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TEACHERS' PERCEPTION OF CAUSES AND MEASURES OF TACKLING STUDENTS' INSECURITY IN SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

I. N. OLOKOOBA, S. H. ABDULLAHI & I. ABDULAZIZ

Abstract

One of the social problems that affect the country today is insecurity. It is a problem that is bordering every individual in the society, educational sector is not an exception. This study examined teachers' perception of causes and measures to tackle students' insecurity in secondary schools in Nigeria. A descriptive survey research design was adopted. It was guided by three research questions. The sample for this study comprised 300 teachers and 113 school administrators selected using a stratified random sampling technique. The instrument is a questionnaire contained four sections. The data collected was analysed using means and standard deviation. The findings of the study showed that the prominent causes of students' insecurity in secondary schools in Kwara State include the fact that many teachers in schools do not have adequate information on security education which can be used to assist the students. Measures, to tackle insecurity in schools include training and re-training of teachers on security education and the roles of school administrators to ensure maximum security in schools also include pay more attention to students' behaviours and react promptly to any issues that may affect them. Based on these findings, it was recommended that teachers should be trained and re-trained on security education so that they could ensure maximum security of students in the schools, school administrators should also intensify efforts on ensuring maximum security in the schools, and intelligence gathering that would involve all stakeholders in education should be encouraged.

Keywords: Students' insecurity, Secondary school teachers' perception, School administrators, Maximum security

INTRODUCTION

The rising trend of human insecurity within the country is giving residents serious concern, particularly with unlawful activities tending to assume crisis proportions, thereby causing a depressing feeling to helplessness among the general populace. The growing engagement with related issues of insecurity in schools has increased greatly in the recent time. This is as a result of several social problems facing people why carrying out their daily activities. The problems as identified by many scholars such as AbdulAzeez (2014); Mijah (2014); Iyamu and Edozie, (2015); Ojukwu and Nwanma (2015) include: corruption, drug abuse, poverty, public mistrust, poor morale, robbery, kidnapping, arson, among others. Mijah, (2014) noted that a major causation of insecurity is to be located in perceived injustice, marginalization, exclusion and the attenuation of the capacity of the people to meet their basic needs in food, housing, health services, education and the exercise of their rights and liberties in society. The prevailing security situation in parts of the country induces a state of uncertainty and fear in the minds of the people. People who are afraid for their lives and properties, cannot access education for fear of being attacked. The security situation in every society also affect the school environment. Many stakeholders have identified the need to ensure maximum security in the school.

Security education is a component of Religious and National Values introduced into basic school curriculum. The integrated subject is to be taught by Social Studies teachers or experts. The subject is introduced to enlighten and create awareness about social problems in

the society and how basic school pupils and students could withstand the challenges in the society. Security education is the cooperative, dynamic and lifelong process through which a society generates knowledge, values, attitudes, beliefs and skills for its survival, awareness, sustenance, enlightening and empowerment against all social problems, forms of danger, threats to its well being and coexistence of individuals in the society (Edozie, 2014).Students are confronted with a variety of threats like fear from conflicts, terrorism, infectious diseases, and economic crises resulted from poverty, malnutrition, inadequate educational facilities, health and other social services like underdevelopment of the basic infrastructure, among others. Consider the interdependence and persistent increase in these situations, resulting to sudden shocks and threats to students is at greater risk in pursuing their study.

School administrators are expected to play important role in safety of the students. Schools after the home should be a safe environment. Safety of schools today is a function of human security but many students are facing different challenges of insecurity in their schools. Mijah (2014) observed that education sector has most significant victim of insurgency in the country. He gave examples of insecurities in the country that happened from 2011 to date, especially in educational institutions, most of the secondary schools have been attacked.

Table 1: Some act of Insecurity in Schools in Nigeria in Recent Times

S/N	Schools	Numbers of victims
1.	Government Secondary School Mamudo	42 students
2.	College of Agriculture, near Damaturu	40 students
3.	Federal Government College Buniyadi	over 20 students
4.	Government Girls Secondary School, Chibok	over 200 female students
5.	Federal Polytechnic Mubi	over 30 students
6.	School of Hygiene, Kano	at least 5 students

Source: Mijah, 2014

Safety of students is an extremely important issue, especially in the light of recent kidnappings and Boko Haram threats in the country. The importance of having a safe and secure learning environment for the academic development of Nigerian students cannot be overemphasized.Students especially in secondary schools in the country face several insecurities in their various schools. Human security is the situation that exists as a result of the establishment of measures for the protection of persons, information and properties against hostile persons, influences and actions. It is the existence of conditions within which people in a society can go about their normal daily activities without any threats to their lives or properties.

Kwara State is not exceptional in the case of insecurity. The state has also experienced different cases of insecurity such as raping, human trafficking, kidnapping, child abuse and labour among others. Many cases of students' insecurity have been recorded in secondary schools especially those that are very close to markets. Teachers who are supposed to ensure security of the students in the school are found sending them on errands which have led to accidents on the street and abuse of students' rights in the market. In 2014, state government banned use of schools for social events at a meeting of All Nigeria Conference of Principals of schools in the state as a measure to beef up security within schools' premises and security operatives were also deployed to all schools in the state to prevent unauthorised persons

from loitering around school premises. More measures have to be put in place to ensure maximum security. Celestine (2015)suggested several measures to ensure maximum security. The measures include; increased intelligence gathering on activities of the sect, unmasking of sponsors of the group, prosecution of offenders to serve as a deterrent to others, ending of social injustice which has encouraged backwardness in the country.

Concept of Human Security

Human Security is the safeguarding of people's freedom from fear and want, ensuring that they can live in safety and dignity. The United Nations Development Programme's 1994 Human Development Report is considered a milestone publication in the field of human security, with its argument that insuring "freedom from want" and "freedom from fear" for all persons is the best path to tackle the problem of global insecurity. Human security according to Commission on Human Security in its final report on *Human Security* summit (1995) defines human security as the vital core protection of all human lives in ways that enhance human freedoms and human fulfillment. Human security means protecting fundamental freedoms. These freedoms comprise economic, food, health, environmental, personal, community and political security that are the essence of life. It means protecting people from critical and pervasive threats and situations. Human security means using processes that build on people's strengths and aspirations.

Principles of Human Security

Human security brings together the human elements of security, rights and development according to its principles stated by Commission on Human Security (2003). It is an inter-disciplinary concept that displays the five principles namely; people-centred, multi-sectoral, comprehensive, context-specific and prevention-oriented. First principle of people-centred concept places the individual at the centre of analysis. It emphasizes a broad range of conditions which threaten survival, livelihood and dignity of the students. Secondly, multi-sectoral concept, this shows that human security deals with a broadened understanding of threats in the society, causes of insecurity in related to economic, food, health, environmental, personal, community and political security. These are carried out by social institutions for proper upbringing of the students.

Third principle of human security is comprehensive. It implies that human insecurities cannot be tackled in isolation; it has to be understood by people and ready to tackle the problem. This leads to cooperation that bring about strengthen security, development and human rights in the society. Context-specific concept shows that human insecurity varies considerably across different social groups and as such special solutions that would address the particular situations have to be put in place by stakeholders. Fifthly, prevention-oriented concept which entails provision of appropriate measures that ensures absolute security in the society such as protection of life and properties and provision of empowerment programmes for individuals to enhance and sustain self-reliance in the society.

Types of Human Security

The UNDP's 1994 Human Development Report's definition of human security observed that the scope of global security could be categorised into seven namely; economic, food, health, environmental, personal, community and political security.Economic security requires an assured basic income for individuals, usually from productive and remunerative work from

private or public institutions. Unemployment problems as result of economic insecurity also constitute an important factor underlying political tensions and ethnic violence. This implies that children who their parents do not provide with adequate and sufficient materials feel unsecured in schools. Food security requires that all people at all times have both physical and economic access to basic food based on their income, employment, or purchasing power. Intellectual ability of the students and academic excellence are functions of their well feeding. Health Security aims to guarantee a minimum protection from diseases and unhealthy lifestyles. Threats to health security are usually greater for poor people in rural areas, particularly children. This is due to malnutrition and insufficient access to health services, clean water and other basic necessities are very important to be provided in the schools.

Environmental security is aimed of protect people from the short- and long-term ravages of nature, man-made threats in nature, and deterioration of the natural environment. A conducive school environment make the students feel secured. Personal security refers to protection of people from physical violence, whether from the state or external states, from violent individuals and sub-state actors, domestic abuse, or predatory adults. The students experience series of difficulty and insecurity in the school environment which need to be looked into. Community security entails cultural dignity and inter-community peace that exist among people in society. This brings about cooperation, understanding, inter-relationship and interdependence between town and gown among members of communities. Political security is concerned with protection of human rights in which people are entitled to in the society. It prevents violation of human rights. Students also have rights to be protected and participate in socio-political activities that will widen their horizon on political education.

It becomes imperative of all stakeholders in the education sector to take a pro-active approach to ensure students' safety in all categories of human security through a variety of different methods and mechanism that would protect the life of students, and facilitate and enhance their potential towards actualisation of educational goals. Keeping a school secure and safe for students is a very important task that should not be taken lightly especially by school administrators and teachers.

Purpose of the Study

The main purpose of this study was to examine teachers' perception of causes and measures to tackle students' insecurity in secondary schools in Nigeria. Specifically, this study aimed at examining causes of insecurity in secondary schools in Kwara State, measures that could be used to tackle insecurity in secondary schools and roles of school administrators to ensure maximum security in the schools in Kwara State.

Research Questions

The following research questions were generated in order to guide this study.
1.	What are the causes of students' insecurity in secondary schools in Kwara State?
2.	What are the measures that could be used to tackle insecurity in secondary schools in Kwara State?
3.	What roles do school administrators play to ensure maximum security in the schools in Kwara State?

Methodology

This study employed the descriptive survey research design. This is appropriate for describing secondary school teachers' opinions on causes and measures for tackling insecurity of students in secondary schools in Kwara State, Nigeria. Researcher designed questionnaire titled "Causes and Measures of Tackling Students' Insecurity in Secondary Schools" (CMTSISS)was used for data collection. The respondents for the study are two categories. There are secondary school teachers and school administrators. Three hundred questionnaires were administrated to three hundred secondary school teachers across the state and one hundred and thirteen secondary school administrators were also involved in the study. Stratified sample technique was used in selecting the schools and participants for the study. The questionnaire contained four sections. Section A of the instrument dealt with teachers' demographic information. It contained information about respondents' school, gender, etc. Section B of the instrument dealt with items related to causes of students' insecurity in secondary schools in Kwara State. Section C elicited information on measures to tackle insecurity in secondary schools in the state. Section D contained items on roles of secondary school administrators to ensure maximum students' security in schools. The questionnaire was designed using four point Likert-type rating scale of Strongly Disagree (^D), Disagree (D), Agree (A) and Strongly Agree (SA). The instrument was subjected to both face and content validity by showing it to two experts in Social Sciences Education Department, University of Ilorin, Ilorin. The reliability of the instrument was determined through the test-retest method and a reliability index of 0.78was obtained. Three research questions were raised in course of this study and answered using means and standard deviation.

Results and Discussion

Three research questions were raised in this study. The questions were answered using means and standard deviation

Table 2: Causes of students'insecurity in secondary schools

S/N	Statements	No	Mean	SD	Rank
1.	My schoolis not fenced, so students come and leave the school anyhow.	300	2.30	0.90	3rd
2.	My school do not have security-men who can challenge the visitors and protect the students.	300	2.43	0.86	2nd
3.	Some of the teachers in my school do not take security issues so serious with the students.	300	2.06	0.81	4th
4.	Many teachers in my school do not have adequate information on security education to assist the students.	300	3.36	0.88	1st
5.	Teachers do not guide the students on how to cope with challenges in life.	300	1.71	1.03 ·	5th

Results in Table 2 reveals that out of 5 statements that addressed causes of students' insecurity in secondary schools in this study, item 4 which states that "many teachers in my school do not have adequate information on security education to assist the students" was ranked first with mean score of 3.36 and the standard deviation of 0.88. Statement 2 which stated that "my school do not have security-men who can challenge the visitors and protect the students" was ranked 2nd with mean score of 2.43 and the standard deviation of 0.86. Statement 1 which states that "my school is not fenced, so students come and leave the school anyhow" was ranked 3rd with mean score of 2.30 and the standard deviation of 0.90.

Statement 3 which states that "some of the teachers in my school do not take security issues so serious with the students" was ranked 4th with mean score of 2.06 and standard deviation of 0.81.Statement 5 which states that "teachers do not guide the students on how to cope with the challenges of life" was ranked 5th with mean score of 1.71 and the standard deviation of 1.03.

Therefore, the prominent causes of students' insecurity in secondary schools in Nigeria are; many teachers in schools do not have adequate information on security education to assist the students, most schools do not have security-men who can challenge the visitors and protect the students and my school is not fenced, so students come and leave the school anyhow without any challenges.

Research Question 2: *What are the measures totackle insecurity in secondary schools in Nigeria?*
Table 3: measures to tackle insecurity in secondary schools

S/N	Statements	NO	Mean	SD	Rank
6.	Training and re-training should be given to teachers on security education.	300	3.19	0.89	1st
7.	Security education should be given priority in secondary school curriculum.	300	1.61	0.84	4th
8.	There should be adequate information for students on security issues.	300	1.32	0.71	5th
9.	Intelligence gathering on security should be extended to secondary schools.	300	2.75	0.87	2nd
10.	Any form of insecurity in school should be handled with appropriate measures.	300	2.04	0.91	3rd

Table 3 reveals that out of 5 statements that addressed measures to tackle insecurity in secondary schools in the study, item 6 which states that "training and re-training should be given to teachers on security education" was ranked first with mean score of 3.19 and the standard deviation of 0.89. Statements 9which stated that "intelligence gathering on security should be extended to secondary schools"was ranked 2nd with mean scores of 2.75 and the standard deviation of 0.87. Statement 10 which states that "any form of insecurity in school should be handled with appropriate measures" ranked 3rd mean score of 2.04 and the standard deviation of 0.91.

However, all other statement follows with the least of them to be "there should be adequate information for students on security issues" ranked 10th with the mean score of 1.32 and the standard deviation of 0.71.This implies that the major measures to tackle insecurity in secondary schools are; training and re-training on security education should be given to teachers, intelligence gathering on security should be extended to secondary schoolsand any form of insecurity in school should be handled with appropriate measures. The finding of this study collaborates with Celestine (2015) who suggested several measures to ensure maximum security. The measures include; increased intelligence gathering on activities of the sect, unmasking of sponsors of the group, prosecution of offenders to serve as a deterrent to others, ending of social injustice which has encouraged backwardness in the country.

Research Question 3: *What roles do school administrators play to ensure maximum security in schools in Nigeria?*

Table 4: roles of school administrators to ensure maximum security in schools

S/N	Statements	NO	Mean	SD	Rank
11.	I inform my students about insecurity in the environment and the role they are expected to play for their safety.	113	3.19	0.89	1st
12.	I strengthen the cooperation with communities and neighbouring institutions around the school to ensure maximum security of my students.	113	1.61	0.84	4th
13.	I create avenue for discussion on security education with the studentson the assembly.	113	1.32	0.71	5th
14.	I pay more attention to students' behaviours and react promptly to any issues that may affect them.	113	2.75	0.87	2nd
15.	I give adequate information on security tolaw enforcement agencies,seek their help and support when the need arises.	113	2.04	0.91	3rd

Results in Table 4 reveals that out of 5 statements that addressed roles of secondary school administrators in ensuring maximum security in the schools in the study, item 10 which states that "I inform my students about insecurity in the environment and the role they are expected to play for their safety" ranked first with mean score of 3.19 and the standard deviation of 0.89. Statements 14 which stated that "I pay more attention to students' behaviours and react promptly to any issues that may affect them"was ranked 2nd with mean scores of 2.75 and the standard deviation of 0.87. Statement 15 which stated that "I give adequate information on security to law enforcement agencies, seek their help and support when the need arises" ranked 3rd with mean score of 2.04 and the standard deviation of 0.91.

However, all other statement follows with the least of them to be "I create avenue for discussion on security education with the students on the assembly" ranked 5th with the mean score of 1.32 and the standard deviation of 0.71.Therefore, the roles of school administrators are to inform the students about insecurity in the environment and the role they are expected to play for their safety, pay more attention to students' behaviours and react promptly to any issues that may affect them and give adequate information on insecurity to law enforcement agencies, seek their help and support when the need arises. This finding is in line with

Conclusion

Nigerians have been facing different forms of human insecurity especially in schools where students are experiencing fear and threats. Consequentially, school administrators have been entrusted with the responsibility of protecting monitoring human and materials resources in the schools. Students' insecurity is a social problem that can be tackled by cooperation of all stakeholders in education and other agencies in the country. School administrators have many roles to play in *preventing human insecurity and foster peaceful coexistence* by training teachers as members of community on effective and adequate policymaking as well as promoting public awareness on civic, culture, coexistence norms and promotion of strategies that increase public awareness and inhibit violations of children's rights and other forms of human insecurity in the society.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Security education should be made compulsory in schools and be well internalised to students by trained teachers.

2. Teachers need to be trained and re-trained on security education so that they could ensure maximum security in the schools.

3.   School administrators should intensify their efforts by ensuring maximum security in the schools.
4.   Intelligence gathering that would involve all stakeholders in education should be encouraged.
5.   Adequate and sufficient facilities both human and material resources should be put in place in schools.

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