

---

## IMPACT OF INSECURITY ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN THE NORTH-CENTRAL GEO-POLITICAL ZONE OF NIGERIA

**Okpanachi, S. Stephen, Ph.D.**

E-mail:- [stevokpanachi56@gmail.com](mailto:stevokpanachi56@gmail.com),

Phone number: +234 8033612096

Department of Educational Foundation

Federal College of Education, Okene

Kogi State, Nigeria.

### **Abstract**

*This study was to investigate the impact of security challenges on the academic performance of secondary school students in the North-Central Geo-political zone of Nigeria. Survey research design was adopted for the study. The research area was the North-Central geo-political zone of Nigeria which includes Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States and the Federal Territory Abuja. A purposeful random sample technique was used to sample Kogi, Nasarawa, Niger States and Abuja. Two hundred each was randomly sampled to select parents, teacher and students for the study making a total of six hundred (600). The main instrument used in this study was a questionnaire titled Security Challenges on Secondary School Questionnaire (SCSSQ). Face and content validation of the instrument was carried out to ensure that instrument had the accuracy for study under consideration. Test-re-test technique was used to determine the level of reliability of the instrument. The reliability co-efficient obtained was 0.75 and this was high enough to justify the use of the instrument. The statistical techniques adopted for this study was the mean. The finding of the study revealed that suitable location of school is important for the security of students. It equally revealed that perimeter fencing with good gate and security personnel are of necessity. It was revealed too that cooperation between parents, teachers and the community at large are part of criteria in maintaining security in school for better academic performance. The study among others recommended that school should be located closely to the users as to avert security attack on students.*

**Keywords:** Security challenges, Location Fencing, Academic Performance and PTA.

## Introduction

### Secondary Education in Nigeria

The Federal Government of Nigeria in its 2013 National Policy on Education (revised) stipulated that secondary school in Nigeria will be provided under two levels namely, Junior Secondary School and Post Basic Education and Career Development. The junior secondary education is the education which a child receives immediately after primary education. The objectives of secondary education in Nigeria are stated as follows:

- a. Provide the child with diverse basic knowledge and skills for entrepreneurship and educational education;
- b. Develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities;
- c. Inculcate values and raise moral upright individuals who are capable of independent thinking and who appreciate the value of labour, and
- d. Inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, and colour, ethnic and socio-economic background.

The senior secondary education is captured under section 3 of the policy under the heading “Post Basic Education and Career Development”. Secondary education is the education children receive after the junior secondary education. Some of the objectives of secondary education are:

- Offer diversified curriculum to cater for the differences in talents, dispositions, opportunities and future roles;
- Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- Provide entrepreneurial, technical and vocational job-specific skills for self-reliance and for agricultural, industrial, commercial and economic development;
- To develop and promote Nigerian languages, art and culture in the context of world’s cultural heritage;
- Inspire students with a desire for self-improvement and excellence;
- Foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
- Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

No doubt the above objectives if effectively realised can go a long way in placing the secondary school leavers with adequate intellectual competences and competent skills he requires to actualise his potentials both locally and internationally. But the million dollar question at this moment in Nigeria history is if actually our secondary schools have been able to achieve the above goals or objectives. Indeed Nigerians do not need rocket science to know that our secondary schools in their attempt to achieve the lofty objectives listed above are being surmounted with a lot of challenges. Some of these challenges are:

- ❖ Poor funding
- ❖ Unavailability of competent and motivated teaching staff
- ❖ Failure to accommodate the educational needs of a fast rising population
- ❖ Academic irregularities, corruption and indiscipline
- ❖ Poor school and learning infrastructure

- ❖ Inadequate access to education
- ❖ Lack of effective political-will
- ❖ Irregular schooling calendar
- ❖ Low standard of education,
- ❖ Insecurity.

Secured environment has been the necessary ingredient for human existence and development. No society can achieve anything good without necessary security. Nwagbosa (2012) asserted that in the human history, the central focus of security has been the people. This means that in any intellectual discourse, security problems and issues are discussed with reference to the well-being of human beings. It is to this end that security as an essential concept is commonly associated with the alleviation of threats to cherished values, survival of individuals, groups or properties.

Secondary school which is considered to be the bedrock of development of any nation is seen as a safe heaven for children after their immediate homes, especially if it is a Boarding School. Parents upon sending their children to school, for at least three months expect that they return adequately educated and most importantly, in one piece, unscratched and unharmed. Unfortunately, the violet reality of Nigeria Secondary schools today makes one wonder if schools are still safe, and how students are able to learn in such volatile environments. Students are no longer secured in schools and a lot of security challenges are faced by both of the students, teachers and the environment they find themselves. The perception of fear of violence influences home pupils act and behave. These perceptions can affects learners' school attendance, if not total removal from school, course poor school performance, and affect the general wellbeing of learners (Nzeuh, 2014)

The present day secondary schools are faced with so many security challenges which includes: i). Kidnapping for ransom,ii). Banditry attacks, iii). Sub-standard and dilapidated infrastructure, iv) Ethno religious crisis etc. These have coursed a lot of insecurity in our school system particularly the secondary schools.

Against this background the study examined the effects of insecurity on the academic performance of secondary school students in the north-central geo-political zone of Nigeria. The north-central geo-political zone of Nigeria is the area of the study is made up of six states and the Federal Capital Territory. The states are: Niger State, Kwara State, Benue State, Nasarawa State, Kogi State, and Plateau State. The descriptive survey research design would be adopted for this study. To achieve this, five hundred students, fifty teachers and fifty parents would be sampled for the study. In all, two States out of the six States would be selected and primary source and researcher design questionnaire would be used as the instrumentation of the study.

### **Statement of the Problem**

From independence in (1960) to early 2000, Nigeria as a whole and its schools seemed to have enjoyed relative peaceful and secured environment. Students were free attending to their academic work. Young ones travelled from one state to another to school in form of state exchange programme. Boardingschools where taken as the second home of the students. They travelled easily without problem. But since 2015 till date Nigerians have been witnessing what can be described as unsecured nation. Security lapses and challenges manifest on a daily basis in Nigerian schools. Adams; Adedeji; Majekodunmi; Kehinde; and Adams, (2010) opined that such security challenges ranges from youth restiveness, terrorism/insurgent

attacks, kidnappings and hostage taking for ransoms, cult-related activities and so forth have become the order of the day. In the prevailing circumstances, the safety and security of school administrators, teachers, students and entire community where the schools are located are no longer guaranteed, most especially North-central geo-political Zone of the Nigeria. This has therefore motivated the researcher to investigate the impact of security challenges on the achievements of secondary school in students in North-Central geo-political zone of Nigeria.

### **Conceptual Definition of Security**

Unfortunately Nigerians of today no longer go to sleep with their two eyes closed due to the worsening insecurity situation in almost all the parts of the country. The unpredictability of this worsening security situation in present day Nigeria is such that a serious breach of security could be reported in any part of the country any time. Arguably, one can lay the claim that our security architecture has now been overwhelmed by these security challenges. Today in Nigeria the security of lives and properties is now a major concern to community leaders, school heads, religious leaders, market leaders and the general public.

Ogunleye, Adewale, Alese and Ogunde (2011) said, security embraces all measures designed to protect and safeguard the citizenry and the resources of individuals, groups, businesses and the nation against sabotage or violent occurrence. On their part, Achimba and Ighomereho (2013) defined security as the stability and continuity of livelihood, predictability of daily life and freedom from psychological harm which result from the assurance or knowing what one is wanted, accepted, loved and protected in one's community or neighbourhood and by people around.

In a similar vein Nzewi (2014) described security as the process or means, physical or human of delaying, preventing and otherwise protecting against external or internal, defects, dangers, loss, criminals and other individuals or actions that threaten, hinder or destroy an organizations "steady state" and deprive it of its intended purpose for being.

In ordinary English usage security denotes a situation of being free from danger or threat. The Merriam Webster online dictionary defines security as the quality of state of being secure such as:

- i. Freedom from danger, or safety;
- ii. Freedom from fear or anxiety; and
- iii. Freedom from the prospect of being laid off.

The definition above connotes that the guarantee of physical safety of lives and properties are not the only ingredients needed to describe an environment or surroundings to be secured. Freedom from anxiety is also an aspect and a basic requirement of security. Anxiety in this context may refer to mental uneasiness, nervousness, apprehension etc.

Following from the above one can claim that the absence of physical threats does not necessarily imply that a child's security in the school environment is guaranteed. His emotional and psychological stability is also a key factor in ensuring he is secured in the school environment.

Conversely, insecurity is the antithesis of security. The Oxford online Languages Dictionary defines insecurity as follows:

- i. Uncertainty or anxiety about oneself, lack of confidence;
- ii. The state of being open to danger or threat, or lack of protection.

### **Security Challenges in Nigeria Schools**

The present day secondary in Nigeria are faced with so many security challenge include Boko Haram, armed robbery activities, kidnapping, banditry, political, religious and communal crises, murder, destruction of oil facilities by Niger delta militant's, child abduction trafficking and child labour (Atanda, 2013) These different dimensions of security challenges are what Eme and Antony, (2011) described as thong-religious conflict, politically based violence economic based violence and organized violence.

So many parts of the country were affected by these challenges Boko. Haram which literally means western education is forbidden in the local Hausa language was founded in the north east Nigerian state of borno in the early 2000 by Mohammed Yusuf Islamic movement of Nigeria (IMN) has it headquarter at Zaria and extended its activities to Sokoto and Kano states The Niger- delta vigilante (NGV) armed militia group emerged in the delta region of the country oil production area in 2016 coming to the fore with attacks on oil lines in the region and the armed gangs of the cattle herders and farmers in Taraba, Benue and Plateau which had spread to various part North-central is worth of mentioning here according to UNESCO report of 2022 as of 2018 violent clashes between the Fulani and some farming tribes have escalated into kidnapping and robbery attempts

### **Some Notable Cases of Serious Breach of Security is Some Secondary Schools North-Central Geo-Political Zone of Nigeria**

As noted earlier, the north-central geo-political zone of Nigeria is the area of the study is made up of six states and the Federal Capital Territory. The states are: Niger State, Kwara State, Benue State, Nasarawa State, Kogi State, and Plateau State.

On February 17<sup>th</sup> 2021, armed bandits attacked the Government Science Colleges, Kagarain Rafi Local Government Area of Niger state and abducted about forty two students. Two students were reportedly killed by the bandits (SaharaReporters, 2021). Twenty four hours later, another group of bandits stormed some communities Shiroro Local Government Area in the same state and kidnapped about ten people including secondary school aged children. At almost the same period armed bandits ridding on motorbikes attacked the town of Tegin in Rafi Local Government Area of Niger State and kidnapped a number of students in Salifu Tanko Islamic School (Voice of America 2021). On 11<sup>th</sup> march 2021, the Niger State government based on intelligence report had to close down all the public secondary schools in the state for about two weeks due to fear of banditry attacks on secondary schools in the state.

On March 7, 2021 Adenekan (2021) of Premium Times Newspaper reported that based on intelligence reports the Federal Capital Territory administration had to close down secondary schools in the Bwari Area Council schools in other parts of the FCT had to tighten up their security architecture over rumours of influx of bandits areas of the FCT.

Similarly, on November 3, 2021 the Sun Newspaper reported how suspected bandits invaded a junior secondary school in Yebu community of Kwali Area Council of the FCT and kidnapped the school's vice principal.

On the 26<sup>th</sup> of July 2022, Adamu Umar of Daily Trust Newspaper reported that bandits threats forced the ministry of education to close all the schools in the nation's capital. Sadly, the directive came at a time when the students were writing their exams. Hence, to meet up with the directive most of the schools in the FCT had to hurriedly readjust their school calendars. In some schools many students were reported to have written thirteen exams in one single day.

On 24<sup>th</sup> April, 202, Namlong (2021) reported that gunmen wielding sophisticated weapons attacked a secondary school located in Barkin Ladi Local Government Area of Plateau State and abducted some students. Similar attacks on some secondary schools in other local governments in the state such as Wase, Bukuru, Yelwa-Shandam etc. were reported. On 23<sup>rd</sup> October, 2022 the Plateau state government had to close down secondary schools in about eight local governments due to the attacks on secondary schools in the affected local governments.

In February, 2021, Sahara Reporters (2021) reported that the United Nations Mission in Nigeria warned the Nigerian government that attacks by bandits and insurgents on schools in Nigeria put future generations under threat.

### **The Concept of Academic Performance**

The success of any educational programme, institution or any level of education is majorly measured by how successful they are in ensuring that their students or learners achieve the knowledge they are expected or stipulated to achieve. To this end, it is always the interest of scholars and researchers to always explore means and processes that promote or inhibit desirable learning outcomes.

Therefore the concept of academic as defines by Wikipedia is the extent to which a student, teachers or institution has attained their shot or long-term educational goals; completion of educational bench mark such as secondary school diplomas and bachelor's degree represent academic achievement.

Narad and Abdullah (1016) see academic performance as the knowledge gained or educational goals set by teachers or academic bodies to be achieved over a specific period of time. The authors emphasize that academic achievement is mostly measured by the use of continuous assessments or examination results. Thus, academic performance shows the extent to which and educational institution, teachers and students have achieved educational goals. In a similar vein, Yusuf, Onifade and Bello (2016) assert that academic performance is a measurable and observable behaviour of a student within a specific period of study. It is measured by variables such as class exercises, class tests, mid-semester academic tests and assignments, mock examination, end of term or semester examinations etc.

In Nigeria today, academic performance of students are mostly administered and measured through various means such as academic assignments, continuous assessments, tests, end of term or semester examinations. Furthermore, in our secondary schools external examination bodies such as WAEC, NECO, NABTECH etc are actively involved in determining secondary school students' academic performance through their external examinations.

However it should be pointed out here that many factors influence students' academic performance such as age of the students, socio-economic status of parents, school environments, quality of teaching staff, availability of educational materials and resources, safety and security of the school and the students etc.

### **School Location and Security**

School distance can be major factor in preventing students from enrolling in school or causing them to drop out as a result of security treats. The world bank (2009) noted that schools that are long distance from children homes increase the opportunity costs of schooling and can pose safety and security hazards especially for girls on their way to / from school The report continued that school may be located too far away too far due to difficulties in school

construction deficiencies in the planning that determines the location of school existence of small dispersed communities or may be due to migration challenges among certain population such as for nomadic communities.

### **School Fencing**

School fencing is to put barrier between the boundaries of school compound and other outside world. It is refers to as perimeter fencing. Perimeter security has more to do with understanding and controlling patterns, not just locking doors. Fencing according to Ezeji, Ohalete and Elezuo (2022) was a starting point for establishing perimeter security and in education space, fencing often extends from the school all the way through to other facilities like sororities and dorms. Perimeter fencing systems around the outside of sororities is to prevent unwanted trespassers from entering the space. Those gates and access points are controlled by a mix of mechanical and electromechanical locking devices. These physical security in the form of gates, fences, vehicle barriers and other perimeter protection systems are to ensure that secondary schools are not easily accessible.

Williams and Corbin (2017) opined that there is a wide range of physical security measures that can be put in place to supervise security activities in school. These they further explained that they can be divided into categories consisting of the outside the school building normally the perimeter of the premises such as signs, fences, and other barriers, lighting, alarms and patrols. Cameras, CCTV, door lock and burglar proofing are classified under middle and under protective measures schools can have in order to curb insecurity in schools.

### **Parent-Teachers Association**

Parent-Teachers Association (PTA) is a getting together of parents and teachers of a school to discuss the welfare and academic progress of their children. It is a non-commercial, non-sectarian and non-partisan body that comprises parents, legal guardians of students, teachers and administrative staff of the school whose aim is to collaborate with the school to promote students' educational success and wellbeing (Iremeka and Ezenwaji, 2021). It is a formal body made up of parents whose children are officially registered as students. Thus according to Ugwulashi (2012) PTA is a voluntary association of parents and teachers in a particular school established for its development.

The PTA facilitates parents' participation in the affairs of their children at school. They occur in public schools, private schools and mission schools. According to Tatiyah and Iqbah (2011), the PTA constitutes part of the formal structures of governance through which parents and the community participate in their children's education. It is assumed that educational provision is enhanced through such structures, and school governance and educational quality are improved. Furthermore, this concept of internal grouping arrangement tends to facilitate a good school-community relationship. In this perspective, by obeying the principles of a good school-community relationship, parents have the opportunity to understand what exists in the school their wards attend and the constraints school experienced in carrying out the administrative and instructional function. Nuhu (2008) asserts that the PTA has evolved into an association to be reckoned with because of its genuine interest in helping the school. In Nigeria, PTA is backed by law in some states, making it compulsory for parents and teachers, while in other states, it is voluntary (Ugwulashi, 2012). However, the PTA is established both at the local, state and national level.

### **Objectives of Parent-Teacher Association (PTAs)**

In the 1960s, when schools were not too many in Nigeria, governments could effectively fund education, and only a few PTAs existed. However, with the advent of numerous problems in

the Education Sector, it became necessary for most schools (Primary and Secondary) to have PTA to assist in solving the schools' problems. As a result of the proliferation of PTAs all over the country, it became necessary to organize them into schools or Institution PTAs, Local Government Central PTAs, State PTAs and National PTA of Nigeria. This development indicates that parents would no longer sit and watch educational standards in public schools continue to fall. Some aims and objectives of the National PTA of Nigeria, according to Shehu (1996), include:

- to provide a platform for parents, guardians, sponsors, and teachers of students of Nigerian Primary, Secondary and Tertiary educational institutions to meet, exchange views, deeply analyze issues, make recommendations, take and effectively pursue implementation of decisions on matters affecting education in Nigeria with the appropriate agencies;
- to co-operate with the support morally and financially the Federal, State and Local Governments, Ministries, Boards, Commissions, and all other relevant organizations, institutions and establishments of education to achieve a high standard of academic performance, discipline, morality, service and integrity in Nigerian schools;
- to foster mutual understanding, harmonious relationship and cooperation among parents, guardians, sponsors, and teachers to fulfill their common.
- to promote mutual understanding, balanced relationship and cooperation among parents, guardians, sponsors, and teachers in the fulfillment of their common goal the welfare of the schools and the students therein;
- to make for a healthy and sympathetic understanding of the education policies and programmes of government and thus influence same to create a suitable climate for the reception of the same;
- to ensure a suitable, uniform and high standard of discipline, both at home and school;
- to assist materially and otherwise in providing the schools with such additional requirements that will enable it to carry out its educational functions adequately; and
- to assist the proper and all-around development of the children physically, morally, socially, and mentally so that they grow to become useful and law-abiding members of the society.

### **Purpose of the Study**

The purpose of this research work can be highlighted as follow: to,

- a) examine the role school location (school mapping) can play in the security challenges in schools.
- b) identify how quality building and well-fortified fence can contribute to the secured school environment.
- c) determine the role of parents in curbing the menace of security challenges in schools.
- d) determine the effects of the security challenges on the academic achievements of secondary school students.

### **Scope of the Study**

The scope of this study was to investigate security challenges on the development of secondary education in North-Central Geo-political area of Nigeria. It also covered all secondary schools both public and private of all the study area including Federal Territory Abuja.



### Sample and Sampling Techniques

The study sample consisted of six hundred (600) parents, teachers and students from the six states of the geo-political zone. For effectiveness, two hundred (200) each from the parents, teachers and students were selected randomly from Kogi, Nasarawa, Niger States and FCT, Abuja.

### Method and Material

The survey research design was employed for the study. The instrument for the study is a questionnaire designed by the researcher. It was validated by two experts in the area of educational measurement and evaluation. The instrument were divided under four variables and each contained 3 to 5 items against which the respondents were required to indicate their view on a four point scale of strongly agree (SA); agree (A); disagree (D); and strongly disagree (SD).

### Analysis of Data

The response column were allocated scores as follows SA=4; A=3; D=2; and SD=1. The responses were tallied and mean ( $\bar{x}$ ) was computed for each of the items. For decision making, all items with mean of 2.5 (the criterion means) and above were regarded as agree while those below the criterion mean of 2.5 were regarded as disagree. To arrive at the response column were added together and divided by four. That is  $\left(\frac{4+3+2+1}{4}\right) = 2.5$ .

### Results

The finding of the study was presented in table form.

**Table 1: Location of School and Security Challenges**

S/N	Questions	People's perception				Mean ( $\bar{x}$ )
		SA	A	D	SD	
1.	Siting of Schools has nothing to do with security challenges	30	50	420	100	2.02
2.	The more the distance of schools from the community the more it is prone to security threat	355	185	40	20	3.46
3.	School ought not to be located in an obscured place.	250	240	30	80	3.1

Table above shows that items 2 and 3 mean scores were above 2.5 which revealed that long distance from school and obscured location of schools can pose a serious threat to security challenges to children. Item of the same table equally disagreed that sitting of school has nothing to do with security challenge.

**Table 2: Quality and Well-fortified fence**

S/N	Questions	People's perception				Mean ( $\bar{x}$ )
		SA	A	D	SD	
1.	Perimeter fencing is a waste of time in terms of security challenges	85	75	250	190	2.09
2.	Fortified fencing with good gate can curb or reduce security treat of the school	420	100	50	30	3.52
3.	School without fencing has no effect on the protected of staff and students	50	90	300	100	2.05
4.	Students, staff and parents minds are a rest when schools are well fenced and fortified with security men at the gate	310	260	40	30	3.55

Table 2 result revealed that item 2 and 4 had a mean score of above 2.5. Which means that fortified fencing with good gate can curb security treats and that students staff and parents minds would be at rest when schools is fortified with good fence and gate. Item 1 and 3 which had less than 2.5 means disagreed to the fact that school can be located with fence and that it had no effect on students' performance.

**Table 3: Role of Parents curbing security challenges**

S/N	Questions	People's perception				Mean ( $\bar{x}$ )
		SA	A	D	SD	
1.	Parents have no role to play in securing the lives of their children in schools	30	100	280	190	1.95
2.	Adversary role of parents has a long way in securing their children in schools	285	195	40	80	3.14
3.	Synergy between parents and teachers on reduce security challenges in their children schools.	270	240	40	50	3.22
4.	Strong parents, teachers' association can solve so many problem in schools	293	215	20	70	3.23
5.	Inquisitiveness of parents to know the welfare of their children can help reducing security challenge and increase academic performance of students	310	195	50	45	3.28

Table 3 shows that items 2-5 have a mean of above 2.5 which revealed that advisory role of parents, synergy between parents, and teachers; strong parents teachers association and inquisitiveness of parents to know the welfare of their children has a long way in curbing security challenges in schools. However, item 1 which indicated that parents have not role to play in securing the lives of their children in schools was rejected with a mean of 1.35.

**Table 4: Effect of security challenges on academic performance**

S/N	Questions	People's perception				Mean ( $\bar{x}$ )
		SA	A	D	SD	
1.	Security challenges have nothing to do with students' academic performance	10	30	350	210	1.73
2.	Students in a secured environment perform better than those in an unsecured environment	270	195	50	85	3.08
3.	Security challenges can course instable academic calendar thereby affecting their performance	340	230	25	5	3.51
4.	Insecurity create half-baked academic standard of students	210	340	10	40	3.20
5.	Students' academic performance are jeopardized as a result of insecurity	305	195	20	80	3.21

Table 4 shows that items 2.5 have a mean of above 2.5 it revealed that secured environment, enhances academic performance. It equally revealed that security challenges create unstable academic calendar, half-baked academic standard among students and jeopardized students' academic performance.

### Discussion

This result obtained so far revealed that siting of school is an important ingredient in fighting insecurity, challenges in North-Central geo-political zone of the country. Schools located at the obscured environment are often prone to security threats and long distance location school be avoided. These findings agreed with the view of World Bank (2009) which noted that schools that are long distance from children homes increase the opportunity costs of schooling and can pose safety and security hazards especially for girls on their way to/from school. School distance can be major factor in preventing students from enrolling in school or causing them to drop out as a result of security treats.

The study equally revealed that fortified fencing with good gate can curb security treats and that students staff and parents minds would be at rest when schools are fortified with good fence and gate. Ezeji, Ohalete and Elezuo (2022) earlier in their research work which conformed with this finding stated that perimeter fencing systems around the outside of sororities is to prevent unwanted trespassers from entering the compound. They further stated that these physical security in the form of gates, fences, vehicle barriers and other perimeter protection systems are to ensure that secondary schools are not easily accessible. Williams and Corbin (2017) on their part stated that fencing of school compound is one of the security measures that can be put in place to supervise security activities in schools.

Other findings revealed that advisory role of parents, synergy between parents and teachers' strong parent teachers association and inquisitiveness of parents to know the welfare of their children has a long way in curbing security challenges in schools. Shehu (1996) agreed with this findings stated in one of the objectives of PTA that it promoted mutual understanding, balanced relationship and cooperation among parents, guardians, sponsors and teachers in the fulfillment of their common goal the welfare of the schools and the students therein.

Another finding revealed that secured environment enhances academic performance. Yusuf, Onifade and Bello (2016) agreed with this finding when they asserted that academic performances is a measurable and observable behavior of a student within a specific period of study. They further stated that academic performance is measured by variables which include among others secured environment.

From the findings so far, it implies that for academic performance to strive there is need for secured environment that is free of all security treats. Security challenges and academic performance are arch enemies that can never co-exist.

### **Conclusion**

The importance of education, especially secondary education to a nation like Nigeria cannot be over emphasized. Because of its importance school environment, staff, students and the community at large need to be secured. Academic performance cannot strive in an insecured situation and that was why this paper discussed location of school, parents and community role, fencing and other security apparatus that will improve students' performance in school.

Government of the day seems not to have control over the insurgence. That is why attacks on school continued. It is now left for the immediate community and parents to keep watch over their own children if education must be attained by them.

### **Recommendations**

In the light of the findings of the study, the researcher recommends the following:

- i. Schools should be located close the community watch so as to avert the incursion of kidnapers and trespassers.
- ii. Perimeter fence with good gate and strong security men be provided in all schools.
- iii. Maintenance of security is not the job of government alone. Parents, teachers and other community members should join hands to have a secured environment for our students.
- iv. Important role of the PTA should always be emphasized and encouraged so as to lead to better academic performance of students.

## References

- Adagba O; Ugwu, S. C. and Eme O.I. (2012). Activities of book haram and insecurity question in Nigeria. *Arabian of Business and Management Review*. 1(9), 77-99
- Adams, O.T, Adedji, M. S., Majekodunmi O.A behind, B.R and Adams T. A. (2021). The effects of insecurity on school system (secondary school) in Nigeria science and education development institute <https://doi.org/zenodo.4933943>. Retrieved on 5.10/2022
- Baldwin D (1997). The concept of security review of international studies 23, pp.5-26
- Buzan B, (1991).New patterns of global security in the twenty – first century international affairs 67.3pp. 432-433
- Calvin C. & Robin, L. (2003). Governing insecurity democracy control of military and Nigeria’s quest for development state university Kaduna
- Eme, O, I and Anthony, O, (2011).The challenges of insecure in *Nigeria Journal of Contemporary Research in Business*,3(8), 172-185.
- Ewetan, O.O. & Urhie, E. (2014). Insecurity and socio–economic development studies 5(1), 40-63
- Hazeem, J.M. and Horner J. (2007). Small arms; armed violence and insecurity in Nigeria: The Niger-delta in perspective Switzerland small arms survey.
- Ifeakor, C.O. (2020). Education and the dilemma of insecurity in Nigeria Available online <http://www.amazon.com> Retrieved on 4/10/2022.
- Nuhu, E. (2008). The governing constitution and standing orders of the Parent Teacher Association of Najude Pioneer School. *Constitution of the PTA of NPS*. Retrieved from [https://www.najude-pioneer-school.org/images/content/nps\\_pta\\_constitution.pdf](https://www.najude-pioneer-school.org/images/content/nps_pta_constitution.pdf).
- Nzewi, U.M. (2014) safety and security in schools A 2014 STAN e Memorial lecture Nsukka.
- Oggege, S.O. (2013) Insecurity and sustainable development: The Boko Haram debacle in *Nigeria American International Journal of Social Science*.2(7), 67-81.
- Okpata, F.O. & Nwali, T.B (2013) Security and the rule of law in Nigeria review of security establishment in transitional democracies London: Zeb Books Spectrum books limited.
- Shehu, U. A. (1996). Parent-teacher association (PTA) as an instrument for community participation in education.*Being a paper presented at the Kongo Conference Hotel, Zaria, 21<sup>st</sup> December*.
- Taitah, I. A. & Iqbah, M. Z. (2011). Role of the board of governors and parents teacher association in District Public Schools in the content of conflicts and challenges.*Science & Academic Publishing*, 1(1), 35-40.
- Ugwulashi, C. S. (2012). Parent-teachers association (PTA) roles and funding of private school administration. *Leena and Luna International, Oyama, Japan*. 1(2); 103-110.