

ASSESSMENT OF STUDENTS AWARENESS TOWARDS SECURITY CHALLENGES IN SECONDARY SCHOOLS IN AKWA IBOM STATE: IMPLICATION FOR NATIONAL DEVELOPMENT

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Abstract

The problem of insecurity in Nigeria has become an issue of concern to all citizens in all parts of the federation. It brings fear and threat to life and property to the extent that all institutions and organizations must develop security awareness, otherwise fall a victim. This paper assessed the extent to which the students have developed and inculcated security awareness and security measures in secondary schools for successful educational pursuit for national development. To guide this study, three research objectives, three research questions and three research hypotheses were formulated. This study adopted a descriptive survey design. Data were obtained with the aid of a structured questionnaire. The sample size of 340 respondents were randomly selected from public and private secondary schools both in rural and urban centres. Means and standard deviation were used to answer the research questions, while the t- test was used to test the null hypotheses. It was found that public and private secondary school students were not channeled towards security awareness in rural and urban area in Akwa Ibom State. It was recommended that educational experts and principal should spearhead curriculum review and develop a sound security strategy towards inculcating security awareness of students in public and private secondary schools in rural and urban areas, They State Government should organized a seminar or workshops to enlighten the students and teachers towards security skills in their learning environment.

Keywords: Insecurity, Security Awareness, National Development.

Akwa Ibom State like other states in South-South geo- political zone of Nigeria has enjoyed peace and high level of protection for life and properties since its creation in 1987. However, the global and national security challenges that have erupted the world within the last decade has negatively impacted on the level of peace and security in Nigeria of which Akwa Ibom state is a subset. The level of insecurity in Nigeria has become so critical that the Buhari led federal government has made it imperative in her agenda to tackle insecurity to its barest minimum (FGN, 2002). Insecurity in this case is the process of being unsafe; the process of being vulnerable to danger and mishap such that the assurance of safety is lost. It is the process where the protection of life and property is not guaranteed (UNEP, 2014). Insecurity is of different forms ranging from bulling, forced procession of assets and

properties (armed robbery), banditry, kidnapping, militancy and bombing. In Akwa Ibom state, there have been reported cases of kidnappings of prominent citizens, community clashes, armed robbery, rape cases and extra-judicial killings. These security violations have directly or indirectly affected students in public and private secondary schools both in the rural and in urban centres in Nigeria which Akwa Ibom state is not left out. However, the study seeks to explore ways of creating security consciousness among students in secondary schools level of education in Akwa Ibom State and Nigeria as a whole.

This however informed the need to examine ways of inculcating security awareness among students in public and private secondary school. Undesirable behavior that jeopardizes the security situation of the society can be learned at the early stage when children are in their formative ages. In recent times, little or no attention seem to be given towards guiding students learning in such a way as to instill security awareness in their minds in good time. It is observed that secondary school students do not possess sound knowledge of the level of insecurity that is confronting the society which they are living, and they do not know the types of security threats and strategies for their personal protection and do not also know the right attitude and behavior to abate it.

The word security has been conceptualized from various perspectives. It means safety as well as the measures taken to be safe or protected. Nwankwo (2013) describe security as a state of social freedom from danger, risk etc: and the safety of a state or organization against criminal activities such as terrorism and theft.

Traditionally; insecurity in Nigeria was related to armed robbery, violence among communities emanating from land disputes and other forms of unwholesome behaviours. Modern form of insecurity has been more complicated and is observed to be rooted to the activities of the alien Islamic sect, "the Boko Haram"(which literally mean western education is forbidden). It is a religious extremist group avowedly committed to the Islamization of Nigeria and imposition of Sharia law by means of force. In a media statement dated Tuesday, August 9, 2011 and signed by one Mallamsaniumar, as acting leader of Boko Haram, the sect reiterated it demands for the full implementation of Sharia law and the overthrow of western civilization. In what could only be described as the declaration of war they proceeded to make the following demands. And this is the quote;

- i. "That we have started a jihad in Nigeria which no force on earth can stop. The aim is to Islamize Nigeria and ensure rule by a purported Muslim majority in the country. We will teach Nigeria lesson, a very bitter one.
- ii. That from the month of August, we shall carry out series of bombing in the southern and northern Nigerian cities beginning with Lagos, Ibadan, Enugu and Port Harcourt. The bombing will not stop until Sharia is enforced and western civilization is wiped out of Nigeria. We will not stop until these evil cities are turned to ashes.
- iii. That we shall make the country ungovernable, kill and eliminate irresponsible political leaders of all leaning, hunt and gun down those who oppose the rule of Sharia in Nigeria and ensure that the infidel does not go unpunished.
- iv. We promise the west and southern Nigeria, a horrible pastime. We shall focus on those areas which is the devil's empire and has been the one encouraging and sponsoring western civilization in the shores of Nigeria.
- v. We call on all northerners in the Islamic state to quit the followership of the wicked political parties leading the country, the corrupt, irresponsible, criminal, murderous political

leadership, and join the struggle for Islamic society that will be corruption free, Sodom free, where security will be guaranteed and there will be peace under Islam.

vi. That very soon, we shall stir Lagos, the evil city and Nigeria's south –west and south-east in a way no one has ever done before. Al Hakubrah!

vii. It's either you are for us or against us.

Mallamsaniumar (acting leader- Boko Haram") (vanguard newspapers, august 9, 2011) from the foregoing, it is clearly seen that the modern form of insecurity in Nigeria is alien and not indigenous to the Nigerian culture and tradition and that it is politically and religiously motivated with the aim to achieve political divide along religious line. however, the activities of the sect has not been obvious in Akwa Ibom, but the threat of such level of insecurity has motivated and exacerbated some forms and pockets of insecurity in all neighbouring states across the country. it is also important to state that since the schools are the primary target of the sect in order to hold the parents and government to ransom and to as well project the nation as a failed state in the area of protection of lives and properties of the citizens, this paper is aimed to findout the level of awareness of the students on the present of insecurity for self- protection.

Statement of the Problem

In Akwa Ibom state, there have been reported cases of kidnappings of prominent citizens, community clashes, armed robbery, rape cases and extra-judicial killings. these security violations have directly or indirectly affected students in public and private secondary schools both in the rural and in urban areas of the state. it is observed that secondary school students do not possess sound knowledge of the level of insecurity that is confronting the society which they are living, and they do not know the types of security threats and strategies for their personal protection and do not also know the right attitude and behavior to abate it. Thus, the study seeks to explore ways of creating security consciousness among students in secondary schools level of education in Akwa Ibom state and to assess their attitude towards security matters for personal protection.

Purpose of the Study

The main purpose of the study was to assess the level of students' awareness towards security challenges in public and private secondary schools in Akwa Ibom state; while the specific objectives were to:

- 1 Assess the level of security awareness between students in public secondary schools and those in private secondary schools in rural areas of Akwa Ibom state.
- 2 Assess the level of security awareness between students in public secondary schools and those in private secondary schools in urban areas of Akwa Ibom state.
- 3 Compare the level of security awareness between students in urban and those in rural secondary schools in Akwa Ibom state.

Research Questions

In line with the specific objectives, the following research questions were raised:

- 1 What is the level of security awareness between students in public secondary schools and those in private secondary school in rural area in Akwa Ibom state?
- 2 What is the of level of security awareness between students in public secondary schools and those in private secondary schools in urban area of Akwa Ibom state?

3 What is the level of security awareness between students in urban and those in rural secondary schools in Akwa Ibom state?

Hypotheses

The following hypotheses were formulated to guide this study;

HO₁: there is no significant difference in the level of security awareness between students in public secondary schools and those in private secondary schools in rural areas of Akwa Ibom state.

HO₂: there is no significant difference in the level of security awareness between students in public secondary school and those in private secondary schools in urban areas in Akwa Ibom state.

HO₃: there is no significant difference in the level of security awareness between students in urban and those in rural secondary schools in Akwa Ibom state.

Review of Related Literature

Security encompasses the whole domain of human life; including food security, business security, life security and social security. Thus, sources of insecurity are multi-ariate ranging from external to internal, psychological and cultural dimension. it is a measure of absence of threat to life, liberty and core values of the citizens of the society. it is the protection from danger and the assurance of safety and freedom(sani, 2007). this work is based on development insecurity hypothesis. This was propounded by karl marx from the work of Pareto (1963); the theory has is that insecurity arises due to deprivation and unequal access to resource and social justice which create two social classes in the society (the rich and the poor). the theory added that as the inequality gap continue to widened with the poor getting more poorer, the probability of safety continue to diminished as hatred gradually sets in between the two classes.

It is also based on the protectionist theory of development. The theory was propounded by Toby Walter in the year 1941.it states that development cannot thrive in an atmosphere of rancor characterized by malice and hatred. Here innovation and creativity occur where there is a settled mind-set. As such learning and knowledge transfer cannot be achieved in an environment where there is absent of peace and love. Self-protection is seen here as a feature of a failed state, which potentially allowed the weak under the ambit of the strong (the terror).

The breach of peace exacerbated insecurity. Security awareness is the state of being conscious about things and events within and around ones environment. More specifically, it is the ability to directly know and perceive, feel, or be cognizant with the environment. Awareness and consciousness probably go together. Horn by (2010), defined the term consciousness as the state of being able to use ones, sense and mental powers to know what is going on, with the view to determine or predict the consequences or risk involve with such events.

Manga, Hakimi, and Maihaja, (2013)., defined learning as a permanent change in behavior of an individual which occur as a result of reinforce practices and exposure to learning process. Rohwer and Howe, (1980) in (Holmen 2001), defined learning as a relatively long- lasting or persistent mental change, brought about by mental processes that

act on experience of a person due to interaction with the environment. This paper therefore, focused on the level of security awareness of students in public and private secondary schools in both rural and urban areas of Akwa Ibom state. The main tenet of the paper is that the students level of awareness towards security issues can be enhance through teaching and learning in schools.

Blooms (1956) in Anaele and Igboko (2019) classified educational objectives into three domains. The basis of his classification was that for educational objectives (learning outcome) to be realized, the learning should travail to touch the three domains of cognitive, affective and psychomotor. The cognitive has to do with the knowledge gain as a result of exposure to the contents of the lesson. Affective has to do with the feelings and behavioural modification which connote the change in the attitude of the learner while psychomotor has to do with the development of appropriate skills and hands-on competencies for useful leaving. Cognitive domain of learning is narrowed down to having a sound knowledge of security issues due to exposure the learning content of the curriculum. Affective domain of learning focuses on having the right conduct and correct attitude to personal security and protection while psychomotor domain in this context has to do with the ability of the students to develop the right skills for personal security for the protection of oneself and the environment at large.

Chauhan (2008) opined that all human behavior is learned in the constant process of interaction with the environment, he believes that the environmental influence is much more important than heredity in the determination of behavior. Amasuomo (2009) asserts that a good learning environment has advantages of fostering desirable behavior and attitude, problem solving skills, creative thought good interpersonal relationship as well as allows a child to perform his or her learning tasks with minimum stress and maximum economy. Environment also refers to the kind of atmosphere under which the individuals interact with both materials and one another. in order to demonstrate the significance of school environment to learning,

Sani (2007) conducted an empirical study on the relationship among school plant construction, utilization, maintenance and school effectiveness in Akwa Ibom state secondary schools, Nigeria. The study used a descriptive research design of the correlational type, he population of the study comprised of 180 senior secondary schools out of 210 was selected using purposive and simple random sampling techniques. All the 23 principals were taken while 525 teachers out of 820 served as respondents for the study.

A combination of result formats, observation, and inventorying, maintenance and school effectiveness questionnaire was used to collect data. Simple percentages, frequency polygons and histograms were used to analyze the research questions while multiple regression analysis was used to test the main hypothesis and pearson product moment correlation coefficient was used to analyze all the null hypotheses. The study found that there was a significant and positive relationship between school plant construction, utilization, maintenance and school effectiveness which was computalised as student academic performance and student conduct. This study is relevant to the current study in that the study established the connection between the school environment and student learning with special focus on security awareness and extended the scope to include public primary schools.

Adebisi et al (2017), Carried out a study on the effect of insurgency on educational development in the north- eastern states of Nigeria. A survey research design was adopted for

the study. A sample size of 1200 respondents (600 students and 600 school teachers) was randomly selected from the six states in the zone. Regression analysis was used as a method for data analysis. The result showed that there was a negative correlation between level of insurgency and educational development in the zone.

Ojogho and Egware (2015), conducted a study on the effect of insurgency on rural and educational development of the people in the coastal communities in delta and rivers states. Ten coastal communities were used for the study. A sample size of 500 respondents was selected for the study. A survey research design was adopted for the study. f- Test was used as a method of data analysis. The findings revealed that there was a significant difference in educational development of those communities who had security problems and those who did not have security challenges; and that educational development was relatively better in those communities without security issues.

However the reviewed literature clearly showed that insecurity correlate negatively with educational development and that no meaningful educational activity can be undertaken in an environment devoid of peace.

Research Method

Descriptive survey research design was used. The population of the study was all the public and private secondary schools in rural and urban area of Akwa Ibom state. Stratified random sampling technique was used to select 340respondents for the study.170 students from public secondary schools and another 170 students from private secondary schools were randomly selected from urban and rural areas of Akwa Ibom state. the researcher developed a close ended questionnaire with 10 items each; name,students security awareness questionnaire (SSAQ) with a four point like rating scale of; highly aware (ha) with the weight of 4, aware (a) with the weight of 3, not aware (NA) with the weight of 2, and highly not aware (HNA) with the weight of 1.

Data Presentation and Analysis

Results of data analysis are hereby presented and they follow the order in which the research questions and hypotheses were presented.

Table 1: mean and standard deviation of public and private secondary school students response on their level of security awareness in rural areas of Akwa Ibom state.

| | Question Items | Highly Aware | Aware | Not Aware | Highly not Aware | Mean Response | Sd | Remark |
|----|--|--------------|-------|-----------|------------------|---------------|--------|--------|
| 1 | Are you aware of the level of insecurity in Akwa Ibom state | 200 | 210 | 90 | 5 | 126.25 | 84.36 | a |
| 2 | Are you are aware of the types of the insecurity threats in Akwa Ibom state | 248 | 135 | 96 | 15 | 123.5 | 83.90 | a |
| 3 | Are you aware of the consequences of insecurity in Akwa Ibom state | 288 | 135 | 48 | 29 | 125.0 | 102.2 | a |
| 4 | Are you exposed to curriculum on security education in Akwa Ibom state | 304 | 114 | 72 | 20 | 127.5 | 107.20 | a |
| 5 | Do administrator ensure that teachers relate their teaching to security issues | 240 | 189 | 58 | 23 | 127.5 | 89.70 | a |
| 6 | Are you alert of suspicious characters and movement in the premise | 260 | 75 | 96 | 32 | 115.75 | 86.41 | na |
| 7 | Are you security conscious to avoid entering car of a strangers | 208 | 171 | 60 | 31 | 117.25 | 73.89 | na |
| 8 | Students can escape when they notice security threats | 272 | 138 | 72 | 20 | 125.5 | 94.35 | a |
| 9 | Do you avoid picking suspicious objects from the ground | 272 | 136 | 36 | 3 | 120.5 | 75.83 | na |
| 10 | Are you conscious of those who send you on an errand | 272 | 126 | 56 | 32 | 121.5 | 93.66 | na |
| | Grand mean | | | | | 123.0 | | |
| | Grand sd | | | | | | 89.16 | |

The data on table 1, indicated that the mean response of students for questions one, two, three, four, five and eight were 126.2, 123.5, 125.0, 127.5, 127.5 and 125.5 respectively and were higher than the grand mean value of 123.02. This means that the students were aware of the level of insecurity in the state, and were also aware of the type of insecurity *threats* use by the hoodlums. The mean response of item number six, and seven, nine, ten were less than

the grand mean of 115.7 and 117.2,120.5 and 121.5 were less than the grand mean of 123.0. This shows that the students were not aware of the consequences of insecurity and were not exposed to insecurity in their educational curriculum and that the school administrators played passive role over security issues in akwaibom state.the type of insecurity and tactics of the perpetrators were not known to the students.

Research Question 2:

What is the level of security awareness between students in public secondary school and those in private secondary school in urban areas of Akwa Ibom State.

Table2: the mean and standard deviation of public and private secondary sch. students' response on their level of security awareness in urban areas of akwaibom state.

| s/n | Question Items | Highly Aware | Aware | Not Aware | Highly not Aware | Mean Response | Sd | Response |
|-----|--|--------------|-------|-----------|------------------|---------------|--------|----------|
| 1 | Are you aware of the level of insecurity in Akwa Ibom state | 320 | 180 | 40 | 10 | 137.5 | 123.36 | a |
| 2 | Are you are aware of the types of the Insecurity threats in Akwa Ibom state | 280 | 180 | 60 | 10 | 132.5 | 105.20 | a |
| 3 | Are you aware of the consequences of insecurity in Akwa Ibom state | 360 | 120 | 60 | 10 | 137.5 | 134.23 | a |
| 4 | Are you exposed to curriculum on security education in akwaibom state | 292 | 120 | 60 | 27 | 125.00 | 102.56 | n a |
| 5 | Do administrator ensure that teachers relate their teaching to security issues | 292 | 138 | 62 | 20 | 128.00 | 103.75 | n a |
| 6 | Are you alert of suspicious characters and movement in the premise | 176 | 165 | 72 | 10 | 130.75 | 100.37 | a |
| 7 | Are you security conscious to avoid entering car of a strangers | 272 | 162 | 76 | 10 | 130.00 | 98.87 | a |

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|----|---|-----|-----|----|----|--------|-------|----|
| 8 | Students can escape when they notice security threats | 260 | 171 | 76 | 10 | 129.25 | 94.96 | a |
| 9 | Do you avoid picking suspicious objects from the ground | 216 | 147 | 76 | 29 | 117.25 | 70.93 | na |
| 10 | Are you conscious of those who send you on an errand | 224 | 149 | 76 | 28 | 119.25 | 74.25 | na |
| | Grand sd | | | | | | 100.8 | |
| | Grand mean | | | | | 128.7 | | |

The data on table 2 shows that the public and private secondary school students in urban areas of the state were aware of the level of insecurity and the type of insecurity prevailing in the state, where the research was conducted. They were also aware of the consequences and were alert of suspicious character and movement of unfamiliar persons within and around their vicinity as such they were alert of any security threats around their environment.

Table3: table to compare the levels of security awareness between students in urban and those in rural secondary schools of Akwa Ibom state

| s/n | Items on security awareness | Response | | | | | Mean | sd | Rem |
|-----|---|----------------|--------------|-------|-----------|------------------|-------|--------|-----|
| | | | Highly Aware | Aware | Not Aware | Highly Not Aware | | | |
| 1 | Are you aware of the level of insecurity in Akwa Ibom state | Urban schools. | 320 | 180 | 40 | 10 | 137.5 | 123.36 | a |
| | | Rural schools. | 200 | 210 | 90 | 5 | 126.2 | 84.36 | a |
| 2 | Are you are aware of the types of insecurity threats in Akwa Ibom state | Urban schools. | 280 | 180 | 60 | 10 | 132.5 | 105.20 | a |
| | | Rural schools. | 248 | 210 | 96 | 15 | 123.5 | 83.90 | a |

| | | | | | | | | | |
|----------|--|-------------|-----|-----|----|----|-------|--------|----|
| 3 | Are you aware of the consequences of insecurity in Akwa Ibom state | Urban schs. | 360 | 180 | 60 | 10 | 137.5 | 134.23 | a |
| | | Rural schs. | 288 | 135 | 48 | 29 | 125.0 | 102.24 | a |
| 4 | Are you exposed to curriculum on security education in Akwa Ibom state | Urban schs. | 292 | 120 | 60 | 27 | 125.0 | 102.56 | a |
| | | Rural schs. | 304 | 114 | 72 | 20 | 127.5 | 107.20 | na |
| 5 | Do administrator ensure that teachers relate their teaching to security issues | Urban schs. | 292 | 136 | 62 | 20 | 128.0 | 103.75 | a |
| | | Rural schs. | 240 | 189 | 58 | 23 | 127.5 | 89.70 | na |
| 6 | Are you alert of suspicious characters and movement in the premise | Urban schs. | 176 | 165 | 72 | 10 | 130.7 | 100.37 | a |
| | | Rural schs. | 260 | 75 | 96 | 32 | 115.7 | 86.4 | a |
| 7 | Are you security conscious to avoid entering car of a strangers | Urban schs. | 272 | 162 | 76 | 10 | 130.0 | 98.87 | na |
| | | Rural schs. | 208 | 171 | 60 | 31 | 117.2 | 73.87 | a |
| 8 | Students can escape when they notice security threats | Urban schs. | 260 | 171 | 76 | 10 | 129.2 | 94.96 | na |
| | | Rural schs. | 272 | 138 | 72 | 20 | 125.5 | 94.35 | a |
| 9 | Do you avoid picking | Urban | 216 | 147 | 76 | 29 | 117. | 70.93 | a |

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|-----------|--|-------------|-----|-----|----|----|-------|-------|----|
| | suspicious objects from the ground | nschs. | | | | | 2 | | |
| | | Rural schs. | 272 | 138 | 72 | 20 | 125.5 | 94.35 | na |
| 10 | Are you conscious of those who send you on an errand | Urban schs. | 224 | 149 | 76 | 28 | 119.2 | 74.25 | a |
| | | Rural schs. | 272 | 126 | 56 | 32 | 121.5 | 93.66 | na |

Results on table 3, showed that the students in both urban and in rural schools were aware of the level of insecurity in the state and were aware of the types of insecurity threats or tactics used by the hoodlums to perpetrate their evils to their victims. The students were also aware of the consequences of insecurity both to the victims and to the perpetrators if caught. The students in urban schools were exposed to insecurity education in their teaching and learning process while those in rural schools in akwaibom state were not. the mean responses of the two (2) groups equally showed that the school management in the urban centres took insecurity matter more seriously by making sure that the teachers provides security information to the students during their teaching and learning process and that this was not so in the rural schools in the research area where the study was conducted. The result equally showed that students in rural schools were more security conscious to avoid entering of cars of persons or requesting for a lift from persons they do not know. the response for item eight (8) on table 3 showed that students in urban schools are always on alert and were ready to escape any time there is security threat; whereas this was not so among students in rural schools. .

Hypothesis 1:

There is no significant difference in the level of security awareness between students in public secondary schools and private secondary school in rural areas of akwaibom state.

Table 4: T-test Show the difference in the mean response of public and private secondary school students on the level of security awareness in rural area of akwaibom state.

| group | n | \bar{X} | $\sum(X - \bar{X})^2$ | sd | df | t-cal. | t-crit |
|--------------------------------|-----|-----------|-----------------------|-------|-----|--------|--------|
| public schs.(x ₁) | 170 | 199.65 | 83872.03 | 64.75 | 338 | 4.201 | 2.024 |
| private schs.(x ₂) | 170 | 46.15 | 14,456.35 | 26.98 | | | |

The data in table 4 shows that t-calculated 4.201 was greater than the t-critical value of 2.101, we therefore reject the null hypothesis and conclude that there is significant difference

in the level of security awareness between students in public secondary schools and those in private secondary school in rural areas of Akwa Ibom State.

Hypothesis 2

There is no significant difference in the level of security awareness between students in public and private secondary school in urban areas in Akwa Ibom State.

Table 5: T-test Show the difference in the mean response of public and private secondary school students on their level of security awareness in urban areas of Akwa Ibom State.

| Group | n | \bar{X} | $\sum(X - \bar{X})^2$ | sd | df | t-cal. | t-crit |
|--------------------------------|-----|-----------|-----------------------|-------|-----|--------|--------|
| public schs.(x ₁) | 170 | 211.2 | 90,618.4 | 67.31 | 338 | 4.201 | 2.024 |
| private schs.(x ₂) | 170 | 39.65 | 14,030.43 | 26.48 | | | |

Table 5: from the result above, since the t-calculated value of 4.201 was >the t-critical value of 2.101, we reject the null hypothesis and conclude that there is significant difference in the level of security awareness between students in public and private secondary school in urban areas in akwaibom state.

Hypothesis 3: there is no significant difference in the level of security awareness between students in urban and those in rural secondary schools in akwaibom state.

Table 6: T-test result to compare the levels of security awareness between students in urban and those in rural secondary schools of Akwa Ibom State

| Group | n | \bar{X} | $\sum(X - \bar{X})^2$ | sd | df | t-cal. | t-crit |
|-----------------------------|-----|-----------|-----------------------|-------|-----|--------|--------|
| urbanschs.(x ₁) | 186 | 128.68 | 438.93 | 6.625 | 338 | 2.097 | 1.96 |
| ruralschs.(x ₂) | 154 | 123.06 | 155.74 | 3.946 | | | |

The result from table 6, shows that the calculated t- value of 2.097 is > the tabulated t-value of 1.96 at 0.05 level of significance. Thus; we reject the null hypothesis and conclude that there is significant difference in the levels of security awareness between students in urban and those in rural secondary schools in akwaibom state

Discussion of Findings

Results of hypothesis one (table 4) indicated that student in public and private secondary schools in rural areas differed in their level of security awareness and in their approach towards security matters.

However in both public and private secondary school students in rural areas, there are differences in their level of security awareness, types of security threats and the consequences of insecurity to the victims in akwaibom state.

Chauhan and mbanefo (2013) posited that the level of security awareness in nigerian schools is poor as school managements have not developed internal security policies and measures to shield themselves and do not properly supervise instructional methods to ensure that teachers relate their teaching towards security issues.

Results of hypothesis two showed that there was significant difference in the approaches and in level of security awareness between students in public and private secondary school in urban areas of akwaibom state. this was evidenced by the kind of attitude students exhibited towards security matters. students in the urban schools were not conscious of the need to report suspicious characters and movement in their vicinity, the need to avoid taking car lift from strangers, and picking suspicious objects on the ground mostly in urban schools. adebisi et al (2017), noted that the planting of improvise explosives have become a common security tactics by te book- haram islamic sect in the north eastern part of nigeria, and that students and indeed all citizens should be educated to have security awareness not to torch or tamper with strange objects in their vicinities.

Conclusion

Akwa Ibom State like every other state in Nigeria is not immune to security challenges affecting the nation. public and private establishment and institutions are affected including the schools. Secondary schools have today become target as well as victim of various forms of insecurity which took the form of kidnapping and planting of explosive devices. Apart from lack of adequate knowledge of security issues student attitude and conduct around the school compound in both rural and urban area calls for concern in the area of security awareness education for self-security. School administrators are not proactive enough in providing policies and measures to ensure that both teachers and students acquire the desired level of security awareness to curtail insecurity.

Recommendations

Based on the findings of this paper, the following recommendation were made,

1. Security education should be the concern of all; especially in the school system which has become the soft target for the perpetrators.
2. Security education should be incorporated into the educational curriculum to inculcate security awareness into the children of school age.
3. State government should organize workshops and seminar to educate the school management and teachers in public and private secondary schools on security awareness strategies.

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