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**INSECURITY OF SCHOOL ENVIRONMENT AND SECONDARY SCHOOL
STUDENTS' INDISCIPLINED BEHAVIOURS IN ILORIN-SOUTH LOCAL
GOVERNMENT AREA, KWARA STATE**

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Abstract

Insecurity of public school environment and of the community at large has become a growing challenge in Nigeria. The issue of insecurity however, is not peculiar to the Nigeria nation, but has become a global issue that needs urgent attention. No doubt, insecurity of school environment impacts negatively on educational goals and performance of students. This paper examined the relationship between insecurity of the school environment and the indisciplined behaviours of public senior secondary school students in Ilorin-South local government area of Kwara State. 200 respondents were sampled using stratified random sampling techniques. A researcher developed questionnaire tagged, " Insecurity of School Environment and Senior Secondary School Students' Indisciplined Behaviour Questionnaire (IOESSSSIBQ)" was used to collect data. Two research questions were answered using Mean and Standard Deviation. While two null hypotheses were tested using Pearson Product-Moment Correlation Coefficient (PPMC) and Multiple Regression, all at 0.05 level of significance. Based on the findings of the study, conclusions were drawn that the insecurity of school environment impacts negatively on the behaviours of secondary school students in Ilorin-South local government area. The study recommended that policies that will urgently address the insecurity

of school environments should be put in place to improve schooling and students' behaviours. Moral education should be revived in secondary schools and should be embedded into the school curriculum for better character development.

Keywords: Insecurity, School Environment, Indisciplined Behaviour, Senior Secondary school students, Education.

Introduction

Insecurity is the state of being subject to danger or injury, doubts, feeling of being unsafe, not self confident, uneasy, being exposed or liable to risk or danger. Insecurity in the school can be classified into environmental and man-made. Insecurity can be caused by life threatening situations and circumstances. This include all the menaces that threaten human survival, daily life and dignity, such as, environmental degradation (erosion, flooding, climate change, etc), violation of human rights, violent conflicts, ethnic clashes, bullying, kidnapping, sexual abuse, rape, ritual murder, robbery attack, activities of gun-men, religious fanaticism, wars, poverty, chronic unemployment and other forms of crimes.

According to King and Murray (2001), poverty, illicit drugs, transnational crimes, infectious diseases like AIDS and the likes, are sources of insecurity. They opined that poverty and insecurity cannot be divorced as severe levels of poverty exposes people to all forms of security threats and violence. Moser and Rogers (2005) stated that high levels of crimes, victimization and violence in any

school environment or community, chronic poverty and high level of unemployment are strong indicators of insecurity situation in a community. These factors no doubt will visibly affect education, having negative influence on educational attainment and schooling outcomes. Securing school environment will have positive influence on the teaching-learning process.

Indisciplined behaviours among secondary school students is another major issue that can negatively influence the process of teaching and learning in the secondary schools today. Discipline means orderly conduct or a process of training and learning that fosters growth and development. It is a state of affairs which is conducive to the attainment of the objectives for which the school was set up (Jimoh ed; 2002). While indiscipline means the traits of lacking discipline. Indisciplined behaviour has been identified to include ; deviant behaviours like stealing, truancy, sexual offence, vandalism, examination malpractices, cultism, bullying, fighting, drug abuse, alcoholism, use of vulgar language and improper dressing among others.

Indisciplined behaviours among secondary school students can evolve due to harsh school rules and regulations, overcrowded class rooms, lack of co-curricular activities, poor teaching methods by some teachers, unconducive school environment , poor administrative methods by leaders among others (Asiyai, 2012). Indiscipline among secondary school students in Nigeria and other parts of the world is increasing at an

alarming rate. No single day passes without several acts of indisciplined behaviours in schools. Several of these indisciplined acts sometimes bring about a lot of disorder and lawlessness capable of disrupting the normal teaching-learning process and making the goals of education unattainable. This calls for urgent attention by all the stakeholders in the education sector as disciplined behaviours among students is very important for the achievement of educational goals in the school system.

A number of investigations have been carried out in the area of discipline in the school system and on security issues in and outside Nigeria. For example, Mudege, Zulu and Izugbara (2008) examined, "How insecurity impacts on school attendance and school dropout among urban slum children in Nairobi", Nakpodia (2010) studied "teachers disciplinary approaches to students' discipline problems in Nigerian secondary schools." Kirui, Mbugua and Sang (2011) studied "challenges facing headteachers in security management in public secondary schools in Kisii Country in Kenya" and Asiyai (2012) investigated "indiscipline in Nigeria secondary schools: Types, causes and possible solutions" among others. Nonetheless, there seem to be dearth of studies by scholars on the relationship between insecurity and disciplinary problems in secondary schools in Nigeria. It is against this background that the present study was conceptualized to examine the relationship between insecurity and students' disciplinary problems in Ilorin-South LGA of Kwara State.

Purpose of Study

The purpose of the study is to investigate the relationship between insecurity of the school environment and public senior secondary school students' indisciplined behaviours in Ilorin-South local government area of Kwara State on the basis of gender and class level.

Research Questions

The following research questions were asked to guide the conduct of the study.

1. What are the different types of security challenges in our secondary schools?
2. What are the various indisciplined behaviours prevalent among students in secondary schools?
3. What is the relationship between insecurity and secondary school students' indisciplined behaviours?

Research Hypotheses

Two null research hypotheses were formulated to direct the process of research:

1. There is no significant relationship between the insecurity of school environment and senior secondary school students' indisciplined behaviours in Ilorin-South L.G.A.
2. There is no significant relationship among insecurity of school environment, gender, class level and senior secondary school students' indisciplined behaviours in Ilorin-South.

Methodology

The research design adopted for the study was the correlation study method. The population for this study consisted of eighty

thousand, three hundred and seventy-two (8,372) public senior secondary school students' in Ilorin-South local government area of Kwara State. A sample size of 200 respondents comprising, 100 SSS 2 students and 100 SSS 3 students were selected using stratified sampling technique from 10 out of the 20 public senior secondary schools in Ilorin-South. The choice of SSS 2 and SSS 3 students was based on the fact that these group of students have stayed for some time in the senior section, while the SSS 1 students are just resuming and are coming from different schools.

Simple random sampling technique was used to pick up randomly, 10 males and 10 females from each selected school. The instrument developed by the researchers tagged "Insecurity of School Environment and Senior Secondary School Students' Indisciplined Behaviours Questionnaire (IOESSSIBQ)", was used to collect data. The instrument consisted of 20 items patterned on a 4 point rating scale of Strongly Agree, SA=4, Agree, A=3, Disagree, D=2 and strongly Disagree, SD=1. The face and content validity of the instrument was determined by experts in educational psychology and Evaluation and Measurement department at the University of Ilorin. Corrections were made and their suggestions were incorporated into the final draft. Using the Cronbach Alpha, the reliability of the instrument was established at 0.71.

The instrument was administered to the respondents in their various classrooms by

the researchers. The percentage was used to describe the demographic data. The two research questions were answered using Mean and Standard Deviation. Hypothesis one was tested using Pearson Product-Moment Correlation Coefficient (PPMC), while hypothesis two was tested using Multiple Regression, all at 0.05 level of significance.

Results

This section deals with the collation, analysis and interpretation of data collected. Two research questions were raised and two hypotheses were postulated. Mean and standard deviation were used to answer the two research questions. Research hypothesis one was tested using Pearson Product Moment Correlation while hypothesis two was tested using multiple regression, at level of significance 0.05.

Answering of Research Questions

Three research questions were raised and answered using mean and standard deviation and the output revealed as follows:

Research Question 1: What are the different types of security challenges in our secondary schools?

In order to answer this research question 1, secondary schools students in Ilorin South local government area, Nigeria, reacted to statements in the questionnaire that addressed types of security challenges in their schools. The set of data obtained were subjected to mean and standard deviation and the output revealed thus:

Table 1: Types of security Challenges in Secondary Schools in Ilorin South Local Government Area

S/NO	Item Description	Mean	Standard Deviation	Rank
1	The porous nature of my school premises creates room for insecurity.	2.9700	.92378	2 nd
2	The activities of Boko Haram has negative influence on our students' behaviour.	2.9150	1.07403	3 rd
3	The issue of kidnapping is very rampant in Ilorin.	3.0050	1.05382	1 st
4	Flooding and erosion of the school compound is a common feature in any school.	2.8400	.97939	10 th
5	Not having a day guard to man the school gates always expose students to danger.	2.6900	.93179	7 th
6	The street to my school is bushy and therefore, not safe..	2.6950	1.00350	6 th
7	The issue of sexual harassment is prominent in my school.	2.3500	1.09246	8 th
8	Over-crowded classrooms and harsh school rules and regulations constitute insecurity.	2.5550	1.03067	9 th
9	There are violent crimes committed around my school community.	2.7250	.95073	4 th
10	My school environment is noisy and therefore uncondusive for learning.	2.7100	.94890	15 th

Table 1 revealed that out of 10 statements that addressed types of security challenges in secondary schools in Ilorin South local government area, the issue of kidnapping which had a mean score of 3.0050 and standard deviation of 1.05382 ranked first. The porous nature of my school premises had a mean score of 2.9150 and standard deviation of .92378 and ranked second. The activities of Boko-Haram with the mean

score of 2.9150 and the standard deviation of 1.07403 ranked third. All other statements followed but the least is flooding and erosion of the school compound with the mean score of 2.8400 and the standard deviation of .97939.

Research Question 2: What are the various indisciplined behaviours prevalent among students in secondary schools?

In order to answer research question 2, secondary schools students in Ilorin South local government area, Nigeria reacted to statements in the questionnaire that addressed indisciplined behaviours that are

prevalent among them. The set of data obtained were subjected to mean and standard deviation and the output revealed thus:

Table 2: Indisciplined Behaviours Practiced by Students in Schools in Ilorin South Local Government Area

S/NO.	STATEMENTS	Mean	Standard Deviation	Rank
1	Students engage in examination malpractice due to overcrowded classrooms	2.9950	1.08668	2 nd
2	Students engage in acts of vandalism and destruction of school properties	2.7350	1.02960	7 th
3	Students engage in cultist activities.	2.7100	1.07783	8 th
4	Students involve themselves in the use and abuse of drugs and alcoholism.	2.8600	1.01268	6 th
5	The use of abusive or vulgar language among the students is rampant.	3.0300	.93996	1 st
6	Students bullying and fighting one another is prominent.	2.8650	1.02569	5 th
7	Students engage in fighting and abusing their teachers inside and outside the school compound.	2.5550	1.14171	9 th
8	Sexual abuse or harassment is prominent	2.4350	1.08242	10 th
9	Students involve in improper dressing e.g. boys wear sagging trousers and girls wear mini skirts and tight fitted blouses.	2.8850	1.05705	3 rd
10	Many boys and girls engage in other forms of deviant behaviours and play truancy.	2.8700	.98893	4 th

Table 2 revealed that out of 10 statements that addressed indisciplined behaviours practiced by students in schools in Ilorin South local government area. The use of abusive or vulgar language among the students is rampant with the mean score of 3.0300 and standard deviation of .93996 ranked first.

Students engage in examination malpractice due to overcrowded classrooms with the mean score of 2.9950 and standard deviation of 1.08668 ranked second. Students involve in improper dressing e.g. boys wear sagging trousers and girls wear mini skirts and tight fitted blouses with the mean score of 2.8850

and the standard deviation of 1.05705 ranked third. All other statements followed but the least is Sexual abuse or harassment is prominent with the mean score of 2.4350 and the standard deviation of 1.08242.

Hypothesis Testing

Two research hypotheses were postulated in the course of this study. Hypothesis 1 was tested using Pearson Product Moment Correlation while hypothesis 2 was tested using multiple regression statistical technique at level of significance 0.05.

HO₁: There is no significant relationship between insecurity of school environment

and Senior Secondary School students' indisciplined behaviours in Ilorin South Local Government Area.

In order to test this hypothesis 1, responses of the students to statements that addressed insecurity of school environment and Senior Secondary School students' indiscipline behaviours in Ilorin South Local Government Area were coded separately on the coding sheets. These sets of data were then subjected to statistical analysis through the use of SPSS using Pearson Product Moment Correlation statistics at level of significance 0.05. The output is shown as follows:

Table 3: Pearson "r" relationship between Insecurity of School Environment and Senior Secondary School Students' Indisciplined Behaviours in Ilorin South Local Government Area

Variables	N	Mean	Std.	df	Cal. r-value	Sig.	Decision
Insecurity of School Environment	200	27.4550	6.06646				
				298	.577	.000	S
Indisciplined Behaviours	200	27.9400	6.86162				
P < 0.05							

Table 3 indicated that the calculated r-value is .577 with degree of freedom 298 computed at level of significance 0.05. Since calculated level of significance (.000) is less than p-value (.05), hypothesis 1 is rejected. This implied that there is a positive and moderate significant relationship between insecurity of secondary school environment and indisciplined behaviours of secondary school students in Ilorin South local government area.

HO₂: There is no significant relationship

among insecurity of school environment, gender, class level and students' indisciplined behaviours of secondary school students in Ilorin South local government area.

In order to test this hypothesis 2, responses of the students to statements that addressed insecurity of school environment, gender, class level and students' indisciplined behaviours of secondary school students in Ilorin South Local Government were coded on the coding sheets. The categorical variables (gender and class level) were turned

to dummy variables before being used for regression analysis. These sets of data were then subjected to statistical analysis through

the use of SPSS using multiple regression at level of significance 0.05. The output is shown as follows:

Table 4: Regression Analysis Among Insecurity of School Environment, Gender, Class Level and Students' Indisciplined Behaviours of Secondary School Students in Ilorin South Local Government Area

Model	Sum of Squares	df	Mean Square	Cal. F-Value	Sig.	Remark
Regression	3596.382	3	1198.794			
Residual	5772.898	196	29.454	40.701	.000	S
Total	9369.280	199				

$P < 0.05$

Table 4 showed that the calculated F-Value is 40.701 with degree of freedom 3 and 199 computed at level of significance 0.05. Since calculated level of significance (.000) is less than table level of significance (.05), therefore, hypothesis 2 is rejected. This implied that there is a significant relationship among insecurity of school environment,

gender, class level and indisciplined behaviours of secondary school students in Ilorin South Local Government Area. In order to find out the contribution of the four independent variables together, "R" Square was computed and the output is reported below.

Table 5: Model Summary of Insecurity of School Environment, Gender Class Level and Indisciplined Behaviours of Secondary School Students in Ilorin South Local Government Area

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620 ^a	.384	.374	5.42711

Table 5 revealed that the independent variables (insecurity of school environment, gender and class level) contributed R Square of 0.384 representing 38.4% to the dependent variable (students' indisciplined behaviours) in Ilorin South

Local Government Area. In order to know the contribution of each of the independent variables, Beta weight and t-values were computed and the output is reported as follows:

Table 6: Contributions of Insecurity of School Environment, Gender and Class Levels on Students' Indiscipline Behaviours of Secondary School Students in Ilorin South Local Government Area

Model	Unstandardize d Coefficients	Std. Error	Standardized Coefficients	t	Sig.
	B		Beta		
Constant (Indisciplined Behaviours)	6.363	2.259		2.817	.005
Insecurity of school environment	.570	.067	.504	8.573	.000
Gender	.746	.869	.051	.858	.392
Class	2.968	.840	.217	3.532	.001

Table 6 revealed the contribution of each of the independent variables (insecurity of school environment, gender and class levels) to the model. It revealed that insecurity of school environment contributed Beta weight of 0.504 and the t-value of 8.573, gender contributed Beta weight of 0.051 and the t-value of 0.858, while class level contributed Beta weight of 0.217 and the t-value of 3.532. This implied that out of all the independent variables considered in this study, insecurity of school environment and class level are the most significant as illustrated below

$\hat{b}_0, \hat{b}_1, \hat{b}_2, \dots, \hat{b}_k$ are regression weights converted to beta (β) weights. Beta weights are the regression weights in which all of the variables in the equation are in standard score form. The task of multiple regression is to obtain estimates for them. From table 7 above

Constant (**Indisciplined Behaviours**) = 6.363

insecurity of school environment (= .504

Class Level = .217

The weight of each of the independent variables in this study can therefore be substituted in the equation as

$$\hat{Y} = \hat{b}_0 + \hat{b}_1X_1 + \hat{b}_2X_2$$

$$\hat{Y} = .6.363 + .504X_1 + 0.217X_2$$

Summary of Findings

1. More female respondents (109) were sampled as against (91) males. Also the respondents were more in the age bracket of 10 – 14 years (78%) and the respondents were 50/50 in terms of class level.
2. In answer to research question 1 on the types of security threats in their school environment, item (3) which stated that “the issue of kidnapping is a security threat to me” ranked 1st, item (1) which stated that “the porous nature of my school premises is a security threat to me” ranked 2nd while item (2) that said that “the activities of Boko-Haram is a security threat to me” ranked 3rd. Flooding and erosion as a security threat of the school

- environment came last in the ranking order.
3. In answer to the different indisciplined behaviours practiced by students in my school. The use of abusive or vulgar language among students ranked 1st, students engagement in examination malpractice ranked 2nd while students involvement in improper dressing ranked 3rd. Sexual abuse or harassment being prominent in my school came last on the rank.
 4. There is a positive and significant relationship between insecurity of school environment and indisciplined behaviours of senior secondary school students in Ilorin-South Local Government Area.
 5. There is a significant relationship among insecurity of school environment, gender, class level and indisciplined behaviours of senior secondary school students in Ilorin-South Local Government Area.

Discussion of Findings

From the findings of the study, it was observed that some of the major causes of insecurity of the school environment in Ilorin-South Local Government Area included the issues of kidnapping (which has become prominent), porous nature of some school premises, fear of the activities of Boko-Haram, among others. This was contrary to what Kirui, Mbugua and Sang (2011) who opined that insecurity challenges in Kisii Country in Kenya are mainly caused by indisciplined behaviours of students, some teachers and even by some members of

the community. Also Asaba (2011) stated that climate change was a major cause of insecurity in schools in the Southern part of Nigeria. This came last in ranking in this study. Another finding of the study in relation to students indisciplined behaviours as practiced by secondary school students in Ilorin South Local Government Area, was the use of abusive or vulgar language, examination malpractice by students and improper dressing. This finding is in agreement with Asiyai (2012) who discovered that examination malpractice, improper dressing, poor habits of students, vandalization of school properties, among others are the common types of indiscipline prevalent in Nigerian Secondary Schools.

The next finding of the study stated that there is a significant relationship between insecurity of school environment and indisciplined behaviours of senior secondary school students in Ilorin-South local government area. However, these findings agree with the views of Mudage, Zulu and Izugbara (2008) who discovered that poverty which resulted to low socio-economic status of a neighbourhood can impact on schooling outcome with students engaging in deviant behaviours. These deviant behaviours can include drug and alcohol use and abuse as well as the use of dangerous weapons which results to more security challenges in the school.

Finally, another finding of the study stated that there is a significant relationship among insecurity of school environment, gender, class level and indisciplined behaviours of

senior secondary school students in Ilorin-South Local Government Area. Kirui, etel (2011) maintained that insecurity affects learners and schools in many ways which include, emotional and physical safety of learners, students truancy/absenteeism, destruction of school property, students enrolment, injuries/loss of life, among others.

Conclusion

The conclusion of this study is that insecurity of school environment impacts negatively on the behavior of secondary school students and this consequently may affect schooling and the attainment of educational goals. Insecurity of a school environment may affect students enrolment in schools or make some to drop out of school. The most widespread effect of insecurity of schools is the issue of incurring an additional cost to maintain security in schools. This is so because it is important to maintain a conducive school environment and to ensure that students are of good behavior for effective teaching and learning in the secondary schools.

Recommendations

Based on the findings and the conclusion of the study, the following recommendations are proffered by the researchers.

1. The governments (State, Local and Federal) should invest more funds on the keeping and maintenance of security in secondary schools. The school environment should be made as conducive as possible because it takes a secured and conducive environment for teaching and learning to take place.
2. School administrators should ensure that the porous nature of many secondary school premises is secured.
3. Schools should employ strong and well-trained gatemen, especially ex-servicemen to man school premises.
4. The government, the military and the security agencies should intensify efforts to end the activities of kidnappers and terrorists in the country. Death penalty should be given to culprits.
5. Policies that will urgently address the insecurity of school environments should be put in place to improve schooling and students' behaviours by the government.
6. Parents should put in more effort in training their children because the home is the first point of contact of the child and charity should begin at home.
7. Parents and teachers should try to be good role models for their children, wards and students.
8. They should correct the students in love but firmly. For example in the area of improper dressing, use of vulgar, and abusive words.
9. Examination malpractice should be seen and treated as a very serious offence in schools by the appropriate government agencies.
10. Moral instruction or education should be revived in secondary schools and should be embedded into the school curriculum for better character development.

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