

Impact of Insecurity on Secondary School Students' Attendance, Enrolment and Test Administration in Selected States in Nigeria

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Abstract

Insecurity in Nigeria has become a menace that has affected virtually almost all the nooks and crannies of the country but worst hit in the Northern part. This study which is exploratory, therefore investigated the impact of insecurity on school attendance, enrolment and test administration. The population for the study was 560 out of which 200 respondents comprising of 150 teachers, and 50 students were selected using simple random sampling. The number of teachers selected was more than that of the students because they are in better position to provide a more reliable information. A 20-item questionnaire codenamed (QIIS) was designed and administered for the collection of data and was validated by experts in tests and measurement for necessary inputs. Cronbach's -Alpha method was used to test the reliability of the instrument which produced 0.79 reliability index. Data collection was analysed with the use of descriptive statistics of the frequency count, percentage (%) and the means ($\bar{x}$) while three research questions were formulated to find out the impact of insecurity on students' attendance, enrollment and test administration. The result showed that insecurity has affected school enrolment, students' attendance and conduct of examinations. Recommendations given include the need for the government at all levels to provide adequate security for the schools to guarantee smooth conduct of examinations, and the need to put in place adequate security apparatus to improve students' attendance and enrolment, and to boost the morale of students and teachers.

Keywords: Insecurity, Attendance, Kidnapping, Education, Examination, Test Administration.

Introduction

The word "security" defined in many ways such as; the state of being free from danger, the state of being free from threat, anxiety, fear and danger. It can also be defined as a state of being protected from potential harm or coercion. In view of the above assertion therefore, one can rightly express that the word 'insecurity' is the opposites of security which can be interpreted as a state of threat from an individual or group of individuals or state, the state of danger, anxiety, fear and potential coercion. It is also a state of not being protected from potential harm, hazard or coercion.

In the recent past and presently, Nigerians have been living in a state of fear, agony, violence, kidnapping, armed banditry and the likes. This ugly phenomenon is rearing its head virtually in almost all parts of the country without all exception. The federal, state and local governments have been putting various measures in place to checkmating and reducing this menace; among such measures being put in place include the training and re-training for the armed forces, the police, the creation of the local security network e.g the Amotekun in the south west in

spite of the fact the government has put up all these measures to checkmate and therefore reducing these ugly vices, it appears that the situation is getting worse every day. According to the National Bureau of Statistics (2024), between May 2023 and April 2004, 600, 000 deaths were recorded from various cases of insecurity. The NBS report further added that 2, 235,954 people were kidnapped and a total of (2,231,772, 563,507) naira equivalent of (\$1,438, 040,707.01) was paid in ransom. This data given by the NBS seem to have been corroborated by the Armed Conflict Location & Event Data Project (ACLED (2023) which observed that between 2019 and 2023, there were 662 recorded kidnapping related events in the North west, about 169% more than 246 events recorded in the North East during the same period. Similarly, ACLED data indicated that Nigeria accounts for more than half of all terrorism related cases in West Africa with 52% of the 4,074 abductions between 2019 and 2023.

The data above is convincing evidence that insecurity acts such as terrorism, banditry, kidnapping, ritual killings and other acts of insecurity has affected Nigerians socially, economically, culturally, educationally and psychologically. Ukosor et-al, (2024), reported that insecurity in Nigeria has led to reduction in education funding, reduction in private investment education, unstable academic calendar, reduction in education manpower, killings of students and reduction in students' enrollment. Similarly, Ogunode et-al (2024) submitted in a study on the effects of insecurity on school administration in Nigeria that unemployment, poverty, illiteracy, marginalization, political factors, international influence communal crisis are the bane of insecurity Nigeria; they also identified that insecurity in Nigeria has resulted in loss of manpower in educational institutions, poor quality of education, destructions of infrastructural facilities, brain drain, closure of educational institutions, discouragement of educational pursuit by children, internal displacement of learners, reduction of private investment in education and inadequate funding of education as the consequence of insecurity.

In a study of the impact of insecurity on secondary schools in Northern Nigeria, Abubarkar et-al (2022) reported that insecurity in the Northern part of Nigeria has resulted in the death of people, low enrolment, disruption of academic programme and destruction of basic schools' infrastructural facilities. Also, Wanjara & Ogembo (2024) in a study on the effects of insecurity on educational, delivery in public schools concluded that various acts of terrorism in the northern part of Nigeria have led to low student attendance and school closures. Usman (2024), submitted that insecurity has impacted negatively on academic achievement and student's enrollment. Ogunbunmi & Olaoye (2024) reported that insecurity has significantly impacted negatively on the academic performance of undergraduate students in Nigeria's Higher institutions. Adams et-al (2021) observed in their study on the effects of insecurity on school system (secondary schools) in Nigeria that the attacks on innocent students continues to rise in alarming proportion. Mustapha et al (2023) in their own study on the assessment of insecurity on quality education in Nigeria tertiary institutions discovered that the state on insecurity in the Northern- Eastern Nigeria has hindered the quality of education in Nigeria.

Statement of the Problem

Insecurity in Nigeria occasioned by various acts of terrorism such as boko haram, armed banditry, kidnapping and ritual killing has taken a wider dimension, despite the government's efforts at checking this ugly act, the scenario seems to be getting on the high side. It has gotten to

an alarming rate that schools have to be closed down in the affected areas, academic calendars have to be adjusted or suspended, thus students have been asked to proceed on compulsory holiday during the conduct of examination and other test, including public examinations like WASCE, NECO SSCE, NABTEB Examinations and periodical tests in the affected areas. Most students have to be relocated to far distant schools to take WASCE and NECO, SSCE and JAMB examinations, thus testing and test administration have been affected. Against this backdrop therefore, it has become necessary to examine the impact of insecurity on student's attendance, enrolment and test administration in the selected states of Nigeria.

Objectives of the Study

The objectives of this study are as follows:

- (i) To find out how insecurity has impacted negatively on conducts of examination
- (ii) To examine the impact of insecurity on the morale of the students
- (iii) To find out how insecurity has affected the attendance and enrolment of students in the selected states

Research Questions

The following research questions are asked for this study?

- (i) Does insecurity impact negatively on the conduct of examination in Nigeria
- (ii) Does insecurity affect the morale of the student during examinations?
- (iii) Does insecurity affect student enrollment and attendance in schools?

Methodology

Research Design

This study used a survey design method for the study as data was collected from the sample derived from the population in a raw form.

Population and Sample

The population for the study comprises of teachers and students in secondary schools in some parts of Kogi and Niger states where insurgency had taken and still taking place. 150 teachers and 50 students were purposively sampled for the study.

Instrumentation

A 20- item questionnaire was constructed and validated through scrutiny by lecturers in test and measurement and other lecturers. Cronbach's Alpha method of reliability was adopted which produced 0.79 reliability index.

Method of Data Analysis

Data collected was analysed through descriptive statistics of percentage, and the mean ($\bar{x}$). Table on the effects of insecurity on attendance test Administration in Nigerian schools.

Table 1: Questionnaire on the impact of insecurity for teachers and students

S/N	Items	No and % of agreed	No and % of disagreed	Mean
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1.	Insecurity has led to postponement of periodical or terminal test.	135	67.5%	65	32.5%	1.68
2.	The conduct of continuous Assessment tests has become difficult as a result of insecurity	140	70%	60	30%	1.70
3.	Students have not been performing well in schools as a result of insecurity	120	60%	80	40%	1.60
4.	Students have been living in extremely fear of being attacked	175	87.5%	25	12.5%	1.9
5.	It has been anxiety all the time wherever there is attack nearby	172	86%	28	14%	1.55
6.	Writing examination, has been stressful as a result of insecurity	110	55%	90	45%	1.57
7.	Insecurity has reduced the teachers morale to work	115	57.5%	85	42.5%	1.57
8.	Students writing public examinations like WASSCE and NECO SSSCE occasionally write such examination in nearby towns where insecurity is low under fear	190	95%	10	5%	2.0
9.	The government now spends more money to provide security for schools during the writing of public examination	150	75%	50	25%	1.75
10.	Students performance in public examinations in the affected areas have been very poor	145	72.5%	45	27.5%	1.67
11.	External invigilators have not been coming for invigilation for fear of being kidnapped	161	80.5%	39	19.5%	1.80
12.	The morale of the students is always down in the school as a result of insecurity	139	69.5%	61	30.5%	1.69
13.	Inadequate supply of electricity as a result of insurgency is affecting the smooth conduct of examination	173	86.5%	27	13.5%	1.87
14.	Students and teachers often trek long distance to get to the examination venue	150	75%	50	25%	1.75
15.	Examination malpractice is increasing because of insecurity	177	88.5%	23	11.5%	1.89
16.	Students enrollment in schools is decreasing every year because of insecurity	153	76.5%	67	23.5%	1.87
17.	Attendance in schools have been unencouraging as a result of insecurity	111	55.5%	89	44.5%	1.56
18.	Teachers are no longer coming to school regularly for fear of being kidnapped	183	91.5%	17	0.85%	1.92
19.	Visitation by local inspectors of education to schools has decreased drastically because of insecurity	182	91%	18	0.09%	1.91

20.	Conducting examinations or tests have been very frustrating whenever there is insurgency nearby	101 50.5%	99 49.5%	1.56
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Research Question one: Does Insecurity impact negatively on the conduct of examination in the selected states in Nigeria?

Table 2

Item	Agreed	Disagreed	Mean score
1	135(67.5%)	65 (32.5%)	1.68
2	140 (70%)	60 (30%)	1.70
6	110 (55%)	90 (45%)	1.57
8	190 (95%)	10 (5%)	2.0
11	161 (80.5%)	39 (19.5%)	1.80
20	101 (50.5%)	99 (49.5%)	1.56

From table II, 67.5%, 70%, 55%, 95%, 80.5% and 50.5% of the participants agreed to the positive statement 1, 2, 6, 8, 11 and 20 respectively while 32.5%, 30%, 45%, 5%, 19.5% and 49.5% of the participants disagreed to the same sets of statement. This clearly shows that since a large majority of the participants agreed to the five statements, insecurity has impacted negatively on the conduct of examination in Nigeria. This agrees with Adams et-al (2021) and. Ukozor et al (2024)

Research Question Two: Does insecurity affect the morale of the students during examination?

Table 3:

Item	Agreed	Disagreed	Mean score
3	120 (60%)	80 (40%)	1.60
4	175 (87.5%)	25 (12.5%)	1.9
5	172 (86%)	28 (14%)	1.55
7	115 (57.5%)	85 (42.5%)	1.57
12	139 (69.5%)	61 (30.5%)	1.69
14	150 (75%)	50 (25%)	1.75

Analysis from table III indicate that 60%, 87%, 86%, 57.5%, 69.5% and 75% agreed to statement item 3,4,5,7 12 and 14 respectively while 40%, 12.5%, 42.5%, 30.5% and 25% to disagreed to the same statement items. Thus one can interpret this to mean that insecurity affects the morale of student during examinations. This is in tandem with the findings of Ogunode et-al (2021) and Wantara & Ogembo (2024).

Research Question Three: Does insecurity affect the students enrollment and attendance in the selected states in Nigeria?

Table 4

Item	Agreed	Disagreed	Mean score
16	153 (76.5%)	67 (23.5%)	1.87

17	111 (55.5%)	89 (44.5%)	1.56
18	183 (91.5%)	17 (0.85%)	1.92

From the above table, 76.5%, 55.5% and 91.5% of the participants agreed to the three positive statement 16, 17 and 18 respectively while 23.5%, 44.5% and 0.85% disagreed. This therefore means that insecurity has affected badly student, attendance and enrollment in schools. This finding agreement with Abubakar et-al (2023) as well as Ogunbunmi & Olaoye (2024)

Conclusion

Insecurity from this study has been discovered to have impacted badly in education industry as well as other sectors of human development. The annual enrolment figure as well as attendance in the class has reduced badly in most of the affected part of Nigeria conduct of examination has been so problematic as teachers, examiners and invigilators are no longer finding it easy to administered tests. In all, schooling has been at the receiving end of insecurity while every effort of the government has not yielded the expected result.

Recommendations

Arising from this study, the following recommendations are therefore given

- (i) Government at all levels should provide adequate security for the schools to guarantee smooth conduct of examinations.
- (ii) Adequate intelligent information network should be put in place to improve attendance and enrolment of students
- (iii) All security apparatus should be put in place by the three tiers of government in schools to boost the morale of teachers and students to work.

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