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# THE IMPACT OF INSECURITY AND IPOB SIT-AT-HOME ORDER ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN SOUTHEAST NIGERIA

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## **Abstract**

*The study investigated the insecurity situation and the impact of the IPOB imposed sit-at home order on secondary education access and process in the south eastern region of Nigeria. It provides evidence about the effects the insecurity situation and the sit-at-home order has on educational access and processes in secondary schools in south eastern Nigeria using Anambra and Imo states as case studies. It adopted the descriptive survey research design in which a valid at edre searcher developed questionnaire termed the 'Impact of Insecurity and Sit-at-home Order on Secondary Education' (IISOSE) was and used to elicit information from respondents in line with the four research questions. Mean and standard deviations were used in analysing data generated from the study. Findings from the study revealed the negative impacts of the insecurity situation and the IPOB sit-at-home order on education access and process in the southeast region of Nigeria. Recommendations were made based on the findings*

**Keywords:** Insecurity, IPOB, Sit-at-home order, Secondary education, Teaching/Learning process

## **Introduction**

Around the world, there are incidences of security risks and incidents arising from armed conflict and armed violence. Insecurity has become a global concern affecting the different facets of life of humankind. These incidences have posed a severe threat to socio-economic development in the country in that it stifles business and economic activities and discourages local and foreign investors (Ewetan & Urhie,

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2014). Education is not left out. Insecurity can be acute and lead to displacement and prolonged school closures. It can also be sporadic or chronic and form part of the day-to-day reality with which learners and educators have to cope. Insecurity hampers access to education, but it can also affect the psychosocial wellbeing of learners and the quality of the learning.

An emergent issue in the south east affecting the entire spheres of life of the region is the recurrent sit-at-home order by the proscribed Indigenous People of Biafra. The insecurity in the southeast Nigeria takes the dimension of enforcing a sit-at-home order by IPOB, a secessionist group agitating for the release of their leader, Mazi Nnamdi Kanu by ensuring a total shut down of every human activity including school activities every Monday and other days when Nnamdi Kanu appears in court for trial. The order has affected the economy of the eastern states in diverse ways; the teaching/learning process inclusive.

While many types of school-based security related activities are implemented in areas affected by armed conflict and violence, it is not clear whether and how the various implementers measure the impact of these interventions on the access to education; the psychosocial wellbeing of learners and the teaching learning process. Researches have continued to centre on global and national insecurity in general with little or no research on strictly the insecurity situation in the south east with strict emphasis on the sit-at-home order and its effects in the teaching/learning process. This research therefore, addresses this gap in knowledge. Along with the main research questions determining the impact of insecurity and the sit-at-home order, the research results would give substantial evidence over the nature of the impact on teaching/learning process.

### **Purpose of the Study**

This study determined the impact of insecurity and the IPOB sit-at-home order in the teaching learning process.

Specifically, this study:

- determined the extent of the impact of insecurity and the IPOB sit-at-home order on the teaching/learning process in secondary schools in south east Nigeria;
- determined the nature of the impact of insecurity on teaching/learning process in the south east Nigeria.

### **Research Questions**

The following research questions guided the study:

1. To what extent does insecurity affect teaching and learning in the south eastern states in Nigeria?
2. To what extent does the IPOB sit-at-home order affect teaching and learning in the south eastern states in Nigeria?

3. What is the nature of the effects of insecurity on the teaching learning process in south east Nigeria?
4. What is the nature of the effects of the IPOB sit-at-home order on teaching and learning process in the south eastern states in Nigeria?

### **Review of Related Literature Insecurity**

A concept most times, is better explained by what it is not. To understand insecurity, it is pertinent to explain security. Security may present very different meaning to different people (Davidson, 2005), given the time, place and context. A traditional definition of security may be the provision of services in the protection of people, information and assets for individual safety or community wellness (Craighead, 2003). According to Fischer and Green, ‘security implies a stable, relatively predictable environment in which an individual or group may pursue its ends without disruption or harm and without fear of such disturbance or injury’ (2004). In everyday use, the word invokes the association of safety and the absence of threats, promising some measures of assurance and certainty of being free from harm (Jarvis and Holland 2014). Consequently, the concept of security implies the feeling of being safe and secure, the lack of threats, and the management of future risks. However, the concept of security does not only evoke such positive connotations as being safe and free from danger. Inherent in the concept is also the association of objects such as guns, security technologies and even wars—objects not necessarily contributing to making society and the world more secure.

Next to the concept of security is the concept of insecurity. Insecurity only portrays the absence of security. Achumba, Ighomereho and Akpor-Robaro (2013) would term insecurity as “the antithesis of security.” They further acknowledged that due to the many ways insecurity affects human life and existence, the concept of insecurity has been variously interpreted. There are some common descriptors used to define insecurity, they include: “want of safety; danger; hazard; uncertainty; want of confidence; doubtful; inadequately guarded or protected; lacking stability; troubled; lack of protection; and unsafe, to mention but a few” (Achumba et al, 2013). Be land (2005) would describe insecurity as “the state of fear and anxiety stemming from a concrete or alleged lack of protection.” This description notwithstanding, Achumba et al (2013) gave a working description of insecurity that would be adopted by this study, as: “not knowing, a lack of control, and inability to take defensive action against forces that portend harm or danger to an individual or group, or what make them vulnerable.” This insecurity nurtures the phenomenon of terrorism. Little wonder, Oriakhi and Osemwingie (2012) purported that insecurity and terrorism are two inseparable phenomena. They argued that domestic terror and other social vices are perpetrated in the absence of strong security structure.

## **IPOB**

The **Indigenous People of Biafra** (IPOB) is a separatist organization in Nigeria. Its main aim is to restore an independent state of Biafra in the Old Eastern Region of Nigeria, comprising mainly today's South-East and South-South Regions of Nigeria; and also parts of the Middle Belt states of Nigeria such as Benue State and Kogi State, through an independence referendum. The group was founded in 2012 by Nnamdi Kanu, a British Nigerian political activist known for his prominent advocacy of the contemporary Biafran independence movement. It was deemed a terrorist organization in 2017 under Nigerian Terrorism Act.[https://en.wikipedia.org/wiki/Indigenous\\_People\\_of\\_Biafra#Protest](https://en.wikipedia.org/wiki/Indigenous_People_of_Biafra#Protest)

## **Sit-at-Home Order**

The Indigenous People of Biafra announced that there would be a sit-at-home from August 9, 2021 in the South-East every Monday until its leader, Mazi Nnamdi Kanu, regains his freedom. The Federal Government had announced that Kanu was arrested in June in Kenya and brought back to Nigeria. According to the group, due process was not followed in bringing Kanu back to Nigeria. The sit-at-home order shuts down every human activity in the South East making the region look desolate and deserted in those days the order is enforced.

When the sit-at-home order was announced by IPOB, it was opposed by many Igbo people, leading to a reversal. Sadly, since the announcement of the reversal of that order late August, 2021, the sit-at-home has continued to hold because of fear. Some people who tried to go about their businesses were attacked, making others to stay indoors for fear. Offices and markets have remained closed too. Therefore, both those who want to observe the sit-at-home and those who do not want to do so stay at home. (<https://punchng.com/why-ipob-sit-at-home-order-is-counter-productive/>). Recently, IPOB has changed the sit-at-home days from Mondays to days when the leader of the group, Nnamdi Kanu, would be appearing in court. The sit-at-home order by the Indigenous People of Biafra is emasculating the economy of Eastern Nigeria, thereby impoverishing the people. It has also drastically affected the school system by disrupting academic calendar and activities.

## **Secondary Education**

Secondary education is the stage of education following primary education. Except in countries where only primary or basic education is compulsory, secondary education includes the final stage of compulsory education, and in many countries, it is entirely compulsory. The next stage of education is usually college or university.

As the name implies, secondary education is the education offered to pupils after the primary school. It is the form of education children receive after primary education and 'before the tertiary stage. Specifically, secondary education is the education meant for children between 11<sup>+</sup> to 17<sup>+</sup> (FGN,2012). The secondary education is meant to prepare the beneficiaries towards useful living within the society and higher

education for those willing and able to withstand it. Consequently, the secondary level of education is not only a bridge between the primary and the tertiary level of education; it is also a means of living and fitting well into society for those who may not aspire further.

The Federal Republic of Nigeria (2012) National Policy on Education Section 5, No 20 contains the widely acceptable definition of Secondary Education. The policy defines secondary education as the education children receive after primary education and before the tertiary stage. The broad goals of secondary education according to the document shall be to prepare the individual for useful living within the society; and higher education <https://afribary.com/works/secondary-education-in-nigeria-4948>. The objectives of secondary education in Nigeria according to the document are to:

- provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, or social, religious and ethnic background;
- diversify its curriculum to cater for the differences in talents opportunities and roles possessed by or open to students after their secondary school course;
- equip students to live effectively in our mo damage of science and technology;
- develop and project Nigerian culture, art and language as well as the world's cultural heritage;
- raise generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims and live as good citizens;
- foster Nigerian unity with an emphasis on the common ties that unite us in our diversity; and,
- inspire students with a desire for achievement and self-improvement both at school and in at relief.

### **Teaching/Learning Process**

Teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred to as the combination of various elements within the process where an educator identifies and establishes the learning objectives and develop teaching resources and implement the teaching and learning strategy. On the other hand, learning is a cardinal factor that a teacher must consider while teaching students. Teaching/learning process consists of four basic elements: (a) Planning. (b) Implementation. (c) Assessment (d) evaluation. It is a method for monitoring and judging the overall quality of learning or teaching based on objective, data and scientific criteria.

### **Security Situation in Nigeria**

Nigerians wake up every day to the news of insecurity in our country that it appears insecurity of lives and property has become the norm. The issue of insecurity has become a persistently worrying one for Nigeria as no place is apparently secured. This obnoxious situation has become overwhelming to individuals and government alike that all seem to be at loss as to how best the problem can be tackled. The consequences have become so dire to our collective national image, human and material resources. There is massive flight of our human and capital resources abroad; investors have deserted us; and there is institutional and systemic failure all as a result of the insecurity situation in the country. In fact, literature is replete on systemic and institutional failure, and overstretched security architecture are some observable reasons for the country's security breakdown. Every day we wake up to the news of petty crimes, armed robberies, ethnic/religious killings, armed insurgency, the Niger Delta problem, terrorism, Boko Haram massacres and bombings, farmer-herder conflicts, abduction of school children and citizens, activities of secessionists' agitators like IPOB, banditry, etc.

In fact, insecurity has assumed a pervading form in the country. The cause of this insecurity, now sophisticated and seemingly intractable, has been attributed to the government's nonchalant attitude. Government nonchalant attitude, and inefficiency of security agencies have been highlighted as the causes of insecurity (Adejumo, 2017; Bankong-Obi, 2012). So high is the rate of insecurity in Nigeria now that every facet of Nigerian life has been badly affected and threatened; inclusive are education in general and secondary education in particular. Nonetheless, it is instructive to note that insecurity has become a global issue. Advanced countries of the world like France, Britain, Switzerland, Germany, Russia and United States of America are faced with challenges of security on a daily basis.

### **Education and Insecurity in Nigeria**

Ishaq et al (2019) quoting Dike (2003) submitted that the socio-political and economic development of a nation are in many ways determined by the quality and level of educational attainment of the population. They lamented that the state of education in Nigeria cannot produce the critical and creative minds Nigeria needs to guide and manage democratic system and survive as a viable nation. Going further, they pointed out that lack of quality education and unemployment in Nigeria would contribute to many social ills, including crime, prostitution, and the breakdown of law and order. With reference to Al-Rodhan (2007), they believe that education can be a global asset to fight poverty, inequality, insecurity, and disease. They concluded by saying that sustainable global security can only be achieved when education is made a priority by states and their institutions.

### **Methodology**

The study adopted a descriptive survey design and was carried out in secondary schools in Anambra and Imo States. A stratified random sampling technique was used to draw a sample of five hundred (500) respondents randomly selected from the population of the study which comprised all the students and teachers in secondary school in Anambra and Imo States. The instrument for data collection was there Searcher developed 16 items questionnaire titled the Impact of Insecurity and IPOB Sit-at-Home Order on Secondary Education’ (IISHOSE) which was administered to the students and teachers with the help of three research assistants who are postgraduate students. The questionnaire was constructed in a 4-point Likert scale format. The data were analysed using the SPSS Version 21, using mean and standard deviation. Mean cut-off point was 2.50. All items with mean of 2.50 were regarded as agreement and accepted while those less than 2.50 were regarded as disagreement and were accordingly rejected.

### **Data Analysis**

#### **Research Question 1: To what extent does insecurity affect teaching and learning in the south eastern states in Nigeria?**

S/N	Item Statement	Mean	SD	Remarks
1	There are cases of insecurity around schools.	3.50	0.85	Very high extent
2	Security agents are posted to our schools to ensure security of staff and students.	2.40	0.48	Low extent
3	Teaching and learning process are hindered when there are incidences of insecurity within the school and nearby.	3.25	0.85	Very high extent
4	Staff and students attend classes regularly in spite of any rumor or threat of insecurity	2.41	0.60	Very low extent

**Table 1**

**Source:** Field Survey, 2022

From Table 1 above on the opinion of respondents on the extent to which insecurity affects teaching and learning in the southeast, item 1 and 3 have mean scores of 3.5 and 3.2 respectively showing very high extent and acceptance while items 2 and 4 have mean scores of 2.4 each showing low extent and very low extent respectively and a rejection.

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**Research Question 2: To what extent does the IPOB sit-at-home order affect teaching and learning in the south eastern states in Nigeria?**

S/N	Item	Mean	SD	Remarks
5	Staff and students of government public schools comply with the sit at home order.	3.52	0.87	Very high extent
6	Staff and students of private and mission school comply with the sit at home order	2.31	0.42	Very low extent
7	Exclusively boarding schools hold classes in spite of the sit at home order	3.00	0.74	High extent
8	Parents do not allow their children and wards to attend day schools on sit-at-home days.	3.50	0.76	Very high extent

**Table 2**

**Source:** Field Survey, 2022

From Table 2 above on the opinion of respondents on the extent to which the IPOB sit-at-home order affects teaching and learning in the southeast; items 5, 7 and 8 have mean scores of 3.5, 3.0 and 3.5 respectively showing very high extent for 5 and 8; and high extent for 7. This means acceptance. Item 6 has a mean score of 2.3 indicating very low extent and a rejection.

**Research Question 3: What is the nature of the effects of insecurity on the teaching learning process in south east Nigeria?**

**Table 3**

S/N	Item Statement	Mean	SD	Remarks
8	Irregular school attendance by staff and students.	2.84	0.73	Accepted
10	Not covering of scheme of work	3.79	0.92	Accepted
11	Poor performance of students in examinations	2.87	0.74	Accepted
12	Possible loss of lives by staff and student	2.62	0.58	Accepted

**Source:** Field Survey, 2022

From Table 3 above on the opinion of respondents on the nature of the effects of insecurity on teaching and learning in the southeast, all items: 8-12 yielded mean scores above 2.5 ( 2.3, 3.7, 2.8 and 2.6), thus signifying acceptance.



**Research Question 4: What is the nature of the effects of the IPOB sit-at-home order on teaching and learning process in the south eastern states in Nigeria?**

**Table 4**

S/N	Item Statement	Mean	SD	Remarks
13	Irregular school attendance by staff and students.	2.52	0.61	Accepted
14	Not covering of scheme of work	3.00	0.84	Accepted
15	Poor performance of students in examinations	2.78	0.61	Accepted
16	Possible loss of lives by staff and students	2.74	0.58	Accepted

**Source:** Field Survey, 2022

From Table 4 above on the opinion of respondents on the nature of the effects of IPOB sit-at-home order on teaching and learning in the southeast, all items: 13-16 yielded mean scores of 2.5, 3.0, 2.7 and 2.7/ this signifies acceptance.

**Discussion of Result**

From the above analysis of data presented, it is established that there are high cases of insecurity around schools and there are no security measures put in place to ensure security of staff and students. Consequently, teaching and learning processes are hindered when there are incidences of insecurity within the school and nearby. Moreover, attendance to school drops drastically and regularly whenever there is rumor or threat of insecurity. It was established that it is only staff and students of government public schools that comply with the sit at home order; while staff and students of private and mission and boarding schools carry on school activities in spite of the order. Due to fear insecurity, parents do not allow their children and wards to attend day schools on sit-at-home days. The result of all these is the inability to cover the scheme of work and the attendant poor performance of students in examinations

**Conclusion**

The insecurity situation in the southeast has assumed an alarming rate. Besides the general insecurity, there is that brought to bear on the populace as sit-at-home order. These different aspects of security are taking tremendous toll on educational processes in the region resulting among others, in poor performance of students. There is fear that if measures are not put in place to check insecurity as recommended by this paper, our educational system will be completely dead and buried.

**Recommendations**

- Following the findings of this study, the following recommendations are made:
- i. a review of the school curriculum to include security education, as this will instill security consciousness in our students as well as the best way to

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- respond and react to security situations within and around school for maximum safety.
- ii. Security agents should be massively deployed around school areas and be well equipped with up-to-date gadgets and facilities to tackle any security threat or situation.
  - iii. Toll free security phone numbers should be made available to staff and students of schools to ensure prompt response and actions to security situations.
  - iv. Closed Circuit Television, cameras and other devices that dictate and record activities should be part of the basic installations and resources for school.
  - v. Use of solar and biological energy as alternative to power supply should be explored and used in the southeast given the incessant power outage experienced in most places in the region, especially the rural areas. This will ensure effective use of all security devices and gadgets.
  - vi. Community policing in the southeast should be intensified to provide needed intelligence in security matters in the region.
  - vii. Government should dialogue with IPOB agitators with a view to resolving the insecurity situation in the southeast

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