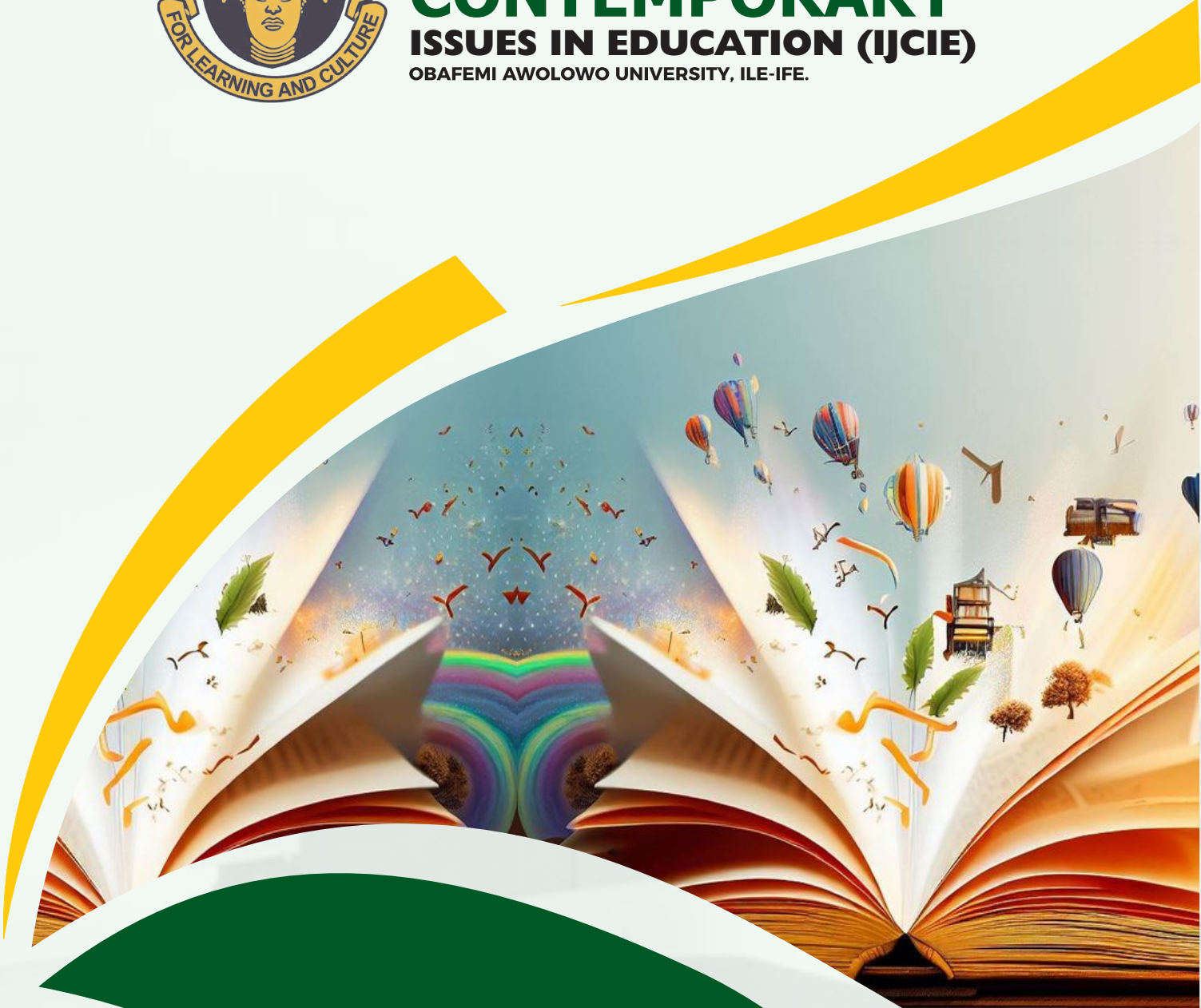




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Abstract

This study explored the psychological effects of insecurity on basic educators, specifically focusing on its impact on their learning, development, and overall well-being. Insecurity in the teaching profession can manifest in various forms, including job instability, financial concerns, and lack of institutional support. These stressors can significantly influence teachers' mental health, teaching effectiveness, and professional growth. Through quantitative and qualitative research, including surveys and semi-structured interviews, this study examined how insecurity affects teachers' emotional states, teaching methodologies, and engagement in professional development. Result of the study showed that there was positive significant relationships between impact of insecurity and educators' professional development in Oyo North Senatorial District of Oyo State Nigeria ($r = .290, p < .05$) result also reviewed significant relationships between impact of insecurity and classroom management in Ibadan, Oyo State Nigeria ($r(111) = .310, p < .05$); also there was positive significant relationship between impact of insecurity and teachers' teaching methodologies in Ibadan, Oyo State Nigeria ($r = .412, p < .05$), and there was significant relationships between Impact of insecurity and students' learning and development in Ibadan, Oyo State Nigeria ($r = .382, p < .05$). Findings indicate that insecurity led to heightened stress, burnout, and a decline in innovative teaching practices, which hinders educators' professional growth and students' outcomes. The study recommended implementing supportive measures like mentorship programmes, job security initiatives to alleviate the negative psychological impacts of insecurity on teachers. By addressing these issues, educational systems can improve

both teacher well-being and the quality of education delivered to students.

Keywords: Basic Educators, Professional Development, Psychological Effects, Insecurity, Teaching Methodologies.

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. Adeyemo, Olatunji & Ibrahim, (2020), sees 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 has become a critical concern globally, affecting individuals in various settings, including educational environments. For basic educator or teachers working in primary schools, insecurity can be understood in different forms, ranging from personal financial concerns to more structural issues such as job instability, low salary, and a lack of support from education authorities. Psychological insecurity can negatively impact not only the well-being of educators but also their ability to teach effectively, subsequently influencing the learning and development of their students.

Teachers or educators are often viewed as the cornerstone of educational systems, directly impacting the learning outcomes of students. However, their own psychological state, including feelings of insecurity, can undermine their performance and the quality of education they deliver. Teachers' or educators psychological well-being is integral to the classroom

environment, and their capacity to engage students in learning activities can be significantly diminished by stress and insecurity. 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 & Garba, 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 decades, 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. 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 & 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 wideranging 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 & Oduyoye, 2023).

Research on the psychological effects of insecurity on teachers is still relatively underexplored, especially within the context of primary education. Understanding the link between insecurity and the development of educators' professional abilities is crucial for improving educational systems and supporting the mental health of teachers, which in turn can lead to improved student outcomes. 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.

Insecurity has been defined by various scholars. Achumba, Ighomereho, and Akpor-Oboro (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. 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.

The psychological effects of insecurity are numerous and can affect teachers' mental health, job performance, and professional development. Studies have shown that teachers who experience job insecurity are more likely to suffer from stress, anxiety, and depression (Brown & Green, 2018). Teachers' job insecurity may also lead to emotional exhaustion and burnout, as they may feel overwhelmed by the demands of their job without adequate support. When educators experience burnout, they may

become less engaged with their students and less effective in promoting student learning (Guskey, 2020).

Teachers' psychological state can directly influence their teaching strategies. Insecure teachers may adopt passive teaching methods due to a lack of confidence, or they may avoid engaging with students for fear of making mistakes. Additionally, insecurity can prevent teachers from embracing innovative teaching methods or professional development opportunities that could improve their teaching skills (Leatherman, 2023).

Insecurity can hinder teachers' professional growth by limiting their willingness to pursue further education or engage in professional development opportunities. Educators who feel insecure may prioritize job security over career advancement, leading to stagnation in their professional growth (Miller & Davis, 2017). Moreover, when teachers are consumed by stress and insecurity, they may have little time or energy to focus on enhancing their teaching skills or engaging in self-improvement activities.

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, destruction of infrastructural facilities, brain-drain, closure of educational institutions, educational wastage, 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. According to Adamu & Salihu, 2021, 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 The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019) "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".

Several coping mechanisms can help teachers mitigate the effects of insecurity. These include seeking support from colleagues and mentors, engaging in stress-reducing activities such as mindfulness or exercise, and developing strong professional networks (Harrison, 2022). Schools can also play a critical role in supporting teachers by providing clear communication, job security, and opportunities for professional development. 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.

Another negative 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) report 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. While Nnamdi (2021) observed that the attacks could curtail attendance once schools reopen.

Statement of the Problem

The psychological effects of insecurity on teachers remain an understudied issue in many educational systems, particularly in primary education. Insecurity in the form of financial instability, job insecurity, and lack of social support can severely affect educators' emotional and psychological well-being. When teachers are unable to focus on their professional roles due to these concerns, their ability to deliver effective teaching is compromised, directly impacting students' learning and development. Therefore, this research explored the psychological effects of insecurity on basic educators' professional

development and their ability to foster an environment conducive to students' learning.

Objectives of the Study

The specific objectives are to :

- (i) determine the significant relationships between impact of insecurity and educators' professional development in the study area.
- (ii) examine the significant relationships between impact of insecurity and classroom management in the study area.
- (iii) find out if there is any significant relationships between insecurity and teachers' teaching methodologies in the study area.
- (iv) investigate the significant relationships between effects of insecurity and students' learning and development in the study area

Hypotheses

- (i) There is significant relationships between impact of insecurity and educators' professional development in the study area.
- (ii) There is significant relationships between impact of insecurity and classroom management in the study area.
- (iii) There is significant relationships between insecurity and teachers' teaching methodologies in the study area.
- (iv) There is significant relationships between effects of insecurity and students' learning and development in the study area.

Methodology

The design adopted for this study was descriptive survey research design of correlational type. The population for the study comprised of all the primary schools teachers and students in Oyo North Senatorial District, Oyo State, Nigeria. A simple random sampling technique was employed to select a representative sample of schools from both public and private sectors in the Oyo-North senatorial districts. The respondents were categorized based on factors such as location (urban and rural) and gender (male and female). From each stratum, a sample of 5 schools were randomly selected, resulting in a total of 20 schools. The target population for this

study consists of 112 primary school teachers. A purposive sampling technique was used to select participants who meet specific criteria, such as working as a basic educator for at least one year and experiencing job-related insecurity. The Instrument were distributed to the selected basic education teachers across selected schools within the senatorial district. The instrument contained both closed-ended and Likert-scale items designed to capture educators' experiences, perceptions, and psychological responses to insecurity in their teaching environment. Data were collected directly from respondents, ensuring confidentiality and voluntary

participation, and were later analyzed statistically to identify patterns and correlations. The quantitative data was analyzed using statistical techniques to identify correlations between insecurity and various professional outcomes of Pearson Product Moment Correlation (PPMC) and Regression Analysis. The summary of data analysis were discussed below:

Results

H₀₁: There is significant relationships between impact of insecurity and educators' professional development in Oyo North Senatorial District, Oyo state, Nigeria.

Table 1: Result of PPMC showing the significant relationship between impact of insecurity and educators' professional development.

Variable	N	Mean	Std. Dev.	df	R	P	Remark
Impact of insecurity	112	29.52	5.90	111	.290**	.045	Sig.
Professional development	112	16.23	2.78				

*Sig. at .05 level

Table 1 showed that there is a positive significant relationships between impact of insecurity and educators' professional development in Oyo North Senatorial District, Oyo state, Nigeria ($r = .290$, $p < .05$). The mean for Impact of insecurity were obtained as 29.52 and Standard deviation 5.90. Further, the mean and standard deviation for educators' professional development were obtained as 16.23 and 2.78 respectively. Although, the result confirms that a positive relationship exists between them, such a

relationship is significant one. This thus implies that there is significant relationships between impact of insecurity and educators' professional development in Oyo North Senatorial District, Oyo state, Nigeria. Hypothesis accepted

H₀₂: There is significant relationships between impact of insecurity and classroom management in Oyo North Senatorial District, Oyo state, Nigeria

Table 2 Result of PPMC showing the significant relationship between impact of insecurity and classroom management.

Variable	N	Mean	Std. Dev.	df	R	P	Remark
Impact of insecurity	112	29.52	5.90	111	.310**	.000	Sig.
Classroom management	112	15.83	2.87				

*Sig. at .05 level

Table 2 showed that there is significant relationships between impact of insecurity and classroom management in Oyo North Senatorial District, Oyo state, Nigeria ($r (111) = .310$,

$p < .05$). The mean for Impact of insecurity were obtained as 29.52 and Standard deviation 5.90. Further, the mean and standard deviation for Classroom management were obtained as 15.83

and 2.87 respectively. Although, the result confirms that positive relationship exists between them, such a relationship is significant one. This thus implies that there is significant relationships

between impact of insecurity and classroom management in Oyo North Senatorial District, Oyo state, Nigeria. Hypothesis accepted.

H₃: There is significant relationships between impact of insecurity and teachers' teaching methodologies in Oyo North Senatorial District, Oyo state, Nigeria

Table 3 Result of PPMC showing the significant relationship between impact of insecurity and teachers' teaching methodologies

Variable	N	Mean	Std. Dev.	df	R	P	Remark
Impact of insecurity	112	29.52	5.90	111	.412**	.000	Sig.
Teachers' teaching methodologies	112	13.71	3.49				

*Sig. at .05 level

Table 3 showed that there is a positive significant relationship between impact of insecurity and teachers' teaching methodologies in Oyo North Senatorial District, Oyo state, Nigeria ($r = .412$, $p < .05$). The mean for Impact of insecurity were obtained as 29.52 and Standard deviation 5.90. Further, the mean and standard deviation for Teachers' teaching methodologies were obtained as 13.71 and 3.49 respectively. Although, the result confirms that a positive relationship exists

between them, such a relationship is significant one. This thus implies that there is significant relationships between impact of insecurity and teachers' teaching methodologies in Ibadan, Oyo state Nigeria. Hypothesis accepted

H₄: There is significant relationships between Impact of insecurity and students' learning and development in Oyo North Senatorial District, Oyo state, Nigeria

Table 4 Result of PPMC showing the significant relationship between Impact of insecurity and students' learning and development

Variable	N	Mean	Std. Dev.	df	R	P	Remark
Impact of insecurity	112	29.52	5.90	111	.382**	.042	Sig.
Students' learning and development	112	16.69	3.83				

*Sig. at .05 level

Table 4 above shows that there is a positive significant relationships between Impact of insecurity and students' learning and development in in Oyo North Senatorial District, Oyo state, Nigeria ($r (111) = .382$, $p < .05$). The mean for Impact of insecurity were obtained as 29.52 and Standard deviation 5.90. Further, the mean and standard deviation for Students' learning and development were obtained as 16.69

and 3.83 respectively. Although, the result confirms that a positive relationship exists between them, such a relationship is significant one. This thus implies that there is significant relationships between Impact of insecurity and students' learning and development in Oyo North Senatorial District, Oyo state, Nigeria. Hypothesis accepted

Discussion

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 Counsellor 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 & 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.

Apeh, Usman & Afu (2024) examine the incidences, factors and consequences of child abuse on academic achievement of senior secondary school students In Oyo North Senatorial District Oyo state. 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 Oyo North Senatorial District Oyo state 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 Oyo North Senatorial District, Oyo state, 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.

Conclusion

This study concluded that insecurity have affected the entire educational institutions in Oyo North Senatorial District, Oyo state, Nigeria. 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 kidnappers 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 kidnappers to engage the bandits and other criminal element in the country.
- vi. 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.

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