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INSECURITY CHALLENGES ON THE MANAGEMENT OF MISSION SECONDARY SCHOOLS IN ANAMBRA STATE OF NIGERIA

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ABSTRACT
This study was on insecurity challenges on the management of mission secondary schools in Anambra state. The purpose of the study was to find out the insecurity challenges on the management of mission secondary schools in Amanbra state of Nigeria. One research question and one hypothesis guided the study. Survey research design was use for the study in structured questionnaire (r = .99). The respondents were 1641 comprised of 84 principals and 1559 teachers in the mission secondary schools in Anambra State. Research question was answered using mean scores and standard deviation while hypothesis was analyzed using t-test statistic at 0.05 level of significance. Findings indicated that mission secondary schools in Anambra were not immuned from the issues of insecurity in Nigeria. The study recommended among others that Federal Government should initiate dialogue with stakeholders.

Keywords: Insecurity Challenges; Management; Mission; Secondary Schools.

Introduction
Nigeria is faced with unprecedented wave of different, however, over lapping security crisis. This involves kidnapping, banditry and extremist insurgencies. These days and on daily basis, and almost in every corner of the country has been hit by violence and crime. The magnitude of the insecurity that threatens the very fabric of Nigerian society and in every attack, human lives are lost or permanently damage.

Gbolahan (2022) noted that in almost all parts of the country, there exist some levels of insecurity. Instances abound of ethnic and communal conflicts in some parts of the North, kidnapping in almost all parts of Nigeria. In the south-south and south-west, militancy and pipeline vandalization are prominent in the Niger Delta area. Terrorism and religious extremism by Boko Haram in North-East, agitation for self-determination by indigenous people of Biafra (IPOB) and movement for the actualization of the sovereign state of Biafra (MASSOB) in the South East State which Anambra State falls. Herdsmen disturbances are more in the North central. Ritual killings in the South West and the unknown gunmen rampage and attacks on police stations and the community and other political and economic crises. These insecurities and crises in their forms affect management of education in Nigeria, especially, secondary education.

Management according to Uchendu and Akuegwu (2016) is the co-ordination of

peoples' efforts for the purpose of accomplishing goals and objectives by using available resources effectively and efficiently. Resources encompass human, material, technological and finance which are supposed to be deployed and manipulated for far reaching organizational outcomes. It includes planning, organizing, staffing, leading/directing and controlling of an organization to accomplish goals or achieve targets. Secondary education is such organization where these principles should apply for effective and efficient management of the system in order to achieve educational goals and objectives.

Educational goals of the school system target effective teaching and learning. The issue of major concern here is the disruptive nature of insecurity to the achievement of educational goals in Anambra State. Particularly, it concerns the management of secondary education in the study area.

Secondary education is the second tier of education. It is the education children receive after primary education and before tertiary stage (FRN, 2013). In Nigeria, there are five categories of secondary schools. They are: unity secondary schools being managed by the Federal government, public or government secondary schools which is managed by various state governments of the federation, mission secondary schools owned and managed by different Christian denominations, public-mission secondary schools, jointly owned and managed by both government and churches, and then private secondary schools which are privately owned and managed by some individuals or organizations (Nweke 2013). These are the secondary schools in Anambra State which we examined in this study. As stated above mission secondary schools are part of the secondary education system in Nigeria.

Concept of Mission School

In the context of this study, mission school and mission education, are terms that refer to teaching and learning organized by the church through her agencies. It is a system where the pupils/students obtain formal education under the auspices of the church. This is not the same as Christian education programme or Sunday school where catechism, doctrine/dogma or theology of a particular denomination or religious group are taught. However, people in their worshipping nature carry on their religions and faith wherever they go. And so, it is natural that even in the state school, a teacher, in course of his lesson may digress to some fundamental elements of belief. That does not make the school a church school or turn the class to a Sunday school or catechism class. Even, when a teacher in the mission school is an atheist (unbeliever), that does not make the school a state/public school, either, (Nweke 2001).

Major differences between mission school and Sunday school or Christian education are the curriculum content and organization. The curriculum content of the mission schools corresponds to a large extent with that obtained in the state schools as stipulated in the National Policy on Education (FRN, 2013 Revised Edition). However, it has more emphasis on the character formation of the students. The quality and quantity of materials and equipment, qualification of the teaching staff have the same measures as those in state schools. This is because the Ministry of

Education (MOE) conducts an approval inspection before approval is given to missions to run a school (Nweke, 2013).

Sunday school or Christian education curriculum content is based on bible study, doctrine, dogma and theology of the Christian denominations in relation to their religious beliefs and practices. Evangelicals and liberals, high and low churches, Anglican and Roman Catholics, Protestants and Apostolic, their inclinations in Christian education or Sunday school tilt to their religious content which centers on orthopraxis (correct living) and orthodoxy (correct doctrine). However, Christian education (the cathedral school) gave background to all formal education systems of the modem time (Webber, 1986)

The philosophy, aims and objectives of the Anglican and Catholic churches which form the background for their mission schools were on inculcating in the children the right moral and spiritual values, routed in sound Christian ethics. The Revised policy on education (2010:1) went on to stipulate thus:

> The educational institutions of the Diocese shall place high premium on the attainment of high academic and moral discipline. Attention shall be focused on the development of highly disciplined and intelligent Christians for both clerical (Priesthood) and secular roles in society in order to develop the individual into a sound and effective citizen. Promising indigent young Anglicans shall be assisted towards self-actualization through scholarships and other aid programmes. The vision of the Diocese is to provide qualitative education with high Christian content at all levels beginning from the pre-primary school level up to the university level.

The objectives of the Anglican Church in this philosophy is to further the courses of evangelization through education. This policy recognizes the fact that proper education shall make a total and positive person out of every child by providing the enabling environment for the development of the child's creative, (psychomotor) cognitive, affective and spiritual abilities. It also recognizes that any learning devoid of godly wisdom is deficient. Mission schools therefore, pursue vigorously the Biblical injunction, "train up a child in the way he should go and when he is grown, he will not depart from it", (Prov. 22:6). Thus sound Christian nurture shall be the basis for all learning in the mission school system.

The aims and objectives in specific terms are:

- Every child shall be prepared to know and serve God.
- To inculcate the right type of values and attitudes for the survival of the individual by training of the mind in the understanding of the world.

By training of the mind in the understanding of the world around, every child shall be prepared to recognize the need for service and obedience to the nation.

On the other hand, the Catholic Church

philosophy, aims and objectives as stated in the Policy on Education (CBCN, 2005), stipulated thus: Catholic Christian education is the sacred task of forming the character of a child and aiding him/her to attain the purpose of existence, (Pope Pius XI, 1929). Catholic Education is concerned with the formation of the whole person, so that all may attain eternal salvation in Christ and at the same time promote the common good of society. Children and young persons are therefore, to be cared for in such a way that their physical (psychomotor) intellectual (cognitive), moral (affective) and spiritual senses develop in a harmonious manner, so that they may attain a greater sense of responsibility and right use of freedom, and be formed to take an active part in social life (Canon 795 of the code of Canon Law).

Education generally viewed is the development of the whole man and it the whole of man and it embraces the whole of man's activity: physical, intellectual, moral and spiritual. It also embraces the domestic and social activities of man.

The policy includes these as the purpose of Catholic education.

1. 'True education' as Stated in the Vatican council document on Christian education is directed towards the formation of human person in view of his final-end and the good of the society to which he belongs and in the duties of which he will, as an adult have a share, Gravissimum Educations (1965).
2. The purpose of Mission school is to help children and young people to develop harmoniously their physical intellectual, moral and spiritual talents and qualities.
3. They should be trained to acquire gradually a more perfect sense of responsibility in the proper development of their own lives by constant effort and in the pursuit of liberty, overcoming obstacles with unwavering courage and perseverance.
4. The immediate and specific purpose of Christian Education is to co-operate with Divine grace in forming the true and perfect Christian to express and form Christ Himself in those who have been regenerated by Baptism.
5. Anyone who has received formation in Catholic Education should feel, judge, and act always and consistently in accordance with right reason, enlightened by the example and teaching of our Lord Jesus Christ.

In view of the aims and objectives as stated by these churches, three crucial points were deduced:

a. Education must be given to the total person-spiritual, cognitive, affective, and psychomotor. This is an improvement on Bloom's (1956), taxonomy of learning which stressed only three - cognitive, affective and psychomotor. Bloom's taxonomy leaves out spiritual development which matters most, for all human developments. It is a fact that any human development, devoid of godly knowledge and godliness is chaotic. This is what the world

suffers today in the presence of science and technology which do not put on the face of love and kindness. It is religion that orders the world and gives understanding and meaning to life.

b. The second point deduced from the objectives is to give adequate Christian nurture that will produce disciplined and responsible citizens, and

c. The third is to promote academic excellence for the transformation of the society (Nweke, 2013).

Fig. 1
WINDOW 1
Bloom's Taxonomy of Learning
(a representation)

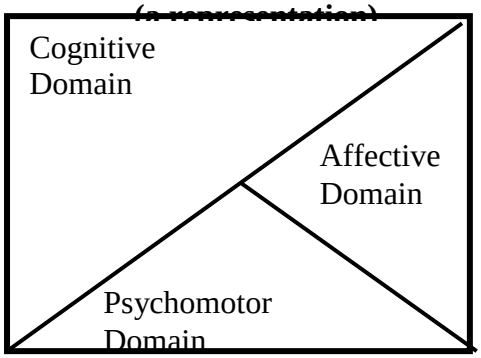
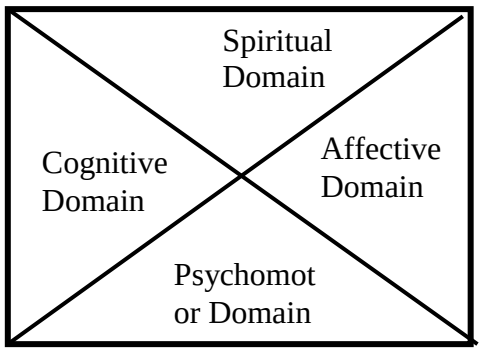


Fig. 2
WINDOW 2
The Total Man Learning Taxonomy of Mission School
(a representation)



Sources: The two windows are representations created by Nweke (2013) to illustrate differences between Blooms taxonomy of learning and the Total man learning Taxonomy of mission school.

God's word in Deut. 6:5 and Luke 10:27 stress this fact. It states that you shall love the Lord your God with all your heart, mind, soul and strength.

- **Soul (Spirit):** a playing ground where one communicates with God. This expresses the spiritual development that must be atlained in the child for an adjustable living here on earth that enhances life here after in heaven. At this level, life vision is conceived through an inspiration of God.
- **Mind (cognitive):** at this level the vision so conceived is translated and organized into workable system of actions and activities. This is done through education of the mind which every educator and education system endeavour to achieve.
- **Heart (affective):** this is the development of the right attitude towards the mission and people and society in order to achieve the vision that is received.
- **Strength, (psychomotor)** talents, skills, abilities to fulfill the mission.

This is the total man that should be developed through education. Wherever there exists a hitch at any level, the education system must crumble. These areas of life must be developed equally. The development of each segment has to be geared towards achieving the purpose of God for humanity. Whenever the four domains are not going together, the education system remains problematic.

Actually, most of the problems which many education systems have, seem not to hinge on the policies principles, processes and practices but on this singular issue of not developing the spiritual domain. This is so, for morality without spirituality will not make for balanced development. Objectives of education are not holistic until they include spiritual domain (Nweke 2013).

Statement of the Problem

However, it is disheartening that the goals of mission secondary education in Anambra state seem not be achieved due to the level of insecurity bedeviling Nigeria. Apparently, The deterioration of security in Anambra and the rest of the states in South-East is alarming. It is obvious that no zone or state in the country is imune from violence but security governance in the South East is particularly worring. The escalated surge of insecurity in the South East, especially, Anambra State in the recent past, is an indicator that the structures, institutions and personnel responsible for providing security management and oversight at the national and local levels are lacking. The situation poses challenges to every institution in the zone, especially, the mission secondary schools. Oluwole and Onuoha (2022) noted thus about Anambra State, since 2021, the relatively calm state has taken a violent twist with frequent clashes between government forces and pro-Biafra supporters. The Bishop on the Niger in his (2022) synod charge maintained that the spate of violence in Anambra State and the government's inability to adequately protect life and property is taking a toll on almost all aspect of life, including education. The problem of this study therefore, is, what are the insecurity challenges on the management of mission secondary schools in Anambra Satte?

Purpose of the Study: The purpose of the study is to ascertain the insecurity challenges on the management of mission secondary education in Anambra State, Nigeria.

Research Question: What are the insecurity challenges on the management of mission secondary education in Anambra State?

Hypothesis: There is no significant difference in the mean ratings of principals and teachers regarding the insecurity challenges on the management of mission secondary education in Anambra State.

Research Method

This study adopted a descriptive survey search design to investigate the insecurity challenges on the management of mission secondary education in Anambra State. The population of study comprised of eighty four (84) principals and one thousand five hundred and fifty nine (1559) mission secondary school teachers to make a population of 1641 respondents drawn from

the various denominational mission secondary schools in the study area which were selected through the process of multistage sampling technique. The instrument for data collection was researcher structured questionnaire titled: Insecurity challenges on the Management of Mission Secondary Education Questionnaire (ICMMSEQ). The instrument was validated by three experts, two were from the department of Educational Administration and Policy, Chukwuemeka Odumegwu Ojukwu University Igbariam Campus, Anambra State while the other came from the department of Measurement and Evaluation of the same university. A test of reliability was conducted at Imo State to check the internal consistency of the instrument. Data from the pilot test were computed statistically using Cronbach processing method. The following results were obtained Clust B (1) .98 and an overall reliability co-efficient of 99. The researcher employed two (2) research assistants from each of the six education zones in the State to make a total of sixteen (12) research assistants. These research assistants were properly briefed on the purpose of the study and how to administer the instrument. The data generated were analyzed, using mean scores and standard deviation based on real limits of numbers interpreted as follows: those items that had mean ratings falling between 2.50 and 3.49 were regarded as high accepted those that fell between 0.00 and 2.49 were regarded as rejected Hypothesis was analysed using t-test statistic at 0.05 level of significance.

Research Question One

Table 3: Mean and Standard Deviation Scores of Principals and Teachers' Responses on Security Challenges on the Management of Mission Secondary Schools in Anambra State of Nigeria (N = 1643)

S/N	Items	Mean Scores X	Standard Deviation (SD)	Remarks	Decision
1	Monday and curt day sit-at-home	3.29	.88	A	Accepted
2	Kidnapping of Students and Pupils	3.03	.82	A	Accepted
3	Internal Displacement	2.25	1.00	D	Rejected
4	Encouragement of Foreign Education	2.13	1.09	D	Rejected
5	Poor Quality of Education	2.70	1.03	A	Accepted
6	Unknown gunmen attack	2.50	1.12	A	Accepted
7	Encouragement of Yahoo Business	2.79	1.11	A	Accepted
8	Loss of man power	2.79	1.02	D	Accepted
9	Closure of Schools	2.11	1.00	A	Rejected
10	General Apathy towards Education	2.46	1.14	A	Accepted
	Overall mean and Standard Deviation	2.46	.98	A	Accepted

Results from the analysis in Table 1 showed that items 1, 2, 5, 6, 7, 8, and 10 received mean scores that fell within the decision rule of 2.50-3.49 and were accepted by a good number of the respondents as insecurity challenges on the Management of mission

secondary schools in Anambra State of Nigeria that could leave mission secondary schools in a very deplorable state. Items 3, 4, and 9 obtained mean scores that fell within the decision rule of 1.50-2.49 and therefore, were rejected by a good number of the respondents, on the bases that they were not serious insecurity issues for the Management of Mission Secondary Schools.

Hypothesis

HO1: There is no significant difference in the mean ratings of Mission Secondary School principals and teachers regarding insecurity to challenges on the Management of mission secondary schools in Anambra State of Nigeria.

TABLE 12: Summary of t-test Analysis of the Mean Ratings of Principals and teachers on insecurity challenges on the Management of Mission Secondary schools in Anambra State of Nigeria.

Item	Variable	N	X	SD	dF	t	Sig (2-tailcd)	Decision
1	Teachers	1559	3.28	.89	1641	-1.40	.15	NS
	Principle	84	3.42	.71				
2	Teachers	1559	3.03	.83	1641	-3.33	.18	NS
	Principle	84	3.15	.68				
3	Teachers	1559	2.26	1.00	1641	-3.15	.00	S
	Principle	84	2.15	1.08				
4	Teachers	1559	2.13	1.09	1641	.1.07	.28	NS
	Principle	84	2.26	1.14				
5	Teachers	1559	2.68	1.03	1641	.94	.34	NS
	Principle	84	3.04	.84				
6	Teachers	1559	2.48	1.12	1641	-2.65	.00	NS
	Principle	84	2.82	1.04				
7	Teachers	1559	1.78	.98	1641	-.93	.34	NS
	Principle	84	1.89	1.01				
8	Teachers	1559	2.78	1.02	1641	-.69	.48	NS
	Principle	84	2.86	1.05				
9	Teachers	1559	1.99	1.00	1641	-3.44	.00	S
	Principle	84	2.38	.90				
10	Teachers	1559	2.05	1.07	1641	-9.82	.00	NS
	Principle	84	3.22	.84				
Over	Teachers	1559	2.45	.94	1641	-2.58	.01	NS
All	Principle	84	2.72	.86				

Table 12 above revealed that the significant 2-tailed values for items 1, 2, 5, 6, 7, 8 and 10 greater than 0.05. It was therefore, accepted that there was no significant difference in the agreement between principals and the teachers on those items they represent. The null hypothesis for items 3, 4 and 9 were rejected because their 2-tailed, t-values were less than 0.05 bench mark. This showed that there is no significant difference in the agreement of principals and teachers on those items they

represent.

Conclusion

- ❖ There are serious spate of insecurity in Anambra affecting effective management of mission secondary schools.
- ❖ The state government has not done enough to completely curb the menace.
- ❖ The churches like other members of the society are helpless.

Recommendations

- The Federal Government should initiate dialogue with relevant stakeholders like state government, IPOB representatives, traditional rulers, Presidents General of the Communities, Women Organizations, Youth Group, Security Forces and Civil Society Organizations to proffer solution to the Insecurity situation in the state
- Anambra state government should articulate and pursue a robust developmental blueprint for the state.
- The state should encourage private partnership to create jobs for the unemployed youths
- The government should initiate empowerment programese for the youths and indegent families.
- The Federal Government should address the issue of marginalization of the South East zone where Anambra State exists
- The church should form a synergy with government agencies, traditional rulers and communities to provide security for the mission secondary schools.
- Nigeria government must begin with our laws, their enforcement mechanisms and strengthening our institutions to withstand external pressure.
- The National Assembly will pass a bill that places death penalty on kidnapping. This should be adopted in every state of the Federation.
- The privileges afforded to terrorists and kidnappers by the Buhari administration must be withdrawn
- There must be clear mechanisms that enable security agents to work with the least interference from both state and non-state actors.
- The rule of law must take its course in this country on insecurity.
- Enacting and enforcing the right laws is a step in the right direction but it is not enough. Government must think and act more holistically by addressing the socio-economic factors that facilitate kidnapping and restiveness.
- Government must address causal factors such as poverty, injustice, nepotism, marginalization, corruption, amongst others if it

must get to the root of the issue of insecurity in Nigeria.

- If Government tackle them head-on, it must raise her national intelligence through orientation and education for Nigerians to fight this menace on an individual level.
- Mission Schools must teach students how to respond to security emergencies.
- Students must be taught basic self-defence and evasive skills that makes it harder for kidnappers to simply whisk students off without a run for their lives.
- Mission Schools must invest in their security infrastructure to make themselves less vulnerable to kidnappers.
- Round-the-clock surveillance systems and well-lit surrounding are a turn off for kidnappers.
- Mission Schools must also arrange with law enforcement agencies for periodic patrols and inspections within and outside the school fence to ensure there are no ongoing breaches.
- Church Leaders must spend money, time and attention where it matters than hand it to unscrupulous elements of society who make merchandise of the system without fulfilling the obligations.
- Mission Schools must be made less suicidal mission for teachers and students.
- Town Unions and Traditional Rulers of every community in Nigeria must endeavour to beef up security surveillance in their towns and villages.
- Community heads and church leaders should form a synergy between their security operatives with the government apparatus.
- Finally, everyone – men, women, adults, youths and children should as a matter of necessity be security conscious. If you see something say something.

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