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MANAGING INSECURITY FOR STUDENTS' ACADEMIC PERFORMANCE IN JUNIOR SECONDARY SCHOOLS IN EMOHUA LGA IN RIVERS STATE

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ABSTRACT

This research is designed to investigate insecurity and students' academic performance in Junior Secondary Schools in Emohua Local Government Area of Rivers state. The work further examined the strategy adopted by school principals to improve security network at the same time enhance students' academic performance in Emohua Local Government Area of Rivers State. The population of the study consists of five thousand students (5000) and a sample size of five hundred (500) was adopted representing ten percent (10%) of the total population. A questionnaire called Management of Security System for Academic Performance Technique Questionnaire (MSSAPTQ) was used as the source of data collection. The validation of the instrument was done by two research experts at Ignatius Ajuru University of Education. The reliability index of the study stood at 0.85 and the data collected were subjected to statistical analyses to determine the research questions and hypotheses. The findings of the study point out that insecurity affect students' academic performance negatively. The study also points out that societal decadence, poor administration, inadequate infrastructure and lack of fund are the factors responsible for insecurity in Junior Secondary School in Emohua local government area of Rivers state. Finally, it recommended that parent teacher's association meeting should be made stronger to enable the parents and staff of education discuss issues bordering their ward in school environment.

Keywords: Management, Insecurity, Academic Performance, Junior Secondary Schools, Emohua LGA, Rivers State

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INTRODUCTION

The importance of formal education in the life of the individual and society cannot be over emphasized. Education is necessary in the development of the individual and society. Education brings peace and development; it helps to develop the inbuilt potentials that nature has deposited in man. Education sharpens beliefs and moral values in the society. The school is a social unit or institutions established by the members of the society to serve specific goal. It helps to inculcate good moral in children, good moral helps the individual to become self-reliance, self-independent and to contribute his/her part for the survival of the community.

Laolu in Ololube (2019) defined school as a place where the child learns the cultural values and norms of her people from time to time. The survival of the society to an extent depends on these values and the extent members of the society conform to these social rules. Hence, members of the society including the students and the operators of educational system are expected to conform to these norms and laws, because norms and values determine what is acceptable or not in the society. In fact, the individual behavior, actions and affairs in the society rely on the societal norms. This rules and regulations influence the members of the society to exhibit characters that help members of the society to live in peace with each other. Good characters like honest, obedience to school rules and regulations, loyalty, consideration for others, respect for elders and constituted authorities is the social responsibility of every child in the school environment and in the society at large.

The achievement of secondary school students in Nigeria has been a source of concern to those in educational sector and those outside the sector. This is because education has great significant in national development. Parents and government are in consonant that huge fund invested in the education has not yielded the expected goal. Parents, school administrators and teachers complain of low academic performance of students in both internal and external examinations and their complain has drawn the attention of educational researchers on what to do to ensure that students in secondary schools perform to the expectations of their parents and that of the society at large.

Poor academic performance of secondary school student has been on the increase these days. Okeye (2009) defined poor academic performance of the individual or candidate in a learning situation as one in which a candidate fails to attain a set standard of performance in a given evaluation exercise such as test, examination or series of continuous assessment. Academic performance is based on a number of stipulated objectives and other school activities. Candidate who scores less or below the standard is regarded as showing a poor academic performance. Oladeji (2007) submit that the school environment has significant influence in the academic performance of students. There is no doubt that insecurity generally militate against quality academic performance in junior secondary school. It is true that students whose school environment is exposed to insecurity will perform low academically compare to there counter parts from other school whose environment is protected from factors that leads to insecurity within the school environment.

The security of the students in junior secondary school is Paramount, when the school environment is free from insecurity the students feel relax, comfortable and willing to learn any lesson that will be thought by his/her teacher in the classroom. In so many cases the students' academic performance turns out to be good. But now the reverse is the case today in many junior secondary schools in Rivers state. In fact, insecurity has ruined many junior secondary schools in Rivers state. Students and teachers no longer feel comfortable while they are in school

environment because of fear of cult crisis and kidnapers. It is on this light that the researchers set out to investigate the security management in junior secondary schools in Emohua local government area of Rivers state.

Statement of the Problem

The issue of insecurity in secondary school education cannot be over emphasize. The break down of security system in secondary school education is one issue that is bordering many individuals in the society today on what to do to improve the security architecture of the secondary school education at the same time motivating the students for better academic performance. The impact of insecurity is well felt by the students in home and in the school and many students manifest this impact in low academic performance. The evidence is clear, the poor academic performance in classroom and their inability to settle down and perform well both in internal and external examinations is a clear indication that insecurity has threaten the secondary education.

Presently, the performance of students in junior secondary schools has dwindling. The increase in poor academic performance in many secondary schools today has been link to insecurity, the students and teachers are afraid of going to school because of kidnapers, cult related issues and communal crisis. Students and teachers are kidnap in school on daily basis. Ihanachor cited in Nwosu (2018) reported that five secondary school teachers were adopted by kidnapers at gun point in Omoku and this situation left the students and residents of that area to abandon their house and school for the fear of been kidnapped. In 2019 Egbeda community was hit with cult related issues and many parents deserted the community with their ward for the fear of been hot and even those that manage to go to the school do not see teachers to teach them because the teachers were afraid of been hit by stray bullet and kidnapped.

The case of Rumekepe is not different from that of Egbeda. In 2018 the members of Deywell and Deygbam secret cult engage in war of supremacy in Rumekepe community and this situation compel many students of community secondary school Rumekepe to go out of the community and the few that remain in the community were denied access to school. The question that come to the mind is what will be the performance of this students in their mock and external examinations since they were not well prepared because of security challenge in the community. As it is shown in the above paragraph, there is a clear indication that insecurity exist in junior secondary schools in Emohua local government area of Rivers state.

Aim and Objectives of the Study

The aim of this study is to investigate security system in junior secondary schools for students' academic performance in Emohua local government area of Rivers state. In line with this objective the study aims to:

- To identify the extent poor security system affect students academic performance in junior secondary schools in Emohua LGA of Rivers stat
- To identity the strategies adopted by school authorities to improve on security in the school environment and students academic performance in junior secondary school in Emohua LGA of Rivers state.

Research Questions

The following research questions is formulated to guide the study:

- To what extent does poor security network affect students academic performance in junior secondary school in Emohua LGA of Rivers state?
- What are the strategies adopted by school authorities to improve security in the school environment and students academic performance in junior secondary school in Emohua LGA of Rivers state?

Hypotheses

The following null hypotheses were formulated to and tested at 0.05 significant levels to guide the study:

- There is no significant difference between the mean rating of the students in junior secondary school two (JSS2) and students in junior secondary school three (JSS3) on the extent poor security network affect students academic performance in junior secondary school in Emohua LGA of Rivers state?
- There is no significant difference between the mean rating of the students in junior secondary school two (JSS2) and students in junior secondary school three (JSS3) on the strategies adopted by school authorities to improve security in the school environment and students academic performance in junior secondary school in Emohua LGA of Rivers state.

LITERATURE REVIEW

Literature review is necessary in any research process. The review of literature help to explain which procedures and instruments that can prove useful in research process. Ololube (2017) observe that secondary data play numerous roles in research process. It lay the foundation for future research and it equally save time and provides information to the researcher at a reduced cost compare to primary data. Joe (2011) agreed with Ololube by adding that researchers should be mindful when choosing secondary information because any mismatch of information from the secondary source can influence the analysis and interpretation of data and it will give birth to a faulty result.

Concept of Education

Education means helping the young one to learn what he or she is expected to learn in a given time and in a particular society. It involves deliberate efforts of the educator (matured mind) in developing the personality of the young individual and prepares him or her for membership of the society. Education is a process which involves the transmission of societal values, knowledge, skills and competencies that the society considered worthwhile to enable the individual adapt, contribute and then live a meaningful life in the society (Ezekiel-Hart & Adiele, 2010). Ogbondah (2016) posited that education is the process for transmitting culture in terms of continuity and growth and for disseminating knowledge either to ensure social control or

guarantee rational direction of the society or both. Ololube (2011) contend that education is any act or experience that has a formative effect on the mind, character or physical ability of an individual (for instance, the child is educated by his environment through interaction with its environment).

From the above definitions the point is clear, education preserves the cultural heritage of the people from birth till adult age and it does this by incorporating the young ones into the ways of their people by defining what is right and wrong in the society. This implies that education help to inculcate the right value system in the mind and character of young ones since the child learn these social norms, values and custom of the people through one form of education or the other in the society. In Nigeria there are three types of education namely: the informal, non-formal and formal education.

Informal Education: This type of education is also known as the traditional or indigenous education, it refers to the education practiced in Nigeria before the introduction of western education by the Portuguese Catholic missionaries in the year 1515 at the Oba of Benin palace (Ogbondah, 2016). Nwaenyi (2003) defined informal education as the training allegiance, mutual interest and interdependences, the contents which the society values, beliefs, traditions and vocations which have been cherished, practiced and passed on from one generation to the other. Fafunwa 1974 cited in Ololube (2012) observed that in traditional education the young ones were taught how to conform to the social norms, customs and traditions of the society and to learn trade or vocational skills that makes them to be good citizens of the community.

Non-Formal Education: This is a structured education that takes place outside the formal school settings. The non formal education does not have a unique comprehensive curriculum like the formal education, but learning is designed according to the ages and needs of the learner.

The Formal Education: The formal education means the education the learner acquired through the formal school settings with a planned curriculum of instructions. In fact, all the activities the learner undergoes are carefully planned. This type of education is classroom based with qualified teachers guiding the process of learning and teaching, it is characterized by rigid compliance to rules and regulations, organized classroom, lesson plans, examination and certification.

The formal education is divided into three stages namely: The primary, secondary and tertiary education. The primary education is the first formal education the child receives from birth and it is divided into pre-primary and the elementary proper. The primary education is the key foundation in the educational life of every individual and it determine the success or failure of the whole education system. It is on this note that the National Policy on Education (NPE, 2004) listed the functions of the primary education as follows:

- To teach the basic cognitive skills such as innumeracy and literacy;
- To provide character and moral training;
- To develop in the child the ability to adapt and adjust to the changes in the society;
- To provide manipulative skills that will enable the Nigerian child function effectively in the society;
- To provide the foundation for further educational advancement as desired by the child.

The secondary education being the second is the education children receive after primary education. The secondary education is divided into junior and senior and it serve as the foundation for the third tiers of education in the country. The secondary education is expected to provide the knowledge of the environment and to infuse the spirit of tolerance, love and amiable relationship that will guarantee peaceful coexistence among the students. FRN (2014) highlighted the followings as the functions of the secondary education:

- Gives a large number of pupils the opportunity of education of high quality irrespective of their ethnic background, religion, sex and the socio-economic background of their parents.
- Diversifies the curriculum so as to accommodate for differences in talents and to allow for better opportunities for learners after completing the course.
- It inculcates the spirit of self-reliance, industry and versatility in the students;
- Teaches the students their privileges and responsibilities as citizens of Nigeria;
- It inculcates spiritual/moral values, integrity and uprightness that will help the child participate fully in community activities;
- Raises the generations of people who can think for themselves at the same time respect the views and feelings of others.

The tertiary education is the last formal education and it is given after secondary education in University, College of education, Polytechnic, Monotechnic including those institutions offering corresponding courses (Wali, 2007).

Educational Management

Educational management is concern on the operation of educational institution. Okogbaa (2005) see educational management as the process of bringing the people and material things together to achieve educational objectives. Educational management is the process of planning, organizing, leading and controlling the school employees and activities using all available resources to reach the planned goal. Planning in this case means a set of action to be followed by employee in organization to arrive at the stated goal. Controlling in the other hand deal with the exercise of legitimate power to harness the best from the members of the employee. Nikam (2010) postulate that we cannot have good schools and produce better students if the school are not well managed. He further outlines the followings as the objections of educational management:

- Educational management ensure institutional effectiveness
- It helps to enhance good public image institution
- It utilizes the human resources (teaching-staff, non-teaching staff and students).
- It improves interpersonal communication among members of the school
- It enables the school create and maintain good climate around the school environment
- It helps the teachers, students and principal to understand their role and execute their responsibilities.

However, even with these beautiful goals as highlighted by Nikam. The question that demand urgent answer is have the junior secondary education been properly manage? If yes, then while will students of junior secondary school these days perform low in their academic activities.

Classroom Management and Academic Performance

Every good teacher desires his or her students to perform better academically and to turn out better students. In order to achieve this goal the classroom has to be well managed. Classroom management is concerned with the process of ensuring that classroom lessons run in a smooth manner. Classroom management means all the things teachers do in the classroom to foster students' academic involvement and cooperation in classroom activities to create a conducive learning environment. Teachers in the classroom ensure that the students' academic performance turns out to be good at the same time discourage any behavior that portrays a security threat or disrupts academic activities in the classroom and school environment. Morse (2012) is in line with the above paragraph. Morse observes that classroom management involves curtailing learners' disruptive behaviors such as fighting and noise making, close observation, arrangement of classroom learning materials, and response to students who suffer from poor sight (vision), poor hearing, poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits.

According to Williams (2008), classroom management refers to how the teacher handles the class work, how the teacher and students cooperate together and how teaching methods used by the teacher in the classroom enhance learning activities. Educational management researchers have identified classroom management as the most important factor that influences students' learning habits and academic performance. Classroom management is not inbuilt rather it is acquired from long time training and the acquisition of this skill forms the basic educational skill in the classroom. The statement here implies that classroom management is a skill that can be acquired like any other profession. It is a skill that must be practiced to achieve proficiency. Classroom management thus requires specific skills such as planning, organizing, as well as an aptitude for team work. It requires a high level of commitment, initiatives and willingness to adjust and allow the students to make impact while the lesson is ongoing. Poorly managed classrooms are usually characterized by disruptive behaviors such as sleeping, noise making, mis-copying of different notes while the lesson is on, eating and calling of nicknames to the teacher and this in turn affects the student's academic performance in internal and external examinations.

Concept of Security and Insecurity

The importance of security in secondary education cannot be over-emphasized. In any atmosphere or environment where security is absent the life of the people living in that area is put to danger, likewise any school environment where there is a breach in security the students, teachers and the school administrator's life is at risk. Security is one of the basic needs of humans in society. According to Merriam-Webster dictionary, security is the state of being protected or safe from internal and external harm. It means things done to enable the people to live in peace and harmony. Security is more about how the people in the society can do their business activities without being halted by any individual or group of individuals. Security has to do with the precaution taken to safeguard an environment from an impending danger or injury. It implies the measure taken to prevent danger and threat. Security involves a deliberate effort of the government and other meaningful individuals in ensuring that the people are free from unnecessary and anxiety. Dibu (2015) is in agreement with the paragraph above. Dibu defines security as a state of safety and freedom from danger and protection from physical harm or abuse.

In the other hand insecurity is the state of threat to life. It is concern with negative feelings involving fear and anxiety. That is a state were the individual is not sure or cannot predict what will happen in the next minute. The rising rate of increase in insecurity in the school today is a thing of concern. The high level of insecurity has made it possible for the secondary education not to achieve the goal of secondary education as enshrine in Federal Republic of Nigeria (FRN, 2004).

The principal and teachers are shoulder with the responsibilities of ensuring that the school environment is free from act of insecurity. This is because the level of students' academic performance depends on how conducive the school environment is to the students. A conducive school environment is paramount, if the students must perform better academically. Conducive environment means an environment that is free of social vices (insecurity). It is on this note the researchers argue that a healthy security networking in school environment is necessary since it enable the students and teachers to build good relationship that facilitate academic achievement. Effective security system leads to better academic performance. Learning cannot take place in the school environment when the safety rules and regulations of the school is poorly implemented. Hence, there is need for good security network in secondary education. Based on this view, the researcher suggest that the safety of students in junior secondary education in Emohua local government area should be a matter of interest to the school principal, teacher, parents and to the three tiers of government in other to improve on academic performance of the students in school.

Type of Insecurity in Secondary Education

Insecurity in secondary education in Nigeria is divided into internal and external security threat. According to Laura (2004), internal security threat refers to those security threat that originate from the school system. This type of security threat manifest inform of cultism, bullying and stealing.

Cultism: A cult is a group of persons who come together to executive a particular goal that is only known to group members. Onuma (2007) defined a cult group as assemblage of people who share common ideas, belief and involves themselves in eccentric conduct and manifestations, mostly shrouded in secrecy. Onuma further explain that the motives, members and rules remain unknown to the public. Cultism can manifest in ritual praises of song, chants and worship. It is unquestionable practices that may be difficult to dislodge. There is no public secondary school in Rivers state that did not experience the issue of cultism. The life of many secondary school students has been lost in the hand of cult members in secondary education in Rivers state.

Bullying: Bullying means aggressive behavior which is in line with the approve standard of behaving in the society. It has to do with abuse of power by an individual or group of individuals against others in a particular environment. Bullying can be inform of physical abuse or verbal and psychological. Bullying in secondary school manifest in gender and sexual harassment and those targeted most time find it difficult to come out of it. Bullying in secondary school environment can result to depression, stress, fear, anxiety, powerless, loneliness and poor academic performance.

Stealing: Stealing is the illegal act taking of another persons property without the proper knowledge of the owner of the property (Encyclopedia, 2013). It refers to a situation where someone takes away the property of the other without the approval of the owner of the property. These days in secondary school Stealing is common among students. Most of the secondary school students nowadays are involve in one form of Stealing or the other. Aderoju as discussed in Ololube (2017) recorded that in 2013 students in one secondary school broke into the laboratory to steal ethanol and other materials Kent for biology practical for West African Examination Council (WAEC). The external security threat consists of security issues that arise outside the school environment and is highlighted as follows:

Societal decadence: Societal decadence means behavior that show low morals and a great love for activities that destroy the image of the whole society. Ogumbaramu (1997) lamented that Nigerian society has willingly or unwillingly provided the enabling environment for high level of crime. The author further explain that Nigeria society has replaced honor for dishonor as a standard in the society. The interpretation of the above word is that Nigerian society today celebrate people with dubious character instead of reporting them to the appropriate authorities for investigation and if possible, prosecution. Instead they will hide the deviate. Mgbakem is in line the Ogumbaramu. Mgbakem in his word state that school students nowadays imbibe in immoral activities that cause breach of peace within the school system and to the society were the school is located. Ekweme and Ogbonda concluded that greed and corruption in the society is responsible for the high level of insecurity in the school system and the society at large. In a but shell a society where insecurity is seen as nothing, the same way the insecurity spread in that society will also to the same way and then enter the school system reason been that both school administrator, teachers and students are all humans and they lived in the society.

Communal crisis: Communal crisis refers to misunderstanding that broke out between two neighbouring communities. Communal crisis often time result to community versus community fight. It was observed that some years back members of Rumekpe community engage the indigene of Elele Alimini in a community fight. Because of these the indigenes of the both communities were not allowed to come to do any activity together. In fact, students from Rumekpe were not allow to attend school in Elele Alimini during this period. The significant effect of this communal fifth is that the school system in both communities were the for target to destroy thereby depriving the students access to school.

Politics: Politics is part and parcel of every aspect of work and life; any gathering of human beings' politics must surface and the secondary institutions is not exceptional. Politics is the process which members of an institution elect someone to occupy a position that needs to be filled up. Politics began in secondary school during the process of selection of people to handle one position or the other. Ike (2012) Observed that politicians outside the educational sector interfere a lot in the selection of principal officer like educational secretary (ES), Principals and head master and head mistress in the field of education and this situation make it difficult for the management of the secondary school to operate freely without sentiments in there day to day activities.

Effect of Insecurity on Academic Performance of Students in Secondary Education

The effect of insecurity on students' academic performance in junior secondary schools is numerous. Some of the effect is stated as follows:

Insecurity destabilizes academic calendar: In any school environment where the level of insecurity is high students will lose most of their school terms. This is because no parent we allow his or her teenager to go to a place were safety and security of life and property is not guarantee.

Lack of concentration on academic activities: Generally, life is precious to every individual in the society whether young or old. No body will like to go to a place were once life will be endangered knowing very well that life do not have spare parts. Base on this view, the students are afraid to attend any school environment were insecurity is the order of the day and even when they manage to do so yet students in such school hardly concentrate on their academic activities in school. Instead of reading books when the teacher is not around, they will like to gossip on the uncertainty that may arise since the school environment porous to crime.

Poor academic performance in internal and external examinations: Because the school environment is not friendly students observe truancy, delinquency and they had no time read their books most time even when that try to do so no teacher in the classroom to guide them on what to do and this made it possible for the students to end up having low grade in there internal and external examinations.

Unwanted pregnancy: It is common today to see female secondary school students stay out of school without their parents knowing, most time they leave their family house with the pretense of going to school but because the school is no longer save only for them to tangle with one of these boys that are making the environment uncomfortable just because they want to get protection from other which they think will harm them. But low and behold this female students most times end up getting pregnant for this hoodlums.

Strategies for Managing Insecurity in Junior Secondary School

It is essential to ensure that school environment is free from any act capable of causing insecurity. In other to achieve this the principal, teachers, students and members of the society where the school is located most interface with each other with the aim of finding lasting solution to the social problems that may arise as result of the interaction between the teachers, students and the members of the society. Rules and regulations should be properly defined in school to the extent that every student and teacher will understand, economic needs of the students should be adequately provided, students and teachers should be involved in administrative process, infrastructures should be provided in school to enhance learning and more emphasis should be place on moral values in the society.

Bethel (2000) is in consonant with the above paragraph and he added that corporal punishment should be melted on students who violate school rules and regulations, teachers and principal should be role model for the students and members of the society to emulate and members of the society were the school is located should report any person that show cases

deviance behavior in the school environment and to the society at large. Onoti (2010) disagreed with Bethel on the area of corporal punishment, instead he suggested that effective counseling service be introduced in junior secondary school to take care of students who have problem with academic activities such as truancy, delinquency depression and poor performance. Onoti also suggested that parents should monitor their wards to enable them know the kind of friends their child is associating with both in school and at home. This is necessary because the same way the child learn the social norms and values of the society is the same process the child will learn behavior that do not conform with the social rules in the society. In fact, when a brilliant child keep prolong relationship with a door child there is possibility that the intelligent quotient (IQ) of the brilliant child will drop as a result of his or her association with door brain. Hence, parents should be careful on the type of relationship their wards keep.

Meadow (2005) highlighted the following as strategies for managing insecurity in junior secondary school: Principal should not admit student with questionable characters and any students admitted mistakenly and is found guilty of violation of school roles and regulations during lesson should not be allow to go out for break in other to serve as lesson to other students. The school authorities should ensure that any students link to cultism should be reported to police for full investigation. Parents Teachers Association should be strengthen to enable all the parties join forces together to tackle deviance behavior within the school environment. Ogunu (2009) also suggest that government ensure the safety and security of school through employment of personnel that will take charge of safety and security in schools, organize periodic workshops on safety and security issues for school administrators, mobilize civil society organizations to become active members of the school community police.

Theoretical Framework

The theory adopted in this study is social learning theory. The social learning theory is link to the work of Albert Bandura in 1971. The theory states that the combination of environment and psychological factors influence the student's academic performance in school. Bandura emphasis the personality development in an environment free of social vices (free from security threat). The social learning theory argue that any environment that is free from social vices will turn out individual that will be useful to the society while the environment that is full of crime will end up producing individuals that will cause havoc in the society. The social learning theory agreed that no environment is completely free without any atom of social disorder or unrest. But it can be control through the application of corporal punishment. The interpretation of the word in above paragraph is that corporal punishment should be use to curtail negative behavior in school environment. Hence effective supervision and corporal punishment is necessary to checkmate the behavior of students in class with the bid to help them.

Thus, a friendly environment is necessary for better academic performance of students in school. A friendly environment is that environment that is free from security challenges. It is the environment were the freedom of movement and association of the inhabitants is guaranteed. No educational objectives can be achieved if the environment is not in good shape. Anything can be seen as been good when it satisfied the need of the individual or the users are conformably with its existence. Finally, the social learning theory concluded that the school environment should be free from anything that will cause harm to students if positive academic performance most be achieved, because no individual with his or her right mind set will do any meaningful activity in an environment that is not secured.

Review of Related Empirical Studies

The review of related empirical studies follows the following subheadings:

- Studies related to causes of poor academic performance of students in secondary education
- Studies related to the impact of insecurity in students academic performance in secondary education

Studies Related to Causes of Poor Academic Performance Students in Secondary Education

Joe (2009) investigated the causes of poor academic performance of students in senior secondary schools in Okigwe local government area of IMO state. The study was limited to seventeen senior secondary schools and random sampling technique was adopted with sample size of six hundred (600) randomly selected from the seventeen senior secondary schools in IMO state. Questionnaire was used as source of data collection from the respondents and the mean scores were used to answer the research questions. The major findings of the study pointed out that poor teacher and students' relationship, lack of supervision, poor funding, poor school infrastructures and administrative style of some principals are responsible for poor academic performance of students in secondary schools in IMO state.

Studies Related to Cultism and Academic Achievement of Students in Tertiary Institutions in Rivers State

Ololube (2017) investigated cultism and students academic achievement in tertiary institutions in Rivers state. The study was carried out in public tertiary institutions. Descriptive survey with a sample size of five hundred students were selected for the study and the instrument used for data collection was questionnaire. The findings of the study revealed that that cultism activities affect academic calendar and students' academic performance in public tertiary institutions in Rivers State.

METHODS

Research is process of finding out or gaining understanding about a given circumstances. It involves a systematic way of unveiling the truth or fact in a given circumstance. Over the years the search for knowledge is base on assumption and speculation. In the primitive society, knowledge is base on assumption and speculation. This is the period when all knowledge and ideas were accepted into the society the way such knowledge and ideas is presented without being questioned. However, In the modern society which we find ourselves today, the search for knowledge has change from speculation and assumption to empirical findings were all ideas and knowledge in the society is tested and validated before it is finally accepted into the society.

Research Design

Descriptive survey design is adopted in this study. The descriptive survey design is adopted because there are large numbers of respondents and they can easily be studied through the use of a representative sample and questionnaire.

Population for the Study

The population of the study is five thousand students drawn from Community Junior Secondary School Okporowo-Ogbakiri, Government Junior Secondary School Emohua, Community Junior Secondary School Egbeda and Government Junior Secondary School Oduoha-Emohua (Exams and record Universal Education Board Port Harcourt Rivers State).

Sample and Sampling Techniques

The sample size of the study is five hundred (500) student representing ten percent of the entire population. The sampling techniques adopted are stratified sample technique and it was used to determine the size of the study by grouping the respondents into Male and Female. The breakdown of the students selected for the study is shown in the table below:

S/N	Name of School	Male Students	Female Students	Total
1	C.S.S Okporowo-Ogbakiri	60	70	130
2	C.S.S Egbeda	70	90	160
3	G.S.S Emohua	50	60	110
4	G.S.S Oduoha-Emohu	40	60	100
Total		220	280	500

Method of Data Collection

Questionnaire is the source of data collection. The questionnaire that is used for data collection is called Management of Security System for Academic Performance Technique Questionnaire (MSSAPTQ). The questionnaire is used to extract information on managing security in junior secondary schools for academic performance in Emohua Local Government Area of Rivers State with reference to Community Junior Secondary School Okporowo-Ogbakiri, Government Junior Secondary School Emohua, Community Junior Secondary School Egbeda and Government Junior Secondary School Oduoha-Emohua. The questionnaire was divided into section A and B. The section A is to extract information base on name of school, sex, and the class of the students while section B is to collect information on the variable items base on modified four-point likert Scale format.

Validity of the Instrument

Accuracy is very important in any research process. Hence, there is need for researchers to ensure that the instruments that is chosen to extract information from the respondents' measure what is design for. Validation is the degree of accuracy which an instrument measures what is design to measure. Hence, in order to ensure that the questionnaire measure what is design for,

the questionnaire was given to the researcher supervisor and some research experts in Ignatius Ajuru University of Education (IAUE) for vetting and validation and the recommendations made by the experts were all used to make the final version of the research instrument.

Reliability of the Instrument

An instrument is said to be reliable when it produces the same result after test and retest. The reliability of the instrument was determined by the use of test and retest method. In other to ensure the reliability of the research instrument, the researcher administered fifty (50) copies of the research instrument to some students in Community junior secondary school in Rumuji. Two weeks later the same amount of research instrument was re-administered to another set of students in Community junior secondary school Ndele to authenticate the reliability of the instrument. Finally, the Person Movement Correlation Coefficient statistical tool was used to determine the reliability of the instrument and the reliability coefficient calculated was 0.75.

Method of Data Collection

The researchers administered Five hundred (500) copies of the research instrument to respondents to ascertain their opinions on the management of security in junior secondary schools for academic performance in Emohua local government area of Rivers state. The administration of research instrument was done by the researcher. The researchers administered the questionnaire to respondents personally and after some times the instruments were collected from respondents on the completion for analyses.

Method of Data Analysis

The data collected were analyzed using mean and standard deviation to examine the research question while the z-test was used to test the null hypotheses of no significant difference at 0.05 level of significant.

RESULTS AND DISCUSSION

Research Question One

To what extent do poor security network affect students’ academic performance in junior secondary school in Emohua Local Government Area of Rivers state?

Table 1: Mean, mean sets and standard deviation score of the view of students on the extent poor security system in junior secondary school affect students’ academic performance in Emohua Local Government Area of Rivers State

S/ N	Questionnaire items	CSS Ogbakiri & CSS Egbeda		GSS Emohua & GSS Odohua		Mean set	Remark
		X1= 3.5	SD1 1.7	X2 3.6	SD2 1.8	X1-X2 3.55	
1	Poor security network in junior secondary school affect students academic performance negatively						Accepted

2	Most students lack concentrations in classroom because of fear of been attack	3.0	1.7	3.1	1.7	3.5	Accepted
3	Most students stay back at home when they observe breach of security in their school	3.2	1.7	2.8	1.6	3.0	Accepted
4	Insecurity interrupt secondary school activities in Emohua LGA	2.5	1.5	2.6	1.5	2.55	Accepted
5	Most teachers skip class because of insecurity Insecurity do not have any effect on students academic performance	3.0	1.7	3.1	1.7	3.5	Accepted
6	So many innocent students have loss their life in school because of security challenges facing secondary education in Emohua LGA	2.2	1.0	2.3	1.3	2.25	Accepted
7	Insecurity is one of the major issues face secondary education in Emohua LGA	2.5	1.5	2.5	2.5	2.5	Accepted
8	The increase in examination malpractice to day in schools is as a result of security challenges facing the education sector	3.0	1.7	3.1	1.7	3.5	Accepted
9	Students whose school is well secure perform better than those in school environment were there is breach in security situation	3.1	1.7	2.9	2.9	3.0	Accepted
Average score		2.9	1.6	2.9	1.6	2.6	Accepted

The above table indicates that the questionnaire items were used to access the research question two which centered on the extent insecurity affect students' academic performance in junior secondary schools in Emohua local government area of Rivers State. The response of students in community secondary school Okporowo Ogbakiri, community secondary school Egbeda, government secondary school Emohua and government secondary school Odohua as presented in table 1 shows that out of the items on the questionnaire, nine were accepted on the ground that their arithmetic mean is equal to and greater than the criterion mean score of 2.5 which stands as the basis for accepting while one was rejected for having a mean school below the bench mark.

The opinion of students in Junior Secondary School two (JSS2) and students in Junior Secondary School three (JSS3) in community secondary school Okporowo Ogbakiri, community secondary school Egbeda, government secondary school Emohua and government secondary school Odohua as tabulated in table 4 revealed that the view of students in community secondary school in Okporowo – Ogbakiri and students in community secondary school Egbeda have the mean and standard deviation score of 3.5 (SD=1.7), 3.0 (SD=1.7), 3.2 (SD=1.7), 2.5(SD=1.5), 3.0 (SD=1.7), 2.2 (SD=1.2), 2.5 (SD=1.5), 3.0 (SD=1.7), 3.1 (SD=1.7) and 2.7 (SD=1.6) respectively while that of government secondary school Emohua and government secondary school Odohua have the standard deviation and mean score of 3.6 (SD=1.8), 3.1 (SD=1.7), 2.8 (SD=1.6), 2.6 (SD=1.5), 3.1 (SD=1.7) 2.3 (SD=1.3) 2.5 (SD=1.5), 3.1 (SD=1.7) 2.9 (SD=1.6) and 2.5 (SD=1.5) respectively. Going by the figures as displayed in the forgoing paragraph, this means that the response of the students in the four Junior Secondary School selected as sample in the study is greater than the criterion mean. By implication, this implies that the students agreed that poor security network affects students' academic performance in junior secondary schools in Emohua local government area of Rivers state.

Research Question Two

What are the strategies adopted by school authorities or principal to improve security system and students academic performance in junior secondary schools in Emohua local government area of Rivers state?

Table 2: Mean, mean sets and standard deviation score of students on the strategies adopted by school authorities or principal to improve security network and students academic performance in junior secondary schools in Emohua local government area of Rivers State.

S/ N	Questionnaire items	CSS Ogbakiri & CSS Egbeda		GSS Emohua & GSS Odohua		Mean sets X1-X2	Remark
		X1	SD1	X2	SD2		
10	Rules and regulations are well defined for new and old students to guide their activities within the school environment.	3.0	1.7	3.2	1.8	3.5	Accepted
11	Any students who involve in cult activities is reported to law enforcement agencies	3.3	1.8	3.1	1.7	3.2	Accepted
12	Students are thought good morals in morning devotion	2.6	1.6	2.5	1.5	2.55	Accepted
13	Parents and teachers' association meeting is head to find a way of helping the students	3.1	1.8	3.1	1.7	3.1	Accepted
14	School authorities advocate for improvement in social infrastructures in schools	2.5	1.5	2.5	1.5	2.5	Accepted
15	Disciplinary committee is set up by the school principal to handle deviance behaviors within the school environment	2.5	1.5	2.6	1.5	2.55	Accepted
16	The principal ensure that teachers go to the classroom to teach the students	3.0	1.7	3.1	1.7	3.5	Accepted
17	Fair hearing is given to the students in any allegation against them	3.3	1.8	3.1	1.8	3.2	Accepted
18	Query letter is issued to teachers who absent themselves from school without due process	2.5	1.5	2.5	2.5	2.5	Accepted
19	The principal ensure that law and order is obeyed by the teachers and students	2.8	1.6	2.6	1.5	2.7	Accepted
Average score		2.9	1.6	2.8	1.6	2.9	Accepted

N1=240 N2 =215

From the table above it is obvious that the questionnaire items were used to test the strategies adopted by school authorities or principal to improve security network and students' academic performance in junior secondary schools in Emohua local government area of Rivers State. The table also shows that students in Junior Secondary School two (JSS2) and Junior Secondary School three (JSS3) in community secondary school Okporowo Ogbakiri, community secondary school and Egbeda have the mean and standard deviation score of 3.0 (=SD=1.7), 3.3 (SD=1.8), 2.6 (SD=1.6), 3.1 (SD=1.7), 2.5 (SD=1.5), 2.5 (SD=1.5), 3.0 (SD=1.7) 3.3 (SD=1.8), 2.5 (SD=1.5) and 2.8 (SD=1.6) respectively while that of students in junior secondary school two (JSS2) and junior secondary school three (JSS3) in government secondary school Emohua and government secondary school Odohua, the mean and standard deviation score of students is 3.2 (SD=1.8), 3.1 (SD=1.8), 2.5 (SD=1.5), 3.1 (SD=1.7), 2.5(SD=1.5), 2.6 (SD=1.6), 3.1 (SD=1.7), 3.1(SD=1.7)2.5 (SD=1.5) and 2.6 (SD=1.6) respectively.

It is obvious that all the ten (10) questionnaire items as it is shown in the above, all were accepted for having a mean score greater than the criterion mean equal to and greater than 2.5. This means that students in Junior Secondary School two (JSS2) and students in Junior Secondary School three (JSS3) in community secondary school Okporowo Ogbakiri, community secondary school Egbeda, government secondary school Emohua and government secondary school Odohua agreed that the school authorities put in place different measures to improve the security network and students academic performance in Junior Secondary School in Emohua Local Government Area of Rivers State.

Test of Hypotheses

Hypothesis Two (Ho2): There is no significant difference between the mean rating of the students in junior secondary school two (JSS2) and the students in junior secondary school three (JSS3) on the extent poor security network affect students academic performance in junior secondary school in Emohua Local Government Area of Rivers State.

Table 3: test of z-calculation in view of students on the extent poor security network affect students academic performance in junior secondary school in Emohua Local Government Area of Rivers State

Subject	N	X	SD	DF	z-cal	z-tab	Decision
CSS Ogbakiri & CSS Egbeda	240	2.6	1.5	455	1.2	1.96	The z-calculation is less than z-tab.
GSS Emohua & GSS Odohua	215	2.5	1.5				Hence, null hypothesis accepted

Level of significance = 5% =0.05

Table 3 revealed that the value of z-calculation is 1.2 and the value z-table remains same at 1.96, while the degree of freedom and level of significance also remain unchanged at 455 and 1.96 respectively. The result in table 4.7 indicates that the value of z-calculation is less than the value of z-table. Generally, 1.2 is less than 1.96. The procedure for accepting the null hypothesis is when the calculated value of the z-test is less than the table value. In the other hand, the null hypothesis is rejected and alternative hypothesis accepted when the value of the calculated z-test is greater than the table of 1.96.

This means that the null hypothesis which states that there is no significant difference between the mean rating of the students in junior secondary school two (JSS2) and the students in junior secondary school three (JSS3) on the extent poor security network affect students academic performance in junior secondary school in Emohua Local Government Area of Rivers State is accepted. This could also be interpreted that poor security network affect the student's academic performance in community secondary school Okporowo Ogbakiri, community secondary school Egbeda, government secondary school Emohua and government secondary school Odohua in Emohua local government area of Rivers State.

Hypothesis Three (Ho3): There is no significant difference between the mean rating of the students in junior secondary school two (JSS2) and the students in junior secondary school three (JSS3) on the strategies adopted by school authorities to improve security in the school environment and students' academic performance in junior secondary school in Emohua Local Government Area of Rivers State.

Table 4: show the test of z-calculation in accessing the opinion of students on the strategies adopted by school authorities to improve on security in the school environment and students' academic performance in junior secondary school in Emohua Local Government Area of Rivers state

Subject	N	X	SD	DF	z-cal	z-tab	Decision
CSS Ogbakiri & CSS Egbeda	240	2.8	1.6	455	3.3	1.96	Null hypothesis rejected and alternative Hypothesis accepted
GSS Emohua & GSS Odohua	215	2.8	1.6				

Level of significance = 5% =0.05

Table 4 revealed that the value of z-calculation and the z-table value are 3.3 and 1.96 while the degree of freedom is 455 and 1.96 level of significant. From the analysis on the table there is a clear indication that the value of z-calculation is greater than the value of the z-tab. mathematically 3.3 is greater than 1.96. Hence, the null hypothesis of no significant difference is rejected and alternative Hypothesis accepted. By implication, it means that there is a significant difference on the strategies adopted by school authorities to improve on security network in school environment and students academic performance in junior secondary school in Emohua Local Government Area of Rivers state. In a nutshell, it means that principals of Community Secondary School Okporowo Ogbakiri, Community Secondary School Egbeda, Government Secondary School Emohua and Government Secondary School Odohua adopts different measures in handling the security challenges facing the school in Emohua local government area of Rivers.

SUMMARY OF FINDINGS

From the data presentation and the analysis as displayed in the various tables, the finding of the study is summarized as follows:

The study revealed in table 1 that poor security network affect students' academic performance in junior secondary school in Emohua Local Government Area of Rivers state. The study also points out that insecurity interrupts academic activities, most teachers skip classes and the students engage in examination malpractice practice because of fear of failure. Table 2 revealed that school authorities adopt some measures in ensuring that the security network and students academic performance is improve in Junior Secondary School in Emohua Local Government Area of Rivers State. In table 4, the study indicates that there is a significant difference in the strategies adopted by principals of Community Secondary School Okporowo Ogbakiri, Community Secondary School Egbeda, Government Secondary School Emohua and Government Secondary School Odohua with the view of improving security and students' academic performance in Junior Secondary School in Emohua Local Government Area of Rivers State.

DISCUSSION OF FINDINGS

What extent does poor security network affect students' academic performance in junior secondary school in Emohua Local Government Area of Rivers State

From the presentation and analysis of data in table 1 there is a clear indication that the responses of students in junior secondary school two (JSS2) and the students in junior secondary school

three (JSS3) are all positive and these means that the respondents agreed that poor security network affects students' academic performance in junior secondary schools in Emohua local government area of Rivers State. Table 1 also points out that there is no significant difference on the extent poor security network affect students' academic performance in Community Secondary School Okporowo Ogbakiri, Community Secondary School Egbeda, Government Secondary School Emohua and Government Secondary School Odohua in Emohua local Government Area of Rivers state.

What are the strategies adopted by school authorities or principal to improve security system and students academic performance in junior secondary schools in Emohua local government area of Rivers state?

Table 2 clearly shows that principals of Community Secondary School Okporowo Ogbakiri, Community Secondary School Egbeda, Government Secondary School Emohua and Government Secondary School Odohua adopted some measures in other to improve the security network and students academic performance in their respective schools. The same table also indicates that there is a significant difference on the strategies adopted by principals of the four Junior Secondary school under the study. This means that the principals do not adopt the same strategies to confront the security challenges facing their respective schools.

CONCLUSION

This study set out to investigate managing security and students' academic performance in Junior Secondary School in Emohua Local Government Area of Rivers State. The introductory part is divided into seven (7) segment which include background to the study, statement of problem, aim and objectives of the study, research question, hypothesis, significance of the study and the scope of the study. The literature review centered on conceptual framework, empirical, theoretical and summary of the literature. In this session, several literatures relating to insecurity and students' academic performance in school where all review. The conceptual framework is concern with the concept of education, educational management, academic performance, insecurity and security.

The methodological procedure has the following sub headings: research design, population for the study, sample and sampling techniques, method of data collection, validity, reliability, administration of instruments and method of data analysis. The results of the various research questions and hypotheses is presented in a table showing the response of students in Junior Secondary School Two (JSS2) and students in Junior Secondary School Three (JSS3) to the subject matter. The result obtained is discussed and the findings highlighted as a way of profiling solution to the issue of insecurity and students academic performance in Junior Secondary School in Emohua local government area of Rivers state.

The study has investigated insecurity and academic performance in Junior Secondary School in Emohua local government area of Rivers state and it was guided by two research questions and two hypotheses. The study adopted a descriptive survey design with a population of five thousand (5000) students drawn from four Junior Secondary Schools in Emohua local government area of Rivers state. The schools selected for the study include Community Secondary School Okporowo Ogbakiri, Community Secondary School Egbeda, Government Secondary School Emohua and Government Secondary School Odohua. The sample size of the

study was derived from 10% of the entire population which stood at five hundred (500). The instrument used for data collection was a structure questionnaire tag Management of Security System for Academic Performance Technique Questionnaire (MSSAPTQ) and the instrument was confirm reliable at coefficient of 0.85 while the method of data analyses was parametric statistical tools which was divided into mean, standard deviation and z-test for the purpose of evaluating the research question at the same time testing the hypotheses of no significant difference. The study concluded that school authorities adopt strong policy to improve on security and students' academic performance. Nevertheless, there is a significant difference on the strategies adopted by school authorities in a bid to improve on security and students' academic performance in Community Secondary School Okporowo Ogbakiri, Community Secondary School Egbeda, Government Secondary School Emohua and Government Secondary School Odohuain Emohua local government area of Rivers state.

RECOMMENDATIONS

This research work has examined insecurity and students' academic performance Junior Secondary School in Emohua local government area of Rivers state. Based on the out-come of the study; the following is recommended.

- Rules and regulations should apply to all staff and students, any staff or students found guilty of violation of the rules and regulations should be punished to serve as lesson to others.
- Parent teachers association should be made stronger so that it will be able to achieve the set goal.
- The students should be engage with academic activities at all time. With this, there will be no time for the to do secret meeting that will later run result to cultism
- School authorities should set up ad-hock committee that will monitor the activities of the students during school ours.
- Government should improve the facilities in Secondary school

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