

SOCIOLOGICAL ANALYSIS OF INSECURITY MEDIATION STRATEGIES ON STUDENTS' EDUCATIONAL DEVELOPMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN SOUTH-SOUTH GEOPOLITICAL ZONE OF NIGERIA

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Abstract

The study sociologically analyzed insecurity mediation strategies on students' educational development in public senior secondary schools in the South-South geopolitical zone of Nigeria. The study adopted the descriptive survey research design. The population comprised all the 1543 principals, 37,453 teachers, and 1,834,995 students in all the 1543 public senior secondary schools in the study area. A sample size of 700 respondents (100 principals, 200 teachers, and 400 students) were selected using a combination of Taro Yamane and multistage sampling techniques. A self-structured expert validated instrument titled "Sociological Analysis of Insecurity Mediation Strategies on Students Educational Development Scale" (SAIMSEDS) was used for collecting data upon obtaining a reliability coefficient of 0.814. Data collected was analyzed using mean, and standard deviation to answer the research questions while Pearson Product Moment Correlation (PPMC) was used to test the hypothesis at a 0.05 alpha level of significance. The study revealed grand mean scores of 3.87, 3.82, and 3.87, which indicated that community-adopted security strategies, school-adopted security strategies, and government strategies and policies respectively to a very strong extent improved students' educational development in public senior secondary schools in the study area. The study recommended among others that the South-South Nigeria State Governments should domesticate the Safe School Initiative that guarantees adequate funding to provide perimeter fence and gates, and install security gadgets like Closed-Circuit Television (CCTV) cameras, drones, and Police post for improved intelligence, and surveillance that prevents external intrusions that threatens students' concentration, learning and development in public senior secondary schools.

Keywords: Sociological Analysis, Insecurity Mediation Strategies, Students' Educational Development

Introduction

Insecurity is and remains a major issue that affects many regions of the world, and Nigeria is not an exception. The prevalence of violence, terrorist attacks, banditry, thuggery, cultism, and kidnapping culminate to insecurity that has significantly led to the decline in school enrollment, attendance and completion rates including the quality of the educational sector in Nigeria (Nwosu et al., 2019). Accordingly, the state of insecurity exacerbated by violence, cultism, and kidnapping, has become a major obstacle to the attainment of the sustainable development goals of equal access to safe, affordable, functional, inclusive, and quality secondary education for all learners in Nigeria (UN, 2017; UNESCO, 2020). Thus, the importance of security to educational development stems as the motive behind the Federal Government of Nigeria's adoption of the Safe School Initiatives (SSI) in 2014 to ensure the safety of the infrastructures and humans in educational institutions like primary, secondary, and tertiary institutions in Nigeria (Gever, 2016; Ogunode et al., 2024).

The surging level of insecurity that has permeated into educational institutions has negatively impacted the seamless conduct of processes for students' acquisition of quality and lifelong skills to align and compete well in the globalized world (Adams et al., 2021; Afolabi & Adebayo, 2021). A chronicle of the incidents of school insecurity appears to be reminiscing agonies and evoking traumas that could incite social exclusion, apathy, and societal withdrawal (Ayeni & Beji, 2018). For instance, 276 girls who were writing the May/June 2014 SSCE were kidnapped from Government Girls Secondary School (GSCE) Chibok, Borno State by the Boko Haram sect on 14th April 2014. Conversely, at least 46 people mostly students were killed in Government Secondary School, Potiskum Yobe State on 10th November

2014 by a Boko haram suicide bomber disguised as a student during the school assembly (Ogunode et al., 2024). Also, Community Secondary School Nkek in Ukanafun Local Government Area of Akwa Ibom State was invaded by militants leading to the killing of the vice principal on 12th July 2017 (Effiong, 2017). Similarly, 110 girls aged 11-19 years were abducted from Government Girls Science School in Dapchi Yobe State on 19th February 2018, by the Boko Haram terrorist group (Olanrewaju, et al., 2018).

The occurrence of these incidents has always left footprints like the destruction of facilities, maiming, and even death of students, teachers, and school administrators resulting in the closure of such schools. Thus, the closure of schools affected the conduct of schooling processes that ought to culminate in educational development (Effiong, 2017; Olanrewaju, et al., 2018; Ogunode et al., 2024). Against this backdrop, developing models and policies for attaining effective security is aptly germane for systems that facilitate social, economic, political, infrastructural, and cultural development (Muhammed & Ayeni, 2018). This implies that security as an opposite to insecurity would address the loss of lives and property as well as poverty and underdevelopment caused by the latter; especially in the educational sector in Nigeria. This has led to the inability to instill the skills and knowledge in both teachers and students, especially in senior secondary schools.

Insecurity has remained a significant obstacle to the smooth operation of the processes that aid the skill advancement of students and teachers in educational institutions. In this light, Okeke and Uche (2021) reiterated that designing legislation to strategically address the root causes of insecurity, such as poverty, unemployment, religious tolerance, health, and political instability would correspondingly lead to creating a safe and secure learning environment needed for educational development. Thus, the actualization of the above is timely and exigent because the absence of an educated population is one of the missing links because Nigeria finds it difficult to achieve holistic sectoral development (Ayeni et al., 2021). This standpoint underlines the essence of initiating the Safe School Initiative to make education achieve one of its cardinal roles, which is to equip humans across varying societal structures with knowledge, skills, and ethics that would be deplored for the anticipated social, economic, political, cultural, religious, infrastructural, and technological development in Nigeria (Ogunode et al., 2024).

The sociological analysis considers the role that the varying societal structures such as family, community, school, judiciary, police, civil societies, and even government play in enforcing legislations, guidelines, or policies to address or control the surging social issues (Enefiok & Imoh, 2019; Ekanem & Imoh, 2021). Specifically, social factors or issues like insecurity, poverty, illiteracy, cultism, kidnapping, examination malpractice, internet fraud, rape, prostitution, homelessness, malnutrition, and dropout among others could affect peace, unity, cohesion, coexistence, and development even in the society's educational sector (Daminabo, 2016; 2021; Daminabo & Balogun, 2018). Corroborating this view, Okogbule (2024) describes sociological analysis as a systematic and organized analysis of individual, community, police, judiciary, and government perspectives, strategies, activities, and roles integrated to address social problems or issues that affect development in the human society and organizations. This standpoint justifies the analysis or scrutiny of the community, school, and government strategies integrated to mediate or address insecurity as a social issue that affects educational development.

Emphasis on sociological analysis would also help to broaden an individual's perspectives, identification, evaluation, and understanding of the prevalent and underlying social issues like unemployment, poverty, kidnapping, cultism, and murder that could likely affect any societal structure such as family, community, government, and society from gaining the anticipated benefits from education (Okogbule, 2024). Thus, critically examining the implications of these social issues that could erode and truncate the expected conduciveness, serenity, and safety needed for the smooth conduct of quality and

functional schooling activities, especially in senior secondary schools is a vital way of conducting sociological analysis (Ekanem & Imoh, 2021). Alluding to this, Okanezi and Amadi (2020) state that the rising insecurity of different forms is also variedly perceived and measured to correspondingly manifest social issues such as poverty, illiteracy, dropout, murder, abduction, etc. that tend to deprive and impede citizens access to quality education as imperative measures for sustainable development of the educational sector in the South-South Geo-political zone of Nigeria.

Similarly, sociologically analyzing social issues like bombing, poverty, kidnapping, arson, cultism, and murder, among other concerns that are related to insecurity would enable the family, community, and government to develop strategies that could help to avert and tackle the varying insecurity concerns that cause serious psychosocial issues among students in Nigeria (Igbofe & Mordi, 2021; Igboeli et al., 2021). The continued resurgence of varying levels of insecurity that has also permeated educational institutions in virtually every part of Nigeria is a concern. Thus, the insecurity that has become endemic in the societal sectors and structures would correspondingly aggravate the school insecurity situation which could also affect the realization of the goal of sustainable educational development, especially in Nigeria (Nwabufo & Okwudili, 2021). Thus, a sociological analysis of the varying forms and levels of insecurity that significantly impact students' educational development necessitates devising policy for strategic implementation of school safety integrated into the curriculum, and steady budgeting modalities for developing infrastructure, hiring personnel, and administering educational institutions (Olanrewaju et al., 2018; Okogbule, 2024). This is the crux of the study.

Statement of the Problem

The various forms of insecurity like violence, kidnapping, gun running, cultism, and other criminal acts perpetrated by Boko Haram, bandits, militants, unknown gunmen, and cultists among militia sects in their abodes in Nigeria have also permeated into educational institutions in Nigeria. These security issues have led to a decline in school enrollment, attendance, and participation that has over the years negatively impacted students' academic performance and holistic development of senior secondary school in this region. In reality, school insecurity can affect quality teaching and learning, as well as the enthusiasm of teachers to professionally discharge their duties to influence educational development in secondary schools. This, thus, has prompted educators (such as teachers and administrators), researchers, policymakers, and education stakeholders to explore and innovate strategies aimed at addressing the issue of insecurity that is hindering positive educational outcomes for students in Nigeria.

In a nutshell, it could be deduced that school insecurity affects the quality of teaching staff resulting in poor learning, skill acquisition, and development of students in public senior secondary schools. The fundamental question is targeted at determining the extent community, school, and government-adopted strategies effectively tackle the level of insecurity that significantly affects educational development in virtually all regions of Nigeria. In this light, there seems to be paucity of sufficient literature on the degree of integration of a policy-supported guideline, strategy, and standard for implementing comprehensive school safety and security plans and initiatives in Nigeria. This represents the gap that warrants sociologically analyzing the impact of insecurity mediation strategies on students' educational development in public senior secondary schools in South-South Geopolitical zone of Nigeria.

Aim and Objectives of the Study

The aim of this study is to sociologically analyse insecurity mediation strategies on students' educational development in public senior secondary schools in south-south geopolitical zone of Nigeria. The objectives are specifically to:

- i. determine the extent community-adopted security strategies aid in improving students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria.
- ii. examine the extent school-adopted security strategies aid in improving students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria.
- iii. ascertain the extent government strategies and policies aid to improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria.

Research Questions

The following research questions were formulated to guide this study.

- i. To what extent do community-adopted security strategies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria?
- ii. To what extent do school-adopted security strategies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria?
- iii. To what extent do government strategies and policies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria?

Hypothesis

The formulated hypothesis was tested at 0.05 level of significance.

H₀₁: There is no significant relationship between insecurity mediation strategies and students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria.

Scope of the Study

The study is centred on sociological analysis of insecurity mediation strategies on students educational development. In terms of geographic scope, the study focused on public senior secondary schools in the six states of Akwa Ibom, Bayelsa, Cross River, Delta, Edo, and Rivers in south-South geopolitical zone of Nigeria. While in terms of content scope, the study was sociological in nature and focused on the societal structures notably; community, school, and government-adopted strategies to address insecurity that affects students' educational development in public senior secondary schools in the study area.

Methodology

Research Design: This study adopted the descriptive research design. Nwankwo (2016) stated that the descriptive research design is utilized in a study where the researcher intends to sample or collect data from a sub-set of the population with similar characteristics or features and thereby, the result or outcome of the analysis of the data was characterized or attributed to the entire population of the study.

Area of the Study: The study was conducted in South-South Geo-political zone of Nigeria. South-South geopolitical zone is one of the six geopolitical zones in Nigeria. comprising six states, namely Akwa Ibom, Bayelsa, Cross River, Delta, Edo, and Rivers. This geopolitical zone has traditional occupations such as farming, fishing, lumbering, boat carving, gin production, and raffia palm production that has now been taken over by modern occupations such as civil service, crude oil exploration, manufacturing, maritime, aviation, administration, public service, trading among others. The region is characterized by a rich diversity of cultures, natural resources, and economic potentials that is responsible for the population density in the states in the study area.

Population of the Study: The population of the study comprised all the 1543 principals, 37,453 teachers, and 1,834,995 students totalling 1,873,991 individuals in all the 1543 public senior secondary

schools. The state-by-state breakdown include: Akwa-Ibom with 256 principals, 5,993 teachers, and 392,580 students. Bayelsa State with 207 principals, 3,187 teachers, and 99,702 students. Cross River with 255 principals, 6,719 teachers, and 261,853 students. Delta State with 283 principals, 7,471 teachers, and 336,131 students. Edo State with 264 principals, 7,127 teachers, and 346,192 students, while Rivers State has 278 principals, 6,956 teachers, and 398,537 students.

Sample Size and Sampling Techniques: A sample size of 700 respondents (comprising 100 principals, 200 teachers, and 400 students) were selected using a six-phase multistage sampling technique. Firstly, Taro Yamane sample determination formula was used to determine the minimum sample estimate of 400 respondents. Secondly, random sampling technique was used to select four states out of the six, namely Akwa Ibom, Bayelsa, Delta, and Rivers (representing 66.7% of the states in the zone). Thirdly, proportionate stratified sampling technique was used to select 100 public senior secondary schools from the combined pool of 1024 (representing 10%) of public senior secondary schools across Akwa Ibom, Bayelsa, Delta, and Rivers States. The distribution of the public senior secondary schools was proportional, with 25 selected from Akwa Ibom State, 25 from Bayelsa State, 25 from Delta State, and 25 from Rivers State.

In the fourth phase, purposive sampling technique was employed to select one principal from each of the 100 proportionally selected public senior secondary schools. This process led to the inclusion of 25 principal from Akwa Ibom State, 25 from Bayelsa State, 25 from Delta State, and 25 from Rivers State. Fifthly, random sampling technique was used to select two (2) teachers from each of the selected 100 public senior secondary schools across the four selected states of Akwa Ibom, Bayelsa, Delta, and Rivers. In the sixth and final phase, quota sampling technique was used to allocate four (4) students to each of the 100 selected public senior secondary schools; totalling 400 students. This constituted a sample of 100 principals, 200 teachers, and 400 students; totalling 700 respondents that were used for this study.

Instrument for Data Collection: The instrument for data collection was a 24-item self-structured questionnaire titled "Sociological Analysis of Insecurity Mediation Strategies on Students Educational Development Scale" (SAIMSSEDS). The SAIMSSEDS instrument was designed after a four-point rating scale of "Very High Extent" (VHE, 4 Points), "High Extent" (HE, 3 Points), "Low Extent" (LE, 2 Points), and "Very Low Extent" (VLE, 1 Point).

Validity of the Instrument: The face and content validity of the SAIMSSEDS instrument was determined by two educational experts. These experts were provided with the study's topic, objectives, and research questions, along with the items contained in the SAIMSSEDS instrument for their review. The review of the SAIMSSEDS instrument centred on examining the clarity of language, readability of wording, and appropriateness of the items in the SAIMSSEDS instrument. Thereafter, the suggestions by these validates were incorporated to improve the quality, correctness, and accuracy of the SAIMSSEDS instrument to precisely measure what it purports to measure in line with the objectives of this study.

Reliability of the Instrument: The reliability or internal consistency of the SAIMSSEDS instrument was determined using the Cronbach Alpha (α) method. To achieve this, 60 copies of the SAIMSSEDS instrument were administered to 60 respondents, consisting of 5 principals, 15 teachers, and 40 students in 5 public senior secondary schools in Abia State (which was not used for the study). These respondents were administered the SAIMSSEDS instrument and afterwards retrieved, coded, and subjected to analysis using the Cronbach Alpha (α) method to obtain a reliability coefficient of 0.814, which necessitated the use of the SAIMSSEDS for the study.

Method of Data Collection: The face-to-face direct delivery technique was the method of data collection that was adopted to administer the 700 copies of the SAIMSSEDs instrument in this study. This method facilitated effective communication and explanations between the research team (comprising the researcher and three research assistants), and the respondents (comprising 100 principals, 200 teachers, and 400 students). Out of the 700 copies of the administered SAIMSSEDs instrument, only 671 copies (representing approximately 96% return rate) were retrieved and used for data analysis. This approach was envisioned to contribute to the study's overall success and accuracy.

Method of Data Analysis: The collected data were coded and analyzed using mean and standard deviation to answer the research questions, with a criterion mean cutoff set at 2.5. The hypothesis was using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. All statistical computations were conducted using the Statistical Package for the Social Sciences (SPSS) version 25.0.

Results

Research Question One: To what extent does community-adopted security strategies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria?

Table 1: Mean and standard deviation on the extent community-adopted security strategies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria

S/N	The extent community-adopted security strategies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria include:	N = 671		Remark
		Mean	SD	
1	Providing transport and security allowance to improve teachers and students' morale to deliver and benefit from quality instruction.	3.83	0.56	HE
2	Setting up an educational committee to help in administering the school.	3.90	0.47	HE
3	Creating a safe learning environment to encourage regular school attendance.	3.92	0.46	HE
4	Ensuring that teaching and learning materials remain intact and available for students.	3.73	0.67	HE
5	Organizing emergency preparedness training to equip schools and students to handle unforeseen events calmly and effectively.	3.97	0.31	HE
6	Providing community endowment fund to support indigent students' books, school fees, and charges.	3.86	0.51	HE
Grand Mean		3.87	0.50	HE

HE (High Extent) = ≥ 2.50 while LE (Low Extent) < 2.50 .

Table 1 shows the mean and standard deviation on the extent community-adopted security strategies improve students educational development in public senior secondary schools in South-South geopolitical zone of Nigeria include: organizing emergency preparedness training to equip schools and students to handle unforeseen events calmly and effectively ($\bar{X} = 3.97$) in item 5, creating a safe learning environment to encourage regular school attendance ($\bar{X} = 3.92$) in item 3, setting up an educational committee to help in administering the school ($\bar{X} = 3.90$) in item 2, providing community endowment fund to support indigent students' books, school fees, and charges ($\bar{X} = 3.86$) in item 6, providing transport and security allowance to improve teachers and students morale to deliver and benefit from quality instruction ($\bar{X} = 3.83$) in item 1, while the least was ensuring that teaching and learning materials remain intact and available for students ($\bar{X} = 3.73$) in item 4. Furthermore, the grand mean score of 3.87 indicates that items 1-6 relate to the extent community-adopted security strategies improve

students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria.

Research Question Two: To what extent do school-adopted security strategies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria?

Table 2: Mean and standard deviation on the extent school-adopted security strategies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria

S/N	The extent school-adopted security strategies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria include:	N = 671		Remark
		Mean	SD	
1	Liaising with security personnel to be at school gates to prevent illegal entry and help students feel safe and focus on learning.	3.88	0.50	HE
2	Providing counseling services to help debrief students from the trauma of the attack they encounter increases their confidence.	3.94	0.43	HE
3	Teaching students conflict resolution skills to reduce incidents of violence that disrupt lessons.	3.74	0.66	HE
4	Requiring all visitors to sign in and wear identification badges reduces security risks and reassures students and staff of a safe learning environment.	3.87	0.45	HE
5	Educating students on school safety protocols and actions during emergencies helps them feel secure.	3.63	0.70	HE
6	Teaching crime reporting fosters a safe, inclusive environment, and boosts students' confidence and school engagement.	3.85	0.52	HE
Grand Mean		3.82	0.54	HE

HE (High Extent) = ≥ 2.50 while LE (Low Extent) < 2.50.

Table 2 shows the mean and standard deviation on the extent school-adopted security strategies improve students educational development in public senior secondary schools in South-South geopolitical zone of Nigeria include: providing counseling services to help debrief students from the trauma of the attack they encounter increases their confidence ($\bar{x} = 3.94$) in item 2, liaising with security personnel to be at school gates to prevent illegal access and help students feel safe and focus on learning ($\bar{x} = 3.88$) in item 1, requiring all visitors to sign in and wear identification badges reduces security risks and reassures students and staff of a safe learning environment ($\bar{x} = 3.87$) in item 4, teaching crime reporting fosters a safe, inclusive environment, and boosts students' confidence and school engagement ($\bar{x} = 3.85$) in item 6, teaching students conflict resolution skills to reduce incidents of violence that disrupt lessons ($\bar{x} = 3.74$) in item 3, while the least was educating students on school safety protocols and actions during emergencies helps them feel secure ($\bar{x} = 3.63$) in item 5. Furthermore, the grand mean score of 3.82 indicates that items 1-6 relate to the extent school-adopted security strategies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria.

Research Question Three: To what extent does government strategies and policies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria?

Table 3: Mean and standard deviation on the extent government strategies and policies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria

S/N	The extent government strategies and policies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria include:	N = 671		Remark
		Mean	SD	
1	Ensuring security personnel and surveillance around the school creates a feeling of a safe learning environment	3.86	0.51	HE
2	Updating and adapting curricula to include security and emergency management improves students' critical thinking and response	3.95	0.42	HE
3	Providing perimeter fences and gates to improve school safety, reduce external threats, and increase students' focus on learning	3.83	0.55	HE
4	Increased funding to improve infrastructure, and learning conditions in public Schools	3.73	0.67	HE
5	Training teachers and students on security intelligence strategies and emergency management procedures to minimize school disruptions	3.97	0.26	HE
6	Providing fire extinguishers, water spraying pumps, and muster points in all schools to aid prompt emergency response	3.89	0.49	HE
Grand Mean		3.87	0.48	HE

HE (High Extent) = ≥ 2.50 while LE (Low Extent) < 2.50 .

Table 3 shows the mean and standard deviation on the extent government strategies and policies improve students educational development in public senior secondary schools in South-South geopolitical zone of Nigeria include: training teachers and students on security intelligence strategies and emergency management procedures to minimize school disruptions ($\bar{X} = 3.97$) in item 5, updating and adapting curricula to include security and emergency management improves students' critical thinking and response ($\bar{X} = 3.95$) in item 2, providing fire extinguishers, water spraying pumps, and muster points in all schools to aid prompt emergency response ($\bar{X} = 3.89$) in item 6, ensuring security personnel and surveillance around the school creates a feeling of a safe learning environment ($\bar{X} = 3.86$) in item 1, providing perimeter fences and gates to improve school safety, reduce external threats, and increase students' focus on learning ($\bar{X} = 3.83$) in item 3, while the least was increased funding to improve infrastructure, and learning conditions in public Schools ($\bar{X} = 3.73$) in item 4. Furthermore, the grand mean score of 3.87 indicates that items 1-6 relate to the extent government strategies and policies improve students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria.

H₀₁: There is no significant relationship between insecurity mediation strategies and students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria.

Table 4: Summary of Pearson Product Moment Correlation Coefficient on the relationship between insecurity mediation strategies and students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria

Variables			Insecurity Mediation Strategies	Educational Development	Decision	
Insecurity Strategies	Mediation	Pearson Correlation	1	.852**	Very Relationship	Strong
		Sig. (2-tailed)		.000		
		N	671	671		
Educational Development		Pearson Correlation	.852**	1	Very Relationship	Strong

Sig. (2-tailed)	.000	
N	671	671

**. Correlation is significant at the 0.01 level (2-tailed).

Decision Rule: VS (Very Strong) $r = 0.800-1.000$, S (Strong) $r = 0.600-0.799$, M (Moderate) $r = 0.400-0.599$, W (Weak) $r = 0.200-0.399$. while VW (Very Weak) $r = 0.199$

Table 4 shows a Pearson Correlation Coefficient (r) of 0.852 which indicates a positive and very strong relationship between insecurity mediation strategies and students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria. This means that insecurity mediation strategies contributed 72.5% to students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria. In other words, approximately 73% of the observed changes in students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria were caused by insecurity mediation strategies, thereby leaving 27% of changes to be caused by other variables that are extraneous to insecurity mediation strategies. This implies that insecurity mediation strategies were a very strong predictor that would tend to contribute to students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria. Similarly, the result also shows that the correlation between insecurity mediation strategies and students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria is statistically significant at 0.000 (i.e. $p < 0.05$ level of significance). This means that as community, school, and government continue to integrate security strategies and policies, then students' educational development will continuously be very strongly attained in public senior secondary schools in South-South geopolitical zone of Nigeria.

Discussion of Findings

The result in Table 1 revealed a grand mean score of 3.87, which indicated that community-adopted security strategies to a very strong extent improved students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria. This finding is in agreement with the previous findings by Okoye (2022) that community involvement fosters school safety that in turn, promotes improved student attendance, focus, and achievement. Additionally, Adebayo (2023) emphasized that community-based security measures, such as incentivizing teachers and creating safe school environments, are critical for maintaining uninterrupted instructional delivery, which directly influences students' academic success. This finding also aligns with Salami (2023) that when communities actively participate in securing school environments, students' stress levels decrease, making them more likely to engage fully with educational activities.

The result in Table 2 revealed a grand mean score of 3.82, which indicated that school-adopted security strategies to a very strong extent improved students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria. This finding is in agreement with Obasi and Eze (2022) that the presence of effective security protocols reduces incidents of violence and vandalism leading to improved attendance rates, lower dropout rates, and enhanced focus among students within school premises. Also, this finding aligns with Akinola et al. (2023) that school-initiated security measures like training personnel on intelligence, and surveillance systems help secure school infrastructure thereby, significantly reducing distractions and safeguarding students from external threats, thus fostering a more conducive atmosphere for educational engagement. Thus, this finding is consistent with Ogundipe and Nwankwo (2023) findings that school adoption of security measures appears to play an essential role in mitigating risks that may otherwise hinder the conduct of schooling process, and students' academic pursuits.

The result in Table 3 revealed a grand mean score of 3.87, which indicated that government strategies and policies to a very strong extent improved students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria. This finding is consistent with the studies by (Eze & Chukwuma, 2022; Obi & Adegboye, 2023) that government-led initiatives such as curriculum reforms, scholarship programmes, funding, infrastructure improvement, teacher training, and resource allocation contribute to a level playing field and enhance educational access, conducive learning environment, students' academic performance, and the quality of education in public secondary schools. Alluding to this, Adewale and Oguntade (2023) found that well-implemented government policies help to shape educational outcomes in secondary schools. Thus, Nwosu and Amadi (2023) found that the effectiveness of government policies in bolstering educational development, suggesting that continued investment in and fine-tuning of these policies could yield further improvements in student outcomes.

The result in Table 4 revealed a positive, very strong and significant relationship between insecurity mediation strategies and students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria. This finding is in agreement with Ibrahim and Musa (2023) that effective insecurity mediation strategies such as enhanced surveillance, trained security personnel, and conflict resolution programmes are essential in fostering a safe school environment, which directly supports students' academic performance and engagement. Thus, the study by Adesina and Onwudiwe (2023) found that prioritizing and refining these insecurity mediation strategies enhances educational outcomes and provide a more stable foundation for students learning, confidence and educational development in secondary schools.

Conclusion

The study concludes that sociologically analyzing societal structures like community, school, and government-initiated security mediation strategies to a very strong extent significantly contributed to students' educational development in public senior secondary schools in South-South geopolitical zone of Nigeria. In specificity, community initiatives and supports improved teachers and students' morale to regularly attend a safe school where teaching and learning materials are used appropriately. Similarly, liaising with security personnel, teaching students crime reporting, and conflict resolution skills were among the school-adopted security strategies that prevented illegal usurpation of schools' premises that also helped to reassure students feeling of safety to focus and excel in their learning and other schooling processes. Thus, government improved funding suffices in guaranteeing the provision of safety and security measures and gadgets strategically installed and integrated to enhance emergency response, surveillance, intelligence, and total safety of the learning environment in public senior secondary schools.

Recommendations

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

- i. Host communities are encouraged to set up community endowment fund to be managed by their educational committees to assist in organizing trainings, providing books, school fees, transport allowances, and other welfare incentives targeted at increasing schools' resilience, and improve teachers and students' morale and interest in the learning processes as well as emergency preparedness in senior secondary schools.
- ii. The Ministries of Education should review the current senior secondary school curriculum with a view at integrating security lessons into Civic Education subject. This would help to legalize the

teaching of conflict resolution skills, crime reporting strategies, and wearing identification badges as a way of helping teachers and students to implement safety protocols and actions during emergencies that incites the feeling of insecurity in the learning environment.

- iii. The South-South Nigeria State Governments should domesticate the Safe School Initiative that guarantees adequate funding to provide perimeter fence and gates, and install security gadgets like Closed-Circuit Television (CCTV) cameras, drones, and Police post for improved intelligence, and surveillance that prevents external intrusions that threatens students' concentration, learning and development in public senior secondary schools.

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