



INFLUENCE OF INSECURITY ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOLS STUDENTS IN PLATEAU STATE

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Abstract

This study was to investigate the influence of insecurity on academic performance of secondary school students in Plateau state. A Survey research design was adopted, and data was collected from a sample of secondary school students in Plateau State. The target population this study is SSI and SSII students in all secondary schools in Plateau State. A sample of 265 students was selected using Krejcie and Morgan's formula. Two research questions and two hypotheses were formulated to guide the study. Means and standard deviations were calculated to answer the research questions and independent samples t-test were used for testing hypotheses. The responses obtained indicate that there are factors that constitute insecurity and influences academic performance in Plateau State. 5 question items were presented to the respondents. All the question items were accepted based on 2.50 decision point set in the study. Major findings revealed that factors that constitute insecurity among secondary school students in Plateau State that influence academic performance. The results show that insecurity has a significant negative impact on academic performance, attendance and motivation to learn. The study recommends that government and stakeholders should implement measures to address insecurity and provide support to affected students.

Keywords: Influence of Insecurity, Academic and performance Secondary School Students and Plateau State.



Introduction

Education is a critical aspect of human development, playing a crucial role in shaping individual, communities and societies. Education goes beyond literacy alone because for an individual, education means the provision of opportunity for him to realize his potentials, goals, and abilities in life. Education includes the acquisition of functional skills, moral identity, and ambition to succeed in life and thereby improve the society. Eunice and Zita, (2023), see education as having two ideas implicit in the world. One is that leading out into new knowledge and experience, the other is that of feeding and thereby growing and developing.

Education is the fulcrum that propels meaningful development to any nation. There is no nation that can achieve any development when the type of education given to the people at all levels especially at the higher level is that which makes the individual become a nuisance not only to himself but also to the society. This is because education is seen as the key factor for national development and empowering the citizens to master their environment in order to compete for survival, (Mbachu, 2021). Mbachu (2021) agrees that education has to be a powerful instrument and of good quality to enable the recipient grow into a functional member of his family and of his nation. It is obvious that several third world countries are enmeshed in poverty, disease infestation, unemployment, and harsh economic conditions.

The importance of education has been adequately discussed in many fora and in different literature (Nwanne-Nzewunwa, 2019; Ojukwu and Nwanma, 2015 and Ojukwu and Onuoha, 2016; Ossat, 2022). It is in realization of the importance of

education of the child that the government of the Federal Republic of Nigeria in its 1999 constitution made a declaration of the right of every Nigerian child to education, irrespective of gender, tribe, religion or race. It makes sense to state that the lofty vision of education as enunciated in the constitution of the Federal Republic of Nigeria would be realized in a serene and conducive school environment. According to Lehr (2024), 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 academic performance of the students.

Matters of insecurity are topical issues in today's Nigeria education. Insecurity in tertiary institutions is a social problem that cannot be over-emphasized because of its far-reaching implications and dire consequences on education, the economy and society in general. It is an issue that should be seriously tackled as Nigerians endeavour to forge a strong, just, democratic and egalitarian society. Although the issue of insecurity has attracted much public interest over the years, interest in solving the insecurity equation appears to be waning and even when the issue is addressed, little emphasis seems to be paid on the gory socio-economic, political and spiritual implications. (Blomberg, Hess and Orphanides (2016).

Insecurity has become a pervasive issue affecting various aspect of life, including education, in Nigeria, Plateau State like many other parts of the country, has experienced its fairshare of insecurity challenges ranges communal conflicts to banditry and kidnapping (Ostien, 2019).



Although insecurity has manifested in Nigeria since the colonial era, reaching a very high pitch during the nation's civil war between 1967 and 1970, the level of insecurity being experienced in the country since 1999 is not only unprecedented in the history of the nation, but takes diverse forms. For example, in Southwestern Nigeria, insecurity manifests in form of armed robbery, kidnapping for rituals, communal clashes and armed struggles between members of the National Union of Road Transports Workers (NURTW). In the South-south and Southeast regions, insecurity manifests in form of oil bunkering, pipe-line vandalization, kidnapping for ransom, communal clashes and armed struggles for political independence (via Movement for the Actualization of the Sovereign State of Biafra [MASSOB]). Insecurity in the three northern regions of the country manifests mostly in form of ethno-religious clashes, the most prominent of which is the activities of a religious fundamentalist group generally known as 'Boko Haram' (Western Education is forbidden).

The concept of insecurity connotes the state or quality of being insecure. Security in simple terms means protection of lives and properties from destruction. According to Onifode, Imhonopl and Uorim (2023) security is the dynamic condition which involves the relative ability of a state to counter threats to its core values and interest and their primary beneficiaries are the citizens. In addition, sharing the view Abraham Maslow, Onifode, Imhonopl and Uorim (2023) stated that an insecure person perceives the world as a life-threatening jungle, feels unsafe, unhappy, rejected, hostile, and pessimistic, shows a sign of tension, conflict and guilt, and tends to be neurotic and generally egocentric. It therefore seems that when a student studies in

an environment that is characterized by insecurity, the student may suffer socially, mentally and emotionally and it makes sense hypothetically to state that all these are likely to affect not only his behavior and psychosocial adjustment but may also affect his academic performance.

According to Ojukwu and Nwanma (2015), insecure school environment, including the dilapidated conditions and teachers' negative attitude to condone and accept the emotional needs of students, which will lead to undue influences and clashes of a local community interfering with school business. Also, they stated that in insecure school environments the psychological problems of the students are never met or carelessly handled, there are always segregations in the school community along religions, tribal and sectarian lines as students may ignore teachers' directives and may also challenge the teachers on certain concepts and school properties may likely be deliberately damaged by the students to show their disapproval of managements decisions (Ojukwu and Nwanma, 2015).

Academic performance entails that students are required to maintain a satisfactory academic record and meet the obligations of the courses they are enrolled (Ojukwu, and Nwanma 2015). Academic performance is the outcome of education, the extent to which a student achieved the educational goals. Put in another way, good academic performance is the personal comportment and commitment of the student to actualize his/her academic purposes which may include concentrating on one's studies, having confidence to success oriented academic activities in school and so in other to maximally actualize his life career or dream (Olofintoye, 2020).



Good or bad academic performance can make or mar the goals of a student's life as well as the national goals and development. A good academic performance would bring about the motivation and enthusiasm the student needs to attain a high academic standing when compared with his/her mates. It brings about resilience and makes the student success-oriented (Morgan, 2017).

Objective of the Study

The objectives of the study were to:

1. Determine the factors that constitute insecurity of the secondary schools' students in Plateau State that may influence academic performance.
2. Determine the influence of insecurity of the school on the academic performance of secondary school students in Plateau State.
3. Determine the statistical significance of the difference between the places of insecurity of secondary schools in Plateau State.
4. Investigate the difference between male and female students' academic performance due to insecurity of the secondary school students in Plateau State.

Research Questions

The following research questions were raised to guide the study.

1. What are the factors that constitute insecurity of the secondary schools' students in Plateau State that may influence academic performance?
2. How does the insecurity of the school influence academic performance of secondary school students in Plateau State?
3. What is the statistical significance of the difference between the places of

insecurity of secondary schools in Plateau State?

4. What is the difference between male and female students' academic performance due to insecurity of the secondary school students in Plateau State?

Hypotheses

Insecurity of school does not significantly affect the academic performance of secondary school students in Plateau State.

There is no significant difference between the performance of students affected by insecurity and those not affected among secondary schools in Plateau State.

There is no significant difference between male and female students' academic performance due to the insecurity of school in Plateau State.

Methodology

This study used a survey research design. The target population of this study is SSI and SS II students in all secondary schools in Plateau State. A sample of 265 students was selected using Krejcie Morgan formula. The instrument for data collection was a researcher constructed questionnaire by the researcher titled 'Assessment of the effect of insecurity in school and academic performance secondary school's students in Plateau State (AEISAPS)'. The questionnaire was constructed on a four (4) point rating scales and will anchored on a continuum of strongly agree, agree, disagree and strongly disagree with corresponding responses of 1,2,3 and 4 respectively. The research instrument was validated by three experts. The researcher personally administered the questionnaire to the respondents. Mean and Chi-square statistics were used for data analysis.



Results and Discussion

Research Question 1: what are the factors that constitute insecurity of the secondary

schools' students in Plateau State that may influence academic performance?

Table 1: Factors that may influence academic performance

s/no	Items	SA	A	D	SD	Mean	Decision point
1	The manipulation of students for selfish gain by the teachers and other can causes	88	163	3	8	3.26	Accepted
2	insecurity	53	175	24	9	3.04	Accepted
3	The attitude of the people towards the students within the school location causes security	31	209	13	10	2.99	Accepted
4	The persistent failure of school management to address the basic academic needs of the students	59	168	16	17	3.03	Accepted
5	The teaching and management approach of the school by the authority constitute insecurity	33	189	28	8	2.96	Accepted
6	The rate of employment and poverty among the Benue populace constitute insecurity among schools	49	171	19	22	2.95	Accepted
7	The porousness of the school environment to external forces constitute insecurity	20	168	51	19	2.73	Accepted
	The discipline approach by the teachers make the students feel insecure within the schools.						

Table 1 presents the frequency and the mean of the participants' response on factors that constitute insecurity among secondary school students in Plateau State that influences academic performance. Seven question items were presented to the respondents in the study, all the question items were accepted based on 2.50 decision point set in the study. The responses obtained indicate that there are factors that constitute insecurity and influences academic performance in Plateau secondary school.

Research Question 2: How does the insecurity of the schools influence academic performance of secondary school students in Plateau State?

**Table 2: How insecurity of the schools influence academic performance of students**

s/no	Items	SA	A	D	SD	Mean	Decision point
1	Insecurity within the school can cause the closure of the school from academic activities	49	99	95	17	2.69	Accepted
2	Due to insecurity students may lose interest in academic activities	49	102	51	58	2.55	Accepted
3	Absent from school due to insecurity causes poor academic performance among students	20	168	51	19	2.73	Accepted
4	The persistent closure of schools due to insecurity has significantly affect students' academic Performance	25	194	21	20	2.86	Accepted
5	The attack in area where school are located due to insecurity affect students' performance	14	151	78	17	2.62	Accepted

Table 2 presents the frequency and the mean of the participant response on how insecurity a influence academic performance of secondary school students in Plateau State. Five question items were presented to the respondents. All the question items were accepted based on 2.50 decision point set in the study. The accepted question items include insecurity causes closure of Schools from academic activities; loss of interest due to insecurity among others. The obtained responses indicate that insecurity has

significant effects on academic performance among secondary schools' students in Benue schools.

Testing of Hypotheses

Hypothesis 1: There is no significant difference between the performance of students influence by insecurity and those not affected among secondary schools in Plateau State.

Table 3: Significant differences between the performance of students influence by insecurity and those not affected among secondary schools in Plateau State.

Variables	N	Mean	Std. Dev	T	df	Sig (P-value)
Schools not affected with insecurity	139	41.22	13.03	4.43	238	.000
Schools affected by Insecurity	101	33.50	13.69			



Table 3 presents the t-test result on the significant difference between schools not influence by insecurity and schools affected by insecurity in secondary schools Plateau State. The hypothesis was rejected since the p-value of 0.00 was less than the 0.05 significant level. Therefore, there is a significant difference in the performance of

students affected by the insecurity in the state.

Hypothesis 2: There is no significant difference between male and female students' academic performance due to the insecurity of school in Plateau State.

Table 4: Significant differences between male and female students' academic performance due to the insecurity of school in Plateau State

Variables	N	Mean	Std. Dev	T	df	Sig (p-value)
Male performance	130	42.98	11.9	1.05	268	.291
Female performance	140	41.36	13.1			

Table 4 presents the t-test result on the significant difference between male and female students affected by the insecurity in secondary schools in Benue. The hypothesis was accepted since the p-value of 0.291 was greater than the 0.05 significant level. Therefore, there is no significant difference between the performance of male and female students affected by the insecurity.

Discussion

Major findings showed that insecurity in school in Plateau State significantly influence the academic performance of secondary school students in Plateau State while smoking of Benue hemp, hard drugs, student's, cult, violent activities, kidnapping, armed robbery, parent's confrontation of teachers, sexual harassment, rape, using of guns and bullying of junior by senior students among others are major factors that constitute insecurity of the school in Plateau State. As a result of the insecurity of the school in Plateau State, students become afraid of school as they feel insecure and hence, they skip school, miss lessons which eventually affect them during examinations. Besides, they lose interest in school and academic

activities which eventually lead to truancy and boys leaving school to take up trading while girl's dropout and settle for marriage. It was also revealed that there is a significant difference in insecurity of the school in Plateau State between schools located in urban and rural areas while insecurity of the school in Plateau State has significant effect on the academic performance of male and female students. This similar to Ojukwu (2017) Effect of Insecurity of School Environment on the Academic Performance of Secondary School Students in Imo State and Nwakpa (2015) The Effect of Insecurity on Quality Tertiary Education in Nigeria which also reported on effects of insecurity on schools.

Conclusion

In conclusion, the results from this study have extended and called for more research regarding insecurity and the school in Plateau State vis-vis students' academic performance. Students' poor academic performance has for some time been attributed to factors such as teacher's ineffectiveness, poor intelligent quotient of the students, and poor mental alertness of the



students among others with less or no reference to the effect of insecurity of the school in Plateau State and its related factors. However, in the global search for the poor academic performance of Nigerian secondary school students in Plateau State, educators and psychologists have realized that many students perform poorly in their academic work not because they do not possess the mental ability to do well but because they have been affected by other factors. Hence, this study investigated the effect of insecurity of school in Plateau State on the academic performance of secondary school students in Plateau State. Major findings showed that insecurity of the school in Plateau State significantly affects the academic performance of secondary school students in Plateau State while smoking of Benue hemp, hard drugs, student's, cult, violent activities, kidnapping, armed robbery, parent's confrontation of teachers, sexual harassment, rape, using of guns and bullying of junior by senior students among others are major factors that constitute insecurity of the school in Plateau State. As a result of the insecurity of the school in Plateau State, students become afraid of school as they feel insecure and hence, they skip school, miss lessons which eventually affect them during examinations. Besides, they lose interest in school and academic activities which eventually lead to truancy and boys leaving school to take up trading while girl's dropout and settle for marriage. It was also revealed that there is a significant difference in insecurity of the school in Plateau State between schools located in urban and rural areas while insecurity of the school in Plateau State has significant effect on the academic performance of male and female students.

Recommendations

Based on the findings of this study government should establish effective security measures to secure safety in and

around schools. Also implement targeted school security measures base on the identified risk factors. Effort should be made to establish psychological support and academic catch-up programs for affected students in Plateau State. School should also adopt gender- sensitive intervention and monitoring. However, though the ministry of education creates a state- level data- sharing and early warning system for schools.

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