denominations, public-mission secondary schools, jointly owned and managed by both government and churches, and then private secondary schools which are privately owned and managed by some individuals or organizations (Nweke 2013). These are the secondary schools in Ayamelum L.G.A which we examined in this study.

Statement of Problem

As said earlier, the state of insecurity in Nigeria is so alarming that every facets of the national life are grossly affected; the management Secondary education in Ayamelum L.G.A, Anambra State is not an exceptional from the insecurity index of Nigeria. In 2014, the traditional ruler of Ifite-Ogwari in Ayamelum L.G.A, Ofuebe (2014) reported to the council of traditional rulers that Fulani herdsmen invaded his community. They killed scores of people including eight secondary school children and 2 teachers, kidnapped some and raped some women in their farms. This left the community deserted for some months and students were not going to school. In Edo (2015) reported that in March, 2015 Umumbo community in Ayamelum L.G.A was attacked by suspected Herdsmen and three secondary school students and a teacher were killed. The community has been in fear of attacks which nobody knows when it would come and for that parents had been sending children and wards out of the community. Ogbe High school Anaku was attacked by the Unknown gunmen, during the 2021 senior secondary school certificate examination for not obeying the sit at home order, Mgbo (2021), Onuorah (2021) reported that the President General of Omor community was kidnapped and killed by suspected killer herdsmen, when the bargain for ransom seemed to have failed. The whole community was in disarray including schools and colleges, everyone scampered for his or her life. The problem of this study therefore, what are the effects of insecurity on the management of secondary education in Ayamelum L.G.A., Anambra State.

Research Question

What is the extent of the effect of insecurity on the management of secondary education in Ayamelum L.G.A of Anambra State?

Hypothesis

There is no significant difference in the mean ratings of teachers and parents regarding the

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extent of the effect of insecurity on the management of secondary education in Ayamelum L.G.A of Anambra State.

Research Method

This study adopted a descriptive survey search design to investigate the extent of the effect of insecurity on the management of secondary education in Ayamelum L.G.A of Anambra State. The population of study comprised of eight hundred and eighty nine (889) parents, whose children were secondary school students and three hundred and seventy six (376) secondary school teachers to make a population of 1265 drawn from the eight autonomous communities in the study area. The sample size of this study was 316 respondents which were selected through the process of multistage sampling technique. The instrument for data collection was researcher structured questionnaire titled: Extent of the Effect of Insecurity on the Management of Secondary Education Questionnaire (EIMSEQ).

The instrument was validated by three experts, two were from the department of Educational Management and Policy, Nanmdi Azikiwe University Awka, Anambra State while the other came from the department of Measurement and Evaluation of the same university. A test of reliability was conducted at Ihiala L.G.A. Anambra State to check the internal consistency of the instrument. Data from the pilot test were computed statistically using Cronbach processing method. The following results were obtained Cluster B (1). 98 and an overall reliability co-efficient of. 93. The researcher employed two (2) research assistants from each of the eight towns in the L.G.A to make a total of sixteen (16) research assistants.

These research assistants were properly briefed on the purpose of the study and how to administer the instrument. The data generated were analyzed, using mean scores based on real units of numbers interpreted as follows: those items that had mean ratings falling between 2.50 and 3.49 were regarded as high extent, those that fell between 0.00 and 2.49 were regarded as low extent. The decision rule for hypothesis was if t-calculated was (less than) t-critical value, was less than significance, the hypothesis was accepted as stated.

Presentation of Results

Table 1: Respondents Mean Ratings on the Extent of the effect of insecurity on the management of Secondary Education in Ayamelum L.G.A., Anambra State. (N=298)

S/N	Items Description	$\bar{X}$	REMARKS
1.	Denies secondary schools the opportunity to get infrastructure	3.09	High Extent
2.	Makes teachers to abandon teaching	3.08	High Extent
3.	Causes closure of secondary schools	3.20	High Extent
4.	Causes educational wastages	3.16	High Extent
5.	Discourages educational pursuits	2.61	High Extent
6.	Encourages foreign education	1.88	Low Extent
7.	Internally displaces students	3.30	High Extent
8.	Causes loss of man power	3.15	High Extent
9,	Increases cost of education	1.83	Low Extent
10.	Causes poor quality of education	1.98	Low Extent
	Cluster Mean	**2.73**	High Extent

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Data in table 1 show that item 1, 2, 3, 4, 5, 7 and 8 with mean ratings of 3.09, 3.08, 3.20, 3.16, 2.61, 3.30 and 3.15 respectively were all high extent as their mean ratings are between 2.5 to 3.49. While item 6, 9 and 10 with the mean ratings of 1.88, 1.83 and 1.98 respectively were all low extent by the respondents as their mean ratings are between1.50 to 2.49. This showed that the high extent items are the extent of the effect of insecurity on the management of secondary education in Ayamelum L.G.A, Anambra State.

Hypothesis

There is no significant difference in the mean ratings of teachers, and parents of secondary school student regarding extent of effect of insecurity on the management of secondary education in Ayamelum L.G.A., Anambra State.

Table 2: summary of t-test analysis of significant difference in the mean ratings of teachers and parents of secondary school students, regarding, extent of the effect of insecurity on the management of secondary education in Ayamelum L.G.A, Anambra State.

GROUP	*N*	$(\bar{X})$	SD	DF	t-cal	t-crit	Decision
Teachers	**143**	**2.81**	**0.93**				
				296	**1.39**	1.96	Accepted
Parents	**155**	**2.66**	**0.94**				

Data in table 2 show that the calculated value of t is 1.39 which is less that the critical or table value of t which is 1.96 at 0.05 level of significance and 296 degree of freedom. Since t-calculated is less than the t-critical value, we accepted the null hypothesis as stated earlier i.e. there is no significant difference in the mean ratings of teachers and parents of secondary school students regarding extent of the effect of insecurity on the management of secondary education in Ayamelum L.G.A, Anambra State.

Conclusion

From the results of the analysis, a number of conclusions were drawn.

- ❖ Effects of insecurity on the management of secondary education in Ayamelum L.G.A of Anambra State, is in a very high extent.
- ❖ Students abhorred secondary education as a result of insecurity.
- ❖ There was mass exodus of secondary school students from the study area to other places.
- ❖ The cost of education is now heavier on parents to cope with
- ❖ Secondary school teachers in the study area are now seeking transfers to other places or abandon teaching entirely.
- ❖ The future of secondary education is blink in Ayamelum L.G.A of Anambra State.

Recommendations

- Nigeria government must begin with our laws, their enforcement mechanisms and strengthening our institutions to withstand external pressure.

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- The National Assembly will passed a bill that places death penalty on kidnapping. This should be adopted in every state of the Federation.
- When kidnappers and bandits know that they have no option of giving on bail when caught in the act, their body language changes.
- The privileges afforded to terrorists and kidnappers by the Buhari administration must be withdrawn
- There must be clear mechanisms that enable security agents to work with the least interference from both state and non-state actors.
- The rule of law must take its course in this country on insecurity.
- Enacting and enforcing the right laws is a step in the right direction but it is not enough. Government must think and act more holistically by addressing the socio-economic factors that facilitate kidnapping and restiveness.
- Government must address causal factors such as poverty, injustice, nepotism, marginalization, corruption, amongst others if it must get to the root of the issue of insecurity in Nigeria.
- If Government tackles them head-on, it must raise her national intelligence through orientation and education for Nigerians to fight this menace on an individual level.
- Schools must teach students how to respond to security emergencies.
- Students must be taught basic self-defense and evasive skills that makes it harder for kidnappers to simply whisk students off without a run for their lives.
- Schools must invest in their security infrastructure to make themselves less vulnerable to kidnappers.
- Round-the-clock surveillance systems and well-lit surrounding are a turn off for kidnappers.
- Schools must also arrange with law enforcement agencies for periodic patrols and inspections within and outside the school fence to ensure there are no ongoing breaches.
- Government must spend money, time and attention where it matters than hand it to unscrupulous elements of society who make merchandise of the system without fulfilling the obligations.
- Schools must be made less suicidal mission for teachers and students.
- Town Unions and Traditional Rulers of every community in Nigeria must endeavour to beef up security surveillance in their towns and villages.
- Community heads should form a synergy between their security operatives with the government apparatus.
- Finally, everyone – men, women, adults, youths and children should as a matter of necessity be security conscious. If you see something say something.

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