

Influence of Insecurity on Teaching and Learning in Senior Secondary Schools in FCT-Abuja, Nigeria

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Abstract

This seminar research focused on "the influence of insecurity on teaching and learning in senior secondary schools in FCT-Abuja. The study adopted a descriptive research design. The population of the study comprised of all Senior Secondary School Students in FCT, Abuja with sample size of 440 students. It utilizes secondary data to support its arguments, drawn from print materials and online publications by reputable institutions and individual authors. The study revealed that unemployment, poverty, illiteracy, marginalization, political factors, international influences, and communal crises as significant contributors to insecurity in Nigeria. Additionally, it outlines the consequences of insecurity on school administration, which include loss of staff in educational institutions, declining education quality, damage to infrastructure, brain drain, closure of schools, discouragement of children's educational pursuits, internal displacement of students, decreased private investment in education, and insufficient education funding. To tackle the challenges posed by insecurity on school administration in Nigeria, the study recommends that the government demonstrate genuine political will to combat all forms of insecurity through the implementation of effective strategies.

Keywords: Influence, Insecurity, Secondary School, Teaching and Learning

INTRODUCTION

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. Adeyinka and Atta, (2016), 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. Insecurity according to Atta, 2017; Ezeoha, 2015, Akinola, 2016; Egba and Devid, (2015) is a major challenge confronting humanity today. Challenges of insecurity are so pervasive that it dominates the news items in every mass communication media throughout the world. For instance, the whole of the Arab world has known no peace since the Al-Qaida group led by Osama Bin Ladin bombed the United States of America's World Trade Centre on the 11th of September 2001.

Security challenges in Nigeria are a recurring phenomenon that threatens the well-being of its citizens (Samuel, 2022). The South-west of Nigeria is plagued by a surge in cybercrime, armed robbery, kidnapping, domestic crime, extrajudicial killings, herder-farmer conflicts, ritual killings, and banditry. The South-east is having ritual killings, commercial crime, secessionist agitation, kidnapping, herder-farmer clashes, attacks by unknown gunmen, and banditry. The South-south remains threatened by militancy, kidnapping, and environmental agitation. Meanwhile, the North-west is enmeshed in illegal mining, ethno religious killings, and banditry. The North-east has been subject to a humanitarian crisis lasting over a decade and caused by the Boko Haram insurgency while the North-central is also affected by this menace.

In recent times, Nigeria has witnessed an unprecedented series of crisis and insecurity, each leading to loss of lives and destruction of properties (Afu, Oguche, Usman and Garba (2023). Internal security can be seen as the act of keeping peace within the borders of a sovereign state or other self-governing territories. This is done generally by upholding the national law and defending against internal security threats. Those responsible for internal security in Nigeria ranges from Nigeria Police Force (NPF), Directorate of Security Services (DSS), Nigeria Security and Civil Defense Corps (NSCDC) among order paramilitary agency in Nigeria, and in exceptional circumstances, the military itself (Afu, et al., 2023). Insecurity on the other hand, is the antithesis of security which is the concept of insecurity. It has been ascribed different interpretations in association with the various ways which it affects individuals. Some of the common descriptors of insecurity include: want of safety; danger; hazard; uncertainty; want of confidence; doubtful; inadequately guarded or protected; lacking stability; troubled; lack of protection; and unsafe, to a few. All of these have been used by different people to define the concept mention of insecurity. These different descriptors, however, run into a common reference to a state of vulnerability to harm and loss of life, property or livelihood which in turn led to depression and poor academic achievement among students at all level (Afu et al., 2023).

The interplay between security and education has been extensively studied and acknowledged as a crucial determinant of the academic environment, impacting both the quality and accessibility of education. In Nigeria, a country that has experienced profound security challenges over the last decade, the implications of these issues on educational delivery have attracted increased scrutiny, especially at the senior secondary school level. This demographic is particularly vulnerable to disruptions caused by various security threats, including terrorism, kidnapping, and violent crime.

The Federal Capital Territory (FCT), Abuja, is positioned as the administrative and educational heart of Nigeria. Despite its central role, Abuja has not been exempted from the escalating security concerns that are pervasive throughout the nation. Various forms of insecurity, including acts of terrorism attributed to groups such as Boko Haram and other violent criminal activities, have emerged as significant barriers to effective education. The Boko Haram insurgency, in particular, which began in 2009, has led to the deaths of thousands and the displacement of millions, notably affecting access to education (Al Jazeera, 2022; United Nations, 2023).

Education in Nigeria has been under siege due to the increasing threat of violence, leading to heightened anxiety among students, parents, and educators. Reports have indicated instances where schools have been closed temporarily or relocated due to safety concerns, resulting in reduced enrollment rates and disrupted academic calendars (Nwankwo and Okogbule, 2022). Additionally, the psychological toll of such insecurity significantly impacts the learning environment, as students may experience trauma, fear, and lack of motivation to attend school.

Moreover, the challenges in the schools extend beyond physical safety. Insecurity has wide-ranging implications on educational outcomes, hindering the ability of teachers to deliver lessons effectively and diminishing the overall quality of education provided. Teachers may be reluctant to teach in areas perceived as unsafe, and the resources necessary for learning may be redirected towards enhancing security rather than improving pedagogical methods (Ogunyemi and Oduyoye, 2023).

Societal development is inextricably linked to education, and any disruption to this foundational element can have long-lasting effects on the community. An educated populace is essential for fostering economic growth, social cohesion, and democratic governance. The insecurity faced in regions such as Abuja risks reversing the progress made in educational attendance and quality, inhibiting the country's development trajectory as it grapples with the implications of violence and instability.

Furthermore, the Nigerian government has begun to implement various strategies aimed at addressing these emerging security challenges in educational settings. Initiatives to bolster school security through the establishment of military presence in schools and community policing have been suggested to create a more secure learning environment (Ibrahim, 2021). However, the effectiveness of these measures remains under evaluation, and continuous assessment is essential to understand their impact on educational delivery. Hence, this present study sets to investigate the influence of insecurity on teaching and learning in senior secondary schools in FCT-Abuja.

Purpose of the Study

The main purpose of the study was to investigate the influence of insecurity on teaching and learning in senior secondary schools in FCT-Abuja, Nigeria. Specifically, the study sought to:

- i. assess the influence of insecurity on teaching and learning of senior secondary school students in FCT, Abuja.
- ii. find out the strategies that can enhance the security of schools and promote a conducive learning environment in FCT-Abuja.

Research Questions

The following research questions guided the study:

1. What is the influence of insecurity on senior secondary school students in FCT-Abuja?

2. What measures can be adopted to improve school security and foster a safe learning environment in senior secondary schools in FCT-Abuja?

Research Hypotheses

The following null hypotheses guided this study

Ho₁: There is no significant difference in the mean rating of male and female students on the influence of insecurity on teaching and learning in secondary schools in FCT, Abuja.

Ho₂: There is no significant difference in the mean rating of students from rural and urban areas on the influence of insecurity on teaching and learning in secondary schools in FCT, Abuja.

Conceptual Framework

This section reviews concepts related to the study as follows:

Insecurity

Insecurity has been defined by various scholars. Achumba, Ighomereho, and Akpor-Robaro (2013) describe it as the opposite of security, using terms such as lack of safety, danger, risk, uncertainty, lack of confidence, doubt, inadequate protection, instability, trouble, and unsafety. Oluyomi and Grace (2016) view insecurity as related to feelings of uncertainty and threats to life, while Hassan (2014) defines it as a negative sentiment characterized by fear, anxiety, doubt, and injustice. When individuals lack control over a situation and must depend on the assurance of others i.e assurances that cannot be guaranteed. They may experience frustration or insecurity. Insecurity is a significant threat to learning, as the prevailing peace or conflict in communities surrounding schools can significantly impact the teaching and learning activities within those institutions.

According to Onifade, Imhonopi, and Urim (2013), insecurity arises when the human and national security of a state is compromised by either internal or external forces, often exacerbated by the weak economic, military, and human resource development of the state. Paul (2015) defines insecurity as the condition of being at risk of danger, injury, or uncertainty. From these definitions, insecurity can be summarized as the state of being fearful of attacks from one's environment. Various factors contribute to the insecurity in Nigeria, including unemployment, poverty, illiteracy, marginalization, political instability, international influences, and communal crises. Several forms of insecurity are present in Nigeria.

Oluwa (2014) in Bassey (2016) lists types that include: militancy in the Niger Delta region, clashes between Fulani herdsmen and farmers, ethnic and religious conflicts, gang-related violence, kidnapping, robbery, mob violence, ritual killings, and police brutality, among others.

Level of Insecurity in Nigerian Educational Institutions

The Nigerian educational system is the largest in Africa, encompassing early childhood education, basic education, junior secondary education, senior secondary education, and higher education. However, primary education in Nigeria faces significant challenges due to insecurity. In Yobe State, primary and junior secondary schools have virtually vanished in two local government areas since 2013, when public senior secondary schools were relocated from Gujba and Gulani to Damaturu, the state capital (Human Rights Watch, 2016). Secondary education is particularly vulnerable, with numerous attacks on educational institutions throughout Nigeria.

In April 2014, the Boko Haram group kidnapped 276 schoolgirls from the Government Secondary School in Chibok, Borno State. Although some of the girls initially escaped, none were rescued, and as of this writing, 219 remained missing. Similarly, in November 2014, an attack on Zanna Mobarti Primary School in Damasak, also located in Borno State, resulted in the abduction of approximately 300 young students, none of whom have been returned to their families (Human Rights Watch, 2016). In another incident in February 2014, a Boko Haram attack at the Federal Government College in Buni Yadi, Yobe State, led to the deaths of 59 boys. According to the Guardian (2020), hundreds of Nigerian students are missing after gunmen attacked a secondary school in northwestern Katsina State. A large group of armed men with AK-47s stormed the all-boys Government Science Secondary School in Kankara, shooting at local security forces. The attack is believed to have been carried out by bandits. Katsina State Governor Aminu Masari stated that officials were searching nearby forests for 333 students and were in contact with parents to confirm the exact number of those kidnapped.

Higher education institutions in Nigeria are also affected by insecurity challenges. Many Nigerian tertiary institutions are increasingly struggling to fulfill their educational objectives due to security issues (Paul, 2015). Numerous attacks on higher education institutions have resulted in closures and interruptions of academic programs. For instance, armed assailants attacked a teacher training college in Kano, leaving at least 15 people dead (BBC, 2014).

A blast was reported at the Kano State School of Hygiene (Guardian, 2014). Additionally, on July 25, a group of geologists and technologists from the University of Maiduguri was ambushed by Boko Haram insurgents in the Magumeri area of Borno State. The team was conducting oil exploration in Lake Chad, having collected soil samples and was on their way back when the insurgents struck. Reports indicated that around 12 soldiers who were escorting the group were killed, alongside several staff members from the Nigerian National Petroleum Corporation (NNPC); some academics also lost their lives, while four others were kidnapped. Initially, the army claimed to have rescued some members of the oil exploration team, but later retracted that statement and apologized for misleading the public (The Cable, 2017).

Imhonopi and Urim (2012) observed that the challenges of insecurity have reached formidable levels, causing greater distress for the country's political and economic leaders, resulting in the loss of lives, investments, and a pervasive absence of safety in many regions. Since 2009, violent crimes such as kidnappings, ritual killings, carjackings, suicide bombings, religious violence,

politically motivated killings, ethnic clashes, and armed banditry have become a frequent and alarming aspect of life in Nigeria.

Effects of Insecurity on the School Administration (Nigerian Educational Institutions)

The effects of insecurity in the administration of Nigerian educational institutions include loss of manpower in educational institutions, poor quality of education, increased in educational spending, destructions of infrastructural facilities, brain-drain, closure of educational institutions, educational wastages, discouragement of educational pursue by children and encourage foreign education and internal displacement of learners.

The administration of educational institutions depends on the quality and qualities of professional teacher available. Insecurity in Nigeria is affecting the administration of educational institutions because many professional teachers have lost their lives due to the problem of insecurity in the country. This act has reduced the number of teachers for the effective administration of schools especially in the northern part of the country. Insecurity in Nigeria, particularly in Northern part of Nigeria is responsible for the death of professional teachers in the Nigeria. Many professional teachers, school administrators and students have been killed because of insecurity in the country.

Insecurity often makes women to become widows due to sudden lost of their husband and this will make some of them to experience harmful widowhood practices which might leads them to depression and the Illiteracy status of some of the widows is also a significant factor responsible for the unhealthy widowhood practices in Nigeria. In the time past, formal education for girls has been secondary to that of the boys (Oguche, Afu & Osagie, 2024). This severe but general discrimination and neglect of the female child's education hinders their progress and expose them to all forms of abuses and un healthy cultural practices like the strict observance of widowhood rites. This has affected and still affecting women till date. Illiteracy status of women has really contributed to the plight of widows. The illiterate widows are particularly disadvantaged as illiteracy has rendered them socially and economically venerable.

According to Thecable (2019) citing the United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's North-East since the start of the insurgency in 2009. The implication of this is that, the quality of education will reduce since the educational sector will be faced with the problem of inadequate professional teachers.

One of the objectives of school administration is to ensure delivery of quality education in all educational institutions. Insecurity in Nigeria is contributing to poor quality education because, school scheme of work and syllables are not covered in most educational institutions due to school closed down. Many educational institutions in the country are always been closed down due to insecurity. The inability of these educational institutions to cover their scheme of work and syllables is reducing the quality of education. For instance, the entire educational institutions in Borno, Kaduna and Kano State were closed down because of insecurity, many students were forced to go home and teaching and learning stopped. Upon resumption, the students were asked to start their examinations. Insecurity, forces students to graduate without completion of scheme of work and move others from one form of class to another class without covering the stipulated scheme

of work for the time due to school closure, as a result of attack from insurgents. Some schools are not closed down by government but end up churning out half-baked graduates as a result of insecurity. Schools are not able to spend stipulated number of months per term. Schools in unsafe areas lack adequate qualified teachers. As such, students are not properly taught (Oluyomi, & Grace, 2016).

Another effect of insecurity on the administration of education in Nigeria is the massive destruction of infrastructural facilities. School administration depends on the availability of infrastructural facilities to implement educational programmes. Many school facilities like classrooms, administrative block, ICT facilities, tables, chairs and desks have been destroyed by insurgencies and Boko Haram members in the Northern part of the country. Human right watch (2016) reported that “Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers. “The Education Needs Assessment found that out of 260 school sites, 28% had been damaged by bullets, shellings or shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups or military in close proximity. “Between 2009 and 2015, attacks in north-Eastern Nigeria destroyed more than 910 schools and forced at least 1,500 to close down (HRW,2016). School buildings and facilities are destroyed during insurgency or crises. Many secondary schools have been burnt down by insurgents. School facilities become inadequate (Oluyomi, & Grace, 2016).

Administration of school is impossible without adequate manpower to man the classrooms and to carry out other academic services within the schools. The insecurity in Nigeria and especially in the Northern Nigeria is causing mass movement of professional teachers from one state to another leaving many educational institutions without teachers. Many teachers and lecturers are resigning their appointment due to insecurity in Northern Nigeria. The implication of this mass migration of teachers from this region is that, less teachers will be available to teach and this will affect the quality of education because, there will be inadequate professional teachers to attend to the students. In the (2018) UNESCO global education monitoring report (GEM), the UN agency said 19,000 teachers have been displaced in the region, affecting access to education.

Administration of school is saddled with the responsibility of ensuring stable academic calendar and implementation of programmes as planned. The insecurity in Nigeria have led many states government order closure of all educational institutions in their states to prevent further attacks. Borno State ordered the closure of all educational institutions in the state because of insecurity. Human Right Watch (2016) submitted that in Borno, one of the most affected states, schools at all levels have been closed in 22 out of 27 local government areas for at least two years, and public secondary schools in the state capital, Maiduguri, only reopened in February 2016 after internally displaced people, or IDPs, who occupied most of the schools, were relocated elsewhere. The crisis caused by the Boko Haram insurgency in north-East Nigeria means that over 57 per cent of schools in Borno, the worst-hit state, are closed, even as the new school year begins (UNICEF, 2017). More states in Northern Nigeria have ordered all schools to close following last week's kidnapping of hundreds of pupils in Katsina State as reported by (B.B.C, 2020).

The implication of school closure on students is that, it will affect the quality of education. Scheme of works and syllable meant to be covered are not covered due to the insecurity and school closure. Some schools are shut down as a result of security challenges. Government had to close down many secondary schools in crises-prone areas for several months. Timothy (2021) submits that since the recent wave of kidnappings by criminal gangs demanding ransom, many state authorities, including those in Kano, Yobe, Niger, and Zamfara, have ordered the closure of boarding schools.

Nnamdi (2021) noted that, concerns about the students' safety have prompted governors of six states in the region – Niger, Kano, Katsina, Jigawa, Zamfara and Sokoto as well as Yobe in the North East, to shut some or all boarding schools, particularly in the most vulnerable local government areas, until a semblance of security has been restored. Nigeria Union of Teachers spokesperson Emmanuel Hwande says the closures will have consequences. "It will disrupt the free flow of academic calendar, the flow of the children's education pursuit. It will subject the children to trauma," he said. UNICEF says the closing down of schools is not the best approach (Timothy, 2021).

One of the functions of school administration is to ensure effective student administration and enrolment but, insecurity in the country is discouraging parents and children from coming to school because of the fear of been kidnapped or been killed by insurgence. Attacks on educational institutions in Nigeria is discouraging parents and students from going to schools especially in Northern Nigeria. Many parents have decided to keep their children at home instead of been killed and kidnapped at schools where safety is not guaranteed. In the face of security threats in Nigeria, parents consider pulling their children out of schools. Timothy (2021) observed that UNICEF says the recent spate of abductions is having a huge negative impact on education in Nigeria. "At a time when the pandemic is rife, and some parents have withdrawn their children from school, or have not sent their children back to school, the insecurity and threats to educational facilities can only compound an already difficult situation," said Peter Hawkins, UNICEF Nigeria country representative. While Nnamdi (2021) observed that the attacks could curtail attendance once schools reopen.

Theoretical Framework

This study is guided by Maslow's Hierarchy of Needs (1943).

Maslow's Hierarchy of Needs (1943)

This is a psychological theory developed by Abraham Maslow in 1943, which proposes that human needs can be arranged in a hierarchical structure. This hierarchy consists of five levels, starting from the most basic needs at the bottom to the most complex needs at the top:

Physiological Needs: These are the basic, essential needs required for human survival, such as food, water, shelter, sleep, and clothing. If these needs are not met, individuals are unlikely to focus on anything else, including education.

Safety Needs: Once physiological needs are satisfied, individuals seek safety and security. This includes physical safety (freedom from violence, harm, or threat), financial security, health, and well-being. A safe environment is crucial for individuals to thrive.

Love and Belongingness Needs: After achieving safety, individuals seek comfort in relationships, social acceptance, and belonging. This encompasses the need for friendships, family connections, and community involvement.

Esteem Needs: This level involves the need for respect, self-esteem, recognition, and independence. Meeting these needs contributes to feelings of accomplishment and self-worth.

Self-Actualization Needs: At the top of the hierarchy is the need for self-actualization, where individuals strive to achieve their full potential, pursue personal growth, and realize their talents and capabilities.

Application of Maslow's Hierarchy of Needs to this Study

The relationship between Maslow's Hierarchy of Needs and the topic "Influence of Security Issues on the Delivery of Teaching and Learning in Senior Secondary Schools in FCT-Abuja" can be articulated as follows. According to Maslow, before individuals can focus on higher-level needs (like esteem and self-actualization), their basic needs must be satisfied, particularly safety needs.

In the context of senior secondary schools, security issues directly undermine students' and teachers' feelings of safety. If students fear for their safety due to violence, crime, or other security threats, their capacity to concentrate on learning diminishes, as their immediate needs are in jeopardy.

Maslow's theory suggests that students must feel secure in their environment to engage fully in educational activities. If security issues loom large, students may be preoccupied with concerns about their safety rather than focusing on academic tasks. Lack of security can lead to heightened anxiety and stress among both students and teachers, leading to reduced participation in classes, low attendance rates, and poor academic performance. Thus, the delivery of teaching and learning is compromised.

Maslow's hierarchy includes the need for love and belongingness, which signifies the importance of social relationships and community support in education. When security issues disrupt those relationships through violence or fear, students may feel isolated or unsafe in their school community.

The emotional impacts of insecurity such as depression or anxiety can prevent students from pursuing their educational goals, further exacerbating disparities in learning outcomes and social cohesion within schools. Teachers also require a safe environment to perform effectively. Just like students, teachers who feel unsafe may be less effective in their teaching practices, impacting their motivation and desire to connect with students. This can create a negative feedback loop affecting the overall educational system.

If teachers are distracted by concerns about their safety or the safety of their students, it can hinder their ability to deliver quality education, impacting curriculum delivery and classroom management.

Review of Previous Studies

Adikwu, Oguche, Usman and Oguche (2023) influence of child abuse and Neglects on maladaptive behaviour and academic achievement of students in Nigeria: implications for guidance. The design employed for this study was a descriptive survey research design. The population of the study consisted of all the students attending federal university in Nigeria. A sample size of 650 students was selected for this study. The study revealed that sexual exploitation, child trafficking, child emotional abuse amongst others were some of the various child abuse and neglects in Nigeria. The study further revealed that bullying and cyber bullying, being a prospective abuser of other children, substance abuse, acts of cultism amongst others were some of the influence of child abuse and neglects on maladaptive behaviours amongst students in Nigeria. Poor academic achievement, difficulty in concentration amongst others were some of the influence of child abuse and neglects on academic achievement of students in Nigeria. The study recommended that government at all levels should create workshop for both teachers and students on the physical and psychological influences of child abuse and neglects in order to prevent incidence of child abuse and neglects and address the maladaptive behaviours amongst students as well as the menace of poor academic achievement amongst the students.

Joshua, Usman and Oguche (2024) explored influence of social media and peer group on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja. The design employed for this study was a descriptive survey research design. The population of the study consisted of all the students attending federal university in Nigeria. A sample size of 322 students was selected for this study. The study revealed that social media has both negative and positive influence on maladaptive behaviours among secondary school students. Findings of the study also revealed that peer pressure has both negative and positive influence on maladaptive behaviours among secondary school students. The findings of the study further revealed that male and female respondents differ significantly on the influence of social media on maladaptive behaviour among secondary school students in FCT-Abuja. The findings of the study equally revealed that respondents from rural and urban areas differ significantly on the influence of peer group on maladaptive behaviour among secondary school students in FCT-Abuja. The study recommended that mass media especially the visual ones should be careful in what to feature and what not to, since most youth imitate and tend to exhibit a lot of what they borrow from these agents of information. As Nigeria is a developing nation, effort should be directed against polluting the characters of our youths since they are the hope of the nation.

Dansidi, Usman and Oguche, (2024) examined the influence of harmful widowhood practices on academic achievement of secondary school students in Nigeria: implications for Guidance. The study was guided by it one specific objective, one research question and two null hypotheses. The research design for this study was a descriptive survey research design. The population of this study comprised of all secondary schools in Nigeria. A sample size of three hundred and seventy (370) respondents was sampled for the study. The instrument was a self-designed questionnaire titled “Influence of Harmful Widowhood Practices on Academic Achievement Questionnaire (IHWPAQ). Frequency counts and percentages was used to analyse

the demographic data while Mean scores and Standard Deviations was used to answer the research questions also t-test was used to test the hypotheses. The study revealed among others that harmful widowhood practices play key role on students' academic performance as well as their academic achievement as the practices often leads to depression, substance abuse, emotional abuse among others which often lead to low self-esteem, gender inequality and school dropout. The study recommended among others that the Counsellors and other stakeholders in education should make more efforts to provide adequate counselling services for victim of harmful widowhood practices in order to bring to the barest minimum the negative influence it has on students, this effort should be irrespective of gender or location.

Usman, Oguche and Linus (2024) conducted a study on the effect of asymmetric warfare on maladaptive behaviour and academic achievement of secondary school students in Nigeria: implications for guidance. The design employed for this study was a descriptive survey and ex-post facto research design. The population of the study consisted of all secondary school students in North-central, Nigeria. A sample size of 453 students was selected for this study. The study revealed that School dropout, acts of absenteeism, substance abuse, stealing, destruction of school facilities, sexual and unwanted pregnancy are some of the effects of asymmetric warfare on maladaptive behaviours among secondary school students in Nigeria. The study further revealed that Poor academic achievement, difficulty in concentration, high numbers of out of school children, academic anxiety amongst others are some of the effects of asymmetric warfare on academic achievement among secondary school students in Nigeria. creation of meaningful jobs for the youths, creation of information and sensitization on the consequences of asymmetric warfare on students as well as national development, adequate provision of counselling for students are some of the possible solutions the menace of asymmetric warfare in North-central, Nigeria. The study recommended amongst others that Government and other stakeholders in education should make more efforts toward creating information and sensitization on the consequences of asymmetric warfare on students' academic achievement so as to eradicate or bring to the barest minimum the menace of poor academic achievement among secondary school students.

Apeh, Usman and Afu (2024) examine the incidences, factors and consequences of child abuse on academic achievement of senior secondary school students in the Federal Capital Territory, Abuja. Two objectives, two research questions and two hypotheses guided the study. The design employed for this study was a descriptive survey research design. The population of the study consisted of 70,162 students from the six area councils of FCT-Abuja. A sample size of 381 students was selected for this study. A simple random sampling technique was used for the study. The instrument for data collection was a questionnaire. The instrument was validated by the two experts in in the department of Guidance and Counselling, Faculty of Education, University of Abuja. The stability of the items produced an index value of 0.90. The data collected was analyzed using simple percentages; frequency count; mean score and standard deviation for research questions while hypotheses were tested at 0.05 level of significance using t-test statistics. The study revealed that stress due to social conditions such as unemployment, illness, poor housing conditions, death of a family member are some of the factors responsible for child abuse in FCT-

Abuja. The study further revealed that child abuse has consequences such as minor injuries, severe brain damage, difficulty in concentrating and even death of the child. The study recommended that efforts should be made to reduce the existing child abuse in FCT, Abuja by showing care about the welfare of the students and providing the basic needs for the learners to sustain and improve the academic achievement in respective of gender and location in the Federal Capital Territory, Abuja, Nigeria. The study further recommended that government at all levels should create workshop for both teachers and students on the physical and psychological consequences of child abuse in order to prevent child abuse.

Most of the studies reviewed were on issues surrounding insecurities as well as academic achievement of students in secondary schools but this present study is unique as it put into consideration the teaching and learning processes while considering insecurity as the independent variable.

Research Design

The design adopted for this study is descriptive survey research design. This is a research method that describes a given state of affairs at a particular time (Adikwu, Oguce, Usman & Olabode, 2023). This research design permits the gathering of information through the use of questionnaire from a population based on appropriate sampling techniques. The design was considered appropriate for this study being that the work is intended to collect data from small group with the view to describing the entire population vis-à-vis assessing the influence of security issues on the delivery of teaching and learning in senior secondary schools in FCT-Abuja.

Population of the Study

The target population for this study consists of senior secondary school students, teachers, and school administrators in selected secondary schools across the FCT. The population will include both public and private secondary schools to capture a broad perspective on the influence of security issues on educational delivery.

Sample Size and Sampling Techniques

A simple random sampling technique will be employed to select a representative sample of schools from both public and private sectors in the FCT. The respondents were categorized based on factors such as location (urban vs. rural) and gender (male and female). From each stratum, a sample of 5 schools were randomly selected, resulting in a total of 20 schools.

Within each selected, stratified sampling will also be used to identify participants, ensuring representation from different classes (SS1-SS3) and a mix of genders. The sample size consisted of 400 students and 40 teachers, ensuring that the data reflect diverse experiences and perspectives.

Instrument for Data Collection

The instrument used for this study was a 20 item self-structured questionnaire captioned, “Influence of Insecurity on Teaching and Learning in Senior Secondary Schools, Questionnaire (IITLSSQ)”. The IITLSSQ consisted of two sections, A and B. Section A elicited demographic information about the respondents while section B consisted of 160 items structured based on a 4-point response rating scale of Strongly Agree (SA) =4 points, Agree (A)=3 points, Disagree (D) =2 points and Strongly Disagree (SD)=1 point respectively to elicit information on the influence of insecurity on teaching and learning in senior secondary schools in FCT-Abuja.

Data Collection Procedure

Four hundred and forty (440) copies of the questionnaire would be distributed to teachers and students in the selected senior secondary schools in FCT-Abuja. The researchers would visit the schools in person and administered copies of the questionnaire to the respondents under study. All copies of the instrument would be administered on face to face to the respondents.

Method of Data Analysis

The data collected was subjected to statistical analysis, interpretation and discussion. Simple percentages, frequency count and mean score were used for demographic data and the research questions. The weightings of the responses are SA = 4 points, A = 3 points, D = 2 points and SD = 1 point. Thus, the formula is;

$$\text{Decision rule: } \frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.50$$

The research questions were graded on a score of 2.50. Any item with a mean score of 2.50 and above was considered as “Agree” while those scores below the mean score of 2.50 were considered “Disagree”. All the hypotheses were tested at 0.05 level of significance using t-test. t-test was considered suitable for testing all the hypotheses because it allows for the determination of the differences between the means of two groups.

Data Presentation

Table 1: Distribution of respondents by gender

Gender	Frequency	Percentage (%)
Male	219	49.77
Female	221	50.23
Total	440	100.00

Source: (Field Survey, 2024)

In the above demographic data of the respondent’s gender, it shows that 219 representing (49.77 %) were males while 221 representing (50.23%) were females. This implies that the number of female respondents exceeded that of the male respondents.

Table 2: Distribution of Respondents by their Location

Location	Frequency	Percentage (%)
Urban	212	40.18
Rural	228	59.82
Total	440	100.00

Source: (Field Survey, 2024)

Table 2 shows that out of the total number of 440 respondents, 212 representing (40.18%) were from the urban area. The remaining 228 representing (59.82%) were from the rural area. This implies that the number of respondents from rural area exceeded that of the urban area.

Answer to Research Questions

Research Question One: What is the influence of insecurity on teaching and learning in senior secondary schools in FCT, Abuja?

Table 3: Influence of Insecurity on Teaching and Learning in Senior Secondary School in FCT, Abuja.

N = 440				
S/N	Statements	Mean	Std. Dev	Decision
3.	School dropout among students as a result of lost of parents due to insecurity.	2.52	.72	Agreed
4.	Insecurity leads to sexual exploitation.	3.09	.43	Agreed
5.	Lack of concentration among students due to inconducive learning environment	4.11	.58	Agreed
6.	Insecurity often led to child abuse	3.54	.62	Agreed
7.	Insecurity often led to substance abuse	3.22	.54	Agreed
8.	Insecurity often led to poor academic performance among students	2.92	.32	
Sectional Mean		3.23	.54	Agreed

Table 3 with the sectional mean of 3.23 showed the mean responses of the respondents on the influence of insecurity on teaching and learning in senior secondary schools in FCT, Abuja. From the analysis it was discovered that all the mean score were above 2.50 which is in line with decision rule that, items with mean score of 2.50 and above be considered agreed while below be considered disagreed. inline with the decision rule, the researcher concluded that all the above items in table 3 are the major the influence of insecurity on teaching and learning in senior secondary schools in FCT, Abuja.

Research Question Three: What are the strategies that can enhance the security of schools and promote a conducive learning environment in FCT-Abuja?

Table 4: Strategies That Can Enhance the Security of Schools and Promote a Conducive Learning Environment In FCT-Abuja.

N = 440

S/N	Statements	Mean	Std. Dev	Decision
15.	They should be no option of living or bail but death when caught in any act of insecurity	3.11	.70	Agreed
16.	Strengthen Institutions and Law Enforcement Agencies	3.09	.69	Agreed
17.	Addressing Societal Issues	3.12	.71	Agreed
18.	Teach students how to respond to security emergencies.	3.03	.67	Agreed
19	Solidification of Border Security	3.21	.74	Agreed
Sectional Mean		3.11	0.70	Agreed

Table 4 with the sectional mean of 3.11 showed the mean responses of students on the strategies that can enhance the security of schools and promote a conducive learning environment in FCT-Abuja. From the analysis it was discovered that items 10 and 9 with mean score of 3.03 and 3.09 respectively has the lowest mean score while item 11 and 13 with the mean score of 3.12 and 3.21 respectively has the highest mean score which implies that all the mean score were above 2.50 which is in line with decision rule that, items with mean score of 2.50 and above be considered agreed while below be considered disagreed.

Conclusion

This study concluded that insecurity have affected the entire educational institutions in FCT-Abuja. This research identified loss of manpower in educational institutions, poor quality of education, destructions of infrastructural facilities, brain-drain, closure of educational institutions, discouragement of educational pursue by children, internal displacement of learners, reduction of private investment in education and inadequate funding of education as the effect of insecurity in the administration of Nigerian educational institutions in Nigeria.

Recommendations

To solve the identified problems, the following recommendations are made:

- i. The government should develop the political will to fight all forms of insecurity in the country through the application of best strategies.
- ii. The Federal Government should deploy security personnel to guide all educational institutions in the country. The government should increase the level of its security through employing dedicated and intelligent security personnel.

- iii. The Nigerian government should direct Nigerian Police Force to establish a department for school security. The department should be saddled with the responsibility of providing security to all educational institutions in the country.
- iv. The Nigerian government should direct the Nigerian security and civil defense to establish department of forest security. This department will prevent the kidnapers from using forest for kidnapping activities and hide-out.
- v. The government should employ the engagement strategies and negotiation strategies to free the students in the hands of the kidnapers to engage the bandits and other criminal element in the country.

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