Effects of Insecurity on Students' Academic Performance in Katsina State Schools – A Case Study of the Frontline Local Government Areas.

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Abstract:

This study investigates the effects of insecurity on students' academic performance in Katsina State Schools, specifically focusing on the Frontline Local Government Areas. Insecurity is a growing problem within Katsina, resulting in the displacement of thousands of people, particularly in the Frontline Local Government Areas. This displacement has led to a decrease in educational opportunities, which in turn has had a detrimental effect on the academic performance of students in the state. The study utilized both qualitative and quantitative techniques, including questionnaires to gather data from a sample of teachers and students from the selected Frontline Local Government Areas. The results of the study revealed a significant decrease in the academic performance of students due to insecurity in the region. A number of factors were identified as contributing to this decrease, including a lack of access to education, a shortage of teaching staff, and the disruption of family life caused by displacement. The findings of the study suggest that insecurity in Katsina is detrimental to students' academic performance, particularly in the Frontline Local Government Areas. It is recommended that the government take steps to improve the security situation in the region, as well as provide additional support to pupils, such as increased access to educational resources and improved teaching staff. Additionally, it is important to bear in mind the psychological effects of insecurity on students and develop appropriate strategies to help mitigate these effects.
Keywords: Banditry, Kidnapping, Raping, Teaching and Learning.

Acknowledgement

Introduction

For many families in Katsina state, a disturbing outbreak of violent crimes has become the stark reality of life. From Dankama to Damari, Daura to Faskari, Katsina, once a haven of peaceful coexistence, has transformed rapidly to a place of bloodletting. In the recent times, there were a number violent deaths in Batsari, Safana, Danmusa, Faskari, Sabua, Kankara and other locations mostly remote areas of the state. The Punch newspaper (28/4/2019) said. Of greater disquiet is Nigeria's weak security system, which, as currently constituted, is incapable of securing her citizens. (The Punch Online, 2018 – retrieved 28/4/2019). Thus, insecurity has been the major problem confronting Katsina State in recent times and the lasting solution has not yet been found. On the contrary, the problem keeps on taking new dimensions from time to time. For instance, what started as cattle rustling in the state has suddenly changed or modernized to kidnapping by the same suspected cattle rustlers.

However, the fundamental needs of a community are peace, healthy economic activities as well as education. The major activities in the education sector are teaching and learning which requires a conducive atmosphere whereby both learners and teachers feel secured so that they will be able to learn effectively especially in the core subjects like English Language, Mathematics, Basic Science Social Studies that require the full attention of the learner for the learning to take place.

Statement of the problem

Katsina state which was known as a home of education (western/Islamic) considered as a vital location for learning due to the level of commitment by all stakeholders, is now observed to have its educational standard falling in recent times due to the activities of bandits, kidnappers and cattle rustlers in the following local government areas of the state: Jibia, Kurfi, Batsari, Kankara, Safana, Danmusa, Dutsin-ma, Faskari and Sabua. The situation has drafted many families into poverty, destruction of existing school facilities, people are being killed/kidnapped which creates fears in peoples' mind. Boarding schools are being closed. Inspectors, Supervisors, Teachers and even the Parents entertain fears in carrying out their functions towards the educational pursuit of the children. Hence this study examines the effect of insecurity on students' academic performance

Objectives of the study
1. To determine the level of insecurity and how it affects academic performance of students in Katsina state.
2. To identify the measures put in place to curb the activities of bandits, kidnappers and cattle rustlers.
3. To determine the strategies that will be adopted in promoting teaching and learning environment conducive amidst the fear of insecurity while in schools.

Research Questions
1. What is the level of insecurity and how it affects the academic performance of students in the frontline local government areas of katsina state?
2. How does the insecurity affects the students' enrollment in the affected area?
3. What are the measures put in place to curb the activities of bandits and other activities?
4. What are the strategies in promoting teaching and learning environment in the affected local government areas?
5. How does students feel while in school and there is a signal of insecurity in their area?

Conceptual and Theoretical framework
The research work is going to be conducted based on the following theoretical/conceptual framework:
Concept of Insecurity
Insecurity like security is often used in a number of ways. Many people would take it to mean lack of safety or the existence of danger; hazard; uncertainty; lack of trust; doubtful; inadequately guarded or protect disturbed; lack of protection and unsafe (Achumba et al, 2013). Ubong, (2016) noted

that insecurity occurs whenever people have a feeling of self-vulnerable and susceptible to injury or harm particularly for a sustained period.

Similarly, Akintunde and Musa (2016), insecurity in the school environment influence the effective learning of children. Situations of insecurity triggers traumatic disorder and toxic stress that affect learning negatively. General school attendance and enrolment are equally affected as parents pull their children out of schools while in some extreme cases, insecurity has led to closure of schools. Also Sanni, (2015) defined insecurity as the sense of vulnerability, defenselessness, lack of protection and danger present in the study area, influencing students' performance in schools.

Causes of Insecurity

The state of insecurity in Katsina state in particular and Nigeria in general is attributed to the following causes

High rate of unemployment among the teeming youths: Sasu (2022) observed that in 2021, the unemployment rate in Nigeria is estimated to reach 32.5 percent. A significant number of youth that are not employed engage in various criminal activities which include Banditry and kidnapping.

Poor governance: This factor has contributed immensely towards the current state of insecurity which cut across three levels of government in Nigeria. Chukwuemeka (2021), noted that the increasing incidents of violent attacks are symptoms of weak, marginal or exploitative government systems in Nigeria. The government's inability to provide public services and meet the basic needs of the masses has created a group of frustrated people who are easily classified as violent by any event.

Porous Borders: Achumba, Ighomeroho and Akpor-Robaro. (2013) observe that the porous frontiers of the country, where individual movements are largely untracked have contributed to the high degree of insecurity in Nigeria. There is an unchecked inflow of Small arms and Light weapons into the country which has aided militancy and criminality in Nigeria. Adeola and Oluyemi (2012) pointed out that the porosity of the Nigerian borders has aided the uncontrollable influx of migrants, mainly young men, from neighboring countries such as Republic of Niger, Chad and Republic of Benin responsible for some of the criminal acts .The porosity has raised a lot of dust which has degenerated into the ugly experiences we are currently facing today. Nigeria is the only country people troop in and out without adequate tracking and checkmating. Also the porous nature of Nigerian boarders is greatly contributing to the current state of insecurity which is directly affecting the educational sector.

Weak Security System: This is a major contributory factor to the level of insecurity in Nigeria, and this can be attributed to a number of factors which include inadequate funding of the police and other security agencies, lack of modern equipment both in weaponry and training, poor welfare of security personnel, and inadequate personnel (Achumba et al. 2013). According to Olonisakin (2008) the police-population ratio in Nigeria is 1:450 which falls below the standard set by the United Nations. The implication of this is that Nigeria is grossly under policed and this partly explains the inability of the Nigerian Police Force to effectively combat crimes and criminality in the country.

Bad governance and poor Leadership: That fact remains Nigeria's fundamental cause of insecurity from the past till now. Any government anywhere has the primary function of providing basic services such as water, electricity, good road network, quality education, and general infrastructure. Ironically, these basic things are not there in Nigeria and the people, in general, are Frustrated and demoralized. Demoralization and anger logically provide a strong fertile ground for aggression and general insecurity. The scarcity of these basic amenities in Nigeria is embarrassingly not due to a shortage of funds but rather to corruption at the highest level of leadership structure. It is therefore an enormous task to take responsibility for giving leadership direction in such communities or societies in a multi-ethnic and religious society like Nigeria, given the current scenario of the democratic politics in which the nation has been located. To this end, believing that weak leadership, has added more challenges to the

uncertainty and causes of insecurity not just in the north but also in Nigeria in general, might not be an unfounded statement.

Nexus between students' enrolment, academic calendar, performance and security situation in the frontline local government areas of the state.

Students' Enrolment

The security situation has impacted negatively on the students' enrolment, retention and completion of programme of study in the affected local government areas.

Academic Calendar

Ogunode, (2021) submitted that, concerns about the students' safety have prompted governors of six states in the region – Niger, Kano, Katsina, Jigawa, Zamfara and Sokoto to shut some or all boarding schools, particularly in the most vulnerable local government areas, until a semblance of security has been restored.

Academic performance

Academic performance is the measurement of student achievement across various academic engagements. Teachers and education officials typically measure achievement using classrooms performance and graduation rates. However, in a situation of insecurity students from the affected areas cannot excel academically because the teaching and learning atmosphere is not conducive.

Therefore, the research output will be very useful to all the critical stakeholders of education such as government, teachers, school administrators, Non-governmental Organizations and will certainly assist in developing a workable system of education for areas in question.

Theoretical framework

This study has adopted the relative deprivation theory which focuses on insecurity and how it affects the academic performance of students in affected areas. Box-Steffensmeier et al. (2005) asserts that if people perceive that there is a gap between what they are currently getting and what they deserve to get, it creates discontentment. There is a general feeling that the society owes them.

If this research work is conducted successfully it is expected that, the outcome will bring about an improvement in the teaching and learning process in the frontline local government areas.

Methodology

The study will use descriptive survey, Interview and focus discussion to draw out the data. The key Stakeholders will be involved in the conduct of seminars and workshops. The data will be analyzed using Chi square. It will cover the following: Dutsin-ma, Batsari, Safana, Danmusa, Jibia, Kankara, Dandume, Faskari, Sabua and Kurfi local government areas of Katsina state Nigeria.

Data Analysis and Results

Research Question 1: What is the level of insecurity and how it affects the academic performance of students in the frontline local government areas of Katsina state?

Table 1: Level of insecurity and its effect on the academic performance of students

SN	Items	N	Agree (%)	Disagree (%)	Mean	SD
1	Does the security situation in frontline local government has any effect on academic performance?	101	80 (79.1)	21 (20.9)	3.32	1.131
2	Before the current insecurity, our students performs very well academically	101	93 (92.0)	08 (8.0)	3.46	0.728
3	Any time we hear the signal of the bandits we immediately shut down the school activities	101	96 (95.0)	05 (5.0)	3.38	0.581
4	The academic activities has been reduced to the lowest level due to insecurity	101	83 (82.2)	18 (17.8)	3.53	0.782

5	Our economy has been grossly affected by the insecurity	101	96 (95.0)	05 (5.0)	3.51	0.743
6	The teachers finds it difficult to access their duty post due to the unsafe roads	101	97 (96.0)	04 (4.0)	3.39	0.692
7	The fear of what may happen while in school or on the way to and from results in lack of concentration by the students	50	43 (86.0)	07 (14.0)	3.16	0.817
8	Whenever there is an attack within our community or its environs, the students used to loose/forget what was taught to them within the period of attack	50	32 (64.0)	18 (36.0)	2.90	0.886
9	The traumatic experience as a result of insecurity changes the attitudes of our students towards learning	50	34 (68.0)	16 (32.0)	2.78	1.093

The results in table 1 showed that 96.0% of the respondents agreed that the teachers finds it difficult to access their duty post due to unsafe roads with the mean of 3.39, 95.0% agreed that our economy has been grossly affected by the insecurity (mean = 3.51) and any time they hear the signal of bandits they immediately shut down the school activities (mean = 3.38), 92.0% agreed that before the current insecurity, their students performed very well academically (mean = 3.46), 86.0% agreed that the fear of what may happen while in school or on the way to and fro results in lack of concentration of students (mean = 3.16), 82.2% agreed that the academic activities has been reduced to the lowest level due to insecurity (mean = 3.53), 79.1% agreed that the security situation in frontline areas affects students' academic performance (mean = 3.32), 68.0% agreed that the traumatic experience as a result of insecurity changes attitudes of students towards learning (mean = 2.78) and 64.0% agreed that the students loose or forget what they learnt when there is attack within the community (mean = 2.90). Thus, the level of insecurity is high and severe and it affects the academic performance of students in the frontline insecurity zone.

Research Question 2: How does the insecurity affects the students' enrolment in the affected areas?

Table 2: Effects of insecurity on the students' enrolment

SN	Items	N	Agree (%)	Disagree (%)	Mean	SD
1	Does the insecurity affects enrollment in schools of the affected areas?	101	96 (95.0)	05 (5.0)	3.51	0.743
2	Does the parent of the wards in the affected local government areas feel discourage to send their children to school?	101	98 (97.0)	03 (3.0)	3.66	0.534
3	Do the teachers and students that are affected face any stigmatization in society?	101	80 (79.2)	21 (20.8)	3.20	1.068
4	The parents finds it more difficult to send their children to school due to the fact that, they can neither go to the farm nor market freely	101	95 (94.0)	06 (6.0)	3.61	0.692
5	We feel more secured when vigilantes are around than militaries	50	28 (56.0)	22 (44.0)	2.66	0.772

Table 2 present the effect of insecurity on the students' enrolment. It showed that 97.0% of the respondents agreed that parents of the wards feel discouraged to send them to school in the insecurity affected areas (mean = 3.66), 95.0% agreed that insecurity affects the enrolment in schools located in the affected areas (mean = 3.51), 94.0% agreed that parents find it more difficult to send their children to school where they can neither go to farm or market freely (mean = 3.61), 79.2% agreed that affected teachers and students do face stigmatization in the society (mean = 3.20), and 56.0% agreed that they

feel more secured when vigilantes are around than militaries (mean = 2.66). Thus, the effect of insecurity on the enrollment of students in the affected areas is positive and severe in nature.

Research Question 3: What are the measures put in place to curb the activities of bandits and other activities?

Table 3: Measures put in place to curb activities of bandits

SN	Items	N	Agree (%)	Disagree (%)	Mean	SD
1	Do teachers and students' need special training amidst the security situation?	101	91 (90.0)	10 (10.0)	3.23	0.760
2	Does the society frowns at kidnapping and rustling activities?	101	81 (79.2)	20 (19.8)	3.15	0.984
3	Is there communal efforts to fight the activities of banditry and other criminal activities?	101	68 (67.4)	33 (32.6)	3.05	0.994
4	Does the communal effort approve by the government and also receive security and logistic support?	101	69 (68.4)	32 (31.6)	2.91	1.011

The results in table 3 showed that 90.0% agreed that teachers and students need special training amidst the security situation of their area (mean = 3.23), 79.2% agreed that the society is not happy and frowns at kidnapping and rustling activities in the area (mean = 3.15), 68.4% agreed that the communal effort approved by the government receives security and logistic support to curb banditry (mean = 2.91) and 67.4% agreed that there is communal effort to fight activities of banditry and other criminal activities (mean = 3.05). Thus it is the communal effort fully supported by the government that constitute a measure to curb banditry and other criminal activities in insecurity prone areas.

Research Question 4: What are the strategies in promoting teaching and learning environment in the affected local government areas?

Table 4: Strategies for promoting teaching and learning in insecurity prone areas

SN	Items	N	Agree (%)	Disagree (%)	Mean	SD
1	Stationing of military base in our community gives us more courage to at least move around freely	50	46 (92.0)	04 (8.0)	3.14	0.670
2	Introduction of e-learning will facilitate teaching and learning even when the schools are closed	50	45 (90.0)	05 (10.0)	3.20	0.833

From table 4, the results showed that among the strategies put in place for promoting teaching and learning, 92.0% agreed that stationing of military base give the courage to moving around freely (mean = 3.14) and 90.0% agreed that introduction of e-learning strategy will facilitate teaching and learning even when schools are closed due to insecurity. Thus strategies for promoting teaching and learning in insecurity prone areas include stationing of military base and introduction of e-learning strategy.

Research Question 5: How does students feel while in school and there is a signal of insecurity in their area?

Table 5: How students feel when there is signal of insecurity

SN	Items	N	Agree (%)	Disagree (%)	Mean	SD
1	The insecurity situation do not allow lesson to take place regularly?	50	26 (52.0)	24 (48.0)	2.90	1.093
2	The school environment looks unconducive for extra-curricular activities?	50	44 (88.0)	08 (16.0)	3.06	0.620
3	Once we hear any kind of gunshot, we feel unsafe and uncomfortable to carry out our routine academic activities.	50	43 (86.0)	07 (14.0)	3.46	1.014

Table 5 present how students feel when they receive signal of insecurity. The results showed that 88.0% of the respondents agreed that the school environment looks unconducive for extra-curricular activities during alert of insecurity (mean = 3.06), 86.0% agreed that once gunshots are heard, they feel unsafe and uncomfortable to carry out normal routine academic activities (mean = 3.46) and 52.0% agreed that the insecurity situation does not allow lesson to take place regularly (mean = 2.90). Thus, when there is alert or signal of insecurity, the students feel unsafe and uncomfortable to learn in the schools prone to insecurity.

Conclusion and Recommendations

In conclusion, insecurity has a significant negative impact on students' academic performance. When students feel insecure, whether it is due to physical safety concerns or emotional well-being, their ability to focus, learn, and succeed academically is compromised. Insecure environments can lead to increased stress levels, anxiety, and fear, which can impede concentration, memory retention, and cognitive processing. Moreover, students who constantly worry about their safety may struggle to fully engage in their studies, affecting their motivation and overall academic achievement.

Insecurity also disrupts the learning environment, creating a sense of instability and unease. Students who feel unsafe may find it difficult to trust their peers, teachers, or even the educational institution itself, leading to decreased participation, limited interactions, and a lack of collaboration. This can hinder their social and emotional development, as well as their ability to develop critical thinking skills and problem-solving abilities through active engagement with their peers.

Furthermore, the impact of insecurity extends beyond the classroom. Students who experience persistent feelings of insecurity may face challenges in maintaining a healthy work-life balance, as their focus is diverted towards personal safety concerns. This can result in reduced involvement in extracurricular activities, decreased social interactions, and limited exposure to diverse experiences, which are essential for holistic development.

Addressing the issue of insecurity is crucial for optimizing students' academic performance. Educational institutions and policymakers must prioritize creating safe and secure environments that foster a sense of well-being and belonging. Implementing robust security measures, such as enhanced campus safety protocols and proactive counseling services, can help alleviate students' fears and provide the necessary support they need to thrive academically. Additionally, promoting open communication channels, promoting positive relationships among students, and encouraging the reporting of any safety concerns can contribute to a safer educational environment.

By recognizing the adverse effects of insecurity on students' academic performance and taking proactive measures to mitigate them, we can cultivate an atmosphere where students feel secure, empowered, and motivated to reach their full potential. Ultimately, prioritizing students' safety and well-being will not only improve their academic achievements but also nurture their overall growth as confident, resilient individuals.

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