



IMPACTS OF INSECURITY ON THE ACADEMIC PERFORMANCE OF BASIC TECHNOLOGY STUDENTS

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Abstract

The study investigated the effects of insecurity on the academic performance of Basic Technology students in Ogbomosho South Local Government Area of Oyo State, Nigeria. A purposive sampling technique was used to select 345 students, comprising 109 males and 236 females. A self-structured, questionnaire was designed for the study. Two research questions and two hypotheses were formulated to guide the investigation. The major findings revealed that insecurity in the school environment significantly impacts the academic performance of Basic Technology students. Factors contributing to insecurity included student gangsterism, smoking of Indian hemp, abuse of hard drugs, involvement in cult activities, and other antisocial behaviours. These issues often lead boys to leave school and engage in trading, while girls may drop out and opt for early marriage. Based on the findings, several recommendations were made. It was suggested that school owners and other education stakeholders should take proactive measures such as perimeter fencing and securing school environments from intruders to ensure the safety of both staff and students. Additionally, school administrators should adopt appropriate security measures and effectively manage the teaching-learning environment to mitigate these challenges.

Keywords: Insecurity, Academic performance, Basic Technology, Students

Introduction

Education is the most powerful weapon one can use to change the world. In its broadest sense, education is a process of learning in which the knowledge, skills, and habits of a group are transferred from one generation to the next through teaching, training and research. The primary objective of every teaching and learning interaction is to foster the holistic development of individuals and ensure the acquisition of knowledge, values, and skills that enable them to behave in a particular way (Ojukwu & Nwanna, 2015; Ojukwu & Onuoha, 2016; Osanti, 2012). Recognizing the importance of educating children, the Federal Republic of Nigeria, in its 1969 constitution, declared the right of every Nigerian child to

receive an education, regardless of gender, tribe, religion, or race. It stands to reason that this noble vision of education, as outlined in Nigeria's constitution, can only be realized in a serene and conducive school environment. According to Lehr (2014), the goals of education cannot be achieved in a vacuum; they require a peaceful and conducive school setting. If there is insecurity in or around the school, both students and teachers are likely to feel deterred, which may negatively impact students' academic performance. The concept of the school environment has been defined in various ways by researchers (Miller &

Cunnighan, 2011; Obi, 2004). According to Obi (2004), the school environment encompasses all human, material, and other resources available in the school, including everything a child can see, hear, touch, smell, taste, feel, and respond to. Miller and Cunningham (2011) noted that the school environment is multidimensional, encompassing physical, social, and academic aspects.

The physical dimension includes the appearance of school buildings, classrooms, libraries, laboratories, hostels, sports, and recreational facilities. It also involves instructional materials, school size, the student-teacher ratio in classrooms, the organization of classrooms, the placement of chalk or whiteboards, and the availability of resources that ensure safety and comfort. Miller and Cunningham (2011) also identified the social dimension of the school environment, which includes the quality of interpersonal relationships between students, teachers, and administrators, equitable and fair treatment of students by teachers and staff, the levels of competition and social comparison among students, and the extent to which students and teachers are involved in the school's decision-making process. Additionally, they emphasized that the academic dimension of the school environment encompasses the quality of instruction provided to students and teachers' expectations for student achievement.

Peace and tranquillity are essential for a successful teaching and learning environment. However, in addition to the negative impact of insecurity on school attendance, leading to high dropout rates, it has also caused numerous economic and social problems for the nation. These issues include widespread unemployment, corruption, a weakened judicial system, an influx of illegal arms, terrorist threats, slavery, and kidnapping. Okorie (2011) observed that Nigerians are constantly plagued by the fear of attacks from various extremist groups. Most concerning is the fact that millions of school-age children are out of school due to the prevailing insecurity in many states. Frequent bombings, killings of young and old, both male and female, including schoolchildren, and the burning of worship places and schools, coupled with the constant sound of gunfire, have caused deep concern among all well-meaning Nigerians. The impact of insecurity in

in recent times, millions of schoolchildren in Nigeria have been caught in conflicts that not only disrupt their school attendance but also endanger their lives and property. Various organizations and governments have offered different definitions of human security. According to the United Nations Development Programme (UNDP), human security is defined as freedom from fear and want (Okorie, 2011). Japanese foreign policy expands this definition to include all threats to human survival, daily life, and dignity, such as environmental degradation, human rights violations, transnational organized crime, drug trafficking, refugees, poverty, and anti-personnel landmines.

Although there is no universally agreed definition of insecurity, there is a broad consensus that insecurity is linked to chronic threats such as disease, hunger, terrorism, and poverty. Insecurity and poverty are often intertwined, as extreme poverty exposes people to various security risks. In developing countries, poor people frequently face high risks from domestic violence, crime, illness, and unemployment (McCawley, 2004). Eric (2012) reported that insecurity in schools affects not only students but also teachers and others within the school community. Due to insecurity in some areas, school enrollment has decreased by 28 percent, particularly in the metropolis, more than in any other state in the country (Bwala, 2012).

these areas is far-reaching, affecting not only parents, schools, and society at large but especially the children. Surveys by both print and electronic media on insecurity in the state have shown limited empirical evidence of its impact on school attendance and dropout rates. However, the situation continues to raise significant alarm among citizens and stakeholders in education.

School behaviour management refers to the extent to which schools provide clear and consistent rules, discipline, and fair treatment of students by adults. Students who report that their schools establish, communicate, and enforce a fair discipline system with clear rules and consequences tend to exhibit fewer behavioural problems and are less likely to be victimized (Griffith et al., 2000). In essence, the quality of interpersonal relationships in school between students and

teachers as well as among peers plays an important role in shaping student behaviour and academic performance. Students who perceive their teachers as supportive, responsive, and caring tend to perform better academically and exhibit fewer behavioural issues (Wang, 2010).

It stands to reason that a positive school environment, where these factors are in place, can have a positive impact on students' academic performance, and vice versa. Hypothetically, such an environment will enhance students' performance in school (Ojukwu & Nwanna, 2015). However, one of the major concerns for students, parents, and stakeholders in Nigeria today is the academic performance of students. According to Fehintola (2009), poor academic performance in both internal and external examinations is one of the significant challenges facing Nigeria's educational system. Education itself helps individuals adapt to new environments (Ojukwu, 2016), and poor academic performance often results in sadness and frustration for both students and their families. On the other hand, when children excel academically, it brings feelings of satisfaction and joy to parents, students, and family members (Fehintola, 2009; Ojukwu, 2016).

Academic performance refers to a student's ability to maintain a satisfactory academic record and fulfill the requirements of the courses in which they are enrolled (Ojukwu & Nwanna, 2015). It represents the extent to which a student The concept of insecurity refers to the state or quality of being insecure. In simple terms, security means the protection of lives and property from harm or destruction. In line with Abraham Maslow's view, Iyenger (2007) stated that an insecure person perceives the world as a threatening and hostile place. Such individuals often feel unsafe, unhappy, rejected, and pessimistic, and may display tension, conflict, guilt, neurotic tendencies, and egocentrism. Students who study in an environment characterized by insecurity may suffer socially, mentally, and emotionally. It is reasonable to hypothesize that this could affect not only their behaviour and psychosocial adjustment but also their academic performance. Additional signs of insecurity in schools include incidents of female staff and students reporting cases of rape or pregnancy, which sometimes

has achieved educational goals. In other words, good academic performance reflects a student's commitment to achieving academic success, which may include focusing on their studies, being confident in their ability to succeed, and actively participating in school activities that support their goals (Olofintoye, 2005). Good or poor academic performance can significantly affect a student's future and the broader national development. Good academic performance instils motivation and enthusiasm, encouraging students to strive for academic excellence in comparison to their peers. It fosters resilience and a success-oriented mindset (Morgan, 2002). The Basic Education Certificate Examination (BECE) results for 2010, 2011, 2012, 2013, and 2014 reveal that only 24.94%, 30.99%, 25.99%, 29.27%, and 31.28%, respectively, of the candidates who sat for the examinations achieved five credits, including Mathematics and English, which are required for admission into Senior Secondary School. For some time, students' poor academic performance has been attributed to factors such as low intelligence quotient (IQ) and poor mental alertness. However, it has also been linked to the insecurity of the school environment and related factors. Educators and psychologists have come to realize that many students perform poorly in their academic work, not because they lack the mental ability to succeed, but because they may be affected by the insecurity of the school environment.

According to Ojukwu & Nwanna (2015), an insecure school environment, including dilapidated infrastructure and teachers' negative attitudes toward addressing the emotional needs of students, can lead to external influences from the local community that interfere with school operations. In such environments, students' psychological needs are either ignored or poorly addressed, and segregation along religious, tribal, and sectarian lines is common. Students may disregard teachers' directives and even challenge authority, while school property is often deliberately damaged to express disapproval of management decisions (Ojukwu & Nwanna, 2015).

lead to school dropouts (Ojukwu & Nwanna, 2015). Parents also complain about bullying and physical injuries to their children, as well as

overcrowded classrooms with poor ventilation and lighting (Ghazi, Shahzada, Tariq & Khan, 2013). These negative aspects of the school environment are likely to affect students' academic performance. The extent to which these variables such as insecurity, inadequate facilities, and emotional neglect interact within a school environment can either enhance or hinder the teaching and learning process. A positive environment fosters student cooperation, and effective learning, and promotes love and efficient planning by school authorities. Conversely, a negative environment leads to classroom ineffectiveness, poor

Statement of the Problem

Recently, major stakeholders in education such as the government, industries, communities, parents, schools, and even students have been expressing concern over the growing insecurity, which has resulted in a decline in both the academic and moral quality of students. This situation points to poor academic performance. While considerable research has been conducted on various factors affecting students' academic performance, little or no attention has been given to the effect of insecurity on the performance of basic technology students. Given the far-reaching effects of poor academic performance along with its emotional and social consequences for students, parents, society, and the nation it is

Research Design

The study employed a descriptive survey design, utilizing questionnaires to collect data from respondents. According to Nwankwo (2011), descriptive surveys aim to collect data from a specific sample of the population and describe certain characteristics of that sample, which can then be generalized to the entire population. Survey design is most appropriate when the subject of investigation revolves around individuals' opinions, views, attitudes, and perceptions, often based on personal experiences (Nworgu, 2015). This study qualifies as a descriptive survey because the researcher gathered data from a large sample of secondary school students in Ogbomoso South Local Government Area, Oyo State.

Population of the Study

The population of this study consisted of 2,510 Junior Secondary School students in Ogbomoso

student cooperation, and low academic performance (Ojukwu & Nwanna, 2015; Ojukwu, 2016). The cumulative impact of these negative factors is likely to contribute to students' poor academic performance. Given the potential negative effects of an insecure school environment on the academic performance of basic technology students, this study is necessary. Therefore, the focus of this research is to examine the effect of insecurity on the academic performance of basic technology students in Ogbomoso South Local Government Area of Oyo State.

essential to investigate the causes of such poor performance among basic technology students. The primary aim of this study is to determine the effects of insecurity on the academic performance of basic technology students. Against this backdrop, the following research questions are raised:

1. What are the factors that contribute to the insecurity of the school environment in Ogbomoso South Local Government Area, Oyo State?
2. What impact does the insecurity of the school environment have on the academic performance of basic technology students in Ogbomoso South Local Government Area, Oyo State?

South Local Government Area of Oyo State, with 1,055 males and 1,455 females. These students are under the supervision of their respective schools. Consequently, the researcher sought permission from the school authorities before administering the research instrument.

Instrument for the Collection of Data

The instrument used for data collection was a 25-item structured questionnaire developed by the researcher. The questionnaire followed a 4-point Likert scale with responses ranging from "Strongly Agree," "Agree," "Disagree," to "Strongly Disagree." It was divided into three sections: Section A contained demographic questions; Section B focused on insecurity-related questions; and Section C addressed the relationship between insecurity and students' academic performance. Each scale point was assigned scores of 4, 3, 2, and 1, respectively. The questionnaire was administered by the researcher

and research assistants. Academic performance was measured using the academic achievement grades of the participating students in Basic Technology, which were obtained from the Examination and Records Section of the Examination Development Centre in Ogbomosho South

Local Government Area, Oyo State. The grades were from the Junior Secondary School Basic Education Certificate Examination (2018/2019 academic session), a standardized examination.

Table 1: Responses on the factors constituting school environment insecurity that affect students' academic performance

| S/N | Insecurity factors | SA | A | D | SD | Mean | SD | Remarks |
|-----|---|------|------|------|------|-------------|-------------|---------|
| 1. | I have not suffered any form of bullying in my school | 75.7 | 22.0 | 1.7 | 0.6 | 3.45 | 1.05 | HP |
| 2. | The school compound is not fenced or protected | 60.5 | 30.2 | 5.3 | 4.0 | 3.89 | 0.86 | HP |
| 3. | Students' properties are not tampered with after school | 16 | 68.6 | 7.6 | 7.8 | 3.40 | 1.04 | HP |
| 4. | I have not been sexually harassed or raped in school by teachers or senior students | 55.5 | 9.0 | 23.4 | 12.1 | 3.07 | 1.04 | LP |
| 5. | I have not seen any students with guns within the school premises or outside the school. | 46.7 | 23.3 | 18.2 | 11.8 | 3.08 | 1.03 | LP |
| 6. | I have heard a gunshot around my school Compound sometimes | 21.9 | 54.6 | 13.5 | 10.0 | 3.42 | 0.72 | HP |
| 7. | There are no manifest cult activities in my school | 57.8 | 19.2 | 13.5 | 9.5 | 3.24 | 0.18 | HP |
| 8. | Some students smoke Indian hemp and other hard drugs within the school compound and outside the school. | 60.4 | 30.6 | 7.4 | 1.6 | 3.64 | 0.92 | HP |
| 9. | There are some gangster students in my school whose activities affect and disrupt school activities | 50.0 | 20.0 | 18.0 | 12.0 | 3.21 | 0.76 | LP |
| 10. | I have heard issues of kidnapping from the school environment | 53.2 | 22.8 | 14.9 | 9.1 | 3.20 | 0.76 | LP |
| 11. | Students have been kidnapped from the school | 41.0 | 11.5 | 27.5 | 10.0 | 2.62 | 0.74 | HP |
| 12. | Parents had come to my school before to confront teachers who gave students corporal punishment | 53.5 | 22.5 | 16.0 | 8.0 | 3.30 | 0.75 | HP |
| 13. | There have been cases of violence and cult activities within our school | 64.3 | 18.1 | 4.6 | 13.0 | 3.42 | 0.72 | HP |
| 14. | There has been reported case of armed robbery attack in or near our school compound | 50.0 | 15.0 | 20.0 | 15.0 | 3.01 | 0.61 | HP |
| | Weighted Average | | | | | 3.28 | 0.80 | |

The result in Table 1 HP indicates a High Perception of the mean ratings of the respondents while LP indicates a Low Perception of the respondents on the factors of insecurity in the school environment. The result in Table 2: HP indicates a High Perception of the respondents on the factors of insecurity of the school environment while LP indicates a Low Perception of the respondents on the factors of insecurity of the school environment. Findings from this study revealed that the insecurity of the school environment significantly affects the academic performance of Basic Technology students. Consistent with these findings, Griffith (1999) maintained that a sense of competency and good academic performance often emerges

in a peaceful, security-conscious environment, which in turn provides appropriate academic support and expectations. Similarly, Glew et al. (2005) suggested that improving students' behaviour and academic performance generally stems from a peaceful and secure school environment. The results also identified several factors that contribute to the insecurity of the school environment, negatively impacting academic performance. These factors include the use of Indian hemp and other hard drugs by students both within and outside school premises, gangsterism, cult activities, violent disruptions of school activities, and incidents of kidnapping. Additionally, confrontations between students, parents, and teachers—particularly when

corporal punishment is administered—further contribute to the insecurity. Other identified factors include sexual harassment, bullying by

senior students, students carrying and using firearms on or near school premises, and armed robbery attacks in the vicinity.

Table 2: Responses on the effect of insecurity of school environment on the academic performance of basic technology students

| S/N | Effects of insecurity of school environment | SA | A | D | SD | Mean | SD | Re- marks |
|-----|---|------|------|------|------|-------------|-------------|--------------|
| 1. | I feel secure in the school | 56.3 | 15.7 | 18.7 | 9.3 | 3.03 | 0.61 | LP |
| 2. | I have skipped school sometimes | 35.7 | 21.2 | 23.0 | 20.1 | 2.92 | 0.87 | LP |
| 3. | I missed certain lessons on those days I absent from school | 78.4 | 11.2 | 5.2 | 5.2 | 3.57 | 0.60 | HP |
| 4. | Those lessons I missed affected me in my Examinations | 60.2 | 18.8 | 11.5 | 9.5 | 3.39 | 0.75 | HP |
| 5. | I performed better in any session I did not miss school | 50.7 | 20.4 | 12.9 | 16.0 | 3.16 | 0.61 | LP |
| 6. | Anytime I feel secure, I am more attentive in class | 24.7 | 50.5 | 12.4 | 12.4 | 3.44 | 0.54 | HP |
| 7. | At times I avoid my teachers who have punished or sexually harassed me | 14.7 | 54.7 | 16.2 | 14.4 | 3.01 | 0.57 | LP |
| 8. | Anytime my parents confront my teachers or harass them, I experience set-back in my academic performances | 40.2 | 15.6 | 30.2 | 14.0 | 2.94 | 0.76 | LP |
| 9. | I will do better if my school environment is safe and secure | 50.7 | 20.4 | 12.9 | 16.0 | 3.16 | 0.70 | LP |
| 10. | Students lose interest in school and academic activities | 60.5 | 30.2 | 5.3 | 4.0 | 3.89 | 0.87 | LP |
| 11. | Students practice truancy which affects academic performance | 41.0 | 11.5 | 27.5 | 10.0 | 2.98 | 0.78 | LP |
| 12. | Some boys join trading and girls get married and leave school as a result of poor performance | 60.2 | 15.8 | 14.5 | 9.5 | 3.30 | 0.75 | HP |
| | Weighted Average | | | | | 3.23 | 0.70 | HP |

The impact of these factors on students' academic performance cannot be overstated. According to Lehr (2004), the noble goals of education cannot be achieved in a vacuum; they require a conducive and peaceful school environment. When there is a sense of insecurity, both teachers and students may feel fearful, inhibiting the academic performance of Basic Technology students. Furthermore, confrontations between parents and teachers can undermine the academic support that students expect to receive from their educators. Wang (2010) emphasized that students who perceive strong academic support in school are more likely to be academically motivated, as they recognize that their teachers are supportive, responsive, and genuinely care about their well-being.

This, in turn, leads to higher motivation and improved academic performance. Additional findings from the study indicated that the insecurity of the school environment causes students to feel fearful and insecure, leading some to skip school and miss important lessons, which adversely affects their performance during

examinations. Many students also lose interest in school and academic activities, resulting in truancy. Some boys drop out of school to pursue a trade, while girls leave school to settle into married life due to their feelings of insecurity within the school environment. This finding aligns with the report by Ojukwu and Nwanna (2015), which noted that female staff and students sometimes complain of being raped or impregnated, leading to school dropouts. The findings also reveal a significant difference in the levels of insecurity experienced by secondary school students in urban versus rural areas. Specifically, urban secondary school students report feeling more insecure than their counterparts in rural schools. This finding is not surprising, as crimes and insecurity are generally more pronounced in urban areas than in rural ones in Nigeria.

Furthermore, the study demonstrated that the insecurity of the school environment significantly affects the academic performance of both male and female Basic Technology students. This finding aligns with the results of

Ojukwu and Nwanna (2015), who reported that individual analyses of their questionnaire items indicated that more girls than boys were involved in premarital sex, experienced rape, and attempted suicide. Girls tend to suffer more from emotional trauma and depression due to academic failures compared to boys. Additionally, female students often face sexual harassment from male teachers and male peers (Ojukwu & Nwanna, 2015). All of these factors undoubtedly impact the academic performance of female students.

Conclusion and Recommendations

In conclusion, the results of this study have expanded the understanding of the relationship between insecurity in the school environment and students' academic performance, highlighting the need for further research in this area. Poor academic performance among students has long been attributed to factors such as teacher ineffectiveness, low intelligence quotients, and lack of mental alertness, often with little consideration given to the impact of insecurity within the school environment and its related factors. However, in the broader examination of the reasons for poor academic performance among Nigerian Basic Technology students, educators and psychologists have come to realize that many students struggle not due to a lack of intellectual ability, but because they are influenced by various external factors.

This study specifically investigated the effects of insecurity on the academic performance of Basic Technology students in the Ogbomoso South Local Government Area of Oyo State. The major findings indicated that insecurity in the school environment significantly affects the academic performance of Basic Technology students. Factors contributing to this insecurity include the use of Indian hemp and hard drugs, student cultism, violent activities, kidnapping, armed robbery, confrontations between parents and teachers, sexual harassment, rape, the possession of firearms, and bullying of junior students by seniors. As a result of this insecurity, students may become fearful of attending school, leading them to skip classes and miss important lessons, which ultimately affects their performance during examinations. Additionally, they may

lose interest in school and academic activities, resulting in truancy, with boys leaving school to engage in trading and girls dropping out to marry. The study also revealed a significant difference in the levels of insecurity between schools located in urban and rural areas, as well as a notable impact of this insecurity on the academic performance of both male and female Basic Technology students.

Based on the findings of this study, school owners and education stakeholders should make concerted efforts to ensure that school environments are properly fenced and secured to deter intruders. This will help create a sense of security for students, allowing them to concentrate and improve their academic performance. Additionally, school administrators should be mindful of how they manage teachers in both informal and formal settings. This study provides valuable insights for educational psychologists and school counsellors to assist students in overcoming the emotional distress resulting from the adverse effects of insecurity on their school attendance. Teachers, for their part, should implement strategies to help manage students' emotional distress caused by insecurity. Through counselling interventions, parents who are reluctant to send their children back to affected schools may be encouraged to either return their children to school or transfer them to other institutions that are not impacted by the crisis, thereby allowing them to continue their studies.

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