



THE AFFECTS OF SECURITY ON THE MENTAL HEALTH AND EDUCATION OF TEACHERS IN NIGERIA

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Abstract

The study focused on Kaduna State in Nigeria and the effects of insecurity on teachers' mental health and the educational system. The study's goal was to determine the root causes and effects of teachers' mental health insecurity because of ongoing armed herdsmen attacks on both teachers and students in classrooms, which have resulted in the closure of multiple schools in Northern Nigerian States. The descriptive survey design was based on three research questions that served as the main guiding concepts for the study. 240 respondents were chosen from six Kaduna State schools using a purposive selection technique to build up the sample. A 40-item questionnaire was created by the researcher, and mean was used to analyse the data. The study's findings showed how seriously ill schoolteachers are, and they received a failing grade for their general lack of understanding of mental health. The researcher proposed a paradigm for mental health counselling for teachers and students based on their findings. To protect not only the mental health of educators but also the mental health of the Nigerian population, he also suggested that the Nigerian government concentrate more of its policies and efforts on lowering or eliminating insecurity in Nigeria.

Keywords: *Mental Health, Safety, Insecurity and Education.*

Introduction

The insecurity of recent times has been a serious issue for the Nigerian government. Since 2009, the militant Islamist group Boko Haram has been a source of unrest not only in the nation's northeast, but across all the state

in Nigeria. Numerous homes, as well as many lives and possessions, have been lost. Long-running, fatal conflicts between mainly Christian farmers and mainly Muslim herdsmen in Nigeria's Middle Belt have now extended to the country's southern area. Since 2015, there has been an increase in the frequency and violence of disputes about who has access to, and ownership of land and water supplies as well as the increasing desertification that has changed cow grazing habits. These disputes aren't necessarily brand-new (Njoku, 2019). The key systemic causes of insecurity—climate change, militarism, economic inequality, and the growing scarcity of resources—have generally continued unabated even as more people appear to be afflicted by violent conflict.

Introduction and Statement of the problem

To preserve optimum health, a secure atmosphere is required. Most people on the planet today feel less safe as more individuals experience growing insecurity globally. Nigeria has recently witnessed an unmatched level of insecurity and is one of the least peaceful nations on earth, according to the Global Peace Index (GPI, 2019) evaluation. In the 13th edition of the GPI, which ranked autonomous states and territories according to their level of peacefulness, Nigeria is ranked 148 out of 163 nations worldwide. Because more herdsmen are kidnapping teachers and pupils and demanding ransoms, Nigeria's level of insecurity has increased since a decade ago. Both teachers and the public have experienced mental health problems, grief, stress, and worry because of this. In every educational system, tranquillity and peace are the antidote to effective teaching and learning. However, in recent years, hostilities in Nigeria have entrapped millions of students, making it dangerous for them to attend class as well as for their lives and property.

The problem is that due to the rising wave of insecurity that has plagued schools in many Nigeria's States, most teachers and students now experience serious mental health problems. Most teachers lack the mental stability needed to impart the knowledge that is required of them to their students. Teachers and students must feel safe in their individual schools for a peaceful, encouraging, and cooperative learning environment to exist

in which all parties have the best opportunities to live and learn in a state of complete physical, mental, and social well-being. Sadly, Northern Nigeria is not experiencing this now. For both instructors and students, insecurity in educational environments today in Nigeria is a very serious and important mental health issue. Armed conflict is the source of insecurity, and both its direct and indirect effects on academic staff can threaten a nation's educational goals and prospects. Violence, including the threat of violence, breeds unrest and results in harm, death, mental health problems, developmental delays, and the denial of basic human rights. A lack of proper security makes it difficult to carry out efficient educational initiatives meant to advance national development. Effective governance and infrastructure development should be coupled to address the root of insurgency. Increased security is required on school grounds in Nigeria.

Examination of Relevant Literature

The concepts of safety and uneasiness

Achumba, Ighomereho, and Akpor-Robaro (2013), in contrast to Beland (2005), defined security as safety from psychological harm (safety or protection from emotional stress resulting from the assurance or knowledge that one is wanted, accepted, loved, and protected in one's community or neighbourhood). Beland (2005) added three more definitions of security: independence from psychological injury, protection against crime (feeling safe), and regularity of daily life (knowing what to expect). It refers to a lack of insufficient degree of risk freedom. Physical insecurity, which feeds into many other sorts of insecurity, including economic and social security, is the most evident component of insecurity that is captured by this phrase. In every educational system, tranquillity and peace are the antidote to effective teaching and learning. Millions of pupils are now, however, trapped in Nigeria's recent battles, making it dangerous for them to attend class as well as for their lives and property.

Numerous Uncertainty Sources

Any situation can lead to insecurity for several reasons. Many security researchers and professionals have identified a variety of causes of

insecurity. The following, among others, are among the factors that contribute to social unrest and instability and produce insecurity: - Institutional flaws that result in government failure,
- Tensions caused by religion and race
- Prominent material inequalities
- Poverty and unfairness.

Additional causes of insecurity include:

There are conflicts between popular perception and government poor security procedures loss of communal ideals in society, culture, and history (Achumba, Ighomereho & Akpor-Robaro, 2013). Additionally, Hazen and Horner (2007) pointed out that open borders and the abundance of small arms and light weapons have made it simple for militant groups and criminal organizations to obtain firearms. Insecurity can negatively affect people's physical and emotional health in addition to limiting their requirements for education and healthcare. Any act of violence has far-reaching and frequently awful effects. It can lead to a lack of access to necessities like food, clean drinking water, healthcare, and education, as well as water scarcity, food insecurity (due to herdsman encroaching on farms, for example), the resurgence of infectious diseases that, in some cases, can be severe enough to threaten social stability and undermine economies. Those connected to cluster bomb injuries, the prevalence of war-related sexual violence, and the subsequent spread of STDs like HIV/AIDS are some additional health repercussions of people's insecurity (McLean, Roberts, White & Paul, 2011). According to Briggs (2010), studies from the University of Port Harcourt have shown that psychiatric disorders are prevalent and frequently present as PTSD, other anxiety disorders, hard drug-related illnesses, schizophrenia, psychosis, depression, and other types of affective disorders in people who survive violent crimes and warfare in addition to the physical impairments they experience. This shows that even after the insurgency is put down, persons who were hurt may still be haunted by memories of the bloodshed, which will interfere with their daily lives.

Effects of Insecurity on the Physical Health of Teachers and Communities

Physical Health Problems: The Internal Displacement Monitoring Centre (IDMC) (2019), observed that Millions of individuals of all ages have abandoned their homes as a direct result of insecurity. Since the conflict between the Nigerian government and the terrorist group Boko Haram broke out in 2009, hundreds of civilians have died in violence in North-East Nigeria, forcing millions of people to flee their homes and become internally displaced. While some internally displaced people (IDPs) have found shelter with relatives, the majority of IDPs live in poor conditions in temporary settlements and rely heavily on assistance from local communities and relief groups. In 2018, there were 541,000 fresh evictions in Nigeria, with 200,000 of them in the Middle Belt and the remainder ones brought on by the Boko Haram insurgency in the North-East. 2.2 million people were still displaced because of these hostilities by the end of the year. 80 percent of the country was impacted by flooding last year, which also led to the majority of the 613,000 additional displacements that were recorded. The most impacted states are affected more by ongoing hostilities than others: between November 2018 and January 2019, there were reports of about 80 000 additional internally displaced persons (IDPs), with Borno state serving as the main epicentre of these new displacements.

Internal displacement has a major negative influence on the affected communities' public health, educational opportunities, and overall quality of life. These impacts could be categorized as direct, brought on by harm and violence, or indirect, brought on by a rise in infectious diseases and famine (Olwedo, Mworozzi, Bachou & Orach, 2008; Lam, McCarthy & Brennan, 2015).

Several risk factors that promote communicable diseases combine their effects during displacement. Large-scale population shifts into temporary locations, overcrowding, deterioration of the economy and environment, poverty, a lack of access to clean water, poor sanitation, and inefficient waste management are some of these problems. These conditions are made worse by a lack of housing, a lack of food, and limited access to healthcare (Connolly, 2004). The main physical health problems and

symptoms, according to Owoaje, Uchendu, Ajayi, and Cadmus (2016), were fever/malaria (85% in children and 48% in adults), malnutrition in children (stunting 52% and wasting 6%), malnutrition in adult males (24%), diarrhoea (62% in children and 22% in adults), and acute respiratory infections (45%).

Additionally, food insecurity has had a significant negative impact on the quantity and quality of food that individuals need for nourishment. Farmers are being compelled to escape to safety in camps as herdsmen take farmlands and destroy food crops. Up to three million people lack enough food, and up to 940,000 children suffer from acute malnutrition, 440,000 of them are in its most serious, life-threatening form (European Civil Protection and Humanitarian Aid Operations, 2019). The high rate of acute malnutrition and worrying levels of food insecurity, especially for students, continue to be important humanitarian concerns.

Communities' Mental Health and Teachers' Insecurity

Another big disadvantage of insecurity is how it affects people's and communities' mental health. IDPs, especially those who have experienced conflict, are more prone to mental health problems. 87 percent of people who have lately been displaced in Nigeria are women and children, according to European Civil Protection and Humanitarian Aid Operations (2019). These populations have healthcare needs and are more susceptible to physical and mental health problems. Additionally, studies have shown that displaced women and girls are more susceptible to rape and other types of sexual assault (Stark, Roberts, Wheaton, Acham, Boothby & Ager, 2010; Vu, 2014). These women have a higher risk of unwanted pregnancies, dangerous abortions, maternal morbidity, and mortality (Austin, Guy, Lee-Jones, McGinn & Schlecht, 2008). Sexual violence has serious and enduring repercussions. The two most frequently documented psychological responses to violence and loss are post-traumatic stress disorder (PTSD) and depression, respectively (Mujeeb, 2015; Asad et al., 2013; Getanda, Papadopoulos & Evans, 2015). Post-traumatic stress disorder is a condition that certain people who have experienced a shocking, terrifying, or fatal incident may develop. This condition

frequently causes the victim to live in constant fear, misery, and sorrow (National Institute of Mental Health, 2018). There may be effects on the sufferers' cognition and mood as well. Many teachers in Kaduna State are currently suffering from long-term psychological effects that harm their mental outlook and cause varying degrees of psychological harm, which are common among people who live in violent, unstable environments, because of the state's experiences with instability. In a study of the teenagers' exposure to communal violence and PTSD reactions, Jimoh (2010) found that the high prevalence of crime and violence, for example, has made the adolescents in the Niger Delta sensitive to the symptoms of post-traumatic stress disorder. Numerous studies have proven the assertion that exposure to violent or traumatic events is a strong predictor of PTSD in victims, including bystanders and even those who simply heard about the events (Jimoh, 2010; Salami, 2010). The dread of crime, violence, and physical harm may increase inhabitants' unease. Additionally, Patrick (2013) investigated the relationship between low-income African American youths' ongoing exposure to community violence and PTSD symptoms and discovered that exposure to various forms of violence and traumatic experiences had a significant impact on how these youths reported their PTSD symptoms.

Healthcare Challenges and Uncertainty for Teachers

In times of uncertainty, getting medical care may be challenging. Assistance and public health services appear to have been interrupted by the recent kidnapping and murder of medical staff. As a result, preventative and control measures are hindered, which aids in the spread of diseases transmitted by vectors like yellow fever and malaria. This increases the risk of outbreaks of diseases that can be averted by vaccination as well as the number of people who are susceptible to sickness, like how normal immunization programs are halted (VPDs). Untreated mental illnesses raise the likelihood of physical illness, particularly chronic illnesses for which treatment compliance may be compromised, as well as personal suffering and misery, poor social functioning, and diminished productivity (WHO, 2010). Without treatment, these disorders may result in more

difficult academic situations and a larger likelihood of dropping out of school. According to Murphy et al (2020), there is a lack of knowledge on the provision of mental health and psychosocial support to people affected by violence in low- and middle-income countries. They found the following factors to be obstacles preventing IDPs in Georgia from receiving mental health services: inadequate insurance coverage of mental disorders, inadequate identification and referral systems, underfunding, a lack of human resources, inadequate information systems, patient out-of-pocket payments, and stigmatization. In addition to integrating services for patients at the primary health care level, community-based methods were advised.

Security concerns in Nigeria seem to have a substantial impact on all facets of society, but especially on educators and students in the classroom. The suggested pedagogical approach to tackling these concerns is to provide comprehensive school health services that include the physical, mental, emotional, and social aspects of health and security education. Counselling, psychological, and social services, health services, healthy school settings, physical education, nutrition services, and health promotion for school staff are all included in the scope of school health services. Involvement of parents and the community is also included (Allensworth, Lawson, Nicholson & Wyche, 1997). These services aim to guarantee access to primary healthcare services or referrals to them, encourage appropriate use of primary healthcare services, prevent and control communicable diseases and other health issues, reduce risky health-related behaviours, provide emergency care for illness or injury, and promote and provide educational opportunities for promoting and maintaining individual, family, and community health. Doctors, nurses, dentists, health educators, and other certified professionals in the allied health field provide these services. A student cannot defend themselves against something they are ignorant even exists, so security education serves as their first line of defence against security dangers. As an illustration, some of these students recklessly chase strangers or even persons they know, which leads to their rape, hostage taking, or even death. With security education, students'

awareness of risks, capacity to spot them, and understanding of how to handle and address security concerns may all improve.

The connection between health and education is complex. Academic development may be hampered by health issues brought on by insecurity, and teachers' ability to instruct students effectively may be affected. Numerous societal issues, especially insecurity, can affect a teacher's capacity to concentrate in the classroom. For instance, if a teacher is worried about the safety of the school where they work, they may not be able to focus at all on the lesson. Additionally, when educating pupils, conducting research, or administering quizzes and exams, a teacher who is struggling with concerns of community insecurity may experience a range of emotions. Unfavourable feelings of insecurity that students bring with them from outside the classroom are one of these emotions. Children with other chronic diseases may also miss school frequently and have problems concentrating, all of which can influence academic performance. Academic success has been linked to illnesses, inadequate nutrition, sleep problems, mental health concerns, poor vision, and inattentive or hyperactive behaviour (Suhrcke & Nieves, 2011). For instance, compared to typical kids, children with attention deficit/hyperactivity disorder (ADHD) are roughly three times as likely to leave school before they graduate and are three times more likely to be academically held back (Goldman & Smith, 2011). In Nigeria, young people who dropped out of school are typically to blame for crimes. Insecurity is linked to persistent threats from sickness, hunger, terrorism, and poverty (Alexander, 2011). Because of this, living in extreme poverty can put one's safety at danger in many ways. Instability in the home and community can have a negative impact on a child's development, and later in life, issues like secure housing and financial security can have an impact on the physical and mental health of adults. Children who experience toxic stress, social exclusion and bigotry, prolonged poverty, and trauma have changed brain architecture that negatively affects cognition, behaviour management, and executive function (Hackman, 2010). As a result, these disturbances might influence the educational, economic, and health results of future generations (Shonkoff & Phillips, 2000). Children who experience stress may also be

drawn to dangerous behaviours like smoking or eating poorly during adolescence, the time when adult habits are typically first developed.

The purpose of the study

Three objectives served as the study's guide.

1. To determine the main reasons for the security situation in the states of northern Nigeria.
2. To assess the impact of security on educators' mental health in Northern Nigerian States.
3. To determine the impact of security on the state-level educational institutions in northern Nigeria.

Research Issues

The study's overarching research questions were these three:

1. What are the reasons for school violence in the Northern Nigerian States?
2. How does security affect the mental health of educators in Northern Nigerian States?
3. How has insecurity affected the states of northern Nigeria's educational system?

Methodology

The study used descriptive survey research as its approach. This approach was chosen because it makes describing, examining, documenting, analysing, and evaluating study factors simpler. The sample size for the study was six local government areas in Kaduna state, and respondents were sent questionnaires: The descriptive survey design was used to ask three research questions. The sample consisted of 240 respondents who were chosen from six schools in Kaduna State's risky areas. Purposive sampling was used as a strategy. The "Impact of Insecurity on Mental Health of Teachers" four-point Likert scale was created by the researcher and has 40 items (IMHT). The measure was analysed, updated, and modified by counselling and educational psychology specialists from the Veritas University Abuja Faculty of Education to assure its validity. The

reliability of the questionnaire was assessed using the Pearson product moment correlation coefficient along with the survey's face and content validity. The acquired value of 0.75 can be used to assess its reliability. The gathered data were put via means-based analysis to solve the issues the study identified.

Results

The three research questions earlier raised in the study were answered descriptively using mean.

Research Question 1: What are the causes of insecurity in schools in Northern Nigerian State?

Table 1: Mean analysis showing causes of insecurity in schools in Northern Nigerian State

S/N	Causes of Insecurity in Northern Nigerian State	Level of Agreement				X	Decision
		SA	A	D	SD		
1	Poor security infrastructure and funding	98	87	24	31	3.05	Agreed
2	Bad governance, lack of good political will and incompetent leadership	89	79	28	44	2.89	Agreed
3	High rate of unemployment among the youth resulting in lots of youth restiveness	101	86	21	32	3.07	Agreed
4	Inadequate qualified security personnel	71	86	39	44	2.77	Agreed
5	Porous border	75	91	25	49	2.80	Agreed
6	Ethnic-religious conflicts	93	80	28	43	2.96	Agreed
7	School dropouts who venture into criminalities	98	72	31	39	2.95	Agreed

8	Persistent poverty and government's unfairness on most of the masses	91	82	32	35	2.95	Agreed
9	A very poor and weak constitution and judicial system that does not favour majority of the country's populations	82	75	35	48	2.80	Agreed
10	Pervasive material inequalities between the few rich and the poor populations	67	97	42	34	2.82	Agreed
11	Conflict of perception of ideologies between some religious groups and government's inability to control promoters of such harmful ideologies	82	76	27	55	2.77	Agreed
12	Importation, proliferation and availability of small arms and light weapons by criminals and militant groups	81	78	41	40	2.83	Agreed
13	Poorly trained security personnel and poor security system	91	80	31	38	2.93	Agreed
Sectional Mean						2.89	Agreed
Scale Mean 2.50, n=240							

Table 1 showed mean analysis of causes of insecurity in schools in Northern Nigerian State. From the Table, it could be observed that the mean values of 3.05, 2.89, 3.07, 2.77, 2.80, 2.96, 2.95, 2.95, 2.80, 2.82, 2.77, 2.83 and 2.93 agreed with items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13 respectively. The sectional mean of 2.89 was greater than the scale mean of 2.50 which indicated that all the respondents agreed that poor security

infrastructure and funding, bad governance, lack of good political will and incompetent leadership, high rate of unemployment among the youth resulting in lots of youth restiveness, inadequate qualified security personnel, porous border, ethnic-religious conflicts, school dropouts who venture into criminalities, persistent poverty and government's unfairness on most of the masses, a very poor and weak constitution and judicial system that does not favour majority of the country's populations, pervasive material inequalities between the few rich and the poor populations, conflict of perception of ideologies between some religious groups and government's inability to control promoters of such harmful ideologies, importation, proliferation and availability of small arms and light weapons by criminals and militant groups and poorly trained security personnel and poor security system were the causes of insecurity in Northern Nigerian State.

Research Question 2: What is the impact of insecurity on mental health of schoolteachers in Northern Nigerian State?

Table 2: Mean analysis showing impact of insecurity on mental health of schoolteachers in Northern Nigerian State

S/N	Impact of Insecurity on Mental Health of Schoolteachers in Northern Nigerian State	Level of Agreement				X	Decision
		SA	A	D	SD		
14	Sleep disorder	86	90	32	32	2.96	Agreed
15	Withdrawal from others	78	92	29	41	2.86	Agreed
16	Depression	69	98	31	42	2.81	Agreed
17	Anxiety	81	92	29	38	2.90	Agreed
18	High degree of fear and panic	90	76	29	45	2.88	Agreed
19	Loss of cognition and poor concentration	72	82	28	58	2.70	Agreed
20	Poor teaching performance	81	92	34	33	2.92	Agreed
21	Post-traumatic stress disorder symptom	97	72	32	39	2.95	Agreed
22	Heightened aggression	102	83	28	27	3.08	Agreed

23	Increased revenge seeking attitude	98	73	24	45	2.93	Agreed
24	High tendencies towards violence	86	75	30	49	2.83	Agreed
25	Increased levels of crisis fatigue	65	99	42	34	2.81	Agreed
26	Increased poor social functioning	82	75	26	57	2.76	Agreed
27	Low teaching productivity	93	86	31	30	3.01	Agreed
Sectional Mean						2.89	Agreed
Scale Mean 2.50, n=240							

Table 2 showed mean analysis of insecurity on mental health of schoolteachers in Northern Nigerian State. From the Table, it could be observed that the mean values of 2.96, 2.86, 2.81, 2.90, 2.88, 2.70, 2.92, 2.95, 3.08, 2.93, 2.83, 2.81, 2.76 and 3.01 agreed with items 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 and 27 respectively. The sectional mean of 2.89 was greater than the scale mean of 2.50 which indicated that all the respondents agreed that sleep disorder, withdrawal from others, depression, anxiety, high degree of fear and panic, loss of cognition and poor concentration, poor teaching performance, post-traumatic stress disorder symptom, heightened aggression, increased revenge seeking attitude, high tendencies towards violence, increased levels of crisis fatigue, increased poor social functioning and low teaching productivity were the impacts of insecurity on mental health of schoolteachers in Northern Nigerian State.

Research Question 3: What is the impact of insecurity on the Nigerian educational system in Northern Nigerian state?

Table 3: Mean analysis showing impact of insecurity on Nigerian educational system in Northern Nigerian State

S/N	Impact of Insecurity on Nigerian educational system in Northern Nigerian State	Level of Agreement				X	Decision
		SA	A	D	SD		
28	Unsafe feelings in schoolteachers as a result	87	78	34	41	2.88	Agreed

	many schoolteachers do not go to school anymore							
29	Very low, poor and uninterested teaching and learning activities among schoolteachers	90	92	27	31	3.00	Agreed	
30	High levels of absenteeism by the schoolteachers due to insecurity	66	98	44	32	2.83	Agreed	
31	High level of absenteeism from school by the students due to insecurity	88	92	25	35	2.97	Agreed	
32	Increased crisis fatigue has resulted in loss of interest in school by the students	87	89	30	34	2.95	Agreed	
33	Increased numbers of dropouts from schools among students	77	82	42	39	2.82	Agreed	
34	Total abandonment of schools by many students	83	92	31	34	2.93	Agreed	
35	Destruction of many school facilities by the insurgents has led to closure of many schools	82	91	30	37	2.91	Agreed	
36	Total shut down of many Federal and State schools by the Government due to threats of herdsmen killers and kidnappers	73	86	28	53	2.75	Agreed	
37	Difficulty in concentration in class by students that affects their educational goals and achievement	112	83	31	14	3.22	Agreed	

38	Increased numbers of internally displaced persons (IDPs) camps without formal education for displaced students living in the IDPs camps	98	80	26	36	3.00	Agreed
39	Thousands of traumatised students not interested in school anymore	87	76	32	45	2.85	Agreed
40	High levels of very low standards of education generally in schools	23	36	78	103	1.91	Disagreed
Sectional Mean						2.85	Agreed
Scale Mean 2.50, n=240							

Table 3 showed mean analysis of insecurity on Nigerian educational system in Northern Nigerian State. From the Table, it could be observed that the mean values of 2.88, 3.00, 2.83, 2.97, 2.95, 2.82, 2.93, 2.91, 2.75, 3.22, 3.00 and 2.85 agreed with items 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38 and 39 respectively while the mean value of 1.91 disagreed with item 40. The sectional mean of 2.85 was greater than the scale mean of 2.50 which indicated that some of the respondents agreed that unsafe feelings in schoolteachers as a result many schoolteachers do not go to school anymore, very low, poor and uninterested teaching and learning activities among schoolteachers, high levels of absenteeism by the schoolteachers due to insecurity, high level of absenteeism from school by the students due to insecurity, increased crisis fatigue has resulted in loss of interest in school by the students, increased numbers of dropouts from schools among students, total abandonment of schools by many students, destruction of many school facilities by the insurgents has led to closure of many schools, total shut down of many Federal and State schools by the Government due to threats of herdsmen killers and kidnappers, difficulty in concentration in class by students that affects their educational goals

and achievement, increased numbers of internally displaced persons (IDPs) camps without formal education for displaced students living in the IDPs camps and thousands of traumatised students not interested in school anymore were the impacts of insecurity on Nigerian educational system in Northern Nigerian State while the remaining respondents disagreed with high levels of very low standards of education generally in schools as impact of insecurity on Nigerian educational system in Northern Nigerian State.

Discussion

The findings in research question one revealed that all the respondents agree hundred percent that poor security infrastructure and funding, bad governance, lack of good political will and incompetent leadership, high rate of unemployment among the youth resulting in lots of youth restiveness, inadequate qualified security personnel, porous border, ethnic-religious conflicts, school dropouts who venture into criminalities, persistent poverty and government's unfairness on most of the masses, a very poor and weak constitution and judicial system that does not favour majority of the country's populations, pervasive material inequalities between the few rich and the poor populations, conflict of perception of ideologies between some religious groups and government's inability to control promoters of such harmful ideologies, importation, proliferation and availability of small arms and light weapons by criminals and militant groups and poorly trained security personnel and poor security system were the causes of insecurity in Northern Nigerian State. This agrees with the findings of Hazen and Horner (2007) and that of Achumba, Ighomereho & Akpor-Robaro,(2013) research on causes of insecurity

The findings of research question two showed that all the respondents agreed that sleep disorder, withdrawal from others, depression, anxiety, high degree of fear and panic, loss of cognition and poor concentration, poor teaching performance, post-traumatic stress disorder symptom, heightened aggression, increased revenge seeking attitude, high tendencies towards violence, increased levels of crisis fatigue, increased poor social functioning and low teaching productivity were the impacts of

insecurity on mental health of schoolteachers in Northern Nigerian State. This agrees with the submission of Briggs (2010) on a similar research on the effects of violence on people who survive war and victim of violence, and the findings of Jimoh (2010) found that the high prevalence of crime and violence in the Niger-Delta for example, has made the adolescents in the Niger Delta sensitive to the symptoms of post-traumatic stress disorder and other psychological effects.

The findings of research question three indicated that some of the respondents agreed that unsafe feelings in schoolteachers as a result many schoolteachers do not go to school anymore, very low, poor and uninterested teaching and learning activities among schoolteachers, high levels of absenteeism by the schoolteachers due to insecurity, high level of absenteeism from school by the students due to insecurity, increased crisis fatigue has resulted in loss of interest in school by the students, increased numbers of dropouts from schools among students, total abandonment of schools by many students, destruction of many school facilities by the insurgents has led to closure of many schools, total shut down of many Federal and State schools by the Government due to threats of herdsmen killers and kidnapers, difficulty in concentration in class by students that affects their educational goals and achievement, increased numbers of internally displaced persons (IDPs) camps without formal education for displaced students living in the IDPs camps and thousands of traumatised students not interested in school anymore were the impacts of insecurity on Nigerian educational system in Northern Nigerian States while the remaining respondents disagreed with high levels of very low standards of education generally in schools as impact of insecurity on Nigerian educational system in Northern Nigerian State.

Conclusion

This research work has shown the negative devastating effects and affects of insecurity on the teachers and pupils in northern Nigerian States thereby signalling the long-term effects this could have on the entire Nigerian education and development, and proffer ways to curb this menace of insecurity in Nigeria.

Recommendations

1. The root causes of insecurity should be tackled through a combination of good governance, infrastructural development, well outlined and defined policies as well as good political measures against perpetrators of insecurity.
2. Adequate health facilities, safe water and sanitation should be provided for teachers and students especially in the schools, to promote health and reduce the risk of transmission of infectious diseases.
3. Security Education curriculum should be developed and implemented at all levels of education and learning to increase awareness of insecurity threats, to identify risks and proper sways of handling and responding to insecurity threats.
4. Government should set up community mental health services centres in all communities to tackle insecurity mental health induced psychological problems of the direct and indirect victims.
5. There should be adequate provision of security personnel for health workers so that they would be willing to render health care services for victims of insecurity effectively.

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