



## Influence of Insecurity on Administration of Public Senior Secondary Schools in North Central Nigeria

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### ABSTRACT

The study investigated influence of insecurity on Administration of Public Senior Secondary Schools in North Central Nigeria. Specifically, the study was guided by two objectives, and two research questions were raised and answered by the study. Two hypotheses were formulated and tested at 0.05 level of significance. Population of the study was 6,792 administrative staff of Public Senior Secondary Schools. A sample of 378 respondents was drawn from the above population using Taro Yamane formula. Multi sampling procedure was adapted; purposive sampling, stratified proportionate random sampling and convenient sampling. A self-structured instrument titled "Insecurity and Administration of Public Senior Secondary Schools Questionnaire" (IAPSSSQ) was used to collect data for the study. The instrument was validated by experts in Educational Administration and Planning, and Measurement and Evaluation in J. S. Tarka University and Benue State University Makurdi, and further tested for internal consistency through a process of reliability test using Cronbach Alpha Coefficient which yielded a reliability coefficient of 0.87. Descriptive statistics; Mean and Standard Deviation; were used to answer research questions and Chi-square ( $X^2$ ) goodness of fit was utilized to test the hypotheses. Findings of the study revealed that insecurity has negative significant influence on Administration of Public Senior Secondary Schools in North Central Nigeria. From the findings, it was concluded that insecurity influences safety, stability and effectiveness of the learning environment and poses a challenge to effective administration of Public Senior Secondary Schools in North Central Nigeria. It was therefore recommended that government should review existing policies in order to remove bottle necks in administration of Public Senior Secondary Schools in the study area to enable school administrators put in place pro-active measures of managing schools in crises situations.

### Introduction

Education is fundamentally recognized as the foundation upon which a nation's success and prosperity is built. It serves as a crucial element in shaping the workforce essential for the growth and development of any country (Oni, 2019). Education is viewed as an indispensable tool and a catalyst for profound change across various social, economic, and political realms (Adesina, 2017). This importance is articulated in the National Policy on Education (NPE) of Nigeria, which positions education as the "instrument par excellence" for national development, thereby highlighting its significant role in determining the trajectory of a nation's future amid globalization. The educational structure in Nigeria comprises multiple levels, including Basic Education, and Senior Secondary Education, followed by Tertiary Education.

Senior Secondary Education, which follows the completion of Basic Education, plays a pivotal role in the educational system as it reinforces basic knowledge and skills while also providing pathways to higher education and employment opportunities. Furthermore, this level of education contributes to social development by equipping students with essential skills that enable them to effectively participate in society. The objectives of Senior Secondary Education are multifaceted; they include fostering national unity, promoting cultural understanding, instilling ethical values, and preparing students for future employment (FRN; NPE, 2013). These objectives are crucial for national progress, yet their achievement significantly depends on the effective administration of schools, particularly in the face of current insecurity challenges that threaten educational institutions across Nigeria.

The increasing insecurity in Nigeria poses considerable challenges to the administration of educational institutions and has particularly affected Public Senior Secondary Schools. Various forms of insecurity, such as communal crises, armed banditry, and ethno-religious conflicts, have emerged as significant barriers to effective school administration. These challenges have led to alarming instances of abduction, kidnappings, and violence, which have not only compromised the safety of students and staff but have also impeded educational access and quality. Although insecurity may be inherent in human societies, the specific trends and escalating nature of violence in Nigeria have created an unstable environment that complicates educational processes and governance.

Communal crises represent one of the primary forms of insecurity affecting educational institutions, often resulting in disputes and conflicts between different ethnic or religious groups within communities (Okpara & Ugwoke, 2018). Such conflicts can disrupt school operations, leading to changes in academic schedules, school closures, and psychological trauma among students and staff. The socio-political, economic context of Nigeria, characterized by diverse groups and interests, further complicates the potential for conflict, as historical and cultural differences frequently spark tensions (Abada, 2004). Schools affected by these crises face challenges such as inadequate infrastructural development, difficulties in teacher recruitment and retention, and strained relationships between educational institutions and their host communities. Additionally, boundary crises also contribute to educational disruptions by causing administrative difficulties and fluctuations in student enrollment, further complicating the overall landscape of education in Nigeria (Aluko & Olumide, 2017). Ultimately, the interplay between these various forms of insecurity necessitates a re-evaluation of the strategies for effectively managing and administering educational institutions in Nigeria.

School administration serves as the backbone of quality education, providing the necessary support for both students and teachers to thrive. Effective school administration is paramount to achieving the objectives of any education system. The seamless administration of Public Secondary Schools is essential for the delivery of structured curricula, the maintenance of a safe and conducive learning environment, and the cultivation of an atmosphere conducive to academic excellence. Administration of Public Senior Secondary Schools in North central zone, Nigeria however seems to be hampered by the continuous challenges of insecurity, which manifests in various complex forms, giving rise to a multitude of intricate issues. It is evident that these issues as observed by the researcher are not isolated incidents but represent a systemic problem that extends to all the states throughout the zone. This study therefore using the following indicators of Insecurity; Communal crisis and Boundary crisis, sought to ascertain influence of insecurity on administration of Public Senior Secondary Schools in North Central Nigeria.

### ***Objective(s) of the study***

The objective of the study was to investigate influence of Insecurity on Administration of Public Senior Secondary Schools in North Central Nigeria.

Specifically, the study:

- investigated influence of communal crises on administration of Public Senior Secondary Schools in North Central Nigeria
- investigated influence of boundary crises on administration of Public Senior Secondary Schools in North Central Nigeria

### ***Research Questions***

The following questions guided the study.

1. What is the influence of communal crises on Administration of Public Senior Secondary schools in North Central Nigeria?
2. What is the influence of Boundary crises on Administration of Public Senior Secondary Schools in North Central Nigeria?

### ***Statement of Hypotheses***

The following hypothesis were formulated and tested at 0.05 level of significance.

- i. Communal crises have no significant influence on Administration of Public Senior Secondary Schools, in North central Nigeria.
- ii. Boundary crises have no significant influence on Administration of Public Senior Secondary Schools, in North central Nigeria.

Theoretical Framework for this study was anchored on two related theories as the researcher observes that no one theory can adequately explain the indices in the variables of study: which include communal crises, boundary crises. The two theories used in this study to explain insecurity were: Relative Deprivation (RD) Theory, and Frustration-Aggression (F-A) Theory. Contingency Theory of Management was also used to explain school administration.

Insecurity is defined differently by different scholars, reflecting the complex nature of the phenomenon. Insecurity is described as the antithesis of security and is associated with descriptors such as; a lack of safety, danger, hazard, uncertainty, lack of confidence, doubt, inadequately guarded or protected, instability, among others. Oluyomi & Grace (2016) described insecurity as the presence or feelings of uncertainty and threats to life, while Hassan (2014), views insecurity as negative feelings involving fear, anxiety, uncertainty and injustice among others. Insecurity has also been described as a situation where going to school is tantamount to charging into battle amid a swarm of bullets (Owonikoko cited in Nweke, 2022). Insecurity is a degenerated stage of conflicts, threats, attacks on human security, and intense violence. It is characterized by fight, warfare, injury, and death (Best, 2016). According to Paul (2015), insecurity is the state of being subject to danger, anxiety, injury, fear, worry, and the feeling of being unsafe. Blend cited in Ogunode and Ahaota (2021), describe insecurity as the state of anxiety stemming from the concept or alleged lack of protection against threats, a condition in which human and national security are compromised by internal or external forces exacerbated by weak economy, political and/or human resource development conditions.

From the foregoing definitions/descriptions, it can be said that insecurity is a complex unprecedented phenomenon which is often characterized by fighting, conflicts, crises and in some instances war, that subject individuals, communities, societies to a state of fear, anxiety, uncertainty, lack of protection and inadequate freedom from danger and death. It is a commonly held opinion that high insecurity in a society impedes national development. That is to say that no country or society can boast of development when the level of insecurity in the country or society is high. Other scholarly definitions of insecurity taken from the standpoint of security, describe it as the antithesis of security. This is in line with the position of Igbuzor (2011), who defines security as stability and continuity of life, predictability of daily life, protection from crime, and freedom from physical and psychological harm. The above perceptions of insecurity by placing it side by side with security means that all that embodies security, such as measures put in place for protection of lives and property, freedom from physical and psychological harm, protection from crime, stability of life and predictability; are lacking in situations or areas where insecurity thrives as posited by Iwundu and Thom-Otuya 2013 who maintained that insecurity involves inability to work and walk freely, peacefully, and harmoniously without fear of molestation, assault, or harm.

Insecurity forms the agenda of every discourse in present day Nigeria, because it has plagued many communities and unleashed untold hardship and pain to her citizens to the extent that the 2014 Global Report on security indicated that Nigeria is one of the countries in the world that is ravaged by high-profile crimes such as insurgency, terrorism, armed banditry, kidnapping, political crises, ethno-religious violence among others. It is likely then that these multi-faceted crimes have affected the fabric of every system and sub-system in the country, either directly or indirectly. One of the sectors worst hit in recent times is education, which has witnessed abduction of students in different parts of the country and other attacks. According to Lehr (2014), the noble goals of education can never be achieved in an unsafe environment or in a vacuum because education is a progressive system. This suggests that if for any reason there is a feeling of insecurity of any form within and outside the school system, teachers, students, school administrators and non-teaching staff are likely to be negatively affected and the quality of learning could be hindered. Despite this, reported cases of attacks on secondary schools in Nigeria are rife. These reports have continued in the country as if unabated. North central Nigeria is one among others in the country where all the states and Federal Capital Territory have witnessed incessant attacks resulting in loss of lives and other devastating effects of insecurity in her secondary schools and communities.

Factors responsible for insecurity in secondary schools are varied. These factors have been categorized as internal and external factors by scholars and other stakeholders on security. Manga (2019) observed that the fact that a school is not attacked by external forces does not mean that the internal security of the school is good enough to eliminate all anxiety and fear of attacks/threats. He stated further that the following factors as responsible for insecurity in secondary schools; non-nchalant attitude of some school management, incompetent and unskilled guards, porosity of school, poor security/no comprehensive security policies for schools by Ministries of Education (particularly in the case of Public Schools), lack of security awareness among students, which increases the vulnerability of the school community. Other scholars, have advanced other causes of insecurity to include: fragile state, weak institutions, poverty, illiteracy, religious extremism/violence, communal crises, porous borders, militancy, terrorism, weak security system, armed banditry, bad governance, foreign influence; which have resulted in closure of schools, particularly boarding schools and those around border towns (Osat & Peter, 2021). Scholars have also reported that insecurity has grave consequences on education in general and specifically administration of educational institutions such as Public Senior Secondary Schools. Ogunode and Ahaota (2021) argued that continuous closure of schools by government whenever there is attack, could be responsible for the unstable academics of various schools especially those schools that are directly affected. This assertion could hold as schools operate on a planned academic calendar which is different from other calendars due to its comprehensive nature. School calendar normally specify sessions, terms, weeks, days, and activities are so arranged to cover those periods for which the school is opened to teaching and learning. In cases where there are infractions, there are usually make up classes to cover lost hours. Other consequences of insecurity by way of direct violent attack on schools; in particular Public Senior Secondary Schools; with special focus on North Central Nigeria as reported in literature include; death of students, loss of confidence of parents/guardians in schools, external influence on administration of secondary schools are likely to make Public Senior Secondary School administration vulnerable to crime, violence, and crises in the society, reduction of manpower in terms of development among others. Ogunode et al. (2021), cited United Nations International Children Emergency Fund (UNICEF) global education Monitoring Report, which stated that insecurity has claimed the lives of many teachers, parents and guardians who have been main sponsors of students in schools, which could in effect reduce enrolment.

Literature provides information on ways in which insecurity influence education sector at large, and administration of Public Senior Secondary Schools in particular. Insecurity could result to loss of qualified manpower through death, displacements and withdrawal, drop in students' enrolment, disruption of academic calendar, drop in academic performance by students, destruction of school infrastructure, and growing apathy for investment in education among others (Seyi, Ebule and John, 2020). A recent print media report; (Leadership Newspaper, Tuesday, November 7<sup>th</sup>, 2023); has it that insecurity seems to be waxing stronger in the country despite efforts of government to reduce it through security operatives, and the country continues to experience death of her citizens. The paper quoted a statement from United Nation Development Program (UNDP) which estimated that Nigeria lost 35,000 citizens to violent extremism from 2009 to 2023.

Administration as a general concept is the cornerstone of every organization and plays a vital role in coordinating public and private entities towards attainment of their predetermined objectives. Administration has been variously defined by different scholars. According to Koontz and O'Donnell (2014), administration is a systematic process encompassing planning, organizing, staffing, directing and controlling the efforts of organizational members. Administration is also perceived as the wielding of authority and influence by managers to steer the actions of individuals or groups toward the fulfilment of organizational objectives (Yukl, 2016).

Communal crises refer to hostilities that arise among different ethnic, religious, or social groups within specific geographic areas or communities which are often driven by historical, cultural, religious, or political differences (Adeleke, 2017). Communal crisis may seem similar to communal conflict; however, distinction between crisis and conflict is clarified in earlier chapter of the work (operational definition of terms). Key aspects of communal crises according to some scholars include ethnic and religious dimensions, geographical localizations, historical grievances, specific triggers, and the profound impact on affected communities (Ogundipe, 2019; Adebayo, 2018). Communal crisis is important in understanding insecurity in Nigeria and its influence in educational institutions particularly Public senior secondary schools. This is because schools are social systems where members of the school community interact with themselves and with the host community.

Okoli and Nnabuine (2019) argued that communal crises are often characterized by tension, hostilities, and violence arising from competition over resources, political power, or historical grievances. They also asserted that communal crisis thrive in primordial societies where groups are differentiated along parochial lines of clan, religion, ethnicity, and caste and can have social and economic consequences leading to loss of lives, depletion of population, destruction of properties and long lasting division within societies among others. It also has been reported in research studies that the land factor is the veritable material source of communal crisis. Oravee (2015) identified struggle for farmlands as the principal and critical determinant of communal crisis in Nigeria, and Egwu (2015) added that land is not only considered as a veritable economic resource but also as an important socio-political and cultural asset. To this end, some scholars held the view that land based communal crisis were not always motivated by economic or livelihood concerns such as quest for farmland or grazing fields but sometimes by real or misplaced political or cultural concerns (Ayokhai, 2013; Okoli and Atelhe, 2014; Okoli and Ogayi, 2018; Okoli and Lenshie, 2018).

In their views, Ajo and Upav (2017), concluded that the above factors have persistently played the role of primary precipitators in most instances of communal crises in Nigeria, and added that the consequences of communal crises are enormous. In the first instance, communal crisis has been reported to have profound impact on affected communities (Adebayo, 2018). These communities act as host to schools at all levels. Furthermore, the disruption of academic calendars due to communal crises is a concern of all stakeholders in Nigeria, which has also attracted scholarly attention. Adeleke (2017), observed that communal crises in Nigeria have a detrimental impact on education as they often result in the closure of schools. Such closure of schools were primarily driven by safety concerns for both students and staff members. He noted also that the safety of students and educators was of paramount importance, and schools were often forced to suspend classes temporarily to ensure their well-being in some cases of communal crises. The view of Okonkwo (2020), with regards to closure of schools because of escalating incidence of communal crisis raised a new concern. He argued that temporary closure of schools was a necessary and an essential decision of school administrators, but that such actions are quite challenging. He explained further the challenges behind the actions from the following perspectives; first the bureaucracy involved could cause unnecessary delay to the extent that in some cases lives which could have been saved if the closure was timely are lost, adequate financial regulations to support such closures bearing in mind school facilities, and also poor communication. In their views on the above, Olumide and Adekunle (2021) stressed the importance of communication and coordination between schools, local authorities, and security agencies during time of crisis. Such communication as suggested by Olumide et al. (2020) could be vital information sharing among schools about security threat and help lines in implementing measures.

In his view on the impact of communal crisis on education sector, Ogundipe (2019) posited that students in crises prone areas tended to fall behind in their studies due to the interruptions of classes. He also stated that such academic setbacks could have long-term consequences for personal educational attainment and general effectiveness and efficiency of the education system and Adeyemi and Ojo (2020) argued that the disruption of academic calendar not only affected students academically but also posed challenges to administration of schools particularly a serious level such as senior secondary level. They observed that closure of schools necessitated rescheduling of examinations and other academic activities, which influence a logistic arrangement of scheduled activities which could be of great concern in Senior Secondary Schools as earlier mentioned, where external examinations as well as record of students' assessments are requirements for successful completion. There are also other important examinations such as that conducted by Joint Admission and Matriculation Board (JAMB) for students who desire to proceed to tertiary institutions which are taken within the 3-year period of Senior Secondary Education.

In addition to the academic implications of school closures as a result of communal crisis, Idris (2018) argued that communal crises could also lead to psychological trauma among students and educators. He averred that fear and trauma resulting from communal crises could have a lasting impact on the psychological well-being of individuals particularly those who experience it, while Afolabi (2021), suggested that crises-sensitive educational policies could be put in place.

Safety and security concerns stemming from communal crises in Nigeria have also been extensively discussed in literature; where it is generally observed that communal crises create a hostile and unsafe environment for students, teachers, and administrative staff, necessitating urgent attention to ensure the well-being of all stakeholders. According to Adebayo (2018), communal crises in Nigeria generally could escalate rapidly, leading to the emergence of hostile and dangerous environments around schools. He also suggested that ensuring the safety of students and staff was a top priority during such situations and that school administrators must be proactive in assessing security risks and implementing measures to mitigate them. The above views of Adebayo (2018) could imply that school administrators require authority and resources to be proactive to successfully implement measures; however, the privilege of exercising financial authority may not be experienced by all administrators of Public Senior Secondary Schools in Nigeria. Measures such as; beefing-up security, arranging safe route for students and planning advocacy visits and meetings with communities and members of School Based Management Committee

(SBMC), Parent Teachers Association (PTA), and other support groups such as old students association, could need urgent attention by way of release of funds.

With regards to support (psychosocial) to students in crises areas, Adewale (2020) argued that external support can help bridge the funding gap in crises-affected zones, ensuring that education continued to receive the necessary resources despite the challenges posed by communal crises. Students are normally enrolled from different communities in the same institutions. School administrators, staff, and various school support groups have responsibility of fostering unity and tolerance among the students. Okafor and Eze (2017), however observed that the presence of students from conflicting communities often resulted in tension and mistrust within the school environment. They emphasised the role of school administrators in promoting dialogue and understanding among students to mitigate social divisions, while Adeyemi et al., (2018) highlighted the importance of inclusive school policies and programs that celebrate diversity and encourage inter-cultural interactions. They argued that creating a sense of belonging for all students is essential for maintaining a conducive learning environment

Concerning the consequences of communal crisis on Education in general and school administrators in particular, Okoli and Uzo (2018) argued that, communal crises often led to suspension or cancellation of sporting events, cultural programs, and other non-curricular activities which they viewed as important for students' holistic development, including the development of social and leadership skills. These skills are expected to prepare students and in particular students of Senior Secondary Schools for tertiary level and others who may not move straight to tertiary institutions for the world of work. Adewale and Ogunnaike (2019), were of the view that psychological and social consequences of disrupted non-curricular activities in crises-affected zones is frustration and a sense of loss. They argued that non-curricular activities contributed to students' overall school experience and well-being and Okafor (2020) argued that non-curricular activities promote a sense of belonging and community among students and further maintained that extracurricular activities can foster unity and cooperation, particularly in zones marked by communal crises. By this he could imply that the process of building positive social relationship among students can be disrupted as a result of communal crisis.

Contributing on the above discussions on consequences of communal crisis and education, Adeleke et al. (2021), emphasised the need for schools to develop contingency plans to ensure the continuation curricular of non- activities during crises-related disruptions. They suggested that proactive measures and flexibility in scheduling can help minimize the impact of crises on these essential components of education. This could be by way of seeking alternative safer venues for sporting events and other activities. However, such contingency plans could be out of budgetary plans. Communal crises have also been found to impact resource allocation to education, (Adeyemi 2018). He explained further that reduced funding for education could result in inadequate infrastructure, insufficient teaching materials, and a shortage of qualified teachers. Communal crises could also cause a strain in relationship between educational institutions and their host communities, leading to the erosion of trust and cooperation, however, this is not only about communal crises, as insecurity in all forms and dimensions could cause a breach in communication. Adeleke and Nwosu (2018) posited that communal crises could lead to a breakdown in communication and cooperation, with communities viewing schools as disconnected from their needs and concerns. They suggested that school administrators could work hard at rebuilding trust and fostering community engagement during and aftermath of crises. According to Ogunnaike (2019), open channels of communication and involving community leaders in crises management can help rebuild trust. He emphasised active community engagement as essential for restoring a supportive educational environment. Adewale and Oni (2020) discussed strategies employed by school administrators to rebuild community support and identified transparency and accountability in school management, as well as initiatives aimed at addressing community concerns. According to the various scholarly submissions, communal crises could have the following negative consequences on education such as; disruptions in school calendar which could result to long term poor academic performance of students, psychological trauma experienced by staff and students in affected schools, shortage of skilled man power, damage to school infrastructure and records, displacement of students, interruption of planned non-curricular activities, social divisions among students from different communities involved in crises, as well as mistrust between schools and host communities, among others.

In conclusion, the impact of communal crisis is a multifaceted issue. The researcher observed that communal crises in Nigeria have a close relationship with land boundaries in such a way that it could trigger boundary adjustments and can as well be triggered by boundary crises, while it has roots in politicization, long term grievances, settler and indigeneship tussles.

Boundary crisis in a general sense refers to disputes or disagreements that arise between two or more parties due to differences or ambiguities in the definition, allocation, or management of boundaries (Okeke, 2019). Boundary literary refers to line of distinction between one community/territory and others. Asiwaju cited in (Okoi, 2021) described boundary as that which transcends the more familiar spatial dimension which refers to lines of demarcation between territorially defined areas of ascertainable authority to the functional or symbolic category which is exemplified by perceived limits of social and organizational entities such as race, ethnicity, culture, religion, church, mosque, industry, business, corporations including (multinationals), gender, age grades or generations, families class, occupation and professionals. This definition is broader than the general view expressed in Akinyele (2021) who viewed boundaries as contact points between two objects or contact zones of different political jurisdictions that are either imaginary or actually represented on the ground in a form of pathways, fence, hedge grow, motes and erected markers at regular intervals. He also maintained that boundaries assume the form of mental categorization such as "us and them" or the physical demarcation between two administrative areas and also the fulcrum around which the political, social and economic activities revolve (Griggs in Akinyele, 2021). The above definition of boundary provides a background of its importance in all spheres of life within a society and the fact that it is a perceived mental and political issue which could likely result to disagreements, disputes, conflicts and crises as societies assume new patterns. Collier and Hoeffler (2015) agreed with the above views and maintained that when there are claims and counter claims or differing interpretations regarding the

precise location or extent of a boundary line between territories, regions or jurisdictions; crisis is inevitable. Boundary crisis is a serious issue in contemporary Nigeria which has given rise to other crisis and have also resulted in massive loss of lives and properties (Baywood, Fagbamigbe, Igbokwe, and Udo, 2020). They further asserted that, of the four Nigeria land borders there is no one that boundary has not been an issue. Boundary crises in Nigeria are reported to occur due to a number of factors. Some of the factors are related to colonial administration, geographical factors, socio-economic factors, and government factors. The above assertions points to the historical antecedents of Nigeria's administrative borders were were created by the colonial administration without much regards to history and culture of the ethnic nationalities or groups. Thus historians have reported that regions had their boundaries delineated artificially with several sub-ethnic cultures, languages or loyalties yearning to be free from the domination of the larger groups.

Boundary crises in Nigeria have also been reported to affect the admission policies of Public Senior Secondary Schools, often resulting in confusion and administrative challenges. Scholars including Akintoye, (2017); Bello, (2018); and Onyechi, (2019), have extensively studied this issue and shed light on its multifaceted impact on education in general and administration of educational institutions in particular. Accordingly, Akintoye (2017), argued that boundary crisis create uncertainty about which school students from disputed areas can attend. He further maintained that, students and their parents are sometimes confused as they are unsure whether they should apply to schools in one locality or another. This uncertainty complicates the already complex process of school admissions. In his views, Bello (2018), highlighted the administrative challenges that boundary disputes impose on educational institutions at large and Public Senior Secondary Schools in particular. According to him, these institutions are faced with the daunting task of determining which students should be admitted based on their place of residence. He maintained further that in such cases, school administrators are expected to take decisions expediently to solve the problem. It is also reported that such administrative burdens can divert resources from core educational activities.

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## Methodology

This study utilized a survey research design to analyze the administration of Public Senior Secondary Schools in six states and the Federal Capital Territory in North Central Nigeria, involving a representative sample of 378 administrative staff, data collected through a validated questionnaire, with results analyzed using descriptive statistics and Chi-square tests.

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## Results and Discussion

### Research Question 1

What is the influence of communal crisis on Administration of Public Senior Secondary Schools in North Central Nigeria?

**Table 1: Frequency Counts, Mean and Standard Deviation of Responses on Influence of Communal Crisis on Administration of Public Senior Secondary Schools in North Central Nigeria**

S/N	Items	N	Mean	SD	Mean
1	Communal crisis disrupt planned programs in Public Senior Secondary Schools.	378	2.64	1.05	Agree
2	Communal crisis influences the calendar of Public Senior Secondary Schools.	378	3.05	1.09	Agree
3	Communal crisis destroys infrastructural facilities in Public Senior Secondary Schools.	378	2.97	1.14	Agree
4	Communal crisis affects staff retention in Public Senior Secondary Schools.	378	3.04	1.03	Agree
5	Communal crisis influences relationships between teachers and students in Public Senior Secondary Schools.	378	2.91	.99	Agree
6	Communal crisis influences relationships between public Senior Secondary Schools and host communities.	378	3.19	1.00	Agree
7	Communal crisis affects management of financial resources in Public Senior Secondary Schools.	378	3.20	.80	Agree
<b>Cluster Mean</b>			<b>3.00</b>		

Results presented in Table 1 show that the Mean scores of items 1 to 7 are above the Mean bench mark of 2.50, which implies that the respondents agreed on all the items. The result also show a cluster Mean of 3.00 which is above the Mean bench mark of 2.50. This is an indication that communal crisis negatively

influence administration of Public Senior Secondary schools in the study area. From the above analysis, it is clear that communal crisis influence most of the administrative functions as stated in items 1-7 in cluster A which included destruction of planned activities of schools, adjustment of school calendar, destruction of school infrastructural facilities, difficulty in staff retention, infractions in relationships between teachers and student and relationship between school and host communities. Analysis of responses on influence of communal crisis on management of financial resources was striking with a Mean score of 3.20 which underscores the negative influence of communal crisis on administration of Public Senior Secondary Schools in the study area. This is to say that effective administration of Public Senior Secondary Schools in communities which experience communal crisis is challenging due to inadequate resources resulting from diversion of resources to other emergencies from the crisis. These assertions agree with scholarly opinions because schools are located in communities they are not immune from communal crises. The Standard Deviation as shown on Table 1 ranges from 0.80 to 1.14 which implies that the respondents were homogeneous in their responses.

### Research Question 2

What is the influence of Boundary crisis on Public Senior Secondary Schools in North Central Nigeria?

**Table 2: Frequency Counts, Mean and Standard Deviation of the Responses on Influence of Boundary Crisis on Administration of Public Senior Secondary Schools in North Central Nigeria.**

S/N	Items	N	Mean	SD	Remark
8	Boundary crisis disrupts extra-curricular activities such as; study tours, excursions, in Public Senior Secondary Schools.	378	2.96	.98	Agree
9	Boundary crisis has negative effect on school infrastructural facilities in Public Senior Secondary School.	378	3.19	.91	Agree
10	Boundary crisis affects number of qualified staff in public Senior Secondary Schools.	378	3.19	.91	Agree
11	Boundary crisis influences discipline of staff and students in Public Senior Secondary Schools.	378	3.09	.84	Agree
12	Boundary Crisis affects relationships between Public Senior Secondary Schools and host communities.	378	3.19	1.02	Agree
13	Boundary crisis affects communication lines between staff in Public Senior Secondary Schools.	378	3.18	.92	Agree
14	Boundary crisis affects budget Performance in Public Senior Secondary Schools.	378	3.05	.85	Agree
<b>Cluster Mean</b>			<b>3.19</b>		

Results presented in Table 2 showed that the Mean scores of items 8 to 14 were above the Mean benchmark of 2.50, which implied that the respondents agreed on all the items. The result also showed a cluster Mean of 3.19 which is above the Mean benchmark of 2.50. This was an indication that boundary crises negatively influence administration of Public Senior Secondary schools in the study area. The analysed results presented in table 2 also showed that the three items with high Mean scores included those with negative influence on school infrastructure, number of qualified staff and relationship of schools with host communities. From the above, it was clear that boundary crisis has negative influence on administration of Public Senior Secondary Schools in the study area due to its negative influence on crucial schools administrative functions as reflected in the items which were responded to. Standard Deviation as shown in Table 2 ranged from 0.85 to 1.02 which implied that the respondents were homogeneous in their responses.

### Hypothesis One

Communal crisis has no significant influence on Administration of Public Senior Secondary Schools in North central Nigeria.

**Table 3: Chi-square goodness of fit on influence of Communal crisis on Administration of Public Senior Secondary Schools, in North Central Nigeria**

	Observed N	Expected N	Df	Asymp. Sig	Chi-Square	Sig. value	Remark
SD	47	94.5	3	0.00	89.831 <sup>a</sup>	0.05	S, Reject H <sub>01</sub>
D	51	94.5					
A	130	94.5					

SA	150	94.5
Total	378	

df= degree of freedom, S= significant

The results presented in Table 3 show that the Asymp. Sig value of 0.00 is less than the set significant value of 0.05. This meant that the test of hypothesis is significant. The implication was that communal crisis has a negative significant influence on Administration of Public Senior Secondary Schools in North central Nigeria. The null hypothesis was therefore rejected.

### Hypothesis Two

Boundary crisis has no significant influence on Administration of Public Senior Secondary Schools, in North central Nigeria.

**Table 4: Chi-square goodness of fit on influence of Boundary crisis on Administration of Public Senior Secondary Schools, in North central zone, Nigeria**

	Observed N	Expected N	Df	Asymp. sig	Chi-Square	Sig. value	Remark
SD	32	94.5	3	0.00	129.873 <sup>a</sup>	0.05	S, Reject H <sub>02</sub>
D	47	94.5					
A	144	94.5					
SA	155	94.5					
Total	378						

df= degree of freedom, S= significant

The result presented in Table 8 showed that the Asymp. Sig value of 0.00 was less than the set significant value of 0.05 which meant that the test of hypothesis is significant, and by implication that boundary crisis has significant negative influence on Administration of Public Senior Secondary Schools in North central Nigeria. The null hypothesis was therefore rejected.

### Summary of Major Findings

The study identified and investigated influence of; communal, boundary, ethno-religious, farmers-herders crises, armed banditry and cultism; on administration of Public Senior Secondary Schools in North Central Nigeria. The following are the major findings of this study.

1. The study found that Communal crisis has significant negative influence on administration of Public Senior Secondary schools in North Central Nigeria.
2. The study also found that Boundary crisis negatively influence administration of Public Senior Secondary Schools in North Central Nigeria.

### Discussion of Findings

The study found that communal crises have a significant negative influence on administration of Public Senior Secondary Schools in North Central Nigeria. These crises disrupt planned programs and academic calendars, destroy infrastructural facilities, and negatively influence staff retention and relationships between teachers and students. They also harm the relationships between schools and their host communities and affect the management of financial resources. These findings align with previous research, such as Obiechenna, Abraham, and Nwogu (2018), which noted that insecurity in school environments disrupts effective teaching and learning. Similarly, Nwafor and Koya (2022) highlighted the adverse effects of chieftaincy disputes and resource conflicts on academic performance. The study also resonates with Hemen (2010) regarding the impact of ethnic riots on school infrastructure maintenance. Consequently, communal crises are affirmed to have a detrimental influence on administration of Public Senior Secondary Schools in North Central Nigeria.

Boundary crises also negatively affect administration of these schools. The study revealed that such crises disrupt extracurricular activities like study tours and excursions, damage school infrastructure, and reduce the number of qualified staff. They also negatively influence discipline among staff and students, strain relationships between schools and host communities, and adversely affect communication lines and budget performance. These findings highlight the pervasive influence of boundary crises on school administration in the region.



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## Conclusion and Recommendations

### Conclusion

Based on the findings of the study as discussed above it was concluded that Insecurity has significant negative influence on administration of Public Senior Secondary Schools in North Central Nigeria.

### Recommendations

To this end it was recommended that;

- School administrators and stakeholders could take precaution particularly on areas such as supervision of teachers, discipline of students as well as their welfare, and consciously involve community through School Based Management Committee (SBMC), Parent Teachers Association (PTA), Old Students Association (OSA) in pertinent issues of school administration.
- School administrators could also seek support of the above groups to provide security paraphernalia in schools.

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