Security Challenges and Students' Academic Achievement in English Language in the Senior Secondary Schools in Ebonyi State

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Abstract

The study examined security challenges and students' academic achievement in English language in the senior secondary schools in Ebonyi state. The study was a descriptive survey study. The population of the study consisted one thousand and thirty-seven language teachers out of which a sample study of 205 English language teachers with the school administrators were randomly selected in Eighteen (18) secondary schools in the three Education Zones. In each zone 6 schools were selected making it a total of 18 secondary schools. Three research questions and a null hypothesis were formulated to guide the study. The research instrument was security challenges and students' academic achievement English language questionnaire (SCSALQ). The instrument was validated by experts in the Arts and Social Science Education and Measurement and Evaluation units in the Ebonyi State University. The instrument was further subjected to a reliability test in a test-retest and an index of .082 was realized and this certified the use of the instrument. Data collected were analyzed using percentages, rank order and t-test statistics respectively. Findings revealed that different security challenges existed in secondary schools in teaching English language in the State and that there were many causes of these security challenges. These security challenges had adversely affected students' academic achievement in the State. The implications were that brain drain and students' poor academic achievement were experienced in schools and the State as a whole. It was recommended that government should seriously and in all honesty put to a stop insecurity in the State. School administrators and individual students should be at alert and instill discipline in the students. More teachers should be recruited, trained and retrained to guard students' irrational behaviours and ensure effective teaching and learning.

Keywords: Security Challenges, English language teaching, academic achievement, school administrators

Introduction

English language is a core subject in the secondary school curriculum in Nigeria. It is a language bequated to the country by their British colonial master. English language serves as an official language in Nigeria because the country is a multi-ethnic and a multi-lingual country with more than five hundred and fifty languages with their different dialects. English therefore is a unifying language in Nigeria. English is a core subject at all levels of school and it is the medium of instruction in schools (Baldeh 2004 and Okonkwo 2014). English language is important in the country because it is a language of certification and language used in the media houses as well as a language used in the constitutional matters in Nigeria (Otaburuagu 2010). English language as stated by Bamgbose (2005) unaruaguably is the most-important assert the colonialist begeated to Nigeria due to its official function and lingua Franca in Nigeria. In the Education system in Nigeria, English language is critical because good performance in English is a requirement for having passed the Senior Secondary School Examination and a criteria for admission into all tertiary institution in the country. Otagburuagu (2010) noted that many scientific articles and prestigious positions in Nigeria require good mastery of the language.

Despite the crucial nature of the English language, students perform poorly in the subject. Atanda (2011) noted that students' performance in English consistently are on decline. This seems to be supported by the English result of Senior School Certificate Examination result 2018–2021 powered by Sidmach technologies. The Chief examiners report stated that the tests were on written forms and were within the experiences and competence of the candidates. Also the subject matter of the comprehension and summary passages were quite topical and within the experience of the students, yet candidates' performance was on the decline. There was no improvement in the candidates' general performance. In 2019, the report stated that indicates improvement combined with the previous years, while in 2020 and 2021 the result remained poor. These poor performance may have been as a result of security challenges bedeviling the educational sector in Nigeria especially the Ebonyi State Education sector.

Security is a dynamic condition which involves the relative ability of a state to encounter threats to its core values and primary beneficiaries are the citizens. Where this is lacking, it becomes insecurity. When core values are lost people encounter threats and live in fear (Meller and Cunninghan 2011). An insecure person perceives

the world as a life-threatening jungle, feels unsafe, unhappy, rejected and persimistic. The person has a sign of tension, conflict and tends to be neurotic and generally egocentric. Insecurity affects students socially, mentally, emotionally and these likely affect their behaviour and psychological adjustment becomes difficult (Ojukwu and Nwanma 2015). In the same vain, Ojukwu and Onuoha (2016) stated that social environment that is characterized by insecurity, lateness is the norm and students are allowed freely to use handset and phones and in such environment, the students psychological problems are never met and students likely ignore teachers directives and may also challenge the teachers. They may damage the school properties deliberately to show disapproval of management position. Ojukwu and Onuoha (2016) also noted that insecured school management may be characterized by ethnic and religious hostility and students most likely do not attend classes, and they find it difficult to read and learn.

Insecurity may be in form of robbery, bigotory attacks, kidnapping, cultists attacks and physical treats maiming, rape and killings. Insecurity may have stermed from moral decadence, poverty and hunger, unemployment, lack of teachers and students' commitment, government non commitment to payment of teachers' salaries and allowances and lack of commitment to general welfare of teachers, community clashes, war and blood taste individuals, drug abuse.

The effect of this is that students are maimed and killed on the daily bases which lead to students' absent from school, close down of school, incessant strike by teachers. These also lead to brain drain and students' abysmal performance. The delipidated nature of most schools and lack of facilities amounts to insecurity. Most schools lack teachers and retraining of teachers is a forgotten issue (Okonkwo 2015). Students' poor performance have become a great source of worry to teachers, stakeholders and the society at large. These may have been as a result of insecurity leading to maiming, killings and carting away of school children coupled with hunger and poverty state of the people. This work therefore is meant to investigate the security challenges in students' academic achieve especially in English language Senior Secondary Schools in Ebonyi State.

Statement of the problem
English language is all important subject in the Nigeria education system. This is because of the crucial roles it plays in the countries national life-official language and unifying factor as Nigeria is a multi-ethnic and multi-lingual by nature. It is a language of certification and employment. Despite this, students' perform very poorly in English language as it is attested by the west African school certificate Chief examiners' report 2018-2021 that students' performance continue to be poor with a fluctuating performance. These poor performance may be as a result of security challenges students experience in schools. These include constant communal clashes resulting to maiming and killing, robbery, kidnapping, cultists activities, herdsmen activities. All these result to loss of lives and destruction of school properties and disappearance of people. Also other insecurities are students' absent from school and lateness to classes, poor welfare of teachers incessant strike by teachers and ravaging of people's farms lead to hunger and poverty and people living in fear. All these no doubt are insecurities that seems to disrupt academic activities which leads to students' poor academic achievement especially in English language. The focus of this paper is to investigate security challenges and students' academic achievement in English language in Ebonyi state.

Objectives of the study
The objective of this study is to find out security challenges that affect students' academic achievement especially in English language, specifically the study tends to find out the following
- Types of security challenges that exist in secondary schools
- Causes of these security challenges that affect students' academic achievement especially in English language.
- The ways security challenges affect students' academic achievement especially in English language.
- Gender mean rating on how insecurity affect students' achievement especially in English language.

Hypothesis
There is no significant difference in the mean rating of gender on ways insecurity affect students' academic achievement.

Review of Related literature
Importance of English language
English language is a second language and it is important because of the crucial role the government sets it to play in Nigeria. It is a weapon for social, political, educational as well as a medium of expression used in a multi-ethnic and multi-racial country such as Nigeria. The government, FRN(2004) noted the crucial role English language would play in the educational system stated the five main objectives or goals of education in Nigeria as the building of:

- A free and democratic society
- A just and egalitarian society
- A united, strong and self-reliant nation
- A great and dynamic economy
- A land full of bright opportunities for all

The English language was raised to maintain an enviable position as it became a core subject and a medium of instruction. The English language became a weapon for national development. Okonkwo (2013) identified the objectives of teaching English as identified in the national curriculum for senior secondary English 2004:1) as

- To achieve a high level of proficiency in Nigeria students' use of English language
- Preparing students for tertiary and Vocational education
- And for the world of work after leaving school

The above have not been fully realized as insecurity seem to mar the education system in Nigeria.

Concept of Security

Security is a critical variable in students' academic success. It is a dynamic condition which involves the relative ability of a state to counter threats to its core values and interest. Security of any nation hangs on two important pillers which are maintenance and protection of the socio-economic order in the face of internal and external threat and secondly minimizes the threats to core values and interests as well as to the domestic order (Ojukwu & Onuoha 2016). Security enhances peaceful co-existence of individuals. It promotes unity and progress of people in the society and gives way for economic growth of a country.

Insecurity

On the country, insecurity is the opposite of security. Insecurity is the state of fear, anxiety stermming from a concrete or alleged lack of protection. It is state of adequate freedom from danger. This also reflects physical insecurity which spread to many other forms of insecurity as economic insecurity and social insecurity. Nigeria had been plagued with several spates of political socio-economic and political insecurity, crises and total breakdown of law and order (Obeka, Okonkwo, Ereka and Ngwoke, 2019). These are insecurity and according to Ewetan and Uhie (2014). Insecurity, wether historical religious, ethnological, civil, social, economic and political, they contribute to recurring conflicts and leads to wanton distribution of lives and properties. Achumba, Ighomereho & Akpan-Robaro (2013) noted that the most fundamental source of insecurity in Nigeria today is traceable to religious fanaticism and inter-ferance, particularly in moslem dominated states of Nigeria. Onoja (2014) viewed insecurity as peoples' relative feelings, the presence of economic political, social and psychological fear. The political situation of Nigeria, today especially in Ebonyi sate is marred with insecurity as people live in fear intimidation and harassment. Communities fight one another which seen to be for one political reason or another. Lives of teachers and students in various schools seem to be in danger as there were loss of lives and properties. The Premium Time report, 2021 noted security challenges bedeviling the Ebonyi State and noted that evil men have infiltrated the state to kill men and kidnap and that there has been attacks on security agencies in Nigeria-south-east and south-south regions. (Premium Time agency report, 2021). These no doubt affect students negatively and worsen their academic achievement especially the English language teaching and learning.

Economic insecurity spawns other forms of insecurity into existence as absence of jobs, lack of basic health care, non accessible drinking water, education which is life enhancing policies and creative policies that cater for short medium and long term needs of the population are not enhanced. Okonkwo (2016) noted that lack of access to life literacy further encircles poverty whereas education is a means of poverty reduction which promotes productivity. No provision of these basic amenities created a condition of political, cultural and psychological exclusion which is detrimental to security (Qani-Uddin 2015 and Obeka etal 2019). Insecurity causes people to live in fear and anxiety resulting from lack of protection. Fear of insecurity does not allow free movement which development in education requires. Ako (2011) noted that poverty which sterm from insecurity have made youths, young men and women to voluntarily migrate Europe and America and other parts of the world in search of greenee pastures. Unfortunately, contrary to a better job they end up being enslaved and entrapped to forced prostitution saddled with huge debts and they are forced to work under brutal conditions. Poverty also lead parents to give their children to child labour. The International Labour Organization (2008) defined child labour as works that are mentally physically, socially or morally dangerous or harmful to children to interfer with their schooling by depriving them the opportunity to attend school. These make children not only to be absent from school but have their attention driven from their school world and this no doubt leads to students' poor academic achievement. Child labour include, works that deprive children of their childhood, their potential and their dignity and these are harmful to their mental and physical development (Obeke etal 2019). Some of these child labour include-hawking along the streets and major roads, doing all kinds of menial jobs and house chores alone including washing, fetching water and carrying heavy loads, mixing and carrying concretes and doing all forms

of adult jobs.

These no doubt affect students' academic achievement adversely. The United Nation International Children Emergency Fund (UNICEF, 2015) reported that security challenges had made numerous children not to have access to education in some part of Nigeria and Ebonyi State is not an exception. Schools had closed down and teachers and Students are afraid to attend school, due to internal dispute (land) different communities have clashes with one another. In those areas that were affected, children and teachers do not attend school out of fear of being attacked by enemy communities (Sunday advocate, 2020). The implication is that most children are out of school and families are subjected to abject poverty, hunger and starvation as farm lands with crops were ravaged. women were raped and people are being killed. All these have adversely affected schools as teaching and learning in these areas had long come to a hault and this is not good for any Nations Development.

Security challenges and academic achievement

Most schools experience a lot of security challenges. Insecurity in Nigeria has taken a lot of frightening dimension in which schools experience sporadie shootings in school premises, hostage taking and kidnapping of both staff and students as there had been report on various occasion in schools in Nigeria. For example, SBM intelligence (2021) reported that atleast 1409 students were kidnapped from their schools in Nigeria which started in March 2020. In the 19 incidents up until the latest kidnap in Zamfara alongside their students, that atleast ₦220 million has been paid out and as a ransom. Unfortunately, 16 of the victims had died in the incidents. In Abakaliki the police killed one person suspected to be the leader of a kidnap gang during a rescue mission of a kidnapped person in Nsugbe street. In another situation, a girl was kidnapped and raped in the state. Also the government of the State was accused of being responsible for continued missing of 5 engineers in the state. The guardians Nigeria guradian.ng retrived 17/5/2022. Also six suspected kidnappers were burnt in Ebonyi State by the Imo State Police Command these men seem had been ravaging school children. Sunday punch reported communal clashes in several communities in Ebonyi in Ohaukwu and Benue State and many lives and properties were destroyed and it was reported that the area were sweeping with blood. (Report by Edward Nwachi of Punch Newspaper, 2020/5/31).

This extends to schools where most school facilities were destroyed in the course of communal clashes. Courser-Neft and Sheppard (2010) lamented that in some countries that schools have been targeted because of religious bigotory. School located in the areas of communal clashes were not exceptions as facilities were destroyed and buildings were put in a delipidated state. The Amenstry Internation (2013) stated that the destruction of and damage to school infrastructure and facilities grossly reduce the availability of and access to education for many children in Nigeria. These affects students' academic achievement especially in English language.

Drug abuse, security challenges and students' achievement

Security challenges extends to drug abuse. In our educational system today, many students tend to abuse drug which lead to yet, insecurity in schools. Students that abuse drug become violent. They break all rules and regulations and they seem to do more harm to themselves. Drug abuse is a mal adaptive pattern of use of drug, a substance that are not considered dependent. Hornby (2004) explained drug abuse as illegal substance that some people smoke, inject to give them pleasant or exciting feelings. Drugs and alcohol are not considered dependent. They are used in non medical context and they relate to a psychoactive drug or performance enhancing drug for a non therapeutic or non medical effect. Students who are into drug abuse believe that they make them drift from their academic problem (Okonkwo 2011). Students who take drugs degenerate as some of these drugs are harmful to their health. This poor state can lead such students to insecurity and such student can never be normal again. Example; some students' use methamphelamine which is destructive in itself. The drug is a central nervous system stimulant. It affects chemicals in brain and nerves that contributes to hyperactive and impulse control. Methamphetamine, some people call it 'ice' or 'mkpulumiri' may cause new or worsening psychosis (unusual thoughts and behaviour especially if one has a history of depression, mental illness which is bipolar or mental disorder. It may lead one to have circulation problems that can cause numbness, pain or discoloration in one's finger or toes (Etringer 2021)). Such student can constitute danger to their fellow students by exhibiting violent reactions which can lead to destruction of lives and properties in the school. Such students' academic achievement is worsen as attention is no longer given to their studies and which leads to poor academic achievement especially in English language.

Research questions

The following questions guided this work.
1. What are the types of security challenges that exist in the Senior Secondary Schools.
2. What are the causes of security challenges that affect students' Academic achievement especially in English language.

3. What are the ways security challenges affect students' Academic achievement especially in English language.
4. What are the opinion mean rating of gender on how security challenges affect students' academic achievement in schools especially in English language.

Hypothesis
A null hypothesis was formulated at 0.05 alpha level of significance
Ho: There is no significant gender difference in the mean responses of respondents on how security challenges affect students' academic achievement.

Methodology
Design of the study
The design was a descriptive survey design

Area of the study
The area covered the three Education Zones- Abakaliki, Onueke and Afikpo Education Zones in Ebonyi State. The population of the study constituted 1035 English teachers and the school administration out of which 205 teachers 100 male and 105 female were randomly selected using stratified random sampling drawn from 18 schools, 6 school from each zone.

Instrument for Data collection
Instrument for Data collection was security challenges and students' academic achievement in English Language Questionnaire (SCSAEQ) was developed by the researcher.

Validation and Reliability of the Instrument
The instrument was validated by experts in the field of the Arts and Social Science Education and the department of Measurement and Evaluation. The instrument was further subjected to reliability in a test-retest and an index of 0.82 was realized using spearmans correlation co-efficient method.

The instrument was divided into four section, section A contained demographic data of the respondents. Section B has nine structured items on the type of security challenges students experience in schools. Section C has nine items on the causes of security challenges in the schools, section D has seven structured items on the ways security challenges affect students' academic achievement especially in English language. The respondents were expected to agree or disagree with the statement. A total of 205 questionnaire were distributed and on the sport-distribution and collection were used to avoid mortality of the instrument.

Data analysis
The data generated were analyzed using percentage and rank order which was used to answer the research questions while t-test statistics was used to analyzed the hypothesis at 0.05 level of significance.

Findings
The results of the study were based on the three research questions and a null hypothesis that guided the study. The responses of what constituted security challenges types, causes and effects of security challenges in students academic achievement in English language in the senior secondary schools were ranked with percentages as presented in the tables below.

Research Question 1
What are the different types of security challenges identified in secondary schools that affects Students' Academic Achievement in English Language.

Table 1: Percentage response and rank order of responses of respondents on the types of security challenges on students' academic achievement especially in English language.

S/N	Section B Identified Security challenges	No. of Respondent	% Agreed	% Disagreed	Rank Order
1	Bullying of students by fellow Students is a security challenge	205	85	15	3rd
2	Terrorizing students is found in schools and it constitute security challenge	205	45	65	9th
3	Kidnapping is discovered in the schools and it is a security challenges	205	79	21	5th
4	Cultist groups are found in schools and it is a security challenge	205	50	40	7th
5	Assasine infiltrate the school and it constitute challenges in schools	205	57	43	8th
6	Ritual killers hunt students and they are found in schools.	205	77	23	6th
7	communal clashes land dispute fighters exists and students are co-opted to fight, and maim and kill one another.	205	93	07	2nd
8	Fulani herders invade communities and schools and it is a great challenge in schools	205	95	05	1st
9.	Sexual harassment and rape is feared and it exists in schools	205	82	18	4th

Table 1: Indicated the percentages and rank order on the type of security challenges students experience in various ways. These send fear, emotional torture and psychological throuma on students, teachers and school authorities. First on the table is invading of communities and schools by the Fulani herders, 2nd is communal clashes, 3rd is bullying; 4th is sexual harassment and rape are among the highest on the table.

Research Question 2
What are the causes of insecurity in the school system.

Table 2: Percentage responses and rank order on the causes of and reasons of insecurity in the school system

S/N	Section C Causes and reasons of Insecurity in schools that affect Students' Achievement especially in English Lang.	No. of Respondent	% Agreed	% Disagreed	Order	Rank
1	Most students want to revenge what was done to them during their Junior Secondary days	205	83.2	14.8	3rd	
2	People want to get the government to do what they want	205	55.8	44.2	8th	
3	Most people are unemployed and are in abject poverty and resorted to kidnap and other dirty jobs	205	78.5	21.5	5th	
4	Some students quest for power and sense of recognition	205	57.3	42.7	7th	
5	Most people wants to get rich quick and too much materialism	205	75.3	22.7	6th	
6	Communities quest for more territorial and land acquisition.	205	95	05		2nd
7	Some groups want religious and political dominance.	205	98	02		1st
8	There are much moral decadence and lack of self discipline	205	87.1	22.9	4th	
9.	Poor school management is experienced in most school	205	35.1	64.9	9th	

Table 2: Showed very high percentage on different causes of security challenges in schools. Item 7 ranked 1st with high percentage and ranked on some group wants religious and political dominance followed by item 6 which ranked 2nd on communities quest for more teriterial and land acquisition. The item 1 ranked 3rd on most students wants to revenge what was done to them during their Junior Secondary School days, while item 8 ranked 4th on moral decadence and lack of self control etc. All these causes directly or indirectly affect students' academic achievement especially in the English language.

Research question 3

What are the various ways insecurity affect students' academic achievement especially in English.

Table 3: Percentage response and rank order of respondents on various ways security challenges affects students' academic achievement in schools.

S/N	Section D	No. of	%	%	Rank
	Various ways security challenges affect Students' Academic Achievement especially in English Language	Respondent	Agreed	Disagreed	Order
1	It leads to poor academic achievement	205	87.2	12.8	1st
2	It leads to physical and psychological tortour	205	85.2	14.8	2nd
3	It leads to most students' absent themselves from school and dropout	205	64.3	35.7	7th
4	It leads to vandalization and disruption of school properties	205	73.1	26.9	4th
5	It leads to students' gangsterism	205	72.1	27.9	3rd
6	it leads to students taking of hard drugs-drug abuse	205	71.9	28.1	5th
7	It leads to killing and maiming of people and close down of school	205	70	30	6th

Data on table 3 revealed still a very high percentage of and rank order of various ways security challenges affect students academic achievement in school especially in English language. Item 1 ranked 1st on heading to poor academic achievement, item 2 ranked 2nd on leading to physical and psychological tourture, item 5 ranked 3rd on students' gangsterism and item 4 ranked 4th on leading to vandalization and destruction of school properties etc. all these no doubt adversely affect students' academic performance especially in English language.

Hypothesis

There is no significant difference of gender on teachers' perception of ways security challenges affect students' academic achievement.

Table 4: The t-test analysis of gender difference on teachers' perception on ways security challenges affect students' academic achievement especially in English language.

Gender	N	Mean X	SD	T-Cal	T-value
Male	100	2.96	0.62	1.21	1.97
Female	105	3.1	0.54		

Significance at 0.05

The calculated t-value of 1.21 was less than the t-critical value of 1.97.

Discussion

Summary of data in respect of table, showed different types of security challenges that students experience in secondary schools which affect students academic achievement. Ranking 1st on the list is Fulani herders, communal clashes ranked 2nd, bullying ranked 3rd, sexual harassment ranked 4th. Kidnapping in schools ranked 5th, ritual killers ranked 6th, cultist group ranked 7th, assasins ranked 8th and terrorists ranked 9th. All these are forms of security challenges that exists and all had very high percentage. The findings is in line with the findings of Obeka, Okonkwo, Ereka and Ngwoke (2019) that Nigeria had been plagued with several spates of political, social, economic and religious instability in almost all the states in the country. Kidnapping religious crises, political crises and total breakdown of law and other. These are not far fetched in secondary schools in Ebonyi and these affect teaching and learning especially the English language.

Table 2: On the causes of security challenges in our school system, it indicate very high percentage on each of the items. Ranking 1st is some group wants political and religious dominance, more territorial and land acquisition by some communities ranked 2nd, most student want to revenge on treatment given to them while they were junior students ranked 3rd, moral decadence and lack of self discipline ranked 4th, ranked 5th are unemployed and live in abject poverty, ranked 5th, most people wants to get rich quick/materialism ranked 6th, quest for power and recognition ranked 7th, some people want the Government to do what they want ranked 8th while poor management ranked 9th. All these are the causes and reasons of insecurity in secondary schools in Ebonyi and these adversely affect students' achievement especially in English language. This finding is in line with the findings of Okebukola (2016) that literacy education is a means of economic empowerment while lack of access to education caused by insecurity further impoverishes the people. Akor (2011) stated that poverty had lead parents to giveup their children to child labour. All these no doubt is as a result of security challenges and it adversely affect students' academic achievement especially in English language.

Table 3: On percentage and rank order on ways security challenges affect students' academic achievement especially in English had also a very high percentage on each item. Items 1 ranked 1st which is poor academic achievement, items 2 leads to physical and psychological torture ranked 2nd, item 5, it leads to students' gangsterism ranked 3rd, item 4 leads to vandalization ranked 4th, item 6, it leads to drug abuse ranked 5th, item 7 killing, maiming of people and close down of school ranked 6th, item 3 it leads to absent and drop out of school ranked 7th. All these are ways security challenges affect students' in their academic achievement especially in English language. The findings is in line with Samphina Academy.com that insecurity in Nigeria has taken a frightening dimension in which schools experience sporadic shootings in school premises, hostage taking, kidnapping etc. all these security challenges hamper students' academic achievement especially in English language.

Table 4: On the t-test statistic on gender different perception on the way security challenges affect students' academic achievement especially in English indicated that the t-calculated value of 1.21 was less than the t-critical value of 1.97 at 0.05 level of significance. This finding is in line with Dibia (2013) who found no significant difference in gender on extrinsic motivation on job performance.

Conclusion and Recommendations

Insecurity has been a great threat to the nation which has also find its way to institutions of learning especially in secondary schools. Insecurities commonly found in the secondary schools include; bullying, cultist, kidnap, ritual killers and students involve in communal clashes or land dispute, Fulani herders killing and sexual harassment. These were aggravated as a result of power drunk and wickedness, getting government do their wish, lack of employment, corruption and dishonesty, quest for power and authority as well as moral decadence and lack of self discipline etc. The effect of these are that they lead to poor academic achievement of students, physical and psychological torture, gangsterism, drug abuse, cult and violent activities and vandalization and destruction of school properties, maiming and loss of lives. All these adversely affect students' performance as sometimes schools are closed down. Even when schools are in session, most teachers and students out of fear absent themselves from school. This insecurities are experienced throughout the whole nation; kidnapping, terrorism, armed banditory and Fulani herders most often mercilessly attack and kill people unlawfully. Schools are not safe as kidnappers go to schools and kidnap students and demand for ransom. They see it as a means of livelihood. Until the issue of insecurity is solved. Most school will remain unsafe and students achievement in various subjects especially in English will remain perpetually poor.

Based on the findings, the researcher recommends the following:

1. Communities that generate land dispute clashes should stop and government should make honest effort towards resolving the causes.
2. School administrators should be firm and in calculate discipline in students
3. The Government should provide job that would absorb graduates so that they will not see kidnapping and armed robbery and other vices as means of livelihood.
4. The Government should seriously and in all honesty fight insecurity through the fight of corruption since corruption is the bedrock of all evil in Nigeria.
5. Various school administrators with the parent teachers association and the community leaders should jointly help to secure schools to protect teachers and students for meaningful academic activities.
6. Parent and teachers should help to inculcate moral values and peaceful co-existence in students.
7. Students should desist from joining cult groups and gangs and drug abuse and focus on their studies.
8. Government should employ more teachers, train and retrain them and see to the welfare of teachers to enable them work concenscously and instill moral and discipline in them.

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