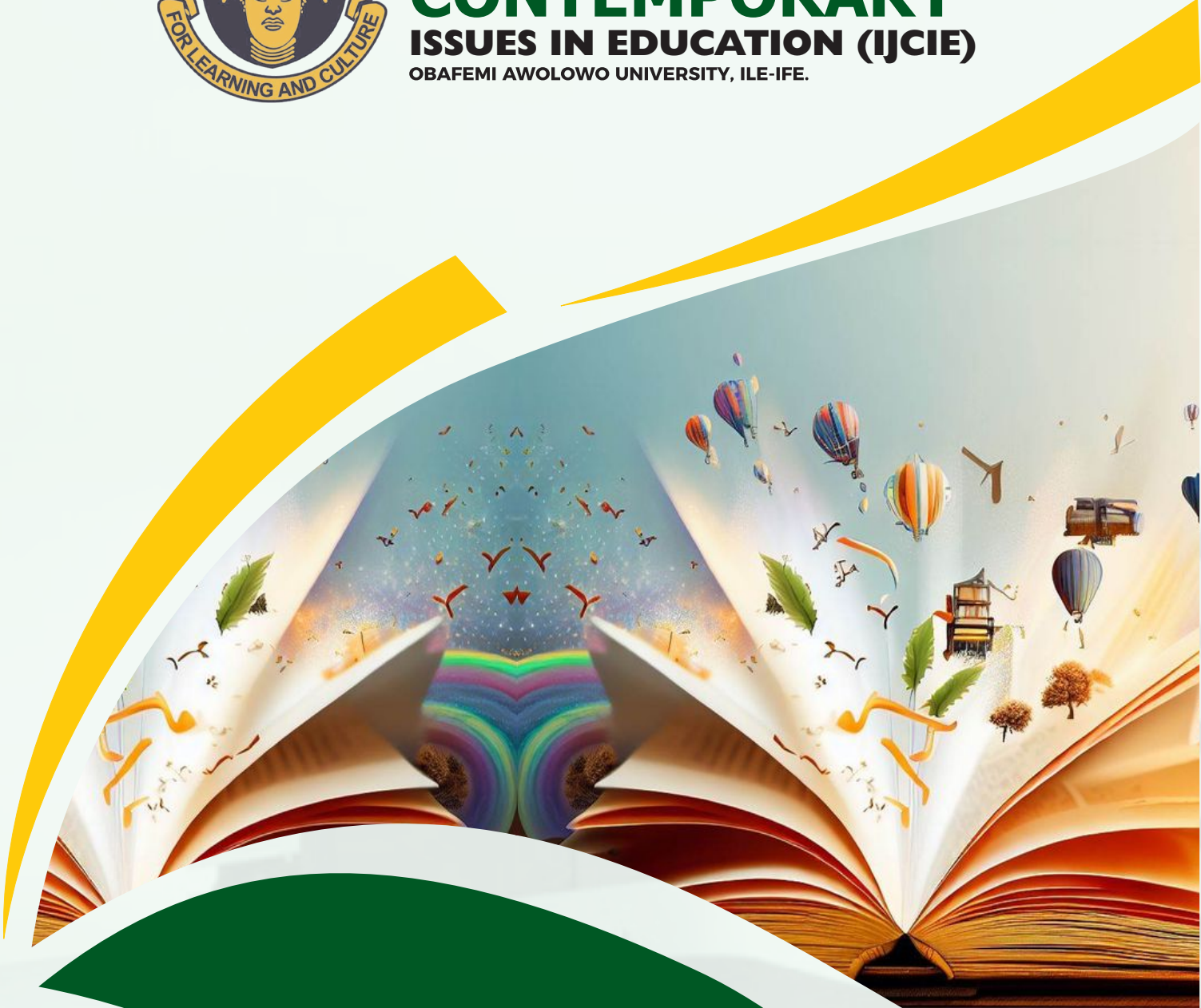




**INTERNATIONAL
JOURNAL OF
CONTEMPORARY
ISSUES IN EDUCATION (IJCIE)**
OBAFEMI AWOLOWO UNIVERSITY, ILE-IFE.



ISSN: 3115-5251
(Vol. 6, Nos. 1 & 2, 2025)



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INSECURITY: A BANE TO EDUCATIONAL MANAGEMENT OF SECONDARY EDUCATION IN NIGERIA

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Abstract

*Insecurity poses a significant threat to Nigerian secondary educational system, the study assessed the impact of insecurity on the overall effectiveness and administration of secondary schools. Using a descriptive research design, the study population comprises teachers, school administrators, and students from six secondary schools each stratified from the three geo-political zone of Oyo-State totaling eighteen secondary schools in Oyo State were selected randomly after stratification. Random sampling technique was employed to select the number of respondents from the identified strata as follows five teachers, one administrator and ten students per school totalling 90 teachers, 18 administrators and 180 students for the study. A structured questionnaire titled *Insecurity and Its Impact on Educational Management in Secondary Schools Questionnaire (IEMSQ)* with reliability index of 0.85 was used to collect data for the study. The questionnaire uses a Likert scale format for responses, with five categories: SA (5), A(4), U(3), D(2), and SD(1). The result indicated that 90% of respondents consider kidnapping a significant factor; 85% of respondents revealed that inter-communal violence also plays a significant role recognizing this as a cause of insecurity, there was composite contributions of independents variables insecurity (kidnapping, terrorism, banditry, and community conflicts) to dependent variables (Educational management) in secondary schools ($F_{(4, 283)} = 4.050$; $P < 0.05$) also there was significant relative contributions of the independents variables insecurity (kidnapping, terrorism, banditry, and community conflicts) to dependent variables (Educational management) in secondary schools, Kidnapping ($\beta = .167$; $t = 2.861$; $P < 0.05$), Terrorism ($\beta = .144$; $t = 2.481$; $P < 0.05$), Community conflicts ($\beta = .140$; $t = 2.040$; $P < 0.05$), and Banditry ($\beta = .139$; $t =$*

1.970; $P < 0.05$). The study revealed that insecurity in Nigeria's secondary education system is driven by a variety of factors, including kidnapping, terrorism, banditry, and community conflicts. Insecurity negatively affects the educational management of schools by disrupting school activities, reducing attendance rates, and lowering teacher performance. The study therefore made recommendations to improve educational management include enhanced security, community involvement, the use of technology, and capacity-building initiatives for teachers and administrators.

Keywords: Academic Disruption, Educational Administration, Educational Management, Insecurity, Secondary Education, Terrorism,

Introduction

Insecurity refers to a state of fear, anxiety, or uncertainty about one's safety, well-being, or future. It can manifest in various forms, including physical insecurity such as violence, terrorism, or natural disasters, emotional insecurity such as feelings of anxiety, fear, or uncertainty about one's emotional well-being, in cases of bullying or harassment, psychological insecurity such as threats to one's mental health, e.g stress, trauma, or anxiety disorders, and socioeconomic insecurity such as uncertainty or instability in one's economic or social situation, e.g poverty, unemployment, or social exclusion (Omede, 2017). Insecurity in Nigeria has become a multifaceted challenge, especially with the rise of insurgency, armed robberies, kidnappings, and communal conflicts. This has had dire consequences on the educational sector, especially secondary education, which is a critical stage in the development of young people and the nation as a whole.

Nigeria, Africa's most populous country, has been grappling with the challenge of

insecurity for decades. Insecurity, in its various forms, has become a pervasive and debilitating issue that threatens the very foundation of the country's social, economic, and political fabric (Adebanwi & Obadare, 2010). Consequently, the impact of insecurity is felt across all sectors, including education, healthcare, economy, and politics, making it a pressing concern for policymakers, scholars, and the general public (Omede, 2017). The manifestations of insecurity in Nigeria are diverse and complex, ranging from terrorism and insurgency to kidnapping, armed robbery, and communal clashes (International Crisis Group, 2019). Notably, the Boko Haram insurgency, which began in 2009, has been particularly devastating, resulting in the loss of thousands of lives, displacement of millions of people, and destruction of infrastructure (Human Rights Watch, 2020).

In addition, educational management is a critical component of the Nigerian education system, responsible for the planning, organization, and supervision of educational institutions (Adeyinka, 2007). Effective educational management is essential for the provision of quality education, which is a cornerstone of national development (Federal Republic of Nigeria, 2014). However, in Nigeria, educational management faces numerous challenges, including inadequate funding, poor infrastructure, and shortage of qualified teachers (Ogunsaju, 2011). Furthermore, the country's educational system is plagued by corruption, nepotism, and inefficiency, which undermine the quality of education (Aghenta, 2012). Despite these challenges, there are prospects for improvement. The Nigerian government has introduced various reforms aimed at strengthening educational management, including the development of new education policies and the establishment of quality assurance agencies (National Universities Commission, 2019).

Similarly, secondary education is a critical stage in the Nigerian education system, serving as a bridge between primary education and post-secondary education (Federal Republic of Nigeria, 2014). It is at this stage that students acquire the knowledge, skills, and values necessary for future academic and professional pursuits (Adeyinka, 2007). In particular, Nigeria's

secondary education faces numerous challenges, including inadequate funding, poor infrastructure, and shortage of qualified teachers (Ogunsaju, 2011). Moreover, the country's secondary education system is plagued by issues such as overcrowding, poor sanitation, and inadequate instructional materials (Aghenta, 2012). Despite these challenges, there are opportunities for improvement. The Nigerian government has introduced various initiatives aimed at strengthening secondary education, including the development of new curriculum and the establishment of technical and vocational education programs (National Board for Technical Education, 2019). Ultimately, the Nigerian education system, particularly at the secondary level, faces numerous challenges that hinder its effectiveness and efficiency. Among these challenges, insecurity stands out as a pervasive and debilitating issue that threatens the very foundation of educational management in Nigerian secondary schools (Innocent, et.al, 2021).

Educational management is critical to the success of educational institutions in Nigeria. It involves planning, organizing, leading, and controlling educational institutions to achieve their goals and objectives. Despite the challenges facing educational management in Nigeria, effective management can lead to improved student learning outcomes, enhanced teacher productivity, and a positive school culture.

Education in Nigeria is overseen by the Federal Ministry of Education, 2021. The local authorities take responsibility for implementing state-controlled policy regarding public education and state schools.(Study Driller, 2020) The education system is divided into Kindergarten, Primary education, Secondary education, and Tertiary education.(Glavin, Chris 2017) Nigeria's federal government has been dominated by instability since declaring independence from Britain, and as a result, a unified set of education policies is yet to be successfully implemented. Ajibade,(2019) Regional differences in quality, curriculum, and funding characterize the education system in Nigeria, Abdullahi, Danjuma; Abdullah, John (2014) Currently, Nigeria possesses the largest population of out-of-school learning youths in the world. The educational systems in Nigeria are

divided into two the public where the student only pays for Parents Teachers Association (PTA) while the private where students pay school fees and some other fees like sports, exam fees, computer fees etc. and they are costly

Secondary school is a link between the primary and tertiary levels of education. It is the form of education children receive after primary education and before tertiary stage (Solomon, 2015). Prior to 1982, students spent a total of five years in secondary school. After the "6-3-3-4" system was introduced, students spend six years in Secondary School divided into 3 years of JSS (Junior Secondary School), and 3 years of SSS (Senior Secondary School), Yahaya, Abdulwali (2019). During the 3 years of Junior Secondary School education, students are to take subjects such as Mathematics, English, Social Studies, cultural and creative arts, basic science and technology, pre-vocational studies, French, business education, Home Economics, Computer Studies or Fine arts, Fidelis(2018). Senior Secondary curriculum is based on 4 core subjects completed by 4 or 5 elective subjects. Core subjects are: English; mathematics; Economics; Civic Education; one or more electives out of Biology, Chemistry, Physics for science class; one or more electives out of English literature, History, Geography, Agricultural science or a vocational subject which includes: Book Keeping, Commerce, Food and Nutrition, Technical Drawing amongst other 17 subjects.

After the BECE, students can also join a technical college. The curriculum for these also lasts 3 years and leads to a trade/craftsmanship certificate, UNESCO-UNEVOC (2012). In Nigeria's National Policy on education (FRN 2014) it is stated that the federal government has adopted education as an instrument for effecting national development in all areas of the nation. Education in rural Nigeria is characterized with very poor infrastructure, insufficient academic staff, insecurity and non-payment of staff among others. Education is fundamental to the growth and development, and serves as a critical index in measuring the process of the development agenda. However, rural schools in Nigeria are in a "sorry state" and it is a common knowledge that a majority of the population in developing countries like Nigeria live in rural areas, which are largely neglected by the government when it

comes to development, Nigerian Voice (2021).

Statement of the Problem

This study aims to examine the effects of insecurity on educational management in Nigerian secondary schools, focusing on identifying causes, consequences, and potential solutions. By exploring the complex relationships between insecurity, educational management, and secondary education in Nigeria, this research seeks to contribute to developing effective strategies for mitigating insecurity and promoting a safe learning environment for secondary schools in Oyo state.

The specific objectives of the study are to:

- i. examine the composite contribution of insecurity kidnapping, terrorism, banditry, and community conflicts to educational management in secondary schools; and
- ii. determine the relative contributions of insecurity kidnapping, terrorism, banditry, and community conflicts to educational management in secondary schools?

Research Questions

1. What is the composite contribution of insecurity kidnapping, terrorism, banditry, and community conflicts to Educational management in secondary schools?
2. What is the relative contributions of insecurity kidnapping, terrorism, banditry, and community conflicts to Educational management in secondary schools?

Methodology

The research design adopted for the study is a descriptive research design. The population for the study comprised teachers, school administrators, and students from six secondary schools each stratified from the three geopolitical zone of Oyo State. Six secondary schools each were randomly selected from the three geopolitical zone totalling eighteen secondary schools in Oyo State selected randomly after stratification. Random sampling was employed to select the number of respondents from the

identified strata as follows five teachers, one administrator and ten students per school totaling 90 teachers, 18 administrators and 180 students for the study. Frequency count, percentage for demographic information, tables of the

respondents, while inferential statistics of Pearson Product Moment Correlation (PPMC), Multiple Regression Analysis (MRA) were used to test the research at the 0.05 alpha level. The summary of data analysis was discussed

Results

Demographic Characteristic

Table 1a: Distribution of the Respondents by Age for Students

Age range	Frequency	Percentage
15 - 16 years	63	39.13%
17 - 18 years	98	60.87%
	161	100%

Table 1b: Distribution of the Respondents by Age for Teachers

Age range	Frequency	Percentage
19 - 25 years	71	55.91%
26 - 35 years	28	22.05%
36 - 45 years	28	22.05%
	127	100%

Source: Field survey, 2025

Table 1a showed that age range between 17 to 18 years were 98 (60.87%) while age range of between 15 to 16 years were 63(39.13%) for the students while in the Table 1b, the age range of the teachers indicated that 19 to 25 years of age were 71 (55.91%) of the total respondents while age

range of 26 to 35 years and 36 to 45 years were 28 each and has 22.05% of the total respondents. These implies that age range between 17 to 18 years had the highest in the case of students and 19 to 25 has the highest in the case of teachers

Table 2: Distribution of the Respondents by Gender

Gender	Frequency	Percentage
Male	127	44.09%
Female	161	55.90%
Total	288	100%

Source: Field survey, 2025

Table 2 showed that female were 161 (55.90%) while male were 127 (44.09%) of the total

respondents. These indicated that majority of the respondents used for the study were female

Table 3: Distribution of the Respondents by Ethnicity

Ethnicity	Frequency	Percentage
Yoruba	249	86.46%
Igbo	34	11.81%
Hausa	04	1.39%
Others	01	0.35%
Total	288	100%

Source: Field survey, 2025

Table 3 showed that Yoruba were 249 (86.46%) while Igbo were 34 (11.81%) and Hausa were 4 (1.39%) while others were 1 (0.35%) of the total

respondents. These imply that majority were Yoruba.

Table 4: Distribution of the Respondents by Religion

Religion	Frequency	Percentage
Christianity	229	79.51%
Islam	42	14.58%
Traditional	13	4.51%
Others	04	1.39%
Total	288	100%

Source: Field survey, 2025

Table 4 showed that Christians were 229 (79.51%) while Muslim were 42 (14.58%) and traditional religion were 13 (4.51%) while others religion were 4 (1.39%) of the total respondents. These imply that majority were Christians

Table 5: Distribution of the Respondents by Status

Status	Frequency	Percentage
Administrator	18	6.25%
Teacher	90	31.25%
Student	180	62.50%
Total	288	100%

Source: Field survey, 2025

Table 5 showed that 180(62.50%) of the respondents were students, 90 (31.25%) were Teachers while 18 (6.25%) were administrators. These imply that majority of the respondents were students

Analysis of Research Questions and Interpretation of Results

Research Question One: What is the composite contribution of the independent variables insecurity (kidnapping, terrorism, banditry, and community conflicts) to dependent variables (Educational management) in secondary schools?

Table 1: The composite contributions of independent variables of insecurity (kidnapping, terrorism, banditry, and community conflicts) to dependent variable (Educational management) in secondary schools

Model	Sum of squares	df	Means Square	F	Sig.
Regression	21090.101	5	4218.020	40.540	.000 ^b
Residual	18103.899	174	104.045		
Total	39194.000	179			

R=.233^a

R²=.054

Adjusted R² = .041

Std. Error of the Estimate = 2.47106

*Denotes significant relationship at 0.05 significance level.

Table 1 shows that the composite contributions of independents variables insecurity (kidnapping, terrorism, banditry, and community conflicts) to dependent variables (Educational management) in secondary schools. The result yields a coefficient of multiple regressions R = .233; R² = .054 and adjusted R-square = 0.041. This suggests that these four

factors combined account for 4.1% (Adj.R²= .041) variance in the prediction of Educational management in secondary schools. This implies that there is significant composite of the independent variables insecurity (kidnapping, terrorism, banditry, and community conflicts) to dependent variables (Educational management) in secondary schools. The other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result from

the regression analysis shows that there is a significant composite contribution of the independent variables to educational management in secondary schools, ($F_{(4, 283)} = 4.050$; $P < 0.05$). This thus, implies that there

is composite contributions of independent variables insecurity (kidnapping, terrorism, banditry, and community conflicts) to dependent variables (Educational management) in secondary schools.

Research Question Two: What is the relative contributions of the independent variables insecurity (kidnapping, terrorism, banditry, and community conflicts) to dependent variables (Educational management) in secondary schools?

Table 2: Multiple regression showing the relative contributions of the independent variables insecurity (kidnapping, terrorism, banditry, and community conflicts) to dependent variables (Educational management) in secondary schools

Model	Unstandardized Coefficient B	Std. Error	Standardized Coefficient Beta-	t	Sig.
Constant	16.809	2.728	-	6.161	0.000
Kidnapping	0.147	0.051	0.167	2.861	0.005
Terrorism	0.181	0.073	0.144	2.481	0.014
Banditry	0.149	0.032	0.139	1.970	0.023
Community Conflicts	0.123	0.28	0.140	2.040	0.018

*Dependent Variable: Educational management; *Denotes significant at $P < 0.05$.*

Table 2 shows the relative contributions of the independent's variables insecurity (kidnapping, terrorism, banditry, and community conflicts) to dependent variables (Educational management) in secondary schools. These independent variables constitute the potent predictors of educational management in secondary schools. The result shows that there is a significant relative contribution of Kidnapping ($\beta = .167$; $t = 2.861$; $P < 0.05$), Terrorism ($\beta = .144$; $t = 2.481$; $P < 0.05$), Community conflicts ($\beta = .140$; $t = 2.040$; $P < 0.05$), and Banditry ($\beta = .139$; $t = 1.970$; $P < 0.05$) to educational management in secondary schools. As this result reveals, the most potent predictor is kidnapping follows by terrorism, Community conflicts and Banditry. **Thus**, there is significant relative contributions of the independent's variables insecurity (kidnapping, terrorism, banditry, and community conflicts) to dependent variables (Educational management) in secondary schools .

Discussion of Findings

This data present the discussion, conclusion, recommendation, limitation and suggestions for further studies on the effects of insecurity on educational management in Nigerian secondary schools, focusing on identifying causes, consequences, and potential

solutions. The results shown from the findings stated that there was significant composite contributions of independent variables insecurity (kidnapping, terrorism, banditry, and community conflicts) to dependent variables (Educational management) in secondary schools. Result was in line with the finding of Oviasuyi (2021) who found that insecurity is a feeling of uncertainty, a lack of confidence or anxiety about yourself. It can also be described as the state of being open to danger or threat. According to Okonkwo & Davis (2015) stated that Insecurity of lives have very adversely reduced the life span of the people and brought untold hardship to the citizens of this country with the displacement of some people, particularly in the northern region of the country. Insecurity is the dynamic condition which involves the relative ability of a state to counter threats to its core values and interest and their primary beneficiaries are the citizens (Onifode, Imhonopl and Uorim, 2013).

According to Olamosu (2000), insecurity is a state or condition in the life of a social unit, system, organization or society in which the existence of a problem assumes a critical dimension to the extent that the survival or existence of the social system or structure is threatened. Best, (2006) viewed insecurity as a

degenerated stage of conflict, threats to human security, and intense violence characterized by fighting, death, injury, etc. Abraham Maslow, Onifode, et al (2013) stated that an insecure person perceives the world as a life-threatening jungle, feels unsafe, unhappy, rejected, hostile, pessimistic, shows a sign of tension, conflict and guilt, and tends to be neurotic and generally egocentric. Insecurity leads to fear (Ogunode, & Chijindu, 2022; Ogunode, Umeora, & Olatunde - Aiyedun, 2022)

Furthermore, result was in line with the finding of Achumba, Ighomereho & Akpor- Robaro, (2013) who found that insecurity is the antithesis of security and has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe, and others. Oluyomi, & Grace, (2016) sees insecurity as concerned with feelings of uncertainty, dangers or threats to life while Hassan, (2014), viewed insecurity as a negative feeling involving fear, anxiety, uncertainty and injustice, among others. When an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed, the result may be frustration or insecurity. Insecurity is a threat to learning. Prevailing peace or conflict within communities around the schools often has ripple effects on the teaching and learning activities of such schools. For Beland (2005), insecurity is "the state of fear or anxiety stemming from a concrete or alleged lack of protection. It refers to lack or inadequate freedom from danger. This definition reflects physical insecurity which is the most visible form of insecurity, and it feeds into many other forms of insecurity such as economic security and social security

Conclusion

Based on the findings of the study, there was significant joint and relative contributions of the independent variables insecurity (kidnapping, terrorism, banditry, and community conflicts) to dependent variables (Educational management) in secondary schools. In conclusion insecurity was particularly has impact of is felt across all sectors, including

education, healthcare, economy, and politics, making it a pressing concern for policymakers, scholars, and the general public

Recommendations

The following recommendations were made

1. The government should strengthen school security systems by employing trained security personnel and installing surveillance equipment such as CCTV and alarm systems.
2. Secondary schools should be protected with proper perimeter fencing and secure access points to prevent unauthorized entry.
3. Clear government policies should be developed and implemented to support education in conflict-prone and insecure regions.
4. Increased funding should be allocated to schools affected by insecurity for the purpose of rebuilding, relocation, or infrastructure reinforcement.
5. Rapid-response security units should be established to protect schools during emergencies or violent attacks.
6. Local communities, including parents and traditional leaders, should be actively involved in safeguarding schools through community-based initiatives.

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