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## Prevalence of Security Situation in Primary Schools in North Central, Nigeria.

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### **Abstract**

*This study aimed to assess the prevalence of security challenges in primary schools in North Central region of Nigeria using a descriptive survey design. The research involved the analysis of security conditions and the interpretation of these conditions within primary schools. The study was motivated by the region's high number of school dropouts due to insecurity, particularly in states such as Benue and Niger. Proportionate sampling technique were used to sample 357 who would participate in the study. The study found a consensus among pupils and head-teachers that security challenges are indeed prevalent in primary schools in the North Central region. These challenges encompass a range of security incidents, including terrorism, kidnapping, and theft. Importantly, the findings also highlighted the need for improved security measures to enhanced staff training, and community engagement in addressing these challenges. Furthermore, the study identified the root causes of security challenges and their detrimental effects on primary school education. These included decreased enrollment, higher dropout rates, reduced completion rates, and diminished access to quality education. Ultimately, this research emphasizes the urgency of addressing security challenges in primary schools to create a safe and conducive learning environment. The study provides recommendations to guide interventions, including enhanced security measures, staff training, community involvement, addressing root causes, and crisis management. These measures are essential for safeguarding the education system and promoting the overall development of North Central Nigeria.*

**Keywords:** Security Situation, Insecurity, Primary Schools, North Central, Nigeria.

## **Introduction**

Remarkably, primary education is generally accepted as the foundation laying level of education in all nations of the world. It is an essential component in the body of education system of every nation. As such, it is an institution upon which all other levels of educational achievements are built. It prepares the mind and trains the child for higher and tougher academic pursuits. It provides young learners with the fundamentals of reading, writing, skill acquisition, information and attitudes necessary for proper adjustment into the society. Provision of safety, security and protection of life and property of schools or learning environment is no doubt a fundamental aspect of any programme which is a pre-requisite for educational success. Therefore, for these to happen, peace, tranquility and harmony in ensuring overall success should be provided and instilled in all primary schools in Nigeria, because of its major force in economic, intellectual, social and cultural empowerment of the citizenry and its capacity to bring about character, attitudinal change as well as reshape human potential for desired development (Adesina, 2014).

The protection of lives and property of pupils in primary school is a necessity and absolute duty that must not be toyed with. School security and safety is an extremely important issue, especially in the light of recent and current kidnapping and violent threats in Nigeria. School officials are entrusted with the obligation of not just imparting knowledge but also ensuring that pupils are safe which is achievable by ensuring that the school environment is well secured and children return to their home after school safely. Keeping a school secure and safe is a very important task that should not be taken lightly. Security of primary school is more significant because the trend of events in history is pointing to an unfamiliar pattern of ethical degeneration which will lead to the eventual erosion of the institutions, personal and collective peace (Umar, 2013). Insecurity in Nigeria has retarded socio-economic and primary education development in various ways. These include social dislocation and disruption of family and communal life, general atmosphere of mistrust, fear and anxiety, and also dehumanization of women and children especially in areas where rape, child abuse and neglect are used as instruments of war. The report by World Bank (2011) on conflict, security and development “reveals that about 1.5 billion people live in countries affected by political and criminal violence, which has worsened human misery especially among young children of school age and disrupted development. There are traces of battered victims some of whom are primary school children, damaged school facilities and a heavily dreaded school environment.

However, the prevalence of security situation in primary schools has not received much attention as needed in Nigeria. There are so many reported cases of threats of security challenges by insurgence, such as Boko Haram which have affected primary education in Nigeria especially in the North East which have

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increased overtime and this has necessitated fear in the heart of guardians, parents, children and stakeholders in education. The issue of insecurity which has engulfed Nigeria did not exclude primary school. It is sad to note that innocent, powerless and defenseless children have been injured and killed either on their way to or from school or even within the school premises e.g the African Children's Day been embarked upon on 16<sup>th</sup> of June every year to commemorate the attack and killings of 100 Soweto school children. Also, gunmen linked to Boko Haram attacked Hausawa-Danmaliki primary school in Kumbotso Local Government Area of Kano state killing several pupils and teachers on 12 March, 2012, suicide bombing attack on 3 churches and a mosque in Kaduna and Kano respectively, killing over 150 worshipers including children on 17 June, 2012. A school in Yobe State was also attacked and more than 60 pupils were killed in September 2013. Within 2014 alone, there has been persistent attack in the North East Nigeria and in Nyanya Abuja (twice) etc. Since then there have been several attacks on primary schools and it's environ and the list of this attacks between 2013 and 2018 is endless and still counting. (UNESCO, 2010). Report shows that due to insecurity in primary schools, many schools were closed down in North central Nigeria, thereby jeopardizing the future of the innocent children.

Infact, security situation in primary schools has not received much attention as needed in Nigeria. There are so many reported cases of threats of security challenges by insurgency, such as Boko Haram which have affected primary education in Nigeria especially in the North central Nigeria which have increased overtime and this has necessitated fear in the heart of guardians, parents, children and stakeholders in education. The violence activities in the country have not left the primary school out of its effects. Therefore, it is on this premises that the researcher tends to investigate the prevalence of security situation in primary schools in North Central, Nigeria.

**Problem Statement:** In Nigeria today, the activities of insurgency has cripple the school system. For instance, the manifestation of security challenges in primary schools has become so prevalent in North Central, Nigeria. These negative activities have no doubt threatened to disrupt the progress attained in our basic levels of education. These include number of violent crimes such as kidnappers, suicide bombings, bullying, cultism, armed banditry have increasingly become the regular scenario in Nigeria. The prevalence of insecurity in the school can be seen vividly in falling enrollment rates, high levels of pupil distraction in the classroom, and reduced attainment of learners. Insecurity challenges to safety can include, but are not limited to, attacks on the way to/from school, ideological attacks on learning environments, armed/violent attacks on learning environments, and occupation of learning environment infrastructure by armed groups. Also, various patterns of insecurity which are either psychological, social or physical encountered in the primary schools and

these includes strikes, theft of (school or pupils) properties, sneaking, fighting among pupils, arson, kidnapping, trespassers, assault, rape etc. Ultimately, insecurity has become a major issue of concern to every citizen. On a daily basis the media has 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. Media report a 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 insecurity. Our academic (schools) institutions have also become hot spots where cases of insecurity are recorded. This calls for an urgent attention through research findings to unravel the prevalence of security challenges in primary schools in North central, Nigeria.

**Justification of the Study:** A growing body of research indicates that a safe and healthy learning environment is essential for pupils to maximize academic performance and learning. Divergently, unsafe schools will affect pupils' class attendance, engagement, and motivation. In some cases, children in unsafe schools may suffer from mental health problems, such as reduced self-esteem, inability to concentrate, and depression. The discourse shows that Nigeria is confronted with the problem of insecurity. This is made manifest in the insurgency murderous campaign against individuals and schools especially in the Northern central Nigeria. The upsurge of terror unleashed by this insurgency is rather unprecedented with monumental loss of lives and property. The problem of insecurity as identified in this study is the outcome of frustrated expectations which breed aggression. The way the Nigerian society is structured paved way for frustration and that people are inevitably compelled to express their frustration through various shades of anti-social behaviour including violent responses that are directed at those perceived to be responsible for their predicaments.

Therefore, this study will assist the policy makers, teachers and all education practitioners to redress the prevalence of security challenges in primary schools in North central, Nigeria. The study will be justified if parents, government and the society at large becomes fully aware of the danger insecurity on primary schools pupils. The parents should know that insecurity can affect their children achievement in schools. The government should know that lack of qualified teachers in the educational system of the country to enlighten children about the consequence violence can contribute to pupils setback in school. Sensitization of the society will broaden their knowledge to be inform that if children have a good secure environment, they will contribute to the society at large in many aspects such as, to assist the government in fighting against insecurity in our society.

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**Objective of the Study:** The general purpose of the study is to investigate the prevalence of security situation in primary schools in North Central, Nigeria. Specifically, the study sought to;

1. Ascertain the prevalence of security challenges in primary schools in the North central, Nigeria.
2. Identify the forms of security challenges in primary schools in the North central, Nigeria.
3. Find out the causes of security challenges in primary schools in the North central, Nigeria.
4. Establish the effects of security challenges in the enrolment, retention and completion of school by pupils in the North central, Nigeria.

**Research Questions:** The following research questions will guide the study:

1. What are the prevalence of security challenges in the North central, Nigeria?
  1. What are the forms of security challenges in primary schools in the North central, Nigeria?
  2. What are the causes of security challenges in primary schools in the North central, Nigeria?
  3. What are the effects of security challenges on the enrolment, retention and completion of primary schools pupils in the North central, Nigeria?

**Literature Review:** The term security is used in different ways in different contexts. According to Omede (2011) security is a dynamic condition which involves the relative ability of a state to counter threats to its core values and interests. Ezeoha, (2016) defines security as the protection of assets including people against damage, injury or loss from internal and external causes. Precisely, security is an all-encompassing condition which suggests that a territory must be secured by a network of armed forces; that the sovereignty of the state must be guaranteed by a democratic and patriotic government, which in turn must be protected by the military, police and the people themselves; that the people must not only be secured from external attacks but also from devastating consequences of internal upheavals such as unemployment, hunger, starvation, diseases, ignorance, homelessness, environmental degradation and pollution cum socio-economic injustices (Nwolise, 2016).

Insecurity has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe. Belend (2015) posited that insecurity as the state of fear and anxiety stemming

from a concrete or alleged lack of protection, it refers to lack or inadequate freedom from danger. Insecurity is also seen as the state of being subject to all forms of dangers of both natural and artificial disasters with mostly resulting from human activities towards society or individuals. Achuniba, Ighomereho and Akpo (2013), argue further that, these common descriptors point to a condition where there exists a vulnerability to harm, loss of life, property or livelihood. Therefore, they consider insecurity to be a state of not knowing, a lack of control, and the inability to take defensive action against forces that portend harm or danger to an individual or group, or that make them vulnerable. This definition reflects physical insecurity which is the most visible form of insecurity, and it feeds into many other forms of insecurity such as economic insecurity and social insecurity.

In Rothschild, Nwagbos (2012) argues that in the long sweep of history, security has been about people and without reference to the security of the individual, security makes no sense at all. Dike (2010) and Omede (2011) have taken this argument a step further by emphasizing that Nigeria's security should be based on a holistic view which sees the citizens as the primary beneficiaries of every security and developmental deliverable that the state can offer. Thus, Nigeria's security will involve efforts to strengthen the capacity of the Federal Republic of Nigeria so it can advance its interests and objectives to contain internal and external aggression, control crime, eliminate corruption, enhance genuine development, progress and growth and improve the welfare and quality of life of every citizen. Omede (2011) express further, the nation's security should include the preservation of the safety of Nigerians at home and abroad and the protection of the Nigeria's sovereignty. Security may be conceived as protection from danger, violence, fear, and want that impair, or capable of impairing the full development and existential wellbeing of citizens. Security implies the absence of fear and want. Until recently, security was conceived in both academic literature and government policies in narrow and state-centric terms as the protection of a nation from foreign aggression and internal insurrection. As a result, the armed forces, police and intelligence agencies were seen as the primary tools for preserving national sovereignty against foreign aggression and defending domestic regime and government.

However, Nigeria as a nation has suffered plaques of crisis, each leading to loss of lives and destruction of properties. The insecurity crisis in Nigeria include kidnapping, armed robbery, and insurgency among others. Perpetrators of these heinous crimes in the country always attribute their actions to penury and unemployment. The abysmal failure of successive administration in Nigeria to address challenges of poverty, unemployment and inequitable distribution of wealth among ethnic nationalities, ultimately resulted to anger, agitation and violent crimes against the Nigerian state by some individuals and groups. Infact, the state of insecurity in Nigeria could be attributed to security lapses on the part

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of security agents (Otite, 2012). Dimensionally, the pattern of insecurity in Nigeria has been regionalized. Militia groups, insurgency in the north, kidnappers in the eastern and southern part of the country, ritual killing in the west, political and non-political calculated assassinations across the nation. The regionalized structure of insecurity has also given rise to regionalized and unlegislated security formations in the country in a bid to curtail the alarming rate of insecurity (Onifode and Uorim, 2013). Abubakar (2015) pinpoints failure of government to provide or manage the basic human needs of their citizens, ethnic disagreements, and national resource contentions as some of the factors responsible for insecurity in Nigeria. Udoh & Nadabo (2015) identified porous borders, illegal arms importation, proliferation of illegal arms, ethnicity, illiteracy, emergence of ethnic militia groups, marginalization, poor leadership, religious fanaticism/extremism, and unemployment as causes of insecurity in Nigeria.

There is a small but growing body of research that highlights the association between internal threats to school safety and students' academic performance. The 2006 UN World Report on Violence Against Children notes that verbal abuse, bullying and sexual violence in schools are commonly reported as reasons for lack of motivation, absenteeism and dropout (Pinheiro, 2016). A 2015 research partnership between ConDev and USAID examined school violence, measured through bullying, and academic performance in Botswana, Ghana, and South Africa using the Trends in Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) datasets. The research concludes that school bullying and violence in developing countries is pervasive and have severe ramifications for student's academic performance. The Longitudinal Young Lives study also provides evidence that corporal punishment is linked with poorer test scores across four countries (Portela & Pells, 2015). A recent meta-evaluation demonstrates that all forms of violence in childhood significantly affect a variety of educational outcomes, including school dropout/graduation, academic achievement, and grade retention (Fry et al., 2018). Lastly, forms of violence in childhood can affect school children differently because of their sex or gender identity.

O'Malley (2010) highlights the negative impact that attacks on schools have on earning outcomes and school enrollment. These negative effects can be seen vividly in falling enrollment rates, high levels of students distraction in the classroom, and reduced attainment of learners. Akintokunbo (2013) insecurity in Nigeria to massive and unchecked corruption, greed, selfishness, un-patriotism, lack of political will and conscience, and of course, lack of vision and purpose. King (2016) states the causes of insecurity in Nigeria to include a combination of the following factors: lack of institutional capacity, lack of basic necessities, pervasive material inequalities and unfairness, ethno-religious conflicts, weak security system, loss of socio-cultural and communal value system, porous

borders, rural/urban drift, anti-social and irresponsible companies, unemployment, and poverty. There is no doubt that, the above mentioned factors have correlation with state of quality economic education in a democratic society of the country.

In recent times, especially, in northern part of Nigeria there have been experiencing security threats due to the activities of Boko Haram, which means 'Western Education is Forbidden'. The activities of this group alone have forced many children of formal education to abandon school in an already ill-educated and disadvantaged region. Eric (2012) reports that it is not just the students at the targeted schools that end up being affected, teachers and others are also affected. As a result of insecurity, school enrolment in the region has gone down by 28 percent more than any other region in the country (Bwala, 2012). According to the Nigerian Education Data Survey (NEDS, 2010) as cited in Saleh (2011) constant attacks makes it even harder for teachers and other stakeholders to persuade parents to allow their children stay on at school. The issue of insecurity in northern Nigeria has compelled school children to drop out of the school. This view is supported by Patrick (2012) who observes that in the west coast of Africa, a considerable proportion of children dropout of schools each year. Survey by both the print and electronic media indicates that over 85% of the school children in Borno State do not attend school due to insecurity in the State (Bwala, 2012). Criminal activities perpetuated in Nigeria are always attributed to youths who dropped out of school. Sadly, the dropouts of schools in Damaturu metropolis of Yobe State are on the increase daily because of insecurity in the State. Scenario tends to suggest that the future of the Nigerian child especially in the north and Damaturu in particular who drop out of school is in serious danger and thus, need a very serious attention.

Apart from negative impact of insecurity on school attendance leading to school dropout as well as economic and social problems it has caused the nation, Okorie (2011) observes that Nigerians are constantly bedeviled with fears of one attack by one extremist group or the other. Hostage taking, bomb throwing (explosion) and violent crimes are now part of the daily life of Nigerians (Fasan, 2011). It is in light of the above that Okpaga, Chijioke and Innocent (2012) observe that Nigeria as a nation must make concerted efforts to raise the educational attainment of all its youths who are the leaders of tomorrow especially those that are deprived of regular school attendance because of insecurity and conflicts. The hope for the country seems to be grim if children cannot go to school. There has been a lot of worry over the present insecurity in the country and its effect on the emotional behaviour of primary schools in the North central states, Nigeria in particular. No one can deny the fact that economic activities, movement of people, goods and services have been seriously hampered by the activities of terrorist from 2009 to date. The worst of it all is that students of school age in their millions are out of school in the State

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due to insecurity situation. This is due to frequent bombing, killing of young and old, male and female including school students, burning of worship places, schools, and sound of gunshots. The effects of insecurity in the State seem to be enormous not only on parents, the school and the society but especially on the school pupils.

Aremu (2013) stresses that the academic failure of primary school pupils in Northern region environ is not only frustrating to the children and the parents, its effect are equally grave on the society. This is as a result of the continuous threat to western education by its citizens, students fear been victims of terror attack on the other hand primary school children in Northern region battle gangsterism as well cultism that leaves a brutal effect on students, psychologically, mentally and emotionally Because of the importance of high rated academic achievement in the lives of every educated citizen and its increasing eminence in the explosion, it behooves professional educationist to provide a challenging scholarly and yet attractive education to its citizens. With this statement, many years before, Ojukwu & Nwanna, (2015). pointed out the importance of improved educational achievement of children in primary school which will have a profound impact on lives through advances for the next few decades. Omede (2011) sees gangsterism as secret cult in our society as a group of criminals especially those who are armed and use guns or group of students/hoodlums acting as terrorists within and outside the school system. This is a common situation in North as the majority of students within and outside the school system belongs to a gang or cult group that specializes in terrorizing teachers, principals and their fellow students. This has led to the destructions of primary school buildings, teachers/ principals vehicles and posed so much threat on the possible further existence of the school. This alone has caused the reduction in the enrollment of pupils in primary schools because of parent's fear of losing their loved one or their loved one becoming part of a gang. This has resulted in the low academic achievement recorded in Northern part of Nigeria.

**Methodology**

Descriptive survey design which involves describing, analyzing and interpreting conditions that exist. The design is useful in describing the prevalence of security situation in primary schools in North central Nigeria from which the sample were selected. This design allowed the use of method of data collection like questionnaire which were adapted for this research. This design also allowed the researcher to report and describes the phenomena of safety issues in primary schools in the study area as it unfolds. The study was carried out in North central, Nigeria. The North central was made up of the Federal Capital Territory (FCT) Abuja, Benue, Kogi, Kwara, Nasarawa, Niger, and Plateau states. The North central were chosen because it was one of the regions

in the federation with high number of school dropout children due to insecurity in the state.

The population of the study was made up of 104,343 in the Federal Capital Territory (FCT) Abuja formed the population of this study. The targeted sample size of this study were 5,466 pupils from ten primary schools in Niger and Benue. The schools were targeted because they all experienced security challenges in one way or the other (Department of Research Planning and Statistics UBEB, 2015). A total number of 10 primary schools were purposively selected from all the primary schools in two state i.e (Niger and Benue state). Primary five pupils in each school were chosen as respondents. Taking into cognizance the disparity among the number of pupils in each of the ten schools, proportionate sampling technique were used to select 347 pupils and 10 head teachers totaling 357 who would participate in the study. The sample size were determined using Yaro Yamane's Formula. Multiple stage sampling procedure were used in drawing the sample. Questionnaire titled: Assessment of Safety in Primary Schools (AQASPS) and the instruments were adapted by the researcher.

The questionnaire were structure into four sections. Section A to D. Section A will contains 15 items which elicit information on the prevalence of security challenges experienced in primary school. Section B contains 15 items that were used to elicit information on the forms of security challenges in primary schools. Section C contains 35 items that elicited information on the causes of security challenges in primary school while section D contains 10 items that elicited information on the effects of security challenges in primary schools in Niger and Benue respectively. To determine these variables, the adapted questionnaires were provided three point scale options with each option assigned a numerical score. This is to enable the researcher determine the ratings for the purpose of analysis. The scales are Frequently, Occasionally and Not at All and the rating goes as 1 for frequently, 2 for occasionally and 3 for Not at All. Similarly, in section B-D the scale that will be use are Agree, Uncertain and Disagree with the rating as 1 for Agree, 2 for Uncertain and 3 for Disagree.

The instrument were validated by three experts (two experts in the Early Childhood Education, Department of Educational Foundations and one expert in Measurement and Evaluation Unit, in Science Education Department), Faculty of Education, University of Nigeria, Nsukka. Pilot study were conducted, in which the instrument were administered as a trial test and repeated after some weeks as a posttest in order to determine the reliability of the instrument. Specifically, Pearson Product Moment Correlation Coefficient (PPMC) were used to estimate the reliability Coefficient that was obtained. The research instrument was administered directly to the participants i.e Head Teachers questionnaire and pupils questionnaire of the selected schools by the researcher and six (6) trained research assistants, to ensure easy understanding of the instrument by the pupils because of the peculiarity of their ages, the researcher and the six assistants assist

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the pupils to read and explain the questions to the pupils where necessary to ensure honest and unbiased responses will be properly done. Simple percentages and frequency counts will be use to analysis the data. This was achieved using Statistical Package for Social Sciences (SPSS version 20).

**RESULT:**

**Research Question one:** What are the prevalence of security challenges in the North central, Nigeria?

**Table One: Mean and Standard Deviation of Responses of Pupils and Head-Teachers on the Prevalence of Security Challenges. N 357**

S / n	Items	PUPILS			HEAD-TEACHERS		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1	Schools in my community experience attacks from terrorist.	3.42	1.81	Accepted	3.47	1.78	Accepted
2	Kidnapping occurs in my school.	3.25	1.55	Accepted	3.12	1.61	Accepted
3	Stealing of personal property happens in my school.	3.33	1.44	Accepted	3.32	1.71	Accepted
4	Insecurity situation hinders your participation in school.	3.43	1.85	Accepted	3.18	1.55	Accepted
<b>Grand Mean/SD</b>		<b>3.35</b>	<b>1.66</b>				

In table one, the grand mean for all responses across both groups (pupils and head-teachers) is 3.35, with a standard deviation of 1.66. This represents an overall assessment of the prevalence of security challenges in the North Central region of Nigeria. In summary, the results suggest a consensus among both pupils and head-teachers that security challenges, including attacks from terrorists, kidnapping, and theft, are prevalent in schools in the North Central region of Nigeria. The "Accepted" decisions further validate the agreement on these issues. The relatively low standard deviation (1.66) in the grand mean indicates a degree of consistency in responses between the two groups.

**Research Question 2:** What are the forms of security challenges in primary schools in the North central, Nigeria?

**Table Two: Mean and Standard Deviation of Responses of Pupils and Head-Teachers on the Forms of Security Challenges in Primary Schools. N 357**

S/ n	Items	PUPILS			HEAD-TEACHERS		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1	Your school has an effective system for reporting security incidents.	3.11	1.47	Accepted	3.21	1.45	Accepted
2	The security measures in your school are adequate.	2.01	1.16	Rejected	2.10	1.18	Rejected
3	The school staff is adequately trained to respond to security challenges	2.05	1.01	Rejected	2.02	1.15	Rejected
4	The school actively involves the local community in enhancing security.	3.45	1.63	Accepted	3.26	1.57	Accepted

Table two shows that both pupils and head-teachers agreed that their schools actively involve the local community in enhancing security. The "Accepted" decision indicates a shared perception that the local community is actively engaged in enhancing school security. In summary, the results suggest a consensus among both pupils and head-teachers on several aspects related to security challenges in primary schools in the North Central region of Nigeria: there is agreement that there is an effective system for reporting security incidents. There is a shared perception of inadequacy in security measures and staff training to respond to security challenges. Both groups agree that the local community is actively involved in enhancing security. The "Accepted" and "Rejected" decisions provide insights into the level of agreement or disagreement among respondents regarding these various aspects of security challenges in primary schools.

**Research Question 3:** What are the causes of security challenges in primary schools in the North central, Nigeria?

**Table Three: Mean and Standard Deviation of Responses of Pupils and Head-Teachers on the Causes of Security Challenges. N 357**

S/ n	Items	PUPILS			HEAD-TEACHERS		
		$\bar{X}$	SD	Decisi on	$\bar{X}$	SD	Decisio n
1	Inadequate fencing and school boundary security measures.	3.57	1.55	Accept ed	3.41	1.64	Accepte d
2	Insufficient security personnel within schools.	3.10	1.71	Accept ed	3.23	1.52	Accepte d
3	Lack of community involvement in school security efforts.	3.25	1.64	Accept ed	3.58	1.79	Accepte d
4	Economic instability in the community increases the risk of security incidents in schools.	3.53	1.57	Accept ed	3.21	1.53	Accepte d

The table presents four specific factors or causes, and it appears that both pupils and head-teachers agree that these factors contribute to security challenges in the primary schools. The mean scores for each factor suggest that they are generally considered as significant causes, and the "Accepted" decision indicates that both groups acknowledge the importance of these factors in relation to security challenges. In summary, the table provides an overview of the perceptions of pupils and head-teachers regarding the causes of security challenges in primary schools in the North Central region of Nigeria, with a focus on four specific factors, all of which are considered significant contributors to the security challenges in these schools.

**Research Question 4:** What are the effects of security challenges on the enrolment, retention and completion of primary schools pupils in the North central, Nigeria?

**Table Four: Mean and Standard Deviation of Responses of Pupils and Head-Teachers on the enrolment, retention and completion of primary schools. N 357**

S/n	Items	PUPILS			HEAD-TEACHERS		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1	Security challenges in the North Central region have led to a decrease in the enrollment of primary school pupils.	3.47	1.49	Accepted	3.41	1.64	Accepted
2	Security challenges have resulted in a higher rate of students dropout.	3.15	1.76	Accepted	3.23	1.52	Accepted
3	Security challenges have negatively impacted the completion rates of primary school pupils.	3.27	1.65	Accepted	3.58	1.79	Accepted
4	The security challenges in the North Central region have limited access to quality education.	3.33	1.67	Accepted	3.21	1.53	Accepted

Table four shows the Mean and Standard Deviation of responses of pupils and head-teachers on the enrolment, retention and completion of primary schools. In summary, the data in this table indicates that both pupils and head-teachers perceive security challenges in the North Central region of Nigeria as having a negative impact on primary school education. This impact is seen in decreased enrollment, higher dropout rates, and a negative effect on completion rates, as well as limiting access to quality education. The "Accepted" decisions suggest that the respondents generally agree with these statements.

**Discussion**

Table One provides a clear insight into the prevalence of security challenges in the North Central region of Nigeria. The grand mean of 3.35, with a relatively low standard deviation of 1.66, indicates a consensus among both pupils and head-teachers that security challenges are indeed prevalent in schools in the region. The factors contributing to this consensus are likely multifaceted, including incidents of terrorism, kidnapping, and theft. The "Accepted" decisions further strengthen this conclusion, highlighting that the majority of respondents agree on the existence of these challenges. The low standard deviation suggests a high degree of consistency in responses between pupils and head-teachers, underscoring the uniformity of the perception of security challenges in the region.

Table Two offers an overview of the forms of security challenges in primary schools. It reveals that both pupils and head-teachers concur on several important aspects. They agree that the local community plays an active role in

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enhancing security, suggesting a sense of community involvement. Additionally, there is consensus on an effective system for reporting security incidents. However, there is shared perception of inadequacy in security measures and staff training, indicating areas that require improvement. The "Accepted" and "Rejected" decisions shed light on the level of agreement or disagreement among the respondents concerning various facets of security challenges in primary schools, which can guide potential interventions and policies.

Table Three presents the factors contributing to security challenges in primary schools. Both pupils and head-teachers agree that these factors significantly contribute to security challenges. The mean scores emphasize the importance attributed to these specific factors, while the "Accepted" decisions underscore their significance. This consensus among respondents is valuable for identifying key areas that need addressing to mitigate security challenges effectively. The results highlight that understanding these causes is crucial for formulating strategies and policies to enhance security in North Central Nigeria's primary schools.

Table Four elucidates the impacts of security challenges on primary school education. Both pupils and head-teachers perceive that security challenges have a negative effect on primary school education in the North Central region. This negative impact is evident in decreased enrollment, higher dropout rates, reduced completion rates, and diminished access to quality education. The "Accepted" decisions validate the respondents' shared belief in these detrimental consequences. These findings emphasize the need for immediate attention and intervention to address these adverse effects on the education system, as they can have long-lasting implications for the region's educational development.

## **Conclusion**

In conclusion, this study has provided valuable insights into the pressing challenges facing the educational system in the North central region of Nigeria. The research demonstrated a consensus among both pupils and head-teachers that security challenges are a pervasive issue in primary schools, with specific manifestations and significant implications for the quality and access to education. The study also revealed that these challenges are multi-faceted, with various factors contributing to their existence. The findings underscore the urgent need for comprehensive interventions to address these security issues and ensure the safety and well-being of students, teachers, and the overall school environment. The consequences of security challenges, such as decreased enrollment, higher dropout rates, and reduced access to quality education, are detrimental to the region's educational development. Therefore, addressing these challenges should be a top priority for educational authorities, policymakers, and other stakeholders in North Central Nigeria. To address these issues effectively, it is essential to implement a multi-pronged approach, which includes improved

security measures, staff training, community engagement, and addressing the root causes of insecurity. By taking these steps, North Central Nigeria can work toward creating a safe and conducive learning environment for all, thereby fostering a brighter future for the region's primary education system. This study serves as a call to action for all concerned parties to collaborate in finding sustainable solutions to the security challenges faced by primary schools in North Central Nigeria. It is not only an educational imperative but also a fundamental step towards ensuring the overall well-being and development of the region's young population.

### **Recommendations:**

The study recommended the following;

1. Primary schools in North Central Nigeria should prioritize the implementation of robust security measures to protect students, teachers, and infrastructure. This may include the deployment of security personnel, surveillance systems, and secure entry points.
2. Invest in training programs for school staff and teachers to ensure they are well-prepared to respond to security challenges effectively and manage crises.
3. Foster stronger ties with local communities to involve them in maintaining school security. Encourage community members to report suspicious activities and collaborate with schools to improve safety.
4. Address the underlying factors contributing to security challenges, such as poverty, unemployment, and social instability, through holistic policies and community development initiatives.
5. Develop and regularly update crisis management plans for schools to ensure a coordinated response in the event of security incidents.
6. Raise awareness among students, parents, and school staff about security issues and the importance of vigilance and reporting.
7. Advocate for government support and funding to improve security in primary schools in North Central Nigeria, as education is a critical component of national development.

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