

INFLUENCE OF INSECURITY ON ACADEMIC ACTIVITIES IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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Insecurity, Academic activities, Cultism, Kidnapping

Abstract: *This study examined the influence of insecurity on academic activities in public senior secondary schools in Rivers State. The study was guided by three research objectives from which three research questions were posed and three hypotheses were tested. The study adopted a descriptive survey design with a population of was 1,041 comprising 1003 teachers and 38 principals in all the public senior secondary schools in Emohua and Ikwerre Local Government Areas of Rivers State. The sample of this study was 324 comprising 286 teachers and 38 principals in public senior secondary schools in Emohua and Ikwerre Local Government Areas of Rivers State. Taro Yamane’s formula was used in determining the sample size of the teachers while the entire principals were taken as a census without sampling. However, the simple random sampling technique was adopted in selecting the number of teachers. The instrument for data collection in the study was a self-structured and validated questionnaire titled “Influence of Insecurity on Academic Activities Questionnaire. The internal consistency of the instrument was determined using the Cronbach Alpha statistics. A composite reliability coefficient of 0.88 was obtained which showed the instrument was reliable. The research questions were answered using mean statistics and standard deviation while the hypotheses were tested using z-test statistics at 0.05 level of significance. The result of the analyzed data revealed cult related violence, kidnapping and communal conflicts influence academic activities in public senior secondary schools in Emohua and Ikwerre LGA to a high extent. Based on the findings, it was recommended among others that State and Local Government should establish and sustain the efforts of vigilantes in guarding against cult activities in communities in Emohua and Ikwerre Local Government Areas as this will reduce the effect of cultism on academic activities.*

Introduction

Education is perceived as an instrument for growth and development of the society because of its power to fashion an individual to be integrated into the society and to become a promoter of his societal culture, and

development. It is a tool for acquiring skills, knowledge, and competence for survival in a changing world (Ekpo & Ish’ak, 2011). Education is the social institution through which society provides its members with important knowledge, including basic facts, job skills, and cultural

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norms and values. One of the most important benefits of education is that it improves personal lives and helps the society to run smoothly. Without education, development will be difficult to achieve; youths are liable to engage in unconstitutional activities that may have security implication for inhabitants in such environment. Furthermore, one of the fundamental human rights of the people in any given society is the right to security and this is why it is always provided for in the constitution of most sovereign states. Nigeria is not an exception, thus Section 14 (2) (b) of the Nigerian 1999 constitution states clearly that “the security and welfare of the people shall be the primary purpose of the government” (FGN in Adegbami, 2013). The problem of insecurity is not new in Nigeria, hardly a day goes by without a report of one security challenge or the other. Unfortunately, ordinary citizens, schools as well as the nation’s economic resources are at the receiving end of this wanton destruction. The series of bombings and killings in the north; kidnapping and armed robbery attack in the south; political and economic related assassinations as well as the politically influenced communal conflicts has become a multi-hydra headed monster which security agents in Nigeria appear incapable of handling (Adegbami, 2013).

According to Beland (2005) insecurity is a state of fear or anxiety due to absence or lack of protection. Achumba (2013) defines insecurity from two perspectives. Firstly, insecurity is the state of being open or subject to danger or threat of danger, where danger is the condition of being susceptible to harm or injury. Secondly insecurity is the state of being exposed to risk or anxiety, where anxiety is a vague unpleasant emotion that is experienced in anticipation of some misfortune. These definitions of insecurity underscore a major point that those affected by insecurity are not only uncertain or unaware of

what would happen but they are also vulnerable to the threats and dangers when they occur. In the context of this study insecurity is defined as a breach of civil peace and security that contributes to recurring conflicts that leads to wanton destruction of lives and property in and around the school vicinity. Therefore, the term “insecurity”, in the context of this study is measured by absence of safety, breach of civil peace, lack of protection, being exposed to anxiety, recurring conflicts, and destruction of lives and property.

Insecurity can take the form of cult violence, communal conflict, kidnapping, electoral violence, and armed robbery etc. Insecurity promotes fear and anxiety, and consequently affects what happens in the community, which the school is part of. Therefore, the dimensions of insecurity considered in this study include cultism, communal conflict and kidnapping among others.

The greatest and the most embarrassing problem facing schools in most part of River State today is the renewal of the menace and aggressiveness of cult activities and the violence emanating from it. Obviously, cultism is said to be the mother of crimes in the community which by implication affects what happens in the school; which is part of the community, and this phenomenon has negatively affected the image of our schools lately, the learning quality and integrity of the school management.

According to Ogunade (2002) secret cult is an enclosed organized association of group devoted to the same cause. It is an enclosed group having an exclusive sacred ideology and series of rites cantering around their secret symbols. Cultic activities are sometimes laden with blood. It may be the blood of an animal or that of human beings. He claimed that during initiation rites or during rival group clashes within the schools setting, blood flows during which many lives are lost in the process. Therefore, Cult groups engage

in nefarious activities such as extortion, armed robbery, maiming, rape, murder and use of drugs (Egbochuku, 2009; Muiyiwa, 2004; Nnodim & Ochogba, 2018; Udoh & Ikezu, 2015)

Communal conflict according to Miller cited in Oludare, Paul and Micheal, (2015) is a confrontation between one or more parties within or outside a community aspiring towards incompatible or competitive means or ends. Similarly, Miall (2012) opines that communal conflict refers to contradictions arising from perception where a clear contradiction exists or is perceived to exist between the participants who view the outcome of such conflict as extremely important. Consequently, communal conflict affects education in many ways. Most tragically, it may result in the death or displacement of teachers, staff and students. Furthermore, communal conflict results in decreased access to school, preventing the opening of schools, threatening student's security while going to school and attending class, and increasing teacher absenteeism, an example of the effect of internal communal conflicts on school activities has been reported by Legborsi (2018) in the case of Khana and Gokana LGA in Ogoni Rivers State.

Kidnapping is another form of insecurity that has become endemic in the society, especially in communities in Rivers State. It is fast becoming a lucrative alternative to armed robbery offence. The gravity of kidnapping is so intense that it has virtually affected most persons in our society, including students and teachers. The current dimension of kidnapping is becoming alarming in River State region. Recently, three expatriate oil workers were kidnapped from Saipem contracting, a subsidiary of an Italian oil company, ostensibly to draw global attention to the dire situation in the oil rich region of the country, the victims were mostly foreigners. Since then the social problem of kidnapping has spread like wild-fire in most parts of the Rivers

State, especially in the Emohua axis of the East-West Road Rivers State (Obinna, 2017).

Unfortunately, it is fast becoming extremely difficult for students in Rivers State to attain their educational dreams as the fear for been attacked on their way to school. Similarly, a lecturer of the Department of Linguistics and Communication Studies at the University of Port Harcourt, was kidnapped along the Andoni-Ogoni road Rivers State, which resulted to the slowdown of academic activities in the department. This is coming at a time when the world education systems is trying to recover from Corona virus related disruptions which has kept millions of students out of school. Students in Rivers State are now faced in fear with the menace of kidnapping especially in some communities in Emohua Local Government Area. Recent events have shown that schools are now major targets of kidnappers who are fond of abducting lecturers for ransoms. The growing rate of attacks targeted at schools and the number of kidnapping cases in the state have become a source of concern to many stakeholders in the education sector.

These menaces to the society may have significant negative impact on the academic activities in secondary schools in the State. A safe and healthy school environment is critical to education. However, various studies in recent years have shown that the schools are not safe for students and school personnel any more due to some problems threatening school security. Montee (2008), receiving attention to the responsibility of schools for providing a safe environment for students and teachers to maximize the education experience, stated that schools are faced with numerous issues involving school safety; from preparing for natural disasters to preventing school violence and protecting students from illnesses, school administrators are seen responsible for ensuring that students are safe at schools.

Academic activities are totality of learning and extra-curricular activities that affect teaching and learning carried out in schools towards achievement of educational goals. Consequently, good academic performance is the personal comportment and commitment of the student to actualize his/her academic purposes which may include concentrating on one's studies, having confidence to success-oriented academic activities in school in order to maximally actualize life's career or dream (Olofintoye, 2005). The recent upsurge of attacks to public schools and other violent crimes across states in the North East region of Nigeria; with some parts of Rivers State inclusive is a course for concern. This ugly trend may have negative influence on academic activities in public senior secondary schools in Rivers State; hence the motivation behind this study.

Statement of the Problem

Insecurity 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 in Nigeria. Media reports are awash with the number of lives lost as a result of terrorist, insurgent and other attacks that seem to be alarming.

The case is not very different in Rivers State as cases of insecurity are reported in most parts of the state in various media every week. This takes the form of communal clashes and cult related violence as observed in communities like Ibaa, Ogbakiri, Rumuekpe and Umodioka in Emohua LGA and Ubima in Ikwerre LGA of Rivers state. These areas have recorded incidences of violence that led to closure of schools and residents deserted the communities for a period of time. This, as expected affected teaching and learning activities and disrupted the calendar of schools. It was observed that most teachers posted to such

areas opted for reposting to less volatile communities while those who were still in the schools simply avoided going to school for fear of being harmed. It was against this backdrop that a study of the influence of insecurity on academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Areas of Rivers State became necessary.

Purpose of the Study

The purpose of the study was to examine the influence of insecurity on academic activities as perceived by principals and teachers in public senior secondary schools in Emohua and Ikwerre Local Government Areas, Rivers State. Specifically, the objectives of the study were to:

1. Determine the extent to which cult related violence influences academic activities as perceived by principals and teachers in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State.
2. Examine the extent to which communal conflict influences academic activities as perceived by principals and teachers in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State.
3. Ascertain the extent to which kidnapping influences academic activities as perceived by principals and teachers in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent does cult related violence influence academic activities as perceived by principals and teachers in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State?
2. To what extent does communal conflict influence academic activities as perceived

by principals and teachers in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State?

- 3. To what extent does kidnapping influence academic activities as perceived by principals and teachers in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State?

Hypotheses

The following null hypotheses formulated were tested at the 0.05 level of significance.

- 1. There is no significant difference in the mean responses of principals and teachers on the extent to which cult related violence influences academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State.
- 2. There is no significant difference in the mean responses of principals and teachers on the extent to which communal conflict influences academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State.
- 3. There is no significant difference in the mean responses of principals and teachers on the extent to which kidnapping influences academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State.

Method

The study adopted a descriptive survey design with a population of 1,041 comprising 1003 teachers and 38 principals in the 38 public senior secondary schools in Emohua and Ikwerre Local Government Areas of Rivers State. The sample of this study was 342 comprising 304 teachers and 38 principals in public senior secondary schools in Emohua and Ikwerre Local Government Areas of Rivers State. The Taro Yamane formula was

adopted in determining the sample size of teachers. The random sampling technique was however, adopted in selecting 8 teachers from each of the 38 schools in the study area while the entire 38 principals were taken as census without sampling. This is due to the manageable size of the population of principals. The instrument for data collection in this study was a researcher-designed questionnaire titled “Influence of Insecurity on Academic Activities Questionnaire (IIAAQ)”. The research instrument was validated by three experts, one in the field of Educational Management and the other Measurement and Evaluation, Rivers State University. The reliability of the instrument was determined through a test of internal consistency using Cronbach Alpha. A instrument was administered on 20 principals and teachers in public senior secondary schools in Obio/Akpor Local Government Area which is outside the area of this study. Their responses were analysed using the Cronbach Alpha statistics. Reliability coefficients of 0.92, 0.87 and 0.85 were obtained for the various clusters of the instrument. The data collected were subjected to statistical analysis. Mean and standard deviation statistics were used to answer the research questions, while the z-test statistics was used to test the null hypotheses at the 0.05 level of significance. Decision rule for the research questions were based on the classification of level of extent as shown below:

Classification

	Value Range
Very High Extent (VHE)= 4	3.50 – 4.00
High Extent (HE) = 3	2.50 – 3.49
Low Extent = 2	1.50 – 2.49
Very Low Extent = 1	1.00 – 1.49

Similarly, for decision for the hypotheses were taken based on the rule that the null hypotheses were rejected and the alternative hypotheses not rejected if the computed value is greater than the critical table value of ± 1.96 at the significance level of 0.05. On the contrary, the null hypotheses were not rejected and the alternative

hypotheses rejected if the computed value is less than the critical table value of ± 1.96 .

Results

Research Question 1: To what extent does cult related violence influence academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State?

Table 1: Mean Response on the Extent to Which Cult Related Violence Influence Academic Activities in Public Senior Secondary Schools

S/N	Statement	Items	Principals N=38		Decision	Teachers N=276		Decision
			Mean	Std.		Mean	Std.	
1	Cult violence sometimes results in temporal closure of schools.		2.87	0.89	High Extent	2.83	0.81	High Extent
2	Cult violence leads to disruption of classes.		2.71	0.85	High Extent	2.63	0.85	High Extent
3	In times of escalated cult violence students avoid coming to school.		2.77	0.87	High Extent	2.56	1.11	High Extent
4	Most teachers coming from outside the communities avoid coming to classes due to escalated cult violence.		2.89	0.80	High Extent	2.78	0.85	High Extent
5	Prolonged cult violence leads disrupts school calendar		2.80	0.76	High Extent	2.69	1.04	High Extent
6	Cult violence discourages field trip method in teaching for fear of getting learners in harm's way.		2.76	0.67	High Extent	2.70	0.70	High Extent
Grand total			2.80	0.81	High Extent	2.70	0.89	High Extent

The analyzed data in Table 1 for research question one showed the mean and standard deviation values of response of principals and teachers on the extent to which cult related violence influence academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State. Item 1 has mean scores of 2.87 and 2.83 with standard deviation scores of 0.89 and 0.81 for principals

and teachers respectively. Item 2 has mean scores of 2.71 and 2.63 with standard deviation scores of 0.85 and 0.85 for principals and teachers respectively.

Also, item 3 has mean scores of 2.77 and 2.56 with standard deviation of 0.87 and 1.11. Item 4 has mean scores of 2.89 and 2.78 with standard deviation of 0.80 and 0.85 for principals and teachers respectively. Item 5 has mean scores of

2.80 and 2.69 with standard deviation of 0.76 and 1.04 for principals and teachers respectively. Finally, item 6 had mean scores of 2.76 and 2.70 with standard deviation of 0.67 and 0.70 for principals and teachers respectively. The analysed data showed that all the mean scores for principals and teachers are above the criterion mean of 2.50. The grand mean scores of 2.80 and 2.70 for adult principals and teachers respectively provide the answer to research

question one that extent does cult related violence influence academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State to a high extent.

Research Question 2: To what extent does communal conflict influence academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State?

Table 2: Mean Responses on the Extent Communal Conflict Influence Academic Activities in Public Senior Secondary Schools

S/ N	Statement	Items	Principal	Remark	Teachers	Remark		
			s N=38 Mean	Std.	N=276 Mean	Std	.	
7	Communal conflict results in the destruction of classrooms which affect learning.		3.22	0.89	High Extent	3.03	0.83	High Extent
8	Communal conflict leads to irregular attendance of classes by teachers.		2.79	0.93	High Extent	2.78	0.89	High Extent
9	Communal conflict negatively affects the attendance of students to classes.		2.81	0.67	High Extent	2.75	1.00	High Extent
10	Communal conflict when escalated leads to closure of schools for a period of time.		2.89	0.96	High Extent	2.82	1.01	High Extent
11	Communal conflict leads to reduction of teachers posted to schools in such communities.		2.74	0.93	High Extent	2.69	0.90	High Extent
12	Communal conflict negatively affects the use field trip method by teachers in such communities.		3.01	0.77	High Extent	2.89	0.81	High Extent
Grand total			2.91	0.86	High Extent	2.83	0.91	High Extent

Table 2 above for research question two shows the mean response of principals and teachers on the extent to which communal conflict influence academic activities in public senior secondary

schools in Emohua and Ikwerre Local Government Area of Rivers State. Item 6 had mean scores of 3.22 and 3.02, standard deviation of 0.89 and 0.83. Item 7 had mean scores of 2.79

and 2.78, standard deviation of 0.93 and 0.89. Item 8 have mean scores of 2.81 and 2.75, standard deviation of 0.67 and 1.00. Item 9 have mean scores of 2.89 and 2.75, standard deviation of 0.96 and 1.01. Item 10 have mean scores of 2.74 and 2.68, standard deviation of 0.93 and 0.90. Finally, Item 11 had mean scores of 3.01 and 2.89, standard deviation of 0.77 and 0.81. The mean scores of all items in the table are above the criterion mean of 2.50. This implies that they all indicate high extent. With grand

mean scores of 2.91 and 2.83 for principals and teachers respectively, the answer to research question two is that communal conflict influence academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State to a high extent. Research Question 3: To what extent does kidnapping influence academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State?

Table 3: Mean Responses on the Extent to Which Kidnapping Influence Academic Activities

S/N	Items	Principals N=38		Teachers N=276			Decision
		Mean	SD.	Decision	Mean	SD	
13	The fear of being kidnapped discourages teachers' attendance of school and classes regular.	2.88	0.72	High Extent	2.77	0.97	High Extent
14	Constant kidnapping creates tension and fear among teachers and learners which affects learning.	3.10	0.85	High Extent	3.05	0.87	High Extent
15	Kidnapped teachers often relocate from schools where they were which creates a vacuum in their subject area.	2.99	0.81	High Extent	2.93	0.85	High Extent
16	Communities where kidnapping is prevalent often have inadequate number of teachers and this affects learning.	3.16	1.03	High Extent	3.10	0.99	High Extent
17	Kidnapping result in unplanned relocation of students and teachers and has negative impact on academic activities	2.90	0.87	High Extent	2.88	0.89	High Extent
Grand Total		3.00	0.86	High Extent	2.92	0.91	High Extent

Table 3 above for research question three shows the mean response of principals and teachers on the extent kidnapping influence academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State. Item 12 had mean scores of 2.88 and 2.77, standard deviation of 0.72 and 0.97.

Item 13 had mean scores of 3.10 and 3.05, standard deviation of 0.85 and 0.87. Item 14 had mean scores of 2.99 and 2.93, standard deviation of 0.81 and 0.85. Item 15 have mean scores of 3.16 and 3.10, standard deviation of 1.03 and 0.99. Item 16 have mean scores of 2.90 and 2.88, standard deviation of 0.87 and 0.87.

With the grand mean scores of 3.00 and 2.92 for principals and teachers respectively, the answer to research question three is that kidnapping influence academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State to a high extent.

Test of Hypotheses

Table 4: Z-test Analysis of Significant Difference in the Mean Ratings of Principals and Teachers on the Extent to Which Cult Related Violence Influences Academic Activities in Public Senior Secondary Schools

Respondents	N	\bar{X}	SD	Df	Z-cal.	Z-crit.	Level of Sign.	Decision
Principals	38	2.80	0.81	312	0.70	1.96	0.05	Accepted
Teachers	276	2.70	0.89					

Table 4 above, shows that z – calculated value of 0.70 is less than the critical table value of 1.96 at 0.05 level of significance and 312 degree of freedom. Since the z-calculated value (0.70) is less than the z-critical table value (1.96), the null hypothesis was accepted indicating that there is no significant difference in the mean responses of principals and teachers on the extent to which cult related violence influences academic

Table 5: Z-test Analysis of Significant Difference in the Mean Ratings of Principals and Teachers on the Extent to Which Communal Conflict Influences Academic Activities in Public Senior Secondary Schools

Respondents	N	\bar{X}	SD	Df	Z-cal.	Z-crit.	Level of Sign.	Decision
Principals	38	2.90	0.86	312	0.47	1.96	0.05	Accepted
Teachers	276	2.83	0.91					

Table 5 above, shows that z – calculated value of 0.47 is less than the critical table value of 1.96 at 0.05 level of significance and 312 degree of freedom. Since the z-calculated value (0.47) is

Ho₁: There is no significant difference in the mean responses of principals and teachers on the extent to which cult related violence influences academic activities in public Senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State.

activities in public Senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State.

Ho₂: There is no significant difference in the mean responses of principals and teachers on the extent to which communal conflict influences academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State.

less than the z-critical table value (1.96), the null hypothesis was accepted indicating that there is no significant difference in the mean responses of principals and teachers on the extent to which

communal conflict influences academic activities in public Senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State.

Ho₃: There is no significant difference in the mean responses of principals and teachers on the

Table 6: Z-test Analysis of Significant Difference in the Mean Ratings of Principals and Teachers on the Extent to Which Kidnapping Influences Academic Activities in Public Senior Secondary Schools

Respondents	N	\bar{X}	SD	Df	Z-cal.	Z-crit.	Level of Sign.	Decision
Principals	38	3.00	0.86	312	0.53	1.96	0.05	Accepted
Teachers	276	2.92	0.91					

Table 6 above, shows that z – calculated value of 0.53 is less than the critical table value of 1.96 at 0.05 level of significance and 312 degree of freedom. Since the z-calculated value (0.53) is less than the z-critical table value (1.96), the null hypothesis was accepted indicating that there is no significant difference in the mean responses of principals and teachers on the extent to which kidnapping influences academic activities in public Senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State.

Discussion of Findings

The findings of the study for research question one revealed that cult related violence influence academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State to a high extent. The study revealed that cult violence when escalated sometimes results in temporal closure of schools, it leads to disruption of classes and most times students avoid going to school for fear of being harmed. It also discourages teachers from attending school regularly and using such teaching methods as field trips which is supposed to give students first-hand experience of what they are taught in the

extent to which kidnapping influences academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State.

classroom. The corresponding hypothesis one revealed that there here is no significant difference in the mean responses of principals and teachers on the extent to which cult related violence influences academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State. This finding was supported by the findings of Ojukwu (2017) which revealed that insecurity of school environment significantly affects the academic performance of secondary school students while students’ gangsterism, smoking of Indian hemp, abusing other hard drugs, cult and related violent activities were some of the factors that constituted insecurity of the school environment which eventually cause boys to leave school and join trading while leading girls to drop out and settle for marriage. Similarly, the findings was further corroborated by the findings of a study by Onete (2018) which revealed that that there is significant relationship between cultism-induced emotion and academic achievement of the Nigerian secondary school students, and also, cultism-associated insecurity significantly predict the academic achievement of students.

The findings in research question two shows that

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communal conflict influence academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State to a high extent. It was revealed that communal conflict results in destruction of classrooms which affects learning and sometimes leads to closure of schools. It also results in irregular attendance of classes by teachers and students. The corresponding hypothesis two revealed that there is no significant difference in the mean responses of principals and teachers on the extent to which communal conflict influences academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State. This finding is in line with the findings of Abdurashed, Onuselogu and Obioma (2015) which revealed that teaching and learning were significantly and negatively affected as the school environment were unsafe, and that school facilities in most primary schools were significantly destroyed beyond recognition. Similarly, Damian and Haroun (2016) revealed in their study that the impact of the crises between Fulani and Omala indigene in Kogi State include: Loss of lives, disruption of academic calendar of schools, destruction of school buildings, curriculum, teachers guide and syllabus, decrease in school enrolment as a result of emigration and outright closure of schools.

Findings of the study for research question three revealed that kidnapping influence academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State to a high extent. Kidnapping discourages regular attendance of school and classes among teachers and students for fear of being kidnapped. Some teachers and students are also forced to relocate from such communities which affects teaching and learning. The corresponding hypothesis three revealed that there is no significant difference in the mean responses of principals and teachers on

the extent to which kidnapping influences academic activities in public senior secondary schools in Emohua and Ikwerre Local Government Area of Rivers State. This finding is in line with the findings of Moji (2014) which revealed that the Boko Haram insurgency significantly led to loss of human lives, kidnapping of male and female teachers, maiming of staff and students, destruction of school facilities, low school enrolment, truncation of school calendar, and low attendance to classes making it very difficult to effectively and efficiently manage secondary schools in the area.

Conclusion

Based on the findings of the study, it was concluded that insecurity in Emohua and Ikwerre Local Government Areas of Rivers State take forms like cult related violence, kidnapping, and communal conflict. These various forms of insecurity influence several academic activities in schools in these areas to a high extent. Most teachers posted to such areas either reject the posting and seek for reposting or may not just report to schools for fear of being harmed. Consequently, some subjects in schools are without teachers. Also, escalated violence situations lead to closure of schools or parents preventing their children from attending schools for fear of the unknown. Learning facilities in classrooms and staff offices are sometimes stolen which make effective teaching and learning very difficult.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. State and Local Government should establish and sustain the efforts of vigilantes in guarding against cult activities in communities in Emohua and Ikwerre Local Government Areas as this will reduce the effect of cultism on academic activities.

2. Local Government authorities and community leaders should have a dispute resolution committee in communities that ensure disputes between communities are often resolved amicably without letting it degenerate to full blown communal crisis which may adversely affect academic activities in schools.
3. The government should position security personnel in communities where kidnapping is prevalent. This way, the issue of kidnapping can be reduced to the barest minimum and more teachers will be willing to work in schools in such communities.

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