Effects of Insecurity on Teaching Practice Programme: A Case Study of Sokoto, Kebbi and Zamfara States

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Abstract

Insecurity connotes the state of being unsafe, fearful or terrorized. It can lead to the loss of lives and properties. This study adopted a survey design as it examines the effects of insecurity on teaching practice programmes in Sokoto, Kebbi and Zamfara States. Three objectives with three corresponding research questions were raised for the study. The population of the study was 2,973 participants out of which 476 were selected. Multi-stage sampling technique was used for the study. A purposive sampling technique was used in the first stage to select the three Schools of Education from the three Colleges of Education in the three States. In the second stage, a convenient sampling technique was used to select NCE II students, and in stage three, a simple random sampling technique was used in selecting the participants. A 10-item questionnaire was adopted for the study. Descriptive and inferential statistics were employed for results presentations and Statistical Package for Social Science (SPSS) software 25 was used for the analysis of data. The findings revealed that the effects of insecurity significantly affect the teaching practice programme in Colleges of Education in Sokoto Kebbi and Zamfara States. The recommendations among others are that; the state government should provide enough security personnel (local vigilantes) to all the Colleges of Education and other educational institutions to protect lecturers, teaching practice students, and of course the students from insurgent attacks.
Keywords: Insecurity, Teaching Practice, Colleges of Education, NCE Students, Lecturers.

Introduction

The system of education in Nigeria system seems to be far from achieving its goals and there is noticeable evidence of the decay in the standard of education, evidenced by low admission of students, especially in the outskate areas of the Sokoto, Kebbi and Zamfara States. Higher education is regarded as the highest peak of education. It is the education that is anchored on teaching, research and community services. Higher education is designed to operate in a peaceful environment. The objectives of higher education can only be realized in a peaceful and safe environment. Unfortunately, higher institutions have been affected by the insecurity challenges facing the country. Problems of insecurity are topical issues in today's Nigerian education sector (Adams, et al 2021 as cited by Hussaini, 2023). Insecurity in higher institutions is a social problem that cannot be over-emphasized because of its far-reaching implications and dire consequences on education, the economy and society in general. It is an issue that should be seriously tackled as Nigerians endeavour

to forge a strong, just, democratic and egalitarian society. Although the issue of insecurity has attracted much public interest over the years, interest in solving the insecurity equation appears to be waning and even when the issue is addressed, little emphasis seems to be paid to the gory socio-economic, political and spiritual implications (Abdulganiyu, 2022 & Rabiu, 2021).

According to (Adams, et al 2021) insecurity signifies the state of being unsafe, fearful or terrorized or threatened. Security in simple terms means the protection of lives and properties from destruction. Khalifa (2021) stated that unsecured people see their environment as a jungle, and feel unhappy, rejected, and largely arrogant. According to Adams, et al (2021) as cited by Hussaini, (2021) many forms of insecurity in Nigeria manifested in the South-western region in the form of armed robbery, kidnapping for rituals, and communal clashes. In the South-south and Southeast regions, insecurity manifests in the form of oil bunkering, pipe-line vandalization, kidnapping for ransom, communal clashes and armed struggles for political independence (via Movement for the Actualization of the Sovereign State of Biafra [MASSOB]). Insecurity in the three northern regions of the country manifests mostly in the form of ethno-religious clashes, the most prominent of which is the activities of a religious fundamentalist group generally known as 'Boko Haram' (Western Education is forbidden).

The Colleges of Education (COEs) were set to provide proficient teachers and to bring about the overall development of Education at local and national levels. Statistics have shown that many Nigerian Colleges of Education are finding it increasingly difficult to achieve these set-out goals as a result of the high level of insecurity in the country (Solomon & Solomon 2021). Eme, (2011) described insecurity as a breach of peace and security whether historical, ethnic, religious, civil, political or psychological that has contributed to prevalent conflicts the country has witnessed over the years, resulting in war and destruction and loss of lives and properties, in which the education sector has not been left untouched.

Insecurity continues to threaten the basic school, secondary schools and higher education in Northern Nigeria to the extent that School administrators, lecturers, teachers, parents and students have all suffered their pain from the insecurity problem in the country (Hussaini, 2023 in Ogunode, Ahaotu & Obi-E, 2021; Ogunode, Godwin & Unoaku 2021). The insecurity threat has become a pain in the neck of the country and has engulfed all sectors of the economy. Lecturers don't have students to lecture again, students do not have schools to attend again (Olusola Owonikoko 2021; Oyebode 2012; Ojukwu, 2017).

According to "Education Under Attack", over 11,000 separate attacks on educational facilities have been destroyed by various forms of crisis in the sector in Nigeria. Such attacks on education include bombing, burning of schools, rapping of students, and adoption of staff and students, on 2 April 2023 — armed bandits abducted two female students at the Federal University Gusau (FUGUS) in Zamfara State (Solomon & Solomon 2021). In the recent past, Nigeria has recorded incidents of security threats in educational institutions as follows: In 2011, students of the University of Calabar went on a rampage over the increase in school charges, destroying buildings, facilities, and cars and entering staff residential

areas to destroy houses and staff properties worth millions of Naira. The security personnel were overpowered by the rioting students. This incident resulted in the loss of academic months (Ekpoh, et al 2023). In May 2021, 16 students of Greenfield University were snatched from their school in Kaduna. It took more than two months, the deaths of five of them and millions in ransom for the last student to be released. In July 2021, about 53 students of Bethel Baptist High School in Kaduna were stolen from their school and held for months. The Nigerian Baptist Convention had to spend about N250 million to secure the release of the students. 23.

This incessant attack and kidnapping happened in Federal Government College Yauri, Kebbi State in the year 2021. Some students were kidnapped in October 2023 at the Federal University Dutsimma, Katsina State. Recently, there was also an attack by bandits at the Usmanu Danfodiyo University, Sokoto in October 2023 though no report of any kidnapping was recorded.

Statement of the Problem

Based on the literature reviewed and of course, the news in the media both local and international, the educational sector in the States of Sokoto, Kebbi and Zamfara are facing serious challenges due to incessant attacks on schools, kidnapping of lecturers/teachers and students and sometimes destruction of school facilities in insurgents. This makes teaching learning process difficult. This menace of insecurity continues to threaten the basic school, secondary schools and higher education in Northern Nigeria to the extent that School administrators, lecturers, teachers, parents and students have all got their pain from the insecurity problem in the sub-region. It is against this backdrop that the researchers see it imperative to explore the effects of insecurity on teaching practice programmes in Sokoto, Kebbi and Zamfara States with a view to proffering solutions to the menace.

Purposes of the Study

The purpose of the study is to:
- investigate the factors responsible for insecurity in Nigerian Colleges of Education in Sokoto Kebbi and Zamfara States.
- find out the nature of insecurity in Nigerian Colleges of Education in Sokoto Kebbi and Zamfara States.
- examine the effects of insecurity on teaching practice programmes in Colleges of Education in Sokoto, Kebbi and Zamfara States.

Research Questions

The study has the following research questions:
- What are the factors responsible for insecurity in Colleges of Education in Sokoto, Kebbi and Zamfara States?
- What is the nature of insecurity in Colleges of Education in Sokoto, Kebbi and Zamfara States?

- Do the effects of insecurity on teaching practice programmes affect Colleges of Education in Sokoto, Kebbi and Zamfara States?

Literature Review

Numerous studies have been carried out on the effect of insecurity challenges on education in Nigeria. For example, Hussaini (2023) in his work `Effects of insecurity on teaching practice in primary schools in Sokoto state-Nigeria. The study has three objectives with three corresponding research questions. The population was 2,238 participants out of which 465 were selected as sample. A twenty-item questionnaire was designed and used by the researcher titled "Insecurity in Primary and Tertiary Educational Sectors (IPTES). Descriptive statistics was employed for results presentations specifically frequency counts and percentages for research questions one and two while simple linear Regression was used to answer research question three. The findings revealed that insecurity in the primary school in Sokoto State significantly affects the academic performance of pupils. Parts of the recommendations are that staff and students/pupils should be provided with safety and security awareness training which will help them recognize threat warning signals and alert local securities (vigilantes) and the formal securities operatives.

According to Ayinla et al. (2023) in research titled "Impact of Insecurity on Students' Enrolment, attendance and Retention in Secondary Schools in Katsina State, Nigeria (2017-2022)". The paper reported the outcomes of an empirical study on the impact of insecurity on students' enrolment, attendance, and retention in secondary schools in Katsina State, Nigeria from 2017-2022. The study adopted a mixed-research design (a combination of quantitative and qualitative data collection methods). The population of the study was 199 participants comprising 45 officials of the Ministry of Education in Safana Rimi, Dutsin-ma, Faskari, and Kankara Zonal Education Quality Assurance offices), 11 principals, 143 teachers of the post-basic educational institutions in the eleven (11) public junior secondary schools in the affected Local Areas of Katsina State. Multi-stage sampling technique was used for the selection of the study subjects/respondents. The instruments for data collection were a structured questionnaire and document analysis (students' admission register). The instrument (questionnaire) was validated and pilot-tested and the reliability index of 0.67 was obtained using the Cronbach Alpha technique. Descriptive statistics involving frequency counts and percentages were used for the analysis of respondents' demographic information, answers to the research questions, and students' admission records. Some of the findings of the study revealed that; the scourge of insecurity in the form of banditry, cattle rustling, and abduction hurts students' enrolment; the plague of insecurity negatively affects students' attendance; and public junior secondary school students' retention has been seriously affected as a result of bandits activities in the surveyed Local Government Areas in Katsina State. Therefore, the study made among other recommendations that; the government in collaboration with other relevant stakeholders should make concerted efforts to ensure that adequate security measures are put in place to curtail the menace of

insecurity to enable parents to enrol their children in schools and equitable access to education.

In the same line, Ogunode et al. (2023) in their research "Insecurity challenges and higher education in Nigeria". They used secondary data for analyses. Their study has six research objectives and six research questions. The results show that insecurity challenges in Nigeria have affected teaching, research, and community service programs of higher education in Nigeria. The result also revealed that insecurity challenges have led to a reduction in the investment in higher education, led to the death of students, academic and non-academic staff, and the destruction of infrastructural facilities in Nigeria. The paper suggested that the government at every level should address all issues fuelling insecurity challenges in Nigeria and ensure higher institutions in Nigeria are secure and safe for teaching and learning.

According to Odidison (2022) in his study "Problems Faced by Academic Leaders in Public Higher Institutions in Nigeria" found that the lack of training of security personnel was one of the factors that significantly accounted for the insecurity in Nigerian educational institutions. Dagogo (2020) carried out a study on the role of security agents in curbing crimes in higher institutions in North East Nigeria using four Universities and three Polytechnics. The sample was 900 respondents who were purposively selected for the study. The findings revealed that training and re-training of security personnel significantly affect their level of service delivery.

In a study conducted by Ochigbo et al. (2021) in their work "Effect of Insecurity on Academic Performances of Secondary School Students in Benue State". The target population of this study was the SSS II students in all secondary schools in Benue State. A sample of 265 students was selected using the Taro Yamane formula. This study used a survey research design. Two research questions and two hypotheses were formulated to guide the study. Means and standard deviations were calculated to answer the research questions and independent samples t-tests were used for testing the hypotheses. Major findings revealed that insecurity has significant effects on academic performance among secondary school students in Benue schools.

Methodology

The study adopted a descriptive survey design. The population of the study was 2,973 consisting of 186 lecturers in the School of Education of the Shehu Shagari College of Education, Sokoto, Adamu Augie College of Education, Argungu, Kebbi state, and the College of Education, Maru, Zamfara state and the 2,787 NCE II students from the three Colleges of Education in the States. The sample size of the study was 476 consisting of 143 Lecturers and 333 NCE II students selected based on the recommendation of the Research Advisors table for determining sample size (2006). Consequently, a multi-stage sampling technique was used for the study. A purposive sampling technique was used in the first stage to select the three Schools of Education from the three Colleges of Education in the three States. In the second stage, a convenient sampling technique was used to select NCE

II students, and in stage three, a simple random sampling technique was used in selecting the participants. A 10-item questionnaire was adopted from Hussaini (2023). The questionnaire had two parts A and B. Part A requested the respondents' demographic information. Section B used the agreed or disagreed options to ask the issues of insecurity, its causes, natures and consequences on teaching practice. The reliability coefficient of the instrument was 0.87. Descriptive and inferential statistics were employed for results presentations and Statistical Package for Social Science (SPSS) software 25 was used for the analysis of data.

Discussion of the Results

Research Question One: What are the factors responsible for insecurity in Colleges of Education in Sokoto, Kebbi and Zamfara States?

Table 1: Analysis of the factors responsible for insecurity in Colleges of Education in Sokoto, Kebbi and Zamfara States.

S/N	Items	Agree		Disagree		Decision
		Freq.	%	Freq.	%	
1.	Insecurity displaces people, leads to loss of lives and properties of students/lecturers	301	63.23	177	37.18	Accepted
2.	Insecurity discourages educational pursuit by students	383	80.46	193	19.54	Accepted
3.	Insecurity contributes to the development of mental health disorders such as depression and post-traumatic stress disorder in students/ lecturers	252	52.94	224	47.06	Accepted
4.	Insecurity increases growing disconnect between the academic sector and the government	260	54.62	216	45.37	Accepted
5.	Insecurity reduces students' options for teaching practice schools	277	58.19	199	41.80	Accepted
6.	Insecurity reduces private investment in education, hence limiting students' options to schools of their choices	237	49.78	239	50.21	Not accepted
7.	It poses a threat to governance and economic growth in troubled areas hence diverting the government's attention from education	321	67.43	155	32.56	Accepted
8.	Insecurity increased the rate of school dropout	284	59.66	192	40.33	Accepted
9.	Insecurity reduces lecturers' participation in teaching practice supervision	241	50.63	235	49.37	Accepted
10.	Community participation (community policing) in security network will help curb the menace	233	48.94	243	51.05	Not accepted

From Table 1, item one shows that the majority of the respondents 301 representing 63.23 percent go for agree. 177 respondents representing 37.18 percent go for disagree. For item two, 383 respondents representing 80.46 percent, agree while 193 respondents representing 19.54 percent, disagree. Item three shows 252 respondents representing 52.94 for agree and 224 respondents representing 47.06 per cent disagree. For item four, 260 respondents representing 54.62 percent agreed while 216 respondents representing 45.37 percent disagreed. For item five, 277 respondents representing 58.19 percent, agree while 199 respondents representing 41.80 percent, disagree. Item six shows 237 respondents representing 49.78 for agree and 239 respondents representing 50.21 per cent disagree. For item seven, 321 respondents representing 67.43 percent agree while 155 respondents representing 32.56 percent disagree. For item eight, 284 respondents representing 59.66 percent, agree while 192 respondents representing 40.33 percent, disagree. Item nine shows 241 respondents representing 50.63 for agree and 235 respondents representing 49.37 per cent disagree. For item ten, 233 respondents representing 48.94 percent agreed while 243 respondents representing 51.05 percent disagreed.

Research Question Two: What is the nature of insecurity in Colleges of Education in Sokoto, Kebbi and Zamfara States?

Table 4: Analysis of the nature of insecurity in Colleges of Education in Sokoto Kebbi and Zamfara States?

S/N	Items	Agree		Disagree		Decision
		Freq.	%	Freq.	%	
1.	Insecurity displaces children and leads to the loss of lives and properties	213	65.53	112	34.46	Accepted
2.	Insecurity discourages educational pursuit by pupils	223	68.61	102	31.38	Accepted
3.	Insecurity contributes to the development of mental health disorders such as depression and Post-Traumatic Stress Disorder in pupils	152	46.76	173	53.23	Not accepted
4.	Insecurity reduces pupils' academic performance	281	86.46	44	13.53	Accepted
5.	Insecurity reduces private investment in education, hence limiting children's options to schools of their choices	83	25.53	242	74.46	Not accepted
6.	Unemployment is soaring and the parents are in fear due to insecurity, hence affecting their interest in their children's education	65	20.00	260	80.00	Not accepted

7.	Insecurity increases pupils' rate of school dropout	167	51.38	158	48.61	Accepted
8.	Insecurity exposes children to sexual abuse and rape	217	66.76	108	33.23	Accepted
9.	Insecurity makes it difficult for children to trust other people, hence affecting their interactions with teachers after the crises	134	41.23	191	58.76	Not accepted
10.	Community participation (community policing) in security network will help curb the menace	282	86.76	43	13.23	Accepted

From Table 3, item one shows that the majority of the respondents 213 representing 65.53 per cent) agree. 112 respondents representing 34.46 percent go for disagree. For item two, 223 respondents representing 68.61 percent, agree while 102 respondents representing 31.38 percent, disagree. Item three shows 152 respondents representing 46.76 for agree and 173 respondents representing 53.23 percent disagree. For item four, 281 respondents representing 86.46 percent agreed while 44 respondents representing 13.53 percent disagreed. For item five, 83 respondents representing 25.53 percent, agree while 242 respondents representing 74.46 percent, disagree. Item six shows 65 respondents representing 20.00 for agree and 260 respondents representing 80.00 percent for disagree. For item seven, 167 respondents representing 51.38 percent agreed while 158 respondents representing 48.61 percent disagreed. For item eight, 217 respondents representing 66.76 percent, agree while 108 respondents representing 33.23 percent, disagree. Item nine shows 134 respondents representing 41.23 for agree and 191 respondents representing 58.76 percent disagree. For item ten, 282 respondents representing 86.76 percent agree while 43 respondents representing 13.23 percent disagree.

Research Question Three: Do the effects of insecurity on teaching practice programmes affect Colleges of Education in in Sokoto Kebbi and Zamfara States?

Table 5: Linear Regression analysis of whether the effects of insecurity on teaching practice programme affect Colleges of Education in Sokoto Kebbi and Zamfara States.

Variables	R	R²	R² Adjusted	SE	F	β	T	p-value
Constant	.111	.032	.005	1.0612	7.010	1.476	2.711	.000
Insecurity on TP						.242	4.405	.000
Primary Schools						.025	.479	.000

Table 5 found R to be .111, R^2= .032 while R^2adj = .005, F = 7.010, p > .05. This shows a weak positive relationship. Thus, the significant results of the procedure indicated that the combination of the predictor variables was able to account for a significant amount of variance in the dependent variable. Although the effect of insecurity on teaching practice was an explanatory variable of primary school pupils' academic performance, analysis of regression coefficients indicated that, β=1.476 and T=2.711. This indicated that the effects of insecurity significantly affect the teaching practice programme in Colleges of Education in Sokoto Kebbi and Zamfara States.

Discussion

From the findings on the factors responsible for insecurity in Colleges of Education in Sokoto, Kebbi and Zamfara States, the majority of the respondents agree with the statements in items one, two, three, four, five, six, seven, eight and nine. This is in line with the work of Hussaini (2023) who reported that insecurity in primary schools significantly affects the performance of students. It is also in line with the work of Ogunode et al. (2023) whose findings revealed that insecurity challenges had led to a reduction in the investment in higher education, led to the death of students, academic and non-academic staff, and the destruction of infrastructural facilities in Nigeria. On the nature of insecurity in Colleges of Education in Sokoto, Kebbi and Zamfara States, however, the majority portion of the respondents supported statements in items one, two, four, seven, eight and ten. This means that the nature of insecurity in these States significantly affects the teaching practice programme in the Colleges of Education. These results are in agreement with the work of Ayinla et al. (2023) whose findings revealed that; the scourge of insecurity hurts students' enrolment; the plague of insecurity negatively affects students' attendance; and public junior secondary school students' retention has been seriously affected as a result of bandits' activities in the surveyed Local Government Areas in Katsina State. This is in agreement with the work of Ochigbo et al. (2021) who revealed that insecurity has significant effects on academic performance among secondary school students in Benue schools. It is also in agreement with the work of Abdullahi and Terhemba (2014) who reported that the level of primary school attendance under the crisis in Damaturu metropolis was found to be low. Thus, the effects of insecurity on teaching practice significantly affect Colleges of Education in Sokoto Kebbi and Zamfara States.

Conclusions

The poor academic performance of students in Sokoto, Kebbi, and Zamfara States as indicated in the findings is largely due to the problem of insecurity. Lecturers of the Colleges of Education in these States cannot visit many schools outside the metropolitan area due to insecurity as such the quality of teaching practice supervision and at large the programme is emaciating. Many students perform poorly in their academic work not because they do not possess the cognitive ability to perform well in their academic activities but because they have been affected by insecurity. Furthermore, teaching practice students

who supplement teachers in the basic schools found it difficult to select some teaching practice schools due to the insecurity problem rendering those schools to continue to be in shortages of teachers. Major findings of this study show that the effects of insecurity on teaching practice significantly affect Colleges of Education in Sokoto Kebbi and Zamfara States. It is however concluded that the nature of insecurity in these States significantly affects the teaching practice programme in the Colleges of Education. In conclusion, the results from this study have extended and called for more research work on the issue of insecurity in basic schools in Sokoto, Kebbi, and Zmfara states and its effects on pupils' academic performance, particularly in rural areas.

Recommendations

The study recommends the following;

❖ State government should provide enough security personnel (local vigilantes) to all the Colleges of Education and other educational institutions to protect lecturers, teaching practice students, and of course the students from insurgent attacks.

❖ All schools should be fenced and protected against intruders into the school premises so that students can have a sense of security which will allow them to concentrate on their academic activities.

The government should provide armed guards very close to the schools that can serve as repelling force to intimidate likely attackers.

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