

## ASSESSMENT OF CHALLENGES OF INSECURITY IN ADMINISTRATION OF PRIMARY SCHOOLS IN SHIRORO LOCAL GOVERNMENT IN NIGER STATE POST-COVID-19 ERA.

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### Abstract

The study examined the assessment of Challenges of insecurity in the administration of primary schools in Shiroro local government in Niger State post-Covid-19 Era. A survey research design was adopted for the study. A population of one hundred and nineteen (119) primary school teachers of Shiroro local government were sampled using simple random techniques. A structural questionnaire consisting of fifteen (15) items was used for data collection. The reliability coefficient of the instrument was 0.80 using Pearson Product Correlation Coefficient, while three experts validated the instrument. The study was guided by three research questions and one hypothesis tested at a 0.05 level of significance. The data collected was analyzed using mean and chi-square. The finding revealed that as a result of insecurity in Shiroro local government there was disruption of the academic programme, suspension of teaching and learning as well as distraction of admission and enrolment. It was therefore recommended that the government of Niger state should provide enough funds to settle the damages caused by bandits to schools, provide adequate security and surveillance around schools, adopt E-learning and provide solar energy to poor families.

**Keywords:** Security Challenges, School Administration, Primary School

### Introduction

There is no doubt that the spate of insecurity in the country is alarming. Several security challenges cut across the nooks and crannies of the country. The rate of violent crimes such as Banditry, kidnappings, Boko Haram insurgency, Fulani herdsman, militancy, cattle rustlers, religious killing, ethnic clashes, politically-motivated killing and other forms of criminal activities in the country is becoming an increasingly regular occurrence that characterized threats and challenges to national security in Nigeria (Achumba et al., (2013) and Ifeoma et al., 2020). Nigeria has consistently ranked low on the Global Peace Index (GPI, 2012), signifying a worsened state of insecurity in the country.

The response of the Nigerian state to the crisis of mass unemployment and fuel crisis has led to the worsening of the crime situation in Nigeria. Also, poverty (which has been identified as one of the factors that have contributed to the rate of insecurity in the country is defined poverty as a state of long-term deprivation of wellbeing, a situation considered inadequate for a decent living (Aigbakhon, 2008)), unemployment declining income and low savings, which has pushed many retrenched people into a struggle for survival, high rate of inflation, political intolerance on the part of the ruling party as pointed out have contributed not in a small measure to the rate of insecurity in the country in the state and particularly Shiroro local government, the issue of insecurity characterized by arm banditry, kidnapping, violet against women to mention but few are indeed married, it has affected as a segment of the society but the worst hit by insecurity in school administration, particularly in the covid-19 era.

The beginning of the year 2020 witnessed the rapid spread of COVID-19 across the world. The virus continues to move rapidly and it affects all fields such as education, economy, politics, and government (Ramadhan et al., 2020) and it also had deep impacts not only on learning and education but also on teachers and students. According to the World Health Organization (WHO), coronaviruses are a family of viruses that cause illnesses ranging from the common cold to more severe diseases such as severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS). These viruses were originally transmitted from animals to people. SARS, for instance, was transmitted from civet cats to humans while MERS moved to humans from a type of camel.

Education has been the process of training, receiving and giving instruction to people either formal (lessons, school instructions) or informal (social and survival skills learnt through copying.) Education is a public good that should be directed at uplifting the social, economic, political, scientific, technological and cultural life of a nation and developing the talents of individual citizens (Adedeji et al., 2021). It is estimated that about 91.3% of the world's students—that is 1.5 billion learners—have been affected by school closures (UNESCO, 2020). In Nigeria, about 46 million students are affected by the closure of the school and 4.2 million students in the BAY States, the most vulnerable groups of children targeted Nigeria Education in Education Working Group (EIEWG, 2020).

Due to insecurity, the bulk of these students are enrolled in primary and secondary schools, but there are also millions of students affected at the pre-primary and tertiary education levels. A high level of insecurity compelled the government to shut down all her educational institutions. Primary school education is one of the most affected forms of education because it has the largest enrolment of students in Niger State.

The responsibility for administering the education sector in Nigeria is shared among the federal, state and local governments. Thus, in the country's constitution, education is on the concurrent list, but the Federal Government is empowered to regulate all its sectors, engage in policy formation and ensure quality control. Also, the provisions of the constitution allow each tier of government to focus its responsibilities mainly on a sector of education. The Federal Government is involved directly in tertiary education. The states take care of secondary education, while the local governments handle primary education. The administration of

primary school/universal basic education is under the local government council (NEEDS, 2014). According to Ogunode (2020) administration is the process of arranging institutional resources to realize the objectives of the institution. The administration is very germane to the realization of the school's objectives – indeed, the success of the school system depends largely on the administration of the school is handled. The teachers, students, non-teaching staff and resources must be efficiently arranged, monitored and controlled so that they would work harmoniously

Furthermore, Ogunode (2020) argued that there are two dimensions of educational administration. The external and the internal administration. The external administration is handled by the various agencies and commissions established by the government to oversee the supervision and formulate policies for some specific educational institutions while the internal administration is handled by the school administrators appointed to administer and supervise the school with the aims of achieving its objectives.

Primary education is the bedrock on which other levels of education are built. The National Policy on Education Federal Republic of Nigeria (FRN, 2004) refers to primary school education as the education given in an institution for children normally aged 6-11. This is the level that prepares pupils for Secondary Education. Basic skills must be inculcated into learners as specified in the objectives. Primary education, globally, is the basis of formal education. It is the thread that connects other higher levels of learning, developing in young minds the very skills, experiences and knowledge for a tougher and higher pursuit in academics (Osiesi, 2020). Various problems ranging from insecurity, illiteracy, religious violence, ignorance and political servitude in Nigeria for example, can be curbed or eradicated by the aid of primary education. This has caused most governments (Nigeria included) to make primary education free and declare it universal and compulsory (Osiesi 2021, Kubiak, 2018). On March 19th, 2020 a circular<sup>6</sup> from the Federal Ministry of Education approved the closure of all schools for one (1) month commencing from Monday 23rd March 2020 to prevent the spread of the Coronavirus (COVID19).

The fundamental question begging for an answer is does insecurity has any effect on primary school administration? This research would answer by assessing the effect of the challenges of insecurity on primary school administration.

### **Research Questions**

The study sought to answer the following research questions:

To what extent does the challenge of insecurity affect the teaching programme in the administration of the primary school in Shiroro local government?

To what extent does the challenge of insecurity affect the administration of primary schools in the Shiroro local government area?

To that extent does the challenge of insecurity affect admission and enrolment programmes in the administration of primary schools in local government?

**Hypothesis**

The hypothesis was formulated to guide the study:

H01: There is no significant relationship between the challenges of insecurity and the administration of primary schools in Shiroro local government.

**Methodology**

The research design used in this study was the Survey design. The population of this study was made up of all the public Primary school teachers in Shiroro local government of Niger State. There is a total number of about 268 teachers in public primary Schools in Shiroro local government.

The Sample for this study was one hundred and nineteen (119) teachers drawn from ten (10) Public Primary schools in Shiroro local government area using a simple random sampling technique. The instrument used for data collection in this study was a Structured questionnaire with a 4-point Linkert scale. The content validity of this questionnaire is about 80% and the coefficient of reliability was found to be 0.80, hence the instrument was valid. Two types of analysis were carried out on the data collected. These include a descriptive statistical analysis using frequency tables, simple percentages and the highest mean score in analyzing and interpreting the data collected; and the inferential statistical tools of Chi-square were used to test the hypotheses.

Based on the respondent were asked to respond to certain questions related to the relationship between challenges of insecurity and teaching programme in primary schools the responses were presented in the table below:

Table 1: Measurement of Variables for challenges of Insecurity in Teaching Programme

S/N	Statement of Variables for Motivation Tools	N	Mean	SA	A	D	SD
1	As a result of insecurity, the government of Niger state ordered the closure of all educational institutions including primary schools in Shiroro local government	100	3.80	80 (80%)	20 (20%)	-	-
2	The closure of primary schools in Shiroro local government affected the administration of primary schools education.	100	3.55	70 (70%)	20 (20%)	5 (5%)	5 (5%)
3	As a result of insecurity in Shiroro local government, there was the suspension of the teaching programme	100	3.86	90 (90%)	7 (7%)	2 (2%)	1 (1%)
4	The level of insecurity in Shiroro local government made it possible for the primary school's pupils not to be in school for a long period due to the fear of Kidnaping	100	3.65	80 (80%)	10 (10%)	5 (5%)	5 (5%)
5	Challenges of insecurity in Shiroro local government have negatively affected the regular teaching and learning schedules of the primary schools	100	3.82	90 (90%)	5 (5%)	2 (2%)	3 (3%)

The result obtained from Table 1 shows that (100%) of the respondents with a mean of 3.80 Strongly agreed that as a result of insecurity the government of Niger state ordered the closure of all educational institutions including primary schools in Shiroro local government. (90%) of the respondents with a mean of (3.55) Strongly agreed that the closure of primary schools in Shiroro local government affected the administration of primary schools education. (97%) of the respondents with a mean of (3.86) Strongly agreed that as a result of insecurity in Shiroro local government there was the suspension of the teaching programme. 90% of the respondents with a mean of (3.65) strongly agreed that insecurity led to the closure of primary schools. (95%) of the respondents with a mean of (3.65) strongly agreed that insecurity and fear of kidnapping made primary schools pupils stay longer at home. In the final analyses, 95% of the respondents claimed that challenges of insecurity negatively affect teaching and learning programmes in primary schools.

Respondents were asked to express their opinion on a certain issue relating to insecurity in the primary schools and their responses were presented below:

Table 2: Measurement of Variables of Challenges of Insecurity and Academic Programme in Primary Schools

S/N	Statement of Variables for Motivation Tools	N	Mean	SA	A	D	SD
6	The school administration is saddled with the responsibility of ensuring proper academic programmes in primary schools.	100	3.60	80 (80%)	10 (10%)	-	10 (10%)
7	As a result of challenges of insecurity, the academic calendar of primary schools in Shiroro local government is not strictly fellow.	100	3.74	90 (90%)	2 (2%)	-	8 (8%)
8	As a result of challenges of insecurity, there was disruption of the academic programme.	100	3.90	90 (90%)	10 (10%)	-	-
9	The level of insecurity in Shiroro local government has affected the implementation of extracurricular.	100	3.60	80 (80%)	10 (10%)	-	10 (10%)
10	The challenges of insecurity have negatively affected the administration of primary schools in Shiroro local government.	100	3.85	90 (90%)	5 (5%)	5 (5)	-

Analyses from the above Table 2 indicate that (90%) of the respondents with a mean of (3.60) strongly agreed that the school's administration is saddled with the responsibility of ensuring proper academic programmes in primary schools. (92%) with a mean of (3.74) Strongly agreed that as a result of insecurity academic calendar of primary school in Shiroro local government was not strictly fellow. (100%) of the respondents with a mean of (3.90) strongly agreed that as a result of challenges of insecurity there was disruption of the academic programme. (90%) of the respondents with a mean of (3.60) strongly agreed that as a result of insecurity extracurricular programme implementation was affected. In the formal analysis, the table reveals that due to the challenges of insecurity in Shiroro local government the academic programme was negatively affected.

Respondents were asked to express their opinion on variables relating to challenges of insecurity and admission of new pupils. Their responses were presented below:

Table 3: Measurement of Variables for Challenges of insecurity and Admission of New pupils in Primary Schools

S/N	Statement of Variables for Motivation Tools	N	Mean	SA	A	D	SD
11	Admission of new pupils into primary schools is a major function of school administration that was affected by insecurity.	100	3.60	70 (70%)	20 (20%)	10 (10%)	-
12	The challenges of insecurity have made it difficult to admit a new student into primary schools in Shiroro local government.	100	3.77	90 (90%)	2 (2%)	3 (3%)	5 (5%)
13	The entrance examination for new students was cancelled due to insecurity in Shiroro local government.	100	3.88	90 (90%)	8 (8%)	2 (2%)	-
14	Insecurity challenge has made admission of new pupils very difficult as final internal and external could not take place to pave the way to new students.	100	3.35	70 (70%)	5 (5%)	15 (15%)	10 (10%)
15	Insecurity challenges have negatively affected admission and enrolment of new pupils into primary schools in Shiroro local government.	100	3.83	90 (90%)	5 (5%)	3 (3%)	2 (2%)

From Table 3, it was revealed that 90% of respondents with a mean of (3.60) claimed that admission of new pupils into primary schools is a major function of school administration. 92% of the respondents with a mean of (3.77) also claimed that the challenges of insecurity made it difficult to conduct entrance exams for admission. 98% of the respondents with a mean of (3.88) claimed that entrance exams for new students were cancelled. Also, 75% of the respondents with a mean of (3.35) believe that insecurity challenges made admission difficult as internal and external could not be conducted for graduating class. In the final analysis, the challenges of insecurity have negatively affected the admission and enrolment of new pupils in primary school. This fact was attested by 95% of the respondents with a mean of (3.83).

### Test of Hypotheses

The Chi-square ( $X^2$ ) distribution operation was carried out using the computer package.

#### Hypothesis

H<sub>01</sub>: There is no significant relationship between the challenges of insecurity and schools administration of primary schools.

For purpose of performing Chi-Square operations on the computer for the hypothesis, responses for the independent variable challenge of insecurity and responses for the dependent variable school administration were coded in the computer using the SPSS package cross-tabulated the responses to produce the chi-square output presented in Table four (4) below.

Table 4 Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	564.570a	16	.000
Likelihood Ratio	463.974	16	.000
Linear-by-Linear Association	210.616	1	.000
N of Valid Cases	300		

From the Chi-Square output on Table 4 above, hypothesis testing procedures are as follows: Chi-square calculated value is the Pearson Chi-Square value which is = 564.570

Degree of Freedom (df) =16

Level of significance ( $\alpha$ ) = 0.05

Critical or table value at 16 df and  $\alpha$  value of 0.05 = 26.296

Comparing the chi-square calculated value of 564.570 with the chi-square critical (tabulated) value of 26.296 it could be deduced clearly that the X<sup>2</sup> calculated value is greater than the X<sup>2</sup> tabulated value as such the null hypothesis (H<sub>0</sub>) will be rejected.

### Discussions of Results and Findings

The funding of research question one on to what extent the challenges of insecurity affect the teaching program in the administration of the primary school in Shiroro local government. The finding agrees with the finding of Ogunode (2020). From Table 1 (100%) the respondents agreed that as a result of the insecurity the government ordered the closure of primary schools in the local government which has affected the administration of the primary school. This is in line with the view of Osiesi (2020).

Table 2 shows that (92%) of the respondent agrees that as a result of challenges of insecurity, the academic calendar of the primary was not strictly fellow and (90%) agreed that the level of insecurity in the local government has affected the implementation of extra-curricular activities in the school. This is in agreement with the finding of UNESCO (2020).

Table 3 revealed that (90%) of the respondent agrees that admission of new pupils into primary schools is a major function of administration that was affected by insecurity this is also the same as the view of Osiesi (2021). (75%) revealed that as a result of insecurity in the local government, the number of new pupil enrollment has been affected seriously, this is the same as the view of UNESCO (2020) which reported that about 91.3% of the world's student and about 1.5billion learners have been affected by school closure. This is also in line with Ramadhan et al. (2020)

### Conclusion

Because the null hypothesis (H<sub>0</sub>) is rejected it could be concluded therefore that there is a significant relationship between challenges of insecurity as the independent variable and school administration as the dependent variable, meaning that insecurity significantly affects school administration in Shiroro local government.



### Recommendations

School administration deals with the arrangement of human and materials resources for the actualization of the school objectives. School administration is vital for the realization of primary school objectives in Nigeria. Primary education is very important for the reduction of illiteracy and out of school children in Nigeria. Primary school is one of the keys to the social, economic and political development of the country. The national lockdown of educational institutions as a result of Insecurity in Nigeria especially the primary schools have affected the administration of the primary school in Shiroro Local Government. The Effect of Insecurity on the administration of primary school education includes suspension of the teaching programme, suspension of internal examination, suspension of the extra-curriculum programme, disruption of the academic programme and inability to enrol new pupils into primary school as of when due as the impact of challenges of insecurity on the administration of primary schools in Shiroro local government of Niger state. Based on these problems, to bridge this gap, this paper recommends that:

- The government of Niger state should provide special funds for Primary education to enable the schools to manage all the damages caused by the insecurity school close down.
- The government should immediately embark on the integration of all primary schools into e-learning. The administration of schools should switch to online to admit new students.
- The Niger state government should provide portable solar radios for poor families, especially those living in rural areas. This will provide the opportunities for basic school children to continue learning and those who cannot access digital learning in this period of serious attack by the bandits.
- School administrators and teachers of primary schools should be trained on how to deliver e-learning and lesson through radio. Teachers should be trained through virtual platforms.

Finally, adequate security and security race should be provided around schools to cure the menace of kidnapping.

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