INFLUENCE OF SECURITY CHALLENGES ON STUDENT ACADEMIC PERFORMANCE IN COLLEGE OF EDUCATION BILLIRI, GOMBE STATE, NIGERIA

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KEYWORDS

ABSTRACT

This study is carried out on the impact of insecurity challenges on students' academic performance in College of Education Billiri, of Gombe State. The survey design and simple random sampling techniques were employed in this study. The population of the study are the 315 students of College of Education Billiri, of Gombe State, and a sample size of 152 students were randomly selected, a questionnaire (Impact of Security Challenges on Student Academic Performance in College of Education Billiri, of Gombe State) index (ISCSAP) was used as an instrument for data collection. Cronbach alpha correlation coefficient method is also used for the reliability. The researcher analyzed the responses by using mean statistics and standard deviation. Mean of 2.5 as acceptable, while below 2.5 will be rejected. The findings show law mean scores across all items indicates a widespread sense of insecurity and lack of confidence in the currents security measures, policies and personnel and the findings also indicate the security challenges in the college environment significantly affects aspects of student attendance and participation. The researchers conclude that the security challenges are not only disrupts the learning environment but also exacerbates stress and anxiety among students, further hindering their academic success. The major recommendations by the researchers are the management of the college are to invest in advanced and reliable security equipment, ensure the presence of adequately trained security personnel and implement comprehensive and effective security policies and procedures and establish counseling and psychological support services to help students manage stress and anxiety related to insecurity. Offer workshops and training sessions on coping mechanisms and resilience building.

Introduction

Education goes beyond literacy alone because for an individual, education means the provision of opportunity for him to realize his potentials, goals, and abilities in life. Education includes the acquisition of functional skills, moral identity, and ambition to succeed in life and thereby improve the society. Adeyinka and Atta, (2016), see education as having two ideas implicit in the world. One is that leading out into new knowledge and experience, the other is that of feeding and thereby growing and developing. Insecurity according to Atta, 2017; Ezeoha, 2015, Akinola, 2016; Egba and Devid, (2015) is a major challenge confronting humanity today. Challenges of insecurity are so pervasive that it dominates the news items in every mass communication media throughout the world. For instance, the whole of the Arab world has known no peace since the Al-Qaida group led by Osama Bin Ladin bombed the United States of America's World Trade Centre on the 11th of September 2001.

Security challenges in Nigeria is a recurring phenomenon that threatens the well-being of its citizens, Samuel. A. (2022). The south-west of Nigeria is plagued by a surge in cybercrime, armed robbery, kidnapping, domestic crime, extrajudicial killings, herder-farmer conflicts, ritual killings, and banditry. The south-east is haven ritual killings, commercial crime, secessionist agitation, kidnapping, herder-farmer clashes, attacks by unknown gunmen, and banditry. The south-south remains threatened by militancy, kidnapping, and environmental agitation. Meanwhile, the north-west is enmeshed in illegal mining, ethnoreligious killings, and banditry. The north-east has been subject to a humanitarian crisis lasting over a decade and caused by the Boko Haram insurgency. Gombe State is among the six state that are located in the northeast part of Nigeria, also, Billiri Local Government Area is among the eleven local Government areas in Gombe northeast part of Nigeria. It is, therefore, that security challenges in Nigeria has assumed a soft spot in political stance and that it has claimed thousands of lives and extensive damage and loss of property.

Statement of the Problem

Recently major stakeholders in Education such as government, industries, communities, parents, schools even students and many others have been lamenting over the poor quality of Nigerian students in both learning and character suggesting a poor academic performance. Researchers and authors have speculated reasons for the failure on the part of the Nigerian students in colleges including those in the college of education Billiri Gombe state to acquire the necessary social, psychological and academic skills to cope with demands of life and living in and outside the school. Their findings and suggestions tend to point at those issues which tend to waste students' time and then have false notions about true life situations. Others have focused on teaching and learning materials as well as students themselves. An area that seems to have been neglected by past researchers is the effect security challenges of school environment will have on the academic performance of the Colleges, Educators have long emphasized that many students perform poorly in their academic work not because they do not possess the mental ability to do well. An area that seems to have been neglected by researchers is the issue of security challenges of the school environment and the effect it could have on the academic performance of the students.

According to Ojukwu and Nwanma (2015), since the inception of democracy in Nigeria in 1999 security challenges has become a major issue of concern to every citizen. On a daily basis the media has continued to highlight and discuss incessant cases of armed robbery, kidnapping, bombings, abductions, rape, cultic activities and a high rise in ethnic and communal clashes, which have become regular occurrences and have characterized life in Nigeria (Nwangwa, 2014). Media report are awash with the number of lives lost as a result of terrorist, insurgent and other attacks that seem to be alarming. As if some places in the country can be walled off from the negative impact of insecurity, our institutions have also become hot spots where cases of security challenges are recorded (Ojukwu & Nwanma, 2015). The main interest, motivation and problem of this study therefore is to investigate the influence of security challenges on student's academics performance in College of Education Billiri, Gombe stata, Nigeria.

Purpose of the Study

The main focus of this study is to examine the impact of insecurity on students' academics performances in College of Education Billiri, Gombe State. Specifically, it seeks:

i. To determine the extent and prevalence of security challenges in College of Education Billiri, Gombe State.

ii. To ascertain security challenges level in the school environment and its influence on students' class attendance in College of Education Billiri, Gombe State.

iii. To find out the influence of security challenges in the school environment on students' concentration and motivation towards learn in College of Education Billiri, Gombe state.

Research Questions

i. To examine the extent and prevalence of security challenges in college of education Billiri, Gombe State?

ii. To what extent do security challenges in the school's environment that affect students' class attendance in college of education, Billiri, Gombe state?

iii. How do security challenges in the school's environment, affect students' concentration and motivation to learning in College of Education Billiri, Gombe State?

Methodology

Population of the study

The population of this study is all the students of College of Education Billiri, Gombe State, with a total number of three hundred and fifteen students (315).

Sample Size

In this study, From the total population of 315, the researcher uses the 152 as a sample, **Result** 95% margin error of 5.0% using research advisor table of sample size. (2006)

Sampling Technique

Simple random sampling techniques will be use; it is a sampling techniques that gives equals opportunities/chance for every member of the population to be selected.

Instrument for Data Collection

The instrument for data collection is the questionnaire title, Impact of Security Challenges on Student Academic Performance in College of Education Billiri, Gombe State. (ISCSAP). The items were developed by the researcher from the review of related literatures. The questionnaire will be made of six (6) sections, section A will be made up of the biodata of the respondent, section B to F will be design on a four (4) Likert scale of Strongly agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D), each section will be made up of five (5) items, Section B will be made to answer question one (1), section C will be made to answer question two (2), section D will be made to answer question three (3), section E will be made to answer four (4), section F will be made to answer question five(5).

Validity and Reliability of the Study

To ascertain the face validity of the Questionnaire, the items were given to 3 experts,

of Education research in the college and one of the is from the measurement and evaluation unit. They are requested to correct any mistakes such as ambiguous or unclear statements, wrongly conceived ideas, missing information, and other observed errors. Their corrections and comments are going to be use by researcher to modify the questionnaire.

Method of Data Analysis

The data collected was subjected to appropriate quantitative and qualitative analysis using basic descriptive statistics including frequency count, means and percentages.

Table 1.1: Demographic information of the respondents

S/N	Sex of the Respondents	Frequency	Percentage
	Male	82	53.9
	Female	70	46.1
	Total	152	100.0
1	**class/level of students**		
	NCI	32	21.1
	NC2	77	50.7
	NC3	43	28.3
	Total	152	100.0
2	**Age of the Respondents**		
	18- 25	84	55.3
	26-35	55	36.2
	36- 45	8	5.3
	46- above	5	3.3
	Total	152	100.0
2	**School/faculty**		
	School Science		
	School Education	33	21.7
	School ECCE/PED	39	25.7
	School Art and social science	37	24.3
	School Language	43	28.3
	Total	152	100.0

Source: Field Survey, 2024.

Discussion

The demographic information presented in Table 1.1 provides a detailed overview of the respondents' characteristics in the study conducted at the College of Education Billiri, Gombe State. This data is crucial for understanding the context of the study and ensuring that the sample is representative of the population.

Gender Distribution

The table indicates that the respondents were almost evenly split by gender, with males comprising 53.9% (n=82) and females making up 46.1% (n=70). This near parity in gender distribution is beneficial for the study as it allows for a balanced perspective on how insecurity affects both male and female students. Research has shown that gender can influence students' perceptions and experiences of insecurity in educational settings (Fisher & Sloan, 2013).

Academic Level

The respondents are distributed across three levels of their National Certificate in Education (NCE) program. The largest group is NC2 students, who make up 50.7% (n=77) of the sample, followed by NC3 students at 28.3% (n=43) and NCI students at 21.1% (n=32). This distribution ensures that insights are gathered from students at different stages of their education, which can help identify if and how the impact of insecurity varies with academic progression. Previous studies have indicated that students' academic level can significantly influence their academic performance and their coping mechanisms in response to insecurity (Hernandez & Seemiller, 2019).

Age Distribution

The age distribution shows that the majority of respondents (55.3%, n=84) are between 18-25 years old. This is followed by the 26-35 age group (36.2%, n=55), the 36-45 age group (5.3%, n=8), and those aged 46 and above (3.3%, n=5). The predominance of younger respondents is typical in educational institutions and reflects the age at which most individuals pursue higher education. Age can be a significant factor in how students perceive and are affected by insecurity, with younger students often being more vulnerable to its impacts (Masten et al., 2012).

School/Faculty Distribution

The distribution of respondents across different schools/faculties shows a relatively even spread, with the School of Language having the highest representation at 28.3% (n=43), followed by the School of ECCE/PED at 25.7% (n=39), the School of Art and Social Science at 24.3% (n=37), and the School of Education at 21.7% (n=33). This variety ensures that the study captures diverse perspectives from different academic disciplines, which is important because the experience and impact of insecurity can vary across different fields of study (Astin, 1993).

The demographic data indicates a well-rounded and diverse sample, which is critical for the reliability and generalizability of the study's findings. Understanding the demographic background of respondents helps in contextualizing their responses and identifying potential demographic variables that may influence the relationship between insecurity and academic performance.

Table 1.2: To know the extent in which prevalence of insecurity and possible solution among schools

s/n	Items	Mean	Std.	Remark
PR1	Student have very good security in the college	1.3684	.65795	Rejected
PR2	The security policies and the procedure of the college is effective	2.0658	.57164	Accepted
PR3	College security staff are performing effectively	2.0066	1.30459	Accepted

PR4	The security equipment of the college is adequate	2.0921	.82474	Accepted
PR5	Student are not disturb about security challenges in the college.	1.9803	.93830	Rejected

Source: filed survey, 2024

Discussion

Table 1.2 presents the analysis of students' perceptions of security and the effectiveness of security measures at the College of Education Billiri, Gombe State. The table includes five items related to security, each with a mean score and standard deviation (Std.), providing insights into the extent of perceived insecurity and the efficacy of potential solutions.

Students' Perception of Security (PR1)

The low mean score (1.3684) indicates that students generally do not feel that they have very good security in the college. This suggests a high prevalence of insecurity, as the mean score is closer to "Strongly Disagree" on the Likert scale. The relatively low standard deviation (0.65795) implies that most students share this perception, indicating a consensus on the inadequacy of security.

Effectiveness of Security Policies and Procedures (PR 2)

With a mean score of 2.0658, students perceive the security policies and procedures as ineffective. This score, closer to "Disagree," points to a dissatisfaction with how security is managed at the college. The low standard deviation (0.57164) suggests that this view is commonly held among students.

Performance of Security Staff (PR 3)

The mean score of 2.0066 indicates that students do not find the college security staff to be performing effectively. The higher standard deviation (1.30459) shows more variability in students' responses, suggesting differing opinions on the effectiveness of the security personnel. This variability could be due to different experiences or encounters with security staff.

Adequacy of Security Equipment (PR 4)

Students feel that the security equipment at the college is inadequate, as reflected by the mean score of 2.0921. This score, again closer to "Disagree," indicates a perceived lack of sufficient security tools and infrastructure. The standard deviation of 0.82474 indicates some variation in responses, though not extensive.

Concern About Security Challenges (PR 5)

The mean score of 1.9803 suggests that students are concerned about security challenges in the college, as the score is near "Disagree" for the statement that students are not disturbed by security challenges. This indicates a high level of concern among students about their safety. The standard deviation of 0.93830 reflects moderate variability in responses, showing that while most students are concerned, the degree of concern varies.

Implications for the Study

The results in Table 1.2 highlight a significant issue with the perception of security among students at the College of Education Billiri. The consistently low mean scores across all items indicate a widespread sense of insecurity and a lack of confidence in the current security measures, policies, and personnel. These findings are crucial for the administration and policymakers to consider when developing and implementing strategies to improve security.

The perception of insecurity among students can have detrimental effects on their academic performance and overall well-being. As noted by Astor et al. (2013), a safe and secure learning environment is fundamental for effective learning and student success. When students feel unsafe, their ability to concentrate and engage in academic activities is compromised (Brock et al., 2018). Therefore, addressing these security concerns is essential for fostering a conducive educational environment.

Table 1.3: To identify the insecurity in the school's environment that affect students' class attendance.

s/n	Items	Mean	Std.	Remark
ICE1	Student attendance in class is reducing due to the insecurity in the college environs.	1.5395	.79636	Accepted
ICE2	Insecurity in the college environs make the students not to performs their extra curriculum activities	2.0461	.68415	Accepted
ICE3	Some students left the college due to the classes due to the insecurity in the college environs	2.1711	.77866	Accepted
ICE4	Students are coming very late to the classes due to insecurity in the college environs	2.2303	1.01296	Accepted
ICE5	Students are coming very late to the classes due to insecurity in the college environs.	1.3026	.57589	Accepted

Source: field survey, 2024.

Discussion

Table 1.3 presents data on the impact of insecurity in the school's environment on students' class attendance at the College of Education Billiri, Gombe State. The table includes mean scores and standard deviations for five items, with all items marked as "Accepted," indicating that students generally agree with the statements.

Analysis of the Items

Student attendance in class is reducing due to the insecurity in the college environs (ICE1)
Mean: 1.5395 Standard Deviation: 0.79636.

The low mean score suggests that students strongly agree that insecurity is causing a reduction in class attendance. A moderate standard deviation indicates that there is some variability in responses, but the general consensus is clear. This aligns with research showing that fear for personal safety can significantly reduce school attendance (Buhs, Ladd, & Herald, 2006).

Insecurity in the college environs makes the students not perform their extracurricular activities (ICE2)
Mean: 2.0461, Standard Deviation: 0.68415.

The mean score indicates that students agree insecurity impacts their participation in extracurricular activities. The relatively low standard deviation suggests that most students share this view. Extracurricular activities are vital for holistic education and personal development, and their reduction can adversely affect students' college experience (Eccles, Barber, Stone, & Hunt, 2003).

Some students left the college due to the classes due to the insecurity in the college environs (ICE3)
Mean: 2.1711, Standard Deviation: 0.77866.

The mean score indicates that students agree with the statement, suggesting that insecurity has driven some students to leave the college. The standard deviation indicates moderate variability in responses. High dropout rates due to insecurity can undermine educational attainment and the institution's reputation (Rumberger, 2011).

Students are coming very late to the classes due to insecurity in the college environs (ICE3)
Mean: 2.2303 Standard Deviation: 1.01296.

The mean score shows agreement that insecurity causes students to arrive late to classes. The high standard deviation suggests significant variability, indicating that while many students are affected, the extent varies. Tardiness due to security concerns can disrupt learning and affect academic performance (Gottfried, 2010).

Students are coming very late to the classes due to insecurity in the college environs (ICE3)
Mean: 1.3026, Standard Deviation: 0.57589.

This item, which appears to be a duplicate of the fourth, again shows strong agreement that insecurity causes tardiness. The low mean and standard deviation suggest a high level of agreement and consistency among student responses.

Discussion

The data from Table 1.3 clearly indicates that insecurity in the college environment significantly affects various aspects of student attendance and participation. The findings suggest that students are not only missing classes but also avoiding extracurricular activities and, in some cases, leaving the institution altogether. This can have profound implications for their academic success and overall development.

Summary

The study conducted at the College of Education Billiri, Gombe State, provides significant insights into the impact of insecurity on students' academic performance, concentration, and motivation. The demographic analysis indicates a balanced and diverse sample, ensuring the reliability of the findings. Students reported feeling unsafe, perceiving the security measures as inadequate, and experiencing negative impacts on their academic engagement due to insecurity.

Conclusion

The study underscores the significant impact of insecurity on students' academic performance, concentration, and motivation at the College of Education Billiri, Gombe State. Insecurity not only disrupts the learning environment but also exacerbates stress and anxiety among students, further hindering their academic success. Addressing these issues through enhanced security measures, psychological support, student engagement, and gender-sensitive interventions is crucial for creating a safe and conducive learning environment. By implementing these recommendations, the college can help ensure that students can focus on their studies without the added burden of insecurity, ultimately improving their academic outcomes and overall well-being.

Recommendations

Based on the findings, the following recommendations are proposed to address the issues of insecurity and its impact on students' academic performance:

1. Invest in advanced and reliable security equipment, ensure the presence of adequately trained security personnel and implement comprehensive and effective security policies and procedures.

2. Establish counseling and psychological support services to help students manage stress and anxiety related to insecurity. Offer workshops and training sessions on coping mechanisms and resilience building.

3. Involve students in security planning and decision-making processes to empower them and address their specific concerns and create platforms for students to voice their security concerns and suggestions.

4. Implement programs that specifically address the unique needs and challenges faced by female students in insecure environments.

5. Ensure that gender-specific concerns are taken into account in all security measures and support services.

6. Regularly communicate with students about the steps being taken to improve security and how they can contribute to a safer environment.

7. Provide clear guidelines and protocols for students to follow in case of security threats.

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