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Impacts of School plant Insecurity on the academic performance of students in Public Secondary Schools in Imo state.

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Abstract

This study investigated the impacts of insecurity on school plant on the academic performance of students in public secondary schools in Imo state. Two research questions and two hypotheses guided the study. Descriptive research survey design was used for the study. The population of the study comprised 11,700 which is made up of 5000 male and 6700 female students in SS2 classes in 260 public secondary schools in Imo State. Stratified random sampling technique was used to select 467 students in (10) public secondary schools in Imo state. The instrument for data collection was a researcher made instrument titled “Impact of insecurity on school plant in public secondary schools in Imo state (IIOAPOSPSSII). The instrument was construed on a four points weighted scale of “Strongly agree, Agree, “Disagree, and Strongly dis agree. The instrument was classified into three clusters. Section A, explains the demographic status of respondents.

Section B, is made up of the various form of insecurity in public secondary schools in Imo state, while section C is made up of the causes of insecurity in public secondary schools in Imo state. The instrument was validated by three experts in Business education and computer science education in the faculty of education Madonna University Okija Anambra state. The reliability of the instrument was obtained using Cronbach techniques at 0.05 alpha level of significance.. The Coefficient of reliability indices were 0.97 and 0.87, which shows that the instrument is reliable to be used for the study. The instrument was administered to SS2 students in 10 public secondary schools in Imo state with the help of two research assistants who were briefed on a day training on how to distribute the instrument to male and female SS2 students. A total of 467 copies of the instruments were administered and a total of 467 copies were returned non got missed. The instrument was analyzed using mean and standard deviation. Z- test statistical tool was used to test the hypotheses at 0.05 Alpha level of significance.

The findings from this study revealed that there are insecurity on school plant which affects academic performance of students in public secondary schools in Imo state. It was recommended from this study that school principals should create synergy with the community leaders to forestall insecurity in public secondary schools in Imo state. Also, school principals should scrutinize student's leaders before assigning position of leadership to them in the school. Perimeter fencing should be used to stop insecurity in public secondary schools in Imo state.

Keywords: School plant, Insecurity in public secondary schools.

Introduction

The need for education cannot be over emphasized in human development. Education brings reformation and socialization in the life of an individual. According to Whawo (1991) in Ukrebor (2006) “Education develops an individual physically, mentally, morally and socially capable of fending for his /her own welfare, his immediate family and the society at large. Education brings change. The betterment of peoples future comes from education especially people who has committed their resources and other efforts to it. Education starts from the day we are born to the day we will die.

School plant is made up of all the physical facilities which protects students from extreme handedness of cold, sun and rainfall. The physical facilities are: Classrooms, staff offices, conveniences, recreation centers, Libraries, laboratories, information and communication technology center, workshops restaurants, museums, including human beings, constitute what is known as school plant. The school plant supposed to be in good condition considering their adequacy for effective teaching and learning. The school administrator has a duty to consider their adequacy, comfortability in the school for an enhanced day to day teaching and learning in school. These facilitiesunderscores the need to have principals as managers that will maintain both human and material resources in the school. The different school facilities in the school will determine the nature and type of programmes pursued by the school in realizing the set objectives of education. According to Ehematalor (2000)”school plant refers to the curricular facilities and co-curricular facilities

provided in the school. The school play ground, library classrooms administrative offices furniture, equipments, hostels, common rooms, canteens, all put together mean the same thing to what is called school plant. In the same manner, Fahintola (2009) asserts that school plant facilitate teaching and learning. He noted that, a clean and safe school environment puts the learner in a good frame of mind to learn. The teacher is likely to put his / her best if he/she has access to books and other teaching aids in the school.

School plant means the school building, furniture, and all form of equipment attached and unattached in both the school walls and in the school premises, it includes paths created on school roads, parking lots, playgrounds, trees, flowers, open grounds and other facilities for realization of educational objectives. According to Encyclopedia of Education (2002) school facilities includes the buildings, flowers surroundings the school, playing fields, playgrounds, classrooms for learning and parking lots. According to Anyaogu (2021), school plants are facilities provided in the school where the contents of the curriculum are thought. School plant provides comfortability and adaptability to students, especially when it is secured or made safe for learning.

According to Anyaogu (2021), the school plants are everything provided for teaching and learning to take place in the school. In the same way, Lehr (2004) defines school facilities as everything that belongs to a school such as classrooms blocks, staff rooms, visual aids, electricity, water chairs, tables rooms, laboratories workshops, stationeries, playgrounds, storage spaces and other things which a school may possess.

Insecurity is a situation of danger, uncertainty and a state of confusion and doubt. According to Oluyomi (2016), insecurity situation attracts fear, uncertainty or insecurity to people in various strand. In the words of Ojukwu (2015) insecurity emanates from lack of protection from where people stays. It is a situation whereby a person does not have freedom of living. Insecurity is seen as a situation where human life is in calculated danger emanating from war or arrogation of deity. In The same vein, Nwangwa (2014), pointed out that insecurity is a situation whereby person or persons in a group are threatened. Insecurity can be political, economic, social and health insecurity among others. Insecurity causes confusion to countries economy.

It is threat to learning either in the primary schools, secondary schools and universities. Nations that has suffered from insecurity losses lives of their loved ones, property, freedom of movement and association. Insecurity in Nigeria ranges from Niger delta militancy in Niger Delta region, clashes between herds men and farmers, Cold war, area boys restiveness, Gang conflicts, Kidnapping, robbery food insecurity, Mob attack and ritual killing, snatching of bags, car snatching, brutality and extra judicial killings. Schools are soft targets for hoodlums, especially schools with no perimeter fence and inadequate human security. Insecurity could dovetail to abduction, kidnapping in the high way.

According to Miller (2015), Insecurity brings atmosphere of fear and distrust between friends or colleagues either at home, work places or in school. The poor performance of SS3 students in sports

and national exams such as NECO and school certificate examination is as a result of insecurity in Imo state as students stay at home every Monday because of fear of the unknown. Inter school friendly marches are no more practiced to reinvigorates the spirit of sportsmanship in public schools In Imo state, this is because of insecurity. Mudege (2008) opines that, insecurity have destroyed properties worth trillions of naira in the whole world. It has caused deaths to people unexpectedly. People had lost their properties to fallow for upwards of 20 years and above because of insecurity.

In the same vein, Wanger (2010) asserts that, Insecurity in the public schools, is gradually lowering students intellectuality due to lack of concentration at school. No wonder, Uche (2020), hinted that insecurity that has been existing in the secondary schools, have spread to higher education institutions and that the impacts are very dreadful even in the communities where people are domiciled. Community schools are symbol of identity to communities.

They are mostly located along side with the civic centers in the communities. They stand as a symbol of directing visitors to their destinations around the communities. It is heart threatening that, some public secondary schools In Imo state have become hidden places for criminals after schooling by students in the day. Cases of cult group have gone viral in communities, they operate from the community schools in our societies. Cases of security breach in most of the public schools are heard from times without number from public schools, as female students are raped, personal belongings of students such as books, students monies, school fees, are collected by

force from the badly behaved students and their ghost trainers in the school. On daily bases, cases of insecurity are heard from schools before the close of school day. Stronger students beat the weaker students to stupor, unscrupulous individual who took the school environment as places for manifesting their evil act beat up students for the sake of getting one property or the other from the students. These ugly trends has caused the public schools located in the villages to loss of goodwill bestowed on the schools.

On a serious note, school properties such as roofing sheets, desks, tables, books, laboratory apparatus, glass windows (Louvers), fruits from cash crops, are stolen by hoodlums that visits some of these public schools at odd hours in the evening and night to steal. Some group of individuals also visits the school premises only for destruction of school properties that add fitting to the school. The reason why the rural public schools are no more electrified after completion is because the bulbs, wires, control boards, ceiling fans are stolen by unknown intruders who visits the school at odd hours to steal and destroy school properties.

Smoking and recruitment of young smokers around the school premises have become daily habits by unscrupulous individuals who smokes around the nearby bushes in the school. Protection giving to our schools are inadequate, as some of our schools are not built with perimeter fencing, some of the public schools that have perimeter fences, holes are created in between the fences as cross way through which the bad boys pass through the school premises to continue their evil deeds, while some of the fences

are wrecked down by floods disaster in some public schools in the state. According to Hagman (1956), school plants are instruments procured for teaching and learning. but they gradually get destroyed by theft. Insecurity is a dilemma that have eating deep in the fabrics of the society which is being suffered worldwide. For example, insecurity is experienced in Ghana, South Africa, Ukraine and Australia just to mention but a few. In Nigeria and Imo state in particular, insecurity has devastated commercial businesses and rendered people homeless. For instance, there are cases of insecurity in Ohaji Egbema, Oguta, Isu, Orlu, Ideato south, Mbaitoli, Abor Mbaise and Ideato north in the area of stealing, kidnapping, maiming causing low turnout of students in daily classroom teaching and learning. These phenomena, has affected enrollment of students in public schools. In the light of these, the researcher is worried about the impacts of insecurity on school plant in Imo state public secondary schools and therefore, seeks ways of repositioning the school for tomorrow use.

Statement of the Problem

Insecurity have devastated people from their homestead due to its attendant negative impacts on humanity. World bodies in various dimension, have reconvened, deliberated and lamented against increase in insecurity such as kidnapping, maiming, snatching of ballot boxes during voting, abduction of children. According to Morgan (2002) School environments are places where students are guided intellectually and morally, but the reverse has been the case. Impacts of Insecurity in public secondary schools in Imo state have stopped students from going to school, while some

students that are in the school in the hem of these insecurities, stays in the school with fear of the unknown. Insecurity has caused poor performance of students in end of term examinations including WAEC, NECO and JAMB examinations. These effects of insecurity on humanity are already evident in both the developed and developing countries and Imo state in particular which is among the state in Nigeria where insecurity has overgrown commercial businesses in Nigeria is not an exception.

In 2009, till date, various parts of Nigeria including Imo state experienced massive insecurity to the fullest, raging from boko haram insurgency, kidnapping, farmers verse herders clashes, agitations for safe governance among others. In the same vein, McEvoy (2000) observed that, the building aspect of the school plant is a conducive place for learning, but it has been saturated by people who finds pleasure in the school premises after students schooling in the day. Some people in the local government Areas like Ohaji/Egbema and Oguta, had some of their schools closed, school records, instructional materials were under theft due to insecurity that has devastated people from their homes. School farm crops were stolen by unscrupulous individuals, while some schools are hideouts for criminals. In the light of this situation, the researcher is worried about the impact of insecurity on school plant in public secondary schools in Imo state.

Purpose of the Study

The purpose of this study is on impacts of insecurity of school plant on the academic performance of students in public secondary

school in Imo state. Specifically, the study ascertained:

1. the various form of insecurity in public secondary schools in Imo state.
2. the causes of insecurity in public secondary schools in Imo state.

Research questions

The following research questions guided the study

1. What are the various form of insecurity in public secondary schools in Imo state?
2. What are the causes of insecurity in public secondary schools in Imo state?

Null Hypotheses

There is no significance difference between male and female SS2 students on the various form of insecurity in public secondary schools in Imo state.

There is no significant difference between male and female students on the causes of insecurity in public secondary schools in Imo state.

Method

This study is on the impacts of school plant insecurity on the academic performance of students in public secondary schools in Imo state. Two research questions and two hypotheses guided the study. Descriptive research survey design was used for the study. The population of the study is made up of 11,700 which comprised of 5000 male and 6700 female students in SS2 classes in 260 public

secondary schools in Imo State. Stratified random sampling technique was used to select 467 students in (10) public secondary schools in Imo state. The instrument for data collection was a researcher made instrument titled “Impact of insecurity on school plant in public secondary schools in Imo state (IIOAPOS PSSII). The instrument was construed on a four points weighted scale of “Strongly agree, Agree, “Disagree, and Strongly dis agree. The instrument was classified into three clusters. Section A, explains the demographic status of respondents. Section B, is made up of the various form of insecurity in public secondary schools in Imo state, while section C is made up of the causes of insecurity in public secondary schools in Imo state.

The instrument was validated by three experts in Business education and computer science education in the faculty of education Madonna University Okija Anambra state. The reliability of the instrument was obtained outside Imo state, specifically, Government secondary school Elele River state. The Coefficient of reliability indices were 0.97 and 0.87 using Cronbach Alpha techniques at 0.05 Alpha level of significance which shows that the instrument is reliable to be used for the study. The instrument was administered to SS2 students in 10 public secondary schools in Imo state with the help of two research assistants who were briefed on a day training. A total of 467 copies of the instruments were administered to male and female SS2 students in 10 public secondary schools in Imo state and a total of 467 copies were returned none got missed. The instrument was analyzed using mean and standard deviation. Z test statistical tool was used to analyze the hypotheses at 0.05 alpha level of significance.

Results

Research Question 1:What are the various form of insecurity in public secondary schools in Imo state?

Respondent		Male SS2 students		Female SS2 Students			
S/NO	Item Statement	Mean	SD	Decision	Mean	SD	Decision
1	Cultism	2.99	0.31	Agree	2.99	0.71	Agree
2	Stealing	3.77	0.67	Agree	2.99	0.61	Agree
3	.Fighting	3.07	0.67	Agree	3.00	0.36	Agree
4	. Raping	3.13	0.34	Agree	2.89	0.51	Agree
5.	Proper placement	3.41	0.31	Agree	2.50	0.41	Agree
6.	Smoking Indian hemp	2.24	0.73	Agree	1.78	0.13	Agree
7.	Harassment of teachers	2.45	0.43	Agree	2.47	0.13	Agree
8.	Incessant intrusion of hoodlums I the school	2.67	0.51	Agree	2.50	0.41	Agree
9.	Gamgsterism	3.14	0.34	Agree	3.00	0.21	Agree
10.	Bullying of students by hoodlums	2.76	0.44	Agree	2.87	0.31	Agree

Research Question 2:What are the causes of insecurity in public secondary schools in Imo State?

Items statements: S/No	Mean	SD	Decision	Mean	SD	Decision
1.No internal security arrangement in the school	2.59	0.3	Agree	2.61	0.71	Agree
2. Lack of effective internal rules and regulation	2.77	0.67	Agree	2.99	0.61	Agree
3.Lack of moral instruction	3.07	0.76	Agree	3.00	0.36	Agree
4.lack of strict teachers meeting on security	2.43	0.34	Agree	0.34	2.49	Agree
5. Lack of proper scrutinyof students in the school	3.41	0.31	Agree	0.31	2.50	Agree
6. Lack of synergy with community leaders to stop insecurity in the school law	2.04	0.73	Agree	1.73	1.78	Agree
7. No synergy with the enforcement agencies		0.43	Agree	2.47	0.77	Agree
8. Areas where secondary	2.67	0.57	Agree	2.50	0.41	Agree
9. lack of principals effectiveness in controlling insecurity in the school.	2.44	0.21	Agree	2.00	0.21	Agree
10. Students also perpetuate insecurity in the school.	2.76	0.31	Agree	2.87	0.31	Agree

Test of Hypotheses

Ho1: There is no significant difference between male and female students on the various causes of insecurity in public secondary schools in Imo state.

Z- test analysis on the various form of insecurity in public secondary schools in Imo state.

Table 3:

Respondents	N	Mean	SD	df	Z-cal	Z-crit	Decision
Male SS2 Students	367	2.84	0.48	465	3.45	1.960	Accept
Female SS2 Students	100	2.53	0.57				HO1

In table 3: above the z-cal is 3.45 while the z-crit is 1.960 at df of 465. since the zcal is greater than the z crit the hypotheses is not rejected therefore there are various causes of insecurity on school plant in public secondary schools in Imo state

Ho2: There is no significant difference on the mean response of male and female students on the various causes of insecurity in public secondary schools in Imo state.

Table 4: z-test analysis on the various causes of insecurity in public secondary schools in Imo state.

Respondents	N	Mean	SD	df	Z-cal	Z-crit	Decision
Male Students	367	2.74	0.69	465	1.67	1.960	Accept
Female Students	100	3.24	0.75				HO2

Table 4; above shows that z-cal value is 1.67 while the (z crit) z-critical value is 1.960, with df of 465 at 0.05 level of significance. Since the z-cal is not greater than the z-critical value, then null hypotheses is not rejected. Therefore, there is no significance difference on responses of male and female students on the various causes of insecurity in public secondary schools in Imo state.

Table 4; shows that the z-cal value is 2.41 while the z- critical is at 0.05 level of significance. since the z-cal is greater than the z- crit. The null hypotheses is not rejected. therefore, there is no significant difference on the responses of male and female students on the causes of insecurity in public secondary schools in Imo state.

Discussion of Findings

Findings from this study proved that Impact of insecurity of school plant affects the academic performance of secondary school students

in Imo state. Nwachukwu (2016) has explained that smoking, gangsterism, violent activities, kidnapping, raping and other forms of sexual harassment affects students in their academic performance. According to Ghazi (2005), The school environments are places for guidance and learning, but the reverse has been the case as hoodlums visits school environment to destroy school properties. On the other hand, Whawo (1991), in UKrebor (2005) explained that, education is what a person acquire for the development of his /her human person physically, mentally, socially to fend for him/herself, him /her immediate family and the society in general, UKrebor, reaffirmed that, school insecurity jeopardizes effort of principals in realizing the set goals of education in the secondary school. . On that note, Nwanma (2015) highlighted that insecurity of the school environment results to raping, smoking, cultism and formation of gangs. He further explained that, these negative tendencies, affects students academic performance in public schools in Imo state as some students had left the public schools as dropouts while some are defecting to private secondary schools in Imo state. Teachers who cannot withstand these insecurity problems in the school has restrained themselves from those gang stars in the school. As it has been aforementioned in the study the insecurity problems in public secondary schools has affected teaching and learning in Imo state public secondary schools among other threats to life.

Conclusion

Insecurity is among the social vices that have eating deep in the fabrics of the society. Insecurity is a state of being insecure either at

home, work places, social gathering or in the school., schools, work places, or resting place. Insecurity has created serious concern on everybody because of its negative shortcomings. Insecurity has led to school closure , harassment of teachers and taking away of their personal belongings, rape, destruction of school properties, creation of unwanted attitude on the students and students poor academic training. Security consciousness is about the future of children, youth, men and women have important responsibilities play in curb it. The responsibilities include to a large extent adopting measures to stop it in the public schools and in the communities.

Recommendations:

Based on the findings of the study, the following recommendation were made the study

- 1.The government through its agencies- state ministry of education, Zonal school boards, SEMB, local education board and school principals, should ensure that security is maintained in school by appointing able bodied men to beef up security in public secondary schools.
- 2.The government should mount workshops/seminars on for principals and teachers on proper security checks in schools.
- 2.Government should release funds to principals to carry out regular maintenance of school facilities.
- 3.The principals and teachers should carryout community sensitization programmes on the dangers inherent in smoking and destruction of school properties owned by the communities.
- 4.Government should strengthen adequate enlighten sustainability on security.Efforts should be made in building public schools with standard building materials
5. The school principals should set up a monitoring team who shall write official reports about any insecurity and damages of school properties by hoodlums in public schools in Imo state.

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