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CAUSES OF INSECURITY IN THE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS INWUKARI LOCAL GOVERNMENT AREAS, TARABA STATE

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ABSTRACT

The study investigated the Causes of Insecurity in the Administration of Public Secondary Schools in Inwukari Local Government Areas, Taraba State. The study employed a descriptive research design. The population comprised all the 415 principals and teachers in the 34public secondary schools in Wukari Local Government Area of Taraba State. The population comprised 415 teachers and principals while the sample of the study was 204 respondents. Simple random sampling technique was employed in sampling the respondents. The instrument used for collecting data for the study was a researcher structured questionnaire titled 'Causes of Insecurity in the Administration of Public Secondary Questionnaire" (CIAPSSQ). The internal consistency of the questionnaire instrument was obtained using Cronbach Alpha approach. From the analysis, the entire items gave a reliability coefficient of 0.77. Statistical mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. The study revealed that: high rate of unemployment among the youth, Corrupt leadership rendered by political leaders, high rate of poverty in the land, weak judicial system that pervert justice in the society, recurring ethno-religious conflicts, lack of proper security architecture to protect lives, high level of proliferation of arms through the porous borders that linked the community, feeling of marginalization by some groups are the main causes of insecurity are the causes of insecurity in the administration of public secondary schools while armed banditry, armed robbery, kidnapping, ethno-religious conflicts, Boko haram insurgency, Fulani herdsmen attack and post-election violence are the major types of insecurity in public secondary schools in Wukari Local Government Area of Taraba State. Based on the findings the study recommended that government should educate the youths properly and provide them with gainful employment to discourage acts that are capable of fueling violence or conflicts and that security check points and barracks should be built around our borders to check influx of arms and bandits.

Keywords: Insecurity, Administration, Secondary School, Possible Solutions

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Introduction

Administration is the application of organization resources for the achievement of organizational objectives. Administration is found in all institutions. In education, generally, we have school administration and in specific, we have university administration, secondary school administration and basic school administration. Ogunode &Ahaotu (2021) defined school administration as the internal administration of the school that deals with day-to-day planning, organizing and coordination of the school activities with the aim of achieving its objectives. It is the systematic way of using the school resources for the execution of the school programme and for the purposes of realizing the objective of the school.

Notwithstanding, in spite of the role administration plays in in human life, it is often threatened by this unwanted element called insecurity. It is important to state here that school administration has been under the attack of insecurity across the globe and more pronounced in developing countries like Nigeria for a long time now with many attendant consequences on school administration which is vital key to national growth and development. As sated earlier, school administration is vital to school development and the development of our nation. But without security, these objectives will be a mere day dream.

Insecurity is currently a global problem that affects almost all developed, developing and underdeveloped countries of the world. This tetra-headed monster had inflicted more harm in schools where teaching and learning that provide basis for development takes place. Global Coalition to protect Education from Attack (2020) posited that attacks on schools were the most frequent forms of attack on education during this period of insecurity. Two-thirds of all reported attacks on education collected by GCPEA took this form, with over 7,300 incidents. More than 1,000 attacks on schools were reported in each of the two most heavily affected countries:

DR Congo and Yemen, between 500 and 999 attacks on schools were reported in two countries-Palestine and Syria. In contrast, 26 profiled countries experienced fewer than 500 documented attacks on schools. Examples of attacks on schools include DR Congo, violence in the greater Kasai region in 2016 and 2017, as well as an upswing in violence in Ituri, Tanganyika, Mai-Ndombe, and North Kivu provinces, led to attacks on education infrastructure, students, and teachers. In 2018, in Tanganyika province alone, at least 348 schools were burned or completely destroyed, according to the UN Office for the Coordination of Humanitarian Affairs (OCHA).

The UN also documented 161 incidents of attacks on schools, including 153 incidents that were verified in 2017 alone in Irag. In June 2017, UN sources verified that 21 schools in Kirkuk governorate had been damaged by airstrikes, bombardment, or crossfire. Attacks across the country included

airstrikes, mortars, and explosives. In Palestine in 2017, the UN documented 170 education-related incidents, including clashes in the vicinity of schools, search and arrest operations in schools, and settler violence against schools, restrictions on access to education, arrest and intimidation of students and teachers, and military presence in the vicinity of schools.

United Nations reported that 40 percent of the country's schools were damaged or destroyed by fighting between 2013 and 2019 in Syria. According to UN data, 142 attacks on schools reportedly occurred in 2018. In the first three quarters of 2019, the UN verified 145 attacks on schools. GCPEA found that airstrikes comprised the most common form of attack, along with ground strikes, artillery, and mortars, and that these attacks injured students and teachers and caused damage to educational facilities. As in the previous reporting period, Yemen remained the country with the highest number of educational institutions damaged, destroyed, or used for military purposes. More than 1,700 instances of attacks on schools occurred in Yemen between March 2015 and December 2018, according to Education Cluster data reported by OCHA.

According to Nwobodo and Udenbunu (2017), in France some learners went to school armed, putting the teachers and their fellow learners into fear. It has also been reported that a school security guard was killed in cold blood by two robbers who robbed in their school. The authors also reported a case where the Police were searching for a student who shot their school principal and injured a 12-year-old student standing by him. They also noted that a senior secondary school student at Zama Zulu died after being accidentally shot with his father's gun by a friend in front of the class. A student in South Africa was whipped to the point of losing consciousness and another student punched in the face by a teacher. . All these are global evidences of the negative impact of insecurity on educational administration. Nigeria as part of the global community is not left out of this problem.

In Nigeria, Owonikoko (2021) stated that students have been risking their lives for education. Like in most parts of the world schooling comes with its fair share of challenges but when students risk losing their freedom or lives at school, the nation 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? The author continued to report that about 800 secondary school and university students had been kidnapped within six months. These 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, Borno 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 newspaper (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 Global Coalition to Protect Education from Attack (2021) reported that 80 students were abducted from Islamiya school Mahuta, Kaduna State. Sadiq et al (2021) reported that in Zamfara State, about 279 girls were kidnapped from the government secondary school Jangebe on February 26, 2021. These activities of the bandits and unknown gunmen have adverse effects on the effective administration of secondary education in Nigeria in many ways. Effects of insecurity on the school administration in Nigeria education institutions as Ogunode et al (2021) observed include loss of manpower in educational institutions, poor quality of education, increase in educational spending, brain-drain, closure of educational institutions, educational wastages, discouragement of educational pursuit by children, encouragement of foreign education and internal displacement of learners among others. By the implications of the above stance of the authors, loss of manpower in educational institutions makes the administration of education difficult. This is because the administration of the education system-depends on the quality and quantity of professional teachers available.

Insecurity in Nigeria is believed to be responsible for the death of educational officers, educational institutions, staff and students. The cable (2019) noted that, Boko Haram has killed 2300 teachers in Nigeria's North-East since the emergence 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 administration of secondary education in the country.

Many people would take it to mean lack of safety or the existence of danger; hazard; uncertainty; lack of trust; doubtful; inadequately guarded or protected; lack of stability; disturbed; lack of protection and unsafe. Achumba (2013) defined insecurity as the state of being unsafe or insecure or a state of mind characterized by self-doubt and vulnerability. According to Belland (2005), insecurity is the state of fear or anxiety stemming from a concrete or alleged lack of protection. Whatever definition is offered insecurity represent a state of danger and uncertainty, it portrays the vulnerability of the society to invasion of unwanted elements whose mission is to steal, kill and destroy lives and properties. This has been the case in Wukari local government of Taraba state for many decades thereby impacting negatively on its educational institutions especially that of secondary schools. Insecurity is triggered by many forces.

There are many causes of insecurity particularly in Nigeria. These include: High rate of unemployment: Unemployment especially among the youth is one of the reason for the security challenges. Sasu

(2022) observed that in 2021, the unemployment rate in Nigeria is estimated to reach 32.5 percent. This figure is projected to increase further in 2022. Chronological data show that the fourth quarter of 2020, over 33 percent of the labor force was unemployed. The number of unemployment in Nigeria has been on the rise especially among the youths. This phenomenon has forced may youth to engage in evil acts such as kidnapping, banditry, armed robbery etc. The high numbers of youth that are not employed are also lured into criminal activities such as thuggery and drug abuse. Chukwuemeka (2021) observed that ten percent of the country's young citizens are officially unemployed.

Zubairu (2020), noted that the increasing incidences of insecurity are symptoms of weak, marginal or exploitative government systems in Nigeria. The government's inability to provide public services and meet the basic needs of the masses has created a group of frustrated people who are easily classified as violent by any event. For instance we have the case of Biafra agitators known as IPOB in the South Eastern Nigeria, banditry and kidnapping in the North with Fulani Herdsmen and Boko haram. Infarct almost all parts of Nigeria has one group or the other that are threatening the security of the nation. The failure of Nigerian government to fix the challenges of poverty and the unequal distribution of wealth among ethnic nationalities, this has contributed to the country's present security challenges.

Chukwuemeka (2021) observed that the weakness of the Nigerian judiciary system creates uncertainty in Nigeria. People feel insecure when criminals are released. Many criminals have purchased their freedom with money in the country. The legal systems have abandoned its people and have released all kinds of people who committed atrocities. A good example is the released of some Boko haram convicts by the Muhammadu Buhari administration as well as the release and entrenchment of corrupt political officers through perceived unjust court judgements.

Zubairu (2020) submitted that Nigeria's security system is seen as very poor in both personnel and equipment. Security officers are poorly and poorly trained and poorly remunerated. As a result, the requisite expertise is not available to meet modern security challenges. The contribution of the security personnel to the Nigerian project of ensuring general safety is equally of serious concern.

Chukwuemeka (2021) further explained that due to government inadequate security equipment in both weapons and training. It leads to the poor disposition of the security personnel. In many cases, security officers tasked with certain security responsibilities lack the experience and equipment to handle situations so that they will not arise.

Chukwuemeka, (2021) observed that corruption is already a part of life in the country and unfortunately, is now part of Nigeria's economic problems, and public appropriation. It has gained popularity in our

system of government. This creates financial insecurity which has exacerbated poverty. There is corruption in public office at all levels and this has created a lot of instability in our country. Insecurity is a problem to educational goals of the school system which target effective teaching and learning. The issue of major concern here is the disruptive nature of insecurity to the achievement of educational goals. It is against this background that the researcher sought to investigate the cause of insecurity on public secondary school administration in Wukari Local Government Areas, Taraba State.

Statement of the Problem

Insecurity is a threat to effective and efficient school administration particularly at the secondary school level of education thereby posing a danger to the future of our communities and the nation at large. Ogunode and Fatima (2021) noted that insecurity is threatening the development of education in Nigeria. It is important to note that continuous attack on educational institutions by Boko haram insurgents, armed bandits, kidnappers, religious and tribal conflicts and other violent activities such as post-election violence, Fulani herdsmen attack on farmers, armed robbery among others have diverse negative consequences in school administration which is basically concerned with arrangements of school inputs for the smooth realization of school objectives. Apart from direct attack on educational institutions, the communities where these evil activities are carried out put educational administration in danger because people live will be at risk.

Communities and nations bedeviled with insecurity challenges have difficulties in achieving the goals of education which can only be guaranteed under effective and efficient administration. In most local government areas where secondary education is dominant, insecurity is seriously threatening its administration thereby posing a great danger to the entire educational system and the nation as a whole.

Today, secondary school administration has been in danger in most part of Nigeria due to rising insecurity. Insecurity has led to destruction of school facilities that aid effective and efficient administration, displacement of administrators, teachers, students and parents or guardians thereby leading to closure of most schools, reduction in enrolment rate as well as government and private investment in education, discouragement of learners, economic hardship that frustrate the need for education among parents, psychological trauma that leads to social vices such as drug abuse, occultism, political thuggery etc.

Several researchers have investigated the issue of insecurity in the world, Nigeria and particularly in Wukari local government area of Taraba state with a view to expose the causes and proffer solutions to them, yet the problem of insecurity still lingers on at all levels with its attendant consequences in secondary school administration that provide the basis for quality education in our nation. The researcher is aware that insecurity in

Wukari has not just lingered on but has become a bit complex and unpredictable year after year causing a great setback at the educational institutions in the area. It is against this backdrop that the researcher intends to investigate the cause of insecurity on public secondary school administration in Wukari Local Government Areas, Taraba State.

Purpose of the Study

The purpose of the study was to examine the cause of insecurity on public secondary school administration in Wukari Local Government Areas, Taraba State. Specifically, the study examined:

1. The causes of insecurity affecting public secondary schools' administration in Wukari Local Government Area of Taraba State.
2. The types of insecurity affecting public secondary schools' administration in Wukari Local Government Area of Taraba State.

Research Questions

The following research questions guided the study:

1. what are the causes of insecurity affecting public secondary schools' administration in Wukari Local Government Area of Taraba State.
2. What are the types of insecurity affecting public secondary schools' administration in Wukari Local Government Area of Taraba State?

Research Hypotheses

1. There is no significant difference in the mean responses of the secondary school principals and teachers on the causes of insecurity affecting public secondary schools in Wukari Local Government Area of Taraba State.
2. There is no significant difference in the mean responses of the secondary school principals and teachers on the types of insecurity affecting public secondary schools in Wukari Local Government Area of Taraba State.

Methodology

The research design adopted in this study was descriptive survey. Descriptive survey design according to Nzeneri (2002) deals with what is happening at present and it handles situational problems as they are, without manipulation of variables. It also allows the researcher to make recommendations based on findings from the data collected. The population comprised all the 415 principals and teachers I n the 34public secondary schools in Wukari Local Government Area of Taraba State. 204 respondents were sampled from the total population of 415 comprising 34 principals and 170 teachers in 34 public secondary schools in Wukari local government area. Simple random sampling technique was employed in sampling the respondents. To achieve this Taro Yamane standard method for sample size calculation was used. Taro Yamane in 1967 developed this sampling method to determine the sample size from a given population. The instrument used for collecting data for the study was a researcher structured questionnaire titled 'Effects of Insecurity on Public Secondary School Administration Questionnaire" (EOIOPSSAQ) in Wukari

local government area, Taraba state. For these items to be rated, a four Likert scale was used to identify the effects of insecurity in public secondary school administration in Wukari local government area. Strongly Agree (SA) =4points, Agree (A) =3points, m Disagree (D) =2points and Strongly Disagree (SD) =1point. The respondents were asked to tick against each item in the appropriate column that mostly represents their opinion based on their degree of agreement with the statement. The questionnaire was given to the researcher's supervisor and two other experts in Measurement and Evaluation in the Department of Educational Foundations, Faculty of Education, Federal University Wukari and National Open University, Ikorodu Model Study Center Lagos state to validate and check for face and content validity of the instrument. The validation of the questionnaire ensured that the language and content of the instrument were appropriate to issues being investigated. Their corrections and amendments were incorporated in the final version of the instrument. The internal consistency of the questionnaire instrument was obtained using Cronbach Alpha approach. From the analysis, the entire items gave a reliability coefficient of 0.77. This figure shows that the instrument has a high internal consistency which made it good for the study. Descriptive statistics such as mean and standard deviation were used to answer the research questions. The hypotheses were tested using t-test at 0.05 level of significance with the aid of the current version of windows statistical package for social science (SPSS20). Decision rule: items with mean of 2.50 were recorded as agree (A). While item that scored 2.49 and blow were recorded as disagree. The null hypotheses were rejected if the t-calculated was greater than the t-critical at 0-.05 level of significance. The null hypotheses were not rejected when the t-calculated was lesser than the t-critical.

Results

Research Question 1: What are the causes of insecurity affecting public secondary schools in Wukari Local Government Area of Taraba State?

To answer this question, the causes of insecurity affecting public secondary schools were measured using a 4-point Likert-scale. Teachers were requested to indicate their agreement or otherwise to the items on the causes of insecurity affecting public secondary schools. The frequency, percentage, means and standard deviations of their responses are presented in Table 2.

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Table 1: Principals and Teachers responses to the items on the causes of insecurity affecting public secondary schools in Wukari Local Government Area of Taraba State.

S/N	Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Deviation
1	High rate of unemployment among the youth in Wukari local government area.	135 (67.5%)	56 (28.0%)	7(3.5%)	2(1.0%)	3.62	.606
2	Corrupt leadership rendered by political leaders.	86 (43.0%)	107 (53.5%)	6(3.0%)	1(0.5%)	3.39	.574
3	High rate of poverty in the land.	86 (43.0%)	107 (53.5%)	6(3.0%)	2(0.5%)	3.45	.655
4	Weak judicial system that perverts justice in the society.	67 (33.5%)	112 (56.0%)	19 (9.5%)	2(1.0%)	3.22	.651
5	The recurring ethno-religious conflicts in Wukari Local Government area.	74 (37.0%)	118 (59.0%)	6(3.0%)	2(1.0%)	3.32	.582
6	Lack of proper security architecture to protect lives.	58 (29.0%)	125 (62.5%)	16 (8.0%)	1(0.5%)	3.20	.593
7	High level of proliferation of arms through the porous border that linked the community.	78 (39.0%)	123 (61.5%)	12 (6.0%)	2(1.0%)	3.24	.601
8	The feeling of marginalization by some groups.	58 (29.0%)	125 (62.5%)	22 (11.0%)	7(3.5%)	3.21	.774

Table 1. Shows the frequency, percentage, means and standard deviations of the items. It revealed that the means of the responses ranged from 3.20 to 3.62, while the standard deviation of the teachers' responses ranged from 574 to 774. Using mean rating, a large proportion of teachers (3.62) agreed that the major cause of insecurity affecting public secondary schools was high rate of unemployment among the youth in Wukari local government area, followed by high rate of poverty in the land (3.45) and corrupt leadership rendered by political leaders (3.39). Also, they agreed that the recurring ethno-religious conflict in Wukari local government area can cause insecurity affecting public secondary schools (3.32), followed by high level of proliferation of arms through the porous borders that linked the community (3.24), followed by a weak judicial system that pervert justice in the society (3.22) to the feeling of marginalization by some groups (3.21). However, the least factor that causes insecurity affecting public secondary schools in Wukari Local Government Area of Taraba State as reported by the respondents was lack of proper security architecture to protect (3.20).

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Research Question 2: What are the types of insecurity affecting public secondary schools in Wukari Local Government Area of Taraba State?

To answer this question, the types of insecurity affecting public secondary schools were measured using a 4-point Likert-scale. Teachers were requested to indicate their agreement or otherwise to the items on the types of insecurity affecting public secondary schools. The frequency, percentage, means and standard deviations of their responses are presented in Table 3.

Table 2: Principals and Teachers responses to the items on the types of insecurity affecting public secondary schools in Wukari Local Government Area of Taraba State.

S/N	Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Deviation
1	Armed banditry in Wukari local government.	65 (32.5%)	70 (35.0%)	59 (29.5%)	6 (3.0%)	2.97	.862
2	Armed robbery.	40 (20.0%)	89 (44.5%)	57 (28.5%)	14 (7.0%)	2.78	.847
3	Kidnapping.	46 (23.0%)	103 (51.5%)	38 (19.0%)	13 (6.5%)	2.91	.822
4	Communal conflicts	82 (41.0%)	106 (53.0%)	12 (6.0%)		3.35	.591
5	Boko haram insurgency.	23 (11.5%)	54 (27.0%)	73 (36.5%)	50 (25.0%)	2.25	.960
6	Fulani Herdsmen attack.	57 (28.5%)	111 (55.5%)	28 (14.0%)	4 2.0%)	3.11	.705
7	Post-election violence.	60 (30.0%)	102 (51.0%)	33 (16.5%)	5 (2.5%)	2.82	730

Table 2 shows the frequency, percentage, means and standard deviations of the items. It revealed that the means of the responses ranged from 2.25 to 3.35, while the standard deviation of the teachers' responses ranged from 591 to 960. Using mean rating, a large proportion of teachers (3.35) agreed that Ethno-Religious conflicts was the major type of insecurity affecting public secondary schools in Wukari Local Government Area of Taraba State, followed by Fulani herdsmen attack (3.11) and Armed banditry in Wukari local government and its environs (2.97). Also, they agreed that kidnapping was one of the types of insecurity affecting public secondary schools (2.91), followed by post-election violence (2.82) and lastly to armed robbery (2.78). However, majority of the respondents (2.25) did not agree that boko haram insurgency was one of the types of insecurity affecting public secondary schools in Wukari Local Government Area of Taraba State.

Testing of Hypotheses

Ho 1: There is no significant difference in the mean responses of the secondary school

principals and teachers on the causes of insecurity affecting public secondary schools in Wukari Local Government Area of Taraba State.

Table 3: Summary of t-test of Principals and Teachers' response on the causes of insecurity affecting public secondary schools' administration.

Position	N	Mean	SD	df	t	Sig	P	Remark
Principal	34	27.35	2.485					
				198	1.604	0.110	>0.05	NS
Teacher	166	26.50	2.887					

The test of independent T-test shows that 34 were principals while 166 were teachers. It further shows that the principals had the mean and standard deviation of 27.35 and 2.485 respectively while the teachers had mean and standard deviation of 26.50 and 2.887 respectively. The result revealed that the mean response of secondary school principals and teachers has no significant difference on the causes of insecurity affecting public secondary schools in Wukari Local Government Area of Taraba State.
(t value = 1.604, Sig. =0.110>p=0.05).

Ho 2: There is no significant difference in the mean responses of the secondary school principals and teachers on the types of insecurity affecting public secondary schools in Wukari Local Government Area of Taraba State.

Table 4: Effect of Principals and Teachers' position on the types of insecurity affecting public secondary schools' administration.

Position	N	Mean	SD	df	t	Sig	P	Remark
Principal	34	19.41	3.359					
				198	-1.303	0.194	>0.05	NS
Teacher	166	20.33	3.824					

The test of independent T-test shows that 34 were principals while 166 were teachers. It further shows that the principals had the mean and standard deviation of 19.41 and 3.359 respectively while the teachers had mean and standard deviation of 20.33 and 3.824 respectively. The result revealed that the mean response of the secondary school principals and teachers has no significant difference on the types of insecurity affecting public secondary schools in Wukari Local Government Area of Taraba State.

(t value = -1.303, Sig. =0.194>p=0.05).

Discussions of Findings

The result of the findings showed that the respondents agreed that high rate of unemployment among the youth, Corrupt leadership rendered by political leaders, high rate of poverty in the land, weak judicial system that pervert justice in the society, recurring ethno-religious conflicts, lack of proper security architecture to protect lives, high level of proliferation of arms through the porous borders that linked the community, feeling of marginalization by some groups are the main causes of insecurity. These causes definitely affect the administration of public secondary schools in Wukari Local Government Area of Taraba state.

This finding is in line with Manga (2019) who noted that crime, kidnapping, conflicts and armed robbery among others are the major causes of insecurity. The finding is also in line with the works of ThankGod, et al (2023) who found out that the causes of insecurity include wrong religious teaching, hatred among the people, inequality or marginalization, lack of justice, tribalism, political motivations, leadership failure or bad leadership, poverty, porous border among others.

Also, the first hypothesis noted that principals and teachers' responses on the causes of insecurity in Wukari Local Government Area do not significantly differ. The result of the study showed that both principals and teachers agreed that high rate of unemployment among the youth, Corrupt leadership rendered by political leaders, high rate of poverty in the land, weak judicial system that pervert justice in the society, recurring ethno-religious conflicts, lack of proper security architecture to protect lives, high level of proliferation of arms through the porous borders that linked the community, feeling of marginalization by some groups are the main causes of insecurity. This is in line with ThankGod et al (2023**)** who stated that there is no significant difference in the responses of school administrators, students and teachers on the causes of insecurity affecting public secondary school administration. This means that high rate of poverty, corrupt leadership, the quest for dominance among religious and ethnic groups in the country, high rate of illiteracy are major causes for insecurity.

The result of the finding showed that armed banditry, armed robbery, kidnapping, ethno-religious conflicts, Boko haram insurgency, Fulani herdsmen attack and post-election violence are the major types of insecurity. These are the types of insecurity that is affecting the administration of public secondary schools in Wukari Local Government Area of Taraba state. The result of the finding is in line with Isaac (2014) who pointed that ethnic and religious conflicts are the most predominant in Wukari Local Government Area of Taraba state that have seriously affected educational progress in the community. In the same vein, Wada and Banketeli (2022) who noted that communal violence and ethno-religious conflicts are major types of insecurity that are responsible for other types of insecurity such as

kidnapping, arm banditry and post-election violence among others in the area. According to them these types of insecurity had negatively impacted on the educational development in Wukari Local Government Area.

The second hypothesis stated that there is no significant difference in the mean responses of the secondary school principals and teachers on the types of insecurity affecting public secondary schools' administration in Wukari Local Government Area of Taraba State. The result of the study showed that both principals and teachers agreed that armed banditry, armed robbery, kidnapping, ethno-religious conflicts, Boko haram insurgency, Fulani herdsmen attack and post-election violence are the major types of insecurity. This result is agreement with Wada and Banketeli (2022) who noted that there is no significant difference between the mean responses of head of schools and their assistants on the types of insecurity affecting educational development in Wukari Local Government Area. This implies that ethno-religious conflicts, banditry, kidnapping and post-election violence are the main types of insecurity threatening school administration in most part of the nation.

Conclusion

The result of the findings showed that insecurity had caused significant negative effects on school administration. These effects among others that is derailing the education system include but not limited to loss of manpower in educational institutions, especially public secondary schools, poor quality education in the community and the state as a whole, , destruction of school infrastructural facilities, brain drain among the nation productive population in the local government area, indefinite closure of educational institutions in the local government area, discouragement of educational pursuit by the children, internal displacement of leaners, reduction of private investment in education in the area, inadequate funding of education, suspension of extra-curricular activities in schools, suspension of examinations in schools, unstable academic calendar, low enrolment and retention, school administration disruption.

Recommendations

The study made the following recommendations based on the findings.

1. The government should educate the youths properly and provide them with gainful employment to discourage acts that are capable of fueling violence or conflicts.
2. Security check points and barracks should be built around our borders to check influx of arms and bandits.

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