

SCIENCE TEACHERS' PERCEPTION OF THE CHALLENGES OF INSECURITY IN SECONDARY SCHOOLS IN AGUATA EDUCATION ZONE OF ANAMBRA STATE.

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Abstract

This research was a descriptive survey that focused on the science teachers' (male and female) perception of the challenges of insecurity in secondary schools in Aguata Education Zone of Anambra State. Ninety-five (95) science teachers comprised of 54 male and 41 female teachers were used. Three research question and one hypothesis guided the study. The results of the study showed that insecurity posed a great challenge to teaching and learning. Hypothesis testing revealed that both male and female science teachers agreed that insecurity affects teachers' service delivery negatively. It was recommended that Government should deploy enough security personnel to school to help secure the life and property of the schools. And students caught in any insecurity act, should be disciplined.

Introduction:

Security according to Arinze and Rev. Sr. Nnoruga (2018) is a state or condition in which people, other living things and materials in our environment are not exposed to dangers of physical molestation, moral aggression, accident, theft and other life threatening conditions. Oxford Dictionaries (2012) defines security as a state of being free from danger or threats. It is the safety of the state or organization against criminal activity such as terrorism, theft or espionage. Also Anan in Chukwu, Onuoha, Ejimonye and Aroh (2018), affirm that human security encompasses such values as human rights, good governance, health care and ensuring that each individual has the opportunity and choices to meet their potentials. In order words, security entails a conducive environment void of violence like killing, raping, kidnapping, stealing, intimidation and threat. When security of a country is guaranteed, people will feel comfortable and confident going about their businesses. Investments of any sort can spring up from any part of the country, as long as it is safe, it is home. But this sense of security has disappeared in our country and replaced by insecurity, killings everywhere, fear, kidnappings, suspicion and choice of where to go or live as home. Many dailies and other news media shocked the country with the news of barbaric, heartless group of gunmen who opened fire on students in their hostels, Christians in the churches and travelers on the roads etc.

Insecurity in our country has been on the increase in the recent times and thus generated a lot of concerns among the citizens. Since 2009, Nigeria has witnessed series of insecurity by men of the underworld, Fulani herdsmen, kidnappers, ritualists, boko-haram insurgence and so on. The activities of the above mentioned groups according to Chukwu et al (2018), have really threatened the unity of our country. Boko-haram and Fulani herdsmen for instance have killed thousands of innocent citizens, school children and rendered thousands of people homeless. So many citizens of this country including school children are refugees in their father land as a result of boko haram attacks. This situation is very unfriendly to the society. The worrisome aspect of it is that the activities of these group have entered into schools. For instance the abduction of Chibok girls in April 14, 2014 in Borno State and kidnapping of Dapchi Girls in Yobe State in February 2018. In Anambra State insecurity in secondary school results to cases of raping of female students, kidnapping of school children, cultism and violence and robbery and many others. The state of insecurity in Nigeria has graduated to a higher degrees in education system. Insecurity makes the environment unconducive for people to live and go about their normal businesses.

For education, there must be a conducive atmosphere before teaching and learning can take place. Teachers cannot teach effectively in an atmosphere where they live in fear, they are not sure of their safety the next moment and students cannot learn any meaningful thing where their life are in danger. Insecurity cases recorded in schools makes one wonder if secondary schools are still safe and how students are able to learn in such volatile environment especially with the new trend of kidnapping and intimidation. Other insecurity challenges in secondary schools includes bullying and isolation, sexual harassment, petty theft, gang activities and vandalism (Nzewi in Chukwu et al 2018).

Science teachers' perception of challenges of insecurity in secondary schools is the critical issue in this study. The reason for that is because what happened in the schools nowadays has put fear in the mind of students, teachers, principals and parents. With the new trend of kidnapping in the state, people keep on wondering which place is safe. Science as a subject is the systematic study of nature or the environment through observation and experiment, leading to the accumulation of an organized body of knowledge useful for problem solving to meet human needs (Njoku, 2014). Science teachers are those teachers trained to teach science subjects. When science teachers felt insecure in the school, can they teach effectively? can students have interest to come to school? The fear of violence influences how people act and behave, therefore the state of insecurity in school can affect learners' attendance and general wellbeing. It is therefore pertinent to find out the challenges caused by insecurity in secondary schools in Aguata Education Zone of Anambra State.

The following questions and hypothesis guided the study.

1. What are the type of insecurity experienced in the school?
2. What are the causes of insecurity in secondary schools in Aguata Education Zone of Anambra State?
3. To what extent do insecurity affect academic activities in the school?

Hypothesis

H₀: There is no significant different between the responses of male and female science teachers on the challenges of insecurity in secondary schools in Aguata Education Zone of Anambra State.

Methodology

The research design adopted for the study is descriptive survey. The population of the study include all the science teachers in Aguata Education zone of Anambra State. Simple random

sample techniques was used to select 54 male and 41 female making a total of 95 science teachers out of 147 science teachers in Aguata Education zone.

The instrument used for data collection was a structured questionnaire developed by the researchers. The instrument designed in 4-point rating scale was validated by expert in measurement and evaluation. The questionnaire consists of twenty items designed to elicit information from the respondents on the three research questions that guided the study. Administration and collection of the questionnaire were done by direct approach. Mean was used to analyze the research questions while t-test was used to test the hypothesis at 0.05 level of significance.

Result:

Table 1:

Mean response of respondents on the types of insecurity experienced in the school

S/N	ITEMS	MEAN	REMARK
1.	There has been cases of kidnapping in my school	2.19	Rejected
2.	Robbers do come to our school and steal valuable items	2.06	Rejected
3.	There has been incidence of rape between teachers and students in my school.	2.30	Rejected
4.	There are cases of killing in my school	2.06	Rejected
5.	Some students gang up and beat up their school mate.	3.65	Accepted
6.	There is cases of humiliation among senior students on junior ones.	3.69	Accepted
7.	Some students steal items belonging to their fellow students and even school property.	3.78	Accepted

From the table above, the type of insecurity in schools in Aguata Education Zone, the result revealed that item 1 – 4 with mean scores of 2.19, 2.06, 2.30 and 2.06 were rejected. However, items 5, 6 and 7 with mean scores of 3.65, 3.69 and 3.78 were accepted as the type of insecurity experienced in secondary schools in Aguata Education Zone of Anambra State.

Table 2:

Mean response of respondents on the causes of insecurity in secondary schools in Aguata Education Zone.

S/N	ITEMS	MEAN	REMARK
8.	Lack of school fencing	2.01	Rejected
9.	Insufficient security personnel in the school.	3.10	Accepted
10.	Students are allowed to come and go out of school at will.	2.15	Rejected
11.	Indisciplinary behaviours among students are not adequately punished.	2.36	Rejected
12.	Indisciplinary behaviours among teachers are not adequately checked.	2.48	Rejected
13.	Schools are located at the boundary of the town.	3.20	Accepted
14.	Inability of law enforcement agents to encourage laws that checkmate insecurity.	3.88	Accepted

From the table above on the mean responses of respondents on the causes of insecurity in Aguata Education Zone. The result shows that items 8, 10, 11 and 12 with mean scores of 2.01, 2.15, 2.36 and 2.48 were rejected as not the causes of insecurity they experienced in the area. While items 9, 13 and 14 with mean scores of 3.10, 3.29 and 3.88 were accepted as the major causes of insecurity in that part of the state.

Table 3:

Mean response of respondents on the extent insecurity affects academic activities in school.

S/N	ITEMS	MEAN	REMARK
15.	We have cases of students drop out as a result of sexual harassment.	2.21	Rejected
16.	Some students nurse fear due to threat by one gang or the other.	2.65	Accepted
17.	Due to incessant bullying in the classroom, some students don't pay attention during lesson and it affects their performance.	2.17	Rejected
18.	We have reduction in school attendance.	3.08	Accepted
19.	It discourages teachers from assuming duty in certain schools.	3.75	Accepted
20.	It makes teachers not to be regular to schools.	2.19	Rejected

From table 3 above, the response of respondents on effects of insecurity on the academic activities in secondary schools in Aguata Education Zone, shows that items 15, 17 and 20 with mean scores of 2.21, 2.17 and 2.19 were rejected while items 16, 18 and 19 with mean scores of 2.65, 3.08 and 3.75 were accepted as the effect of insecurity on the academic activities in Aguata Education Zone.

Table 4: T-test of significance between the mean response of score of male and female science teachers on the challenges of insecurity in secondary schools in Aguata Education Zone.

	$\bar{X}$	SD	N	df	t-cal	t-crit	Decision
Male	3.17	1.08	54	93	0.97	1.96	Fail to
Female	3.38	0.99	41				reject H_0

The table shows that the calculated t-value at 93 degree of freedom and 0.05 level of significance (0.97) is less than the critical t-value (1.96). The null hypothesis is not rejected. Hence, there is no significance difference in the mean response scores of male and female science teachers on the challenges of insecurity in secondary schools in Aguata Education Zone of Anambra State.

Discussion

Research question one revealed that there is insecurity in secondary schools in Aguata Education zone. This is in line with Chukwu et al (2018) when they observed that there has not been cases of kidnapping and killing in schools, but there has been incidence of stealing, bullying and intimidation in schools.

Research questions two revealed that schools does not have enough security personnel and inability of law enforcement agents to checkmate insecurity are the major causes of insecurity

in the area. It also revealed that lack of school fence, indisciplinary behaviour among students and teachers and school location are not the causes of insecurity in Aguata Education zone. Research question three revealed that insecurity in secondary school make some students nurse fear due to threat by one gang or the other, it also lead to reduction in the number of students that attend school and it makes teachers not to assume duty in some schools and these has effect on the academic activities in schools. It also revealed that there is no case of drop out due to sexual harassment, no bullying in the classroom and teachers are regular to schools. From the result obtained in the hypothesis, the t-test analysis of mean response score of the male and female science teachers in Aguata Education zone regarding the above issue revealed that there was no significant difference in the mean response of the teachers.

Conclusion

Science teachers perceived that there is incidence of insecurity challenges in Aguata Education Zone and the major causes of insecurity is that, there is no trained personnel to do the work of security men in the schools and lack of law enforcement agents to encourage laws that checkmate insecurity. Also, insecurity in secondary school affects academic activities in the school.

Recommendations:

Based on the findings, the following were recommended:

1. Government should employ enough trained security personnel in schools to help checkmate the activities of the students.
2. School authorities should have a strong disciplinary committee in the school to help monitor the incident of bullying, intimidation and stealing of school items.
3. Government should organize seminar for teachers and students on how to handle challenges of insecurity in their school.

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