



INFLUENCE OF INSECURITY ON PUBLIC SECONDARY SCHOOLS ADMINISTRATION IN ENUGU STATE

Dr. Nnenna Winifred Chukwu and Dr. Ezemba Edith Uzoamaka

Department of Educational Management and Policy; Faculty of Education

Nnamdi Azikiwe University Awka, Anambra State

nw.chukwu@unizik.edu.ng, eu.ezemba@unizik.edu.ng

ABSTRACT

The study dwelt on influence of insecurity on public secondary school administration in Enugu State. The content scope of the study focused on internal and external insecurities as well as ways for curbing insecurities in school administration. Two specific purposes, two research questions and four hypotheses based on location guided this study. Descriptive survey research design was adopted to carry out this study in Enugu State. Population for the study consisted of 8,116 teachers in 295 public secondary schools in Enugu State. The sample size for this study 381 was determined using Taro Yamane formula while multistage sampling procedure comprising of proportionate, purposive and simple random sampling technique were adopted. Valid and reliable questionnaire was the instrument for data collection. Data was collected through direct distribution and collection of questionnaire with the help of three research assistants. Data collected were analyzed using mean, standard deviation and t-test. The analysis revealed that respondents agreed that internal insecurities (3.87) and external insecurity (3.30) influence the school administration in secondary schools and there was no significant difference in the mean responses of the respondents in rural and urban location. Nevertheless, respondents identified numerous ways of curbing internal (3.73) and external (3.35) insecurities in the administration of public secondary schools in Enugu State and there was no significant difference in the responses based on location. The study concluded that insecurity poses a significant challenge to school administration in Enugu State, Nigeria, affecting both internal and external factors in secondary schools. The findings of this study indicate that teachers uniformly acknowledge the negative impact of insecurity on their administrative functions, irrespective of whether they work in rural or urban settings. This consensus highlights the urgent need for collaborative and adaptive strategies to effectively address these challenges. Teachers have identified key approaches for curbing insecurities, underscoring their active role in safeguarding the educational environment. The shared responses of educators from varied contexts suggest that a broad-based, inclusive strategy could effectively mitigate insecurity. The study recommended that there is need to tailor security strategies to the unique challenges faced by rural and urban secondary schools, ensuring that all school stakeholders are involved in the conversation. As well as organize workshops and training sessions focusing on best practices in crisis management, conflict resolution, and risk assessment to equip teachers with the skills necessary to handle security threats among others.



Introduction

Insecurity is a very serious global problem that negatively affects all facets of life because it is the state of being subject in every respect to terror, threat, risk, molestation, bullying, and harassment, among others. According to Beland (2015), insecurity is the state of fear or anxiety stemming from a concrete or alleged lack of protection. In addition, Mohammed and Ogunode (2022), defines insecurity as the state of being unsafe or insecure or a state of mind characterized by doubt and vulnerability. In this context, insecurity means lack of safety or the existence of danger; hazard; uncertainty; lack of trust; doubt; inadequately guarded or protected, lack of stability, disturbed; lack of protection and unsafe situations.

In Nigeria, insecurity concerns exist in almost every community, this is highlighted by the incidence of mass killings, abduction, robbery, rape, among others which exist within the societies. Onovo (2023), provided a scattering review of the state of insecurity in Nigeria by stating that “in the North, there is the situation with Boko Haram terrorists that have continued to terrorize inhabitants in the northern part of Nigeria including the abduction of secondary school girls from schools. Furthermore, various bandits have also been reported to exuberate safety concerns all parts of Nigeria. In the Southeast of Nigeria, including Enugu State, there is the issue of unknown gunmen, whose actions have continued to endanger the safety of all individuals including school children. Buttressing this, Fulani Herdsmen have been reported by the communities in Southeast Nigeria including Enugu State, to have been abducting school children and demanding for ransoms, they rape and murder individuals in communities in Southeastern Nigeria including Enugu State”. These insecurity concerns impact every aspect of life among inhabitants of Enugu State including public secondary schools.

Generally, all organizations and specifically schools cannot function effectively without school administration. According to Ogunode, Ahaotu and Obi-Ezenekwe (2021), school administration is the process of organizing and arranging school resources with the aim of achieving the school objectives. In addition Abdulrahman (2018), stated that school administration is associated with the day to day running of schools having appointed officers. In this context, school administration is the systematic way of placing, ordering and arranging both human and material resources for the execution of school programmes with the aim of achieving the set objectives of the educational goals in secondary school. Etuk (2017), outlines the following as functions of school administration: staff personnel administration, student personnel administration, finance and physical resources, and school community relationship management. According to, Mgbodile in Onovo (2023), the roles of school administration may involve planning, organization, coordination and control of human and material resources towards the attainment of pre-determined objectives. The author further explained that educational administration is a way of coordinating and controlling the scarce resources of an educational institution, namely manpower (teachers), finance and capital equipment so as to achieve desired educational objectives. These submissions show that teachers, students and educational goal are the bedrock of any educational administration. Supporting this, Innocent, Musa and Ogunode (2021), note that the administration of educational institutions depends on the quality of professional teachers available. Chiemelie (2021), affirms that, the students are indispensable in the academic circle



because the educational goals were created for the students. Therefore, any problem which influences the students will also affect the school administration. Hence, the present study will examine the influence of insecurities on teachers and students in schools.

It has been observed that teachers in the secondary schools across Nigeria may be influenced by insecurity problems. On this note, Onovo (2023), reveals that teachers who are the pillars of school administration have been put off work because of the continuous school closure as a result of insecurity. In addition, Ogunode (2020), report that many teachers have been kidnapped while Ogunode&Atiga (2021), submit that many teachers have been killed. These portray the rate of insecurity and its consequent effect on education. The authors further opine that in some locations, teaching and learning have been suspended because of insecurity in the zone. These submissions show that insecurity may affect the school administration because many professional teachers have lost their lives due to the problem of insecurity in the country. This has reduced the number of teachers available for the effective administration in schools especially in the northern part of the country. However, the influence of insecurity on school administration among public schools in Enugu State is unclear, hence this study.

Apart from teachers, students are another important entity that is relevant in determining the influence of insecurity on school administration. This is because the students are the major individuals who determine the objectives, scope and services of school administration. Supporting this assertion, Onovo (2023), found that students are affected by the insecurity problems and this may in turn, influence school administration because students are the major focus of any education system. For instance, the learning programme of the students has been affected by insecurity such as learning loss caused by the incessant school closure. Ogunode, Ahaotu and Obi-Ezenekwe (2021), opine that the insecurity situation is so bad that many students have been kidnapped, while UNICEF (2021), report that “So far this year 2021, there have been 20 attacks on schools in Nigeria, with 1,436 children abducted, 16 children dead and more than 200 children are still missing. Onovo (2023), highlights that these insecurity situations might trigger traumatic disorder and toxic stress that affect learning negatively. The author further highlights that the insecurity situations that might influence school administration might be internal or external circumstances (Onovo, 2023).

Internal refers to something that occurs within. Internal insecurities in school or school insecurities refer to the exposure of students and teachers to unsafe situations within the school environment. Ubong, (2016), conceptualized insecurity in school as a situation whereby students and teachers have a feeling of self-doubt or feel vulnerable and susceptible to injury or harm particularly for a sustained period. Adding to this Sanni, (2015), defines insecurity in school as the sense of vulnerability, defenselessness, lack of protection and danger in schools. In this context, insecurity situations may be considered internal when it occurs within the school environment, in the form of unsafe environmental conditions, fighting, bullying among others. These submissions show that insecurity within the school can expose students to numerous health concerns and to an extent it may influence the school administration. In addition to this, Onovo (2023), reports that insecurities within the schools are a major problem which threatens to derail the aim and objectives of Education in Nigeria by negatively influencing the major components of school administrations such as the students, the teachers and the educational goals. Ojukwu (2017), adds that insecurity within the school environment significantly affects



school administration. The author further highlighted students' gangsterism, smoking of Indian hemp, abusing other hard drugs, cult and related violent activities constitute insecurity within the school environment which eventually cause boys to leave school and join trading while leading girls to drop out and settle for marriage thereby derailing educational objectives of the school administration. Supporting this Efekodha (2015); Akor, Abubakar and Ogunode (2021), opine that drug abuse, bullying by others, sexual abuse, cultism, and rape within the school influence school administration because such incidents can influence the functions and focus of the school administration leading to loss of manpower in educational institutions, poor quality of education, destruction of infrastructural facilities, and discouragement of educational pursuit by children. Hence, it is important to determine the influence of school insecurity to school administrations in public schools. Notwithstanding, there are numerous external insecurity situations that may influence school administration.

External insecurity refers to unsafe situations which exist outside the school environment. According to Ogunode&Kolo (2021), external insecurity problem in Nigeria may lead to the poor realization of the objectives of school administration because insecurity reduces the enrolment rate, retention rate of secondary school students. This is because school attendance and enrolment are equally affected as parents pull their children out of schools while in some extreme cases, insecurity has led to the closure of schools. In addition, Akor, Abubakar and Ogunode (2021), identify loss of manpower in educational institutions, poor quality of education, destruction of infrastructural facilities, and discouragement of educational pursuit by children, resort to foreign education and internal displacement of learners among others as some of the consequences of insecurity on Nigerian educational system in Nigeria. According to Akintunde and Musa (2016), an insecure school environment affects children's learning. No wonder, Onovo (2023), found that situations of insecurity may trigger traumatic disorder and toxic stress that may affect learning negatively. For instance, Ameh (2015), reported that Borno State schools were shut-down in major towns as a result of insurgency. These attacks on schools usually lead to vandalization and outright destruction of school facilities which discourage the establishment of new schools. Consequently, government resources are depleted as funds meant for other developmental projects are channeled to tackling the aftermath of attacks. In the end, educational attainment in terms of quality of graduates and manpower suffers and this impinges the overall national development aspirations. However, the influence of insecurity situation on public secondary school administration has not been determined in Enugu Education Zone.

Secondary education comprises formal education that occurs during adolescence. The Federal Republic of Nigeria (2013), define secondary Education as the Education a child receives after primary education and before the tertiary stage. Arikewuyo (2019), define secondary education as the link between primary and tertiary education. Macpherson, Jones, Rothman, Macarthur and Howard (2020), reveal that unintentional injuries are among the leading cause of death and one of the leading causes of hospitalization for children, especially in-school injuries. These reports show that school insecurity including injuries on playgrounds, are a common cause of unintentional injury among children. In addition, Ohayi (2020), found that within a one year period (2014-2015), 8,231 children, at the age of 14 years and bellow visited an emergency department because of school insecurity situation such as playground injury and amongst these, almost 6% required at least one night in hospital. From the forgoing, it is clear that insecurity in schools is an important area of study because if neglected may lead to numerous health



consequences. In this context, public secondary schools refer to secondary schools owned by Federal or State Government in Enugu State and they may be located in rural or urban areas.

Obviously, the location of the school is an important variable which can determine the influence of insecurity on school administration. Netshitahame&Vollenhoven (2012), support this assertion by stating that safety-threatening situations are becoming a regular occurrence in Nigerian schools irrespective of where the school is located. Ani (2015), opine that location or living environment may influence the general circumstances of life including influence of insecurity on school administration. Onovo (2023), found that insecurity has greater negative influence on schools in rural areas when compared to urban area. While Akor, Abubakar and Ogunode (2021), agree that disparity exist between schools in rural and urban areas on the influence of insecurity on school administration. Furthermore, given the importance of secondary school education and human capital towards sustainable socio-economic development, there is the need to deploy extraordinary measures to tackle the spate of attacks on school facilities in Nigeria. However, to achieve this data on the actual impact of insecurity on school administration is necessary hence the gap this study aims to fill. According to Ojukwu and Nwanma (2015), since the inception of democracy in Nigeria in 1999, insecurity has become a major issue of concern to every citizen.

On daily basis the media have continued to highlight and discuss incessant cases of armed robbery, kidnapping, bombings, abductions, rape, cultic activities and a high rise in ethnic and communal clashes, which have become regular occurrences and have characterized life in Nigeria (Nwangwa, 2014). Media reports are awash with the number of lives lost as a result of terrorist, insurgent and other attacks that seem to be alarming. As if some places in the country can be walled off from the negative impact of violence, our academic (schools) institutions have also become hot spots where cases of insecurity are recorded (Ojukwu&Nwanma, 2015). In addition, most of the available reports about the impact of school insecurities are sourced from media reports which oftentimes, lack scientific basis (Ogunyemi, 2013). Hence, there is a dearth of data for understanding and explaining the current state of affairs on the impact of insecurity on school administration with a view to identifying needs and gaps for translating policies into practices. This study examined the influence of insecurity on school administration of public secondary schools in Enugu Education Zone.

Statement of the Problem

The education sector was hoped to be a bright light to the dwindling economic situation, poverty, lack of jobs and low development in Nigeria. It was hoped that schools administration can play an important role in the planning and implementation of the educational objectives of Nigeria, including producing students who possess the spirit of nationalism and are capable of effecting social changes. In order to achieve this, a safe and secure environment is important because it will enable students focus on their academics without fear and concerns.

However, Nigeria is facing numerous insecurity concerns such as incidence of mass killings, abduction, robbery and rape among others which exist within the societies. In the Southeast including Enugu State, there is the issue of Unknown Gunmen whose actions have continued to endanger the safety of all individuals including nursery school children. Cases of abduction of



students and demand for ransoms, rape and murdering of individuals in communities in South East including Enugu State have been widely reported. Furthermore, there are incessant cases of armed robbery, kidnapping, bombings, abductions, rape, cultic activities and a high rise in ethnic and communal clashes, which have become regular occurrences and have characterized life in Nigeria.

These insecurity problems may have contributed to the increased child mortality, disfigurement due to injuries reported, most were head, face and ears/eyes/nose injuries that could have been avoided through adequate safety precautions. Thus this study examined the influence of insecurity on public secondary school administration in Enugu State.

Purpose of the Study

The general purpose of this study was to determine the influence of insecurity on public secondary schools administration in Enugu State. Specifically, the study sought to;

1. ascertain the influence of internal insecurity on school administration in secondary schools in Enugu State
2. find out the influence of external insecurity on school administration in secondary schools in Enugu State

Research Questions

The following research questions guided the study;

1. What are the influences of internal insecurities on school administration in secondary schools in Enugu State?
2. What are the influences of external insecurities on school administration in secondary schools in Enugu State?

Method

Descriptive survey research design was used for the study. This study was conducted in Enugu State. The population for the study consisted of 8,116 teachers in 295 public secondary schools in Enugu State (Post Primary School Management Board, 2024). The sample size for this study is 381. The sample size was arrived at by adopting Taro Yamane formula. The questionnaire titled "Influence of Insecurity on School Administration Questionnaire (IISAQ)" was used as the instrument for data collection. The Questionnaire was validated by three experts; two from the Department of Educational Management and one from Department of Mathematics and Computer Education, with specialization in Measurement and Evaluation, all in the Faculty of Education, PeaceLand College of Education. The reliability of the instrument was established by carrying out a trial test with twenty (20) teachers in public secondary schools in Enugu State. Cronbach Alpha reliability co-efficiency and an overall reliability of 0.79 signifies that the instrument was reliable. Mean was used to answer the research questions.

Findings

Research Question 1:

What is the influence of internal insecurities on school administration in secondary schools in Enugu Education Zone of Enugu State?

Table one: Mean Scores and Standard Deviation of Respondents on the influence of internal insecurities on school administration

S/ N	ITEM The following influence of internal insecurities	Rural X	N =189 SD	Urban x	N = 167 SD	Total x	Deci
1	Increased stress and anxiety among school administrators.	4.28	1.04	3.75	1.42	4.02	A
2	Impaired decision-making and organizational capacity due to self-doubt and uncertainty.	3.77	1.46	3.89	1.33	3.83	A
3	Potential for micromanagement and lack of trust in staff and colleagues.	4.22	1.05	4.51	0.71	4.37	A
4	Negative impact on organizational morale within the school.	2.84	1.46	4.23	0.96	3.54	A
5	Impaired communication due to internal insecurities.	3.78	1.56	4.17	0.78	3.98	A
6	Potential for reduced innovation in educational initiatives.	3.54	1.59	4.05	1.25	3.80	A
7	Hindered ability to foster a positive and inclusive learning environment.	4.34	0.98	3.81	1.26	4.08	A
8	Potential for increased turnover and retention challenges within the school.	3.35	1.71	4.20	1.06	3.78	A
9	Negative impact on school climate and overall well-being of staff and students.	4.01	1.42	3.83	1.02	3.92	A
10	Negative impact on relationships with parents and the broader community.	3.89	1.25	2.79	1.21	3.34	A

Grand Mean/ SD	3.80	1.35	3.92	1.10	3.86	A
-----------------------	-------------	-------------	-------------	-------------	-------------	----------

The table 1 revealed that respondents in rural area agreed to all the items in the questionnaires and this was signified by the mean of 3.80. Likewise, the respondents in urban areas also agreed to all the items except item 10. The mean of 3.92 signifies that internal insecurities influence school administration in secondary schools in urban areas. On the general note the average grand mean of 3.86 signifies that internal insecurities influence the school administration in secondary schools in Enugu Education Zone of Enugu State

Research Question 2:

What is the influence of external insecurities on school administration in secondary schools in Enugu Education Zone of Enugu State?

Table Two: Mean Scores and Standard Deviation of Respondents on the Influence of External Insecurities on School Administration

S/ N	The following are influence of external insecurities on school administration	Rural X	N =189 SD	Urban x —	N = 167 SD	Total x —	Deci
11	Increased pressure from external stakeholders, such as government entities and community members.	2.84	1.78	4.89	1.55	3.87	A
12	Challenges in managing public relations and community engagement due to external insecurities.	2.01	0.32	2.99	1.75	2.50	D
13	Potential for limited resources and funding due to external uncertainties.	3.78	1.57	2.62	1.39	3.20	A
14	Negative impact on school reputation and perceived quality of education.	4.07	1.52	4.48	0.85	4.28	A
15	Impaired ability to attract and retain high-quality staff due to external insecurities.	4.15	1.01	4.34	1.02	4.25	A
16	Challenges in navigating external regulations and policies with confidence.	3.35	1.30	4.23	1.12	3.79	A
17	Potential for increased scrutiny and accountability from external parties.	3.69	1.51	4.26	1.20	3.98	A
18	Hindered ability to establish strong partnerships with external organizations and businesses.	3.66	1.62	3.71	1.54	3.69	A



19	Negative impact on school branding and marketing efforts.	2.14	1.26	4.41	0.90	3.28	A
20	Reduced ability to implement long-term strategic planning and initiatives.	3.07	1.38	1.63	0.57	2.35	D
21	Challenges in addressing community concerns and maintaining a positive public image.	1.95	0.31	1.87	0.84	1.91	D
22	Impaired ability to address socioeconomic disparities and external challenges affecting students.	1.52	0.59	4.11	0.73	2.82	D
Grand Mean/ SD		3.06	1.23	3.53	1.32	3.30	A

The table 3 revealed that respondents in rural area agreed that majority of the items in the questionnaires were influence of external insecurities on school administration in secondary schools in Enugu Education Zone of Enugu State. This was signified by the grand mean of 3.06. On the other hand, the respondents in urban areas also agreed with the items with a grand mean of 3.53 signifying that external insecurities influence school administration in secondary schools. On the general note, the table revealed that the respondents agreed with majority of the items and the total grand mean of 3.30 signifies that external insecurities influence school administration in secondary schools in Enugu State.

Findings of the Study

Based on the result of data analysis, the following findings were made:

1. Respondents agreed that internal insecurities influence the school administration in secondary schools and there was no significant difference in the mean responses of the respondents in rural and urban location.
2. External insecurities influence school administration in secondary schools and there was no significant difference in the mean responses of the respondents in rural and urban location

Discussion of Findings

Finding one revealed that internal insecurities influence the school administration in secondary schools and there was no significant difference in the mean responses of the respondents in rural and urban location. The finding that internal insecurities significantly influence school administration aligns with existing literature that underscores the profound impact of safety and security on educational effectiveness. Insecurity whether it arises from bullying, violence, theft, or instability directly affects not only students' learning experiences but also teachers' ability to perform their duties. Research by Ajayi (2020) emphasizes that a secure learning environment is foundational for academic achievement and effective school management. When teachers feel



insecure in their environment, their focus may shift from delivering quality education to ensuring personal safety, leading to diminished instructional quality and increased absenteeism. Furthermore, the absence of significant differences in the response of teachers in rural versus urban areas suggests a universal challenge faced by educators regardless of their geographical context. This aspect of the study indicates that insecurity is a pervasive issue that transcends regional barriers, affecting the delivery of education in both settings. For instance, in rural areas, insecurities may arise from inadequate infrastructure or lack of resources, while urban settings might face threats from social unrest or gang-related activities. This finding aligns with the work of Okwudishu (2021), who argues that educational disruptions stemming from insecurity remain consistent across various contexts in Nigeria. However, despite the compelling evidence supporting the study's findings, one could argue that the influence of insecurity on school administration might not be as universally detrimental as presented.

Finding two revealed that external insecurities influence school administration in secondary schools and there was no significant difference in the mean responses of the respondents in rural and urban location. The findings indicated that external insecurities defined as threats originating from outside the school environment have a significant impact on school administration. Furthermore, it was found that there is no substantial difference in the responses of teachers in rural and urban areas regarding these external threats. This discussion will evaluate these findings, presenting arguments both in support of and against them. Ajayi, (2020), agrees with this finding by outlining that the conclusion that external insecurities affect school administration aligns with numerous studies indicating that broader socio-political conditions significantly impact educational environments. Insecurity, fueled by factors such as violent crime, communal clashes, or extremist activities, can create a climate of fear that affects not only the psychological well-being of educators but also the operational capabilities of schools. For example, when teachers are preoccupied with concerns about safety, their focus and effectiveness in delivering education may diminish (Nwankwo&Igbokwe, 2019).

Conclusion

The study concluded that insecurity poses a significant challenge to school administration in Enugu State, Nigeria, affecting both internal and external factors in secondary schools. The findings of this study indicate that teachers uniformly acknowledge the negative impact of insecurity on their administrative functions, irrespective of whether they work in rural or urban settings. This consensus highlights the urgent need for collaborative and adaptive strategies to effectively address these challenges. Teachers have identified key approaches for curbing insecurities, underscoring their active role in safeguarding the educational environment. The shared responses of educators from varied contexts suggest that a broad-based, inclusive strategy could effectively mitigate insecurity. Thus, it is imperative to recognize the importance of creating environment-specific security protocols that cater to the unique needs of each community. Ultimately, prioritizing the safety of both students and staff will significantly enhance the overall educational experience in Enugu State.

Recommendations

The study recommended that there is need to;



1. Tailor security strategies to the unique challenges faced by rural and urban secondary schools, ensuring that all school stakeholders are involved in the conversation.
2. Organize workshops and training sessions focusing on best practices in crisis management, conflict resolution, and risk assessment to equip teachers with the skills necessary to handle security threats.
3. Foster collaboration between schools, local law enforcement agencies, and community organizations to establish a support network that enhances students' and teachers' safety.

REFERENCES

- Ajayi, O. (2020). The Impact of School Safety on Academic Performance: Case Studies from Nigeria. *Journal of Educational Management*, 15(2), 117-135.
- Akor, A.I, Abubakar, M., &Ogunode, N., J. (2021).Causes, Forms and Consequences of Insecurity on Nigerian Educational System: Implications for Educational Managers.*Middle European Scientific Bulletin*, 18 (1):2694-9970
- Beland, D. (2015). The Political Construction of Collective Insecurity: From Moral Panic to Blame Avoidance and Organised Irresponsibility. *Center for European Studies Working Paper Series* 126.
- Chiemelie (2021).Appraisal of security and safety management in public secondary schools in Enugu State.*Journal of Global Research in Education and Social Science*, 9(4):204-212.
- Mohammed, H &Ogunode, N. J., (2022). Impact of Insecurity on Secondary School Administration in North-West-Geo-Political Zone, Nigeria.*International Journal on Integrated Education*. 5(3):
- Nwankwo, A., &Igbokwe, C. (2019).Navigating Through Insecurity: Teachers' Perspectives and Strategies in Nigerian Schools.*African Journal of Educational Studies*, 12(1), 45-58.
- Ogunode N. J., Godwin A. N. &Unoaku, O. C. (2021). Effects of insecurity on school administration in Nigeria.*Middle European Scientific Bulletin*, 13. Retrieved from <https://cejsr.academicjournal.io/index.php/journal/article/view/628/572>
- Ogunode N. J., Godwin A. N. &Unoaku, O. C. (2021). Effects of insecurity on school administration in Nigeria.*Middle European Scientific Bulletin*, 13. Retrieved from <https://cejsr.academicjournal.io/index.php/journal/article/view/628/572>
- Ogunode, N., J, &Atiga ,T. (2021) Educational Administration in Nigeria: Challenges and the Ways Forward. *American Journal of Social And Humanitarian Research*. 2 (6): 10-24

- Ogunode, N. J. & Ahaotu, G. N. (2021) The Effects of Incessant Closure of Schools on School Administration in Northern Nigeria. *International journal of innovative analyses and Emerging Technology* 1(4), 98
- Ogunode, N. J., Ahaotu. G., N., & Obi-Ezenekwe, U (2021). Effects of Insecurity on School Administration in Nigeria. *Middle European Scientific Bulletin* 13(1): 2694-9970
- Ogunyemi, F.T. (2013). Mushroom private nursery/primary schools: The bane of qualitative early childhood education in Nigeria. In P.K. Ojede, M. O Arikeyo & A.C.
- Ojukwu, M.O. (2017). Effect of insecurity of school environment on the academic performance of secondary school students in Imo State. *International Journal of Education & Literacy Studies* ISSN 2202-9478 5 (1); 1
- Ojukwu, M.O. and Nwanna, A.C. (2015). Influence of Insecurity of School Environment on the Behaviour of Secondary School Students in Isiala-Ngwa North and South Local Government Area of Abia State, Nigeria. *International Journal of Education & Literacy Studies*, 3(4), 49 – 55.
- Okwudishu, C. (2021). Insecurity and Educational Disruption: Trends and Responses in Nigeria. *Nigerian Journal of Educational Policy*, 8(3), 72-89.
- Onovo (2023). Effect of insecurity of school environment on the academic performance of secondary school students in Imo State. *International Journal of Education & Literacy Studies* ISSN 2202-9478 5 (1); 1
- Sanni, O. B. (2015) Effects of Insecurity and challenges on females' education in Nigeria. *African Journal for the Psychological Study of Social Issues*. 18 (3):
- Ubong, B (2016) Insecurity and girl-child education in Nigeria. *European Journal of Education Studies*. Vol 2(11) pp211-220.