

EVALUATING THE IMPACT OF INSECURITY AND IPOB SIT-AT-HOME ORDER ON TEACHING AND LEARNING IN PUBLIC SECONDARY SCHOOLS IN NSUKKA LOCAL GOVERNMENT AREA, ENUGU STATE

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Abstract

The study investigated the impact of insecurity and IPOB sit-at-home order on teaching and learning in secondary schools in Nsukka local government area. Four research questions were posed for the study. The study had both theoretical and practical significance. The design employed for the study is a descriptive survey. The population of the study comprised 16,809 teachers and students in public secondary schools in Nsukka Local Government Area, Enugu State. The study sampled 200 respondents: 150 students and 50 teachers in public secondary schools in Nsukka LGA. Questionnaire was the instrument used for data collection. The instrument was subjected to face validation by three experts. The instrument yielded overall reliability index of 0.80 which shows that the instrument was highly reliable and thus could be used for the study. Mean statistics was used for data analysis. The study found that insecurity and IPOB sit-at-home order has affected teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State to a high extent. Based on the findings, the study among others recommended that government should improve security measures in and around schools to ensure the safety of students and staff.

Keywords: Insecurity, IPOB Sit at home; teaching and learning

Introduction

Secondary education is very important to the development of the entire education system because it provides the foundation. Secondary education is not an educational system to be toyed with because of its relevance to the socio-economic and technological advancement of a country. However, the recent insecurity challenges in the southeast geo-political zone may have affected the educational system in the zone through disruption of: school administration, teaching programme implementation, students learning programme, school examinations, academic calendar, among others hence the order may have affected the economy of the eastern states in diverse ways; including the teaching and learning process. With little available research on the insecurity situation in the south east and emphasis on the sit-at-home order, this research is in place to assess the impact of insecurity and IPOB sit-at-home order on teaching and learning in Nsukka local government area of Enugu state.

Around the world, there are incidences of security risks and incidents arising from armed conflict and armed violence. Insecurity has become a global concern affecting the different facets of life of humankind. These incidences have posed a severe threat to socio-economic development in the country. It stifles business and economic activities and discourages local and foreign investors (Ewetan & Urhie, 2014). Education is not left out. Insecurity can be acute and lead to displacement and prolonged school closures. It can also be sporadic or chronic and form part of the day-to-day reality with which learners and educators have to cope.

Insecurity is the antithesis of security. Achumba, Ighomereho and Akpor-Robaro (2013) acknowledged that due to the many ways insecurity affects human life and existence, the concept of insecurity has been variously interpreted. There are some common descriptors used to define insecurity, they include: “want of safety; danger; hazard; uncertainty; want of confidence; doubtful; inadequately guarded or protected; lacking stability; troubled; lack of protection; and unsafe, to mention but a few (Achumba et al., 2013). Beland as cited in Anyadiegwu and Nzekwu (2022) described insecurity as “the state of fear and anxiety stemming from a concrete or alleged lack of protection. Insecurity was also defined as a situation where human and national security of a state is compromised by internal or external forces or interests exacerbated by the former’s weak or poor economic, military and/or human resource development conditions (Onifade, Imhonopi & Urim, 2013). Furthermore, insecurity is the state of being subject to danger or injury, anxiety, fear, worry, uncertainty and unsureness (Paul, 2015). Operationally, insecurity can be seen as lack of control and inability to take defensive action against forces that portend harm or danger to an individual or group, or what make them vulnerable. Anyadiegwu and Nzekwu (2022) argued that domestic terror and other social vices are perpetrated in the absence of strong security structure. Manga (2019) has identified causes of insecurity in Nigerian education system as follows: Nonchalant attitude of school administrators on security, lack of comprehensive school security policy to guide action, non execution of security duties by incompetent guards, lack of security inspection by the ministry of education, among others. Government nonchalant attitude and inefficiency of security agencies have also been highlighted as causes of insecurity (Adejumo, 2017; Bankong-Obi, 2012). Ogunode, Ndubuisi and Constance (2021) further identified some of the consequences of insecurity on the educational system in Nigeria as follows: loss of manpower in educational institutions, poor quality of education, destructions of infrastructural facilities, closure of educational institutions, increased in educational spending, educational wastages, discouragement of educational pursue by children and encourage foreign education and internal displacement of Learners

Insecurity hampers access to education, but it can also affect the psychosocial wellbeing of learners and the quality of the learning (Anyadiegwu & Nzekwu, 2022). Agazuma and Mochi (2021) reported that insecurity has drastically and to a large extent affected effective and efficient running of the school system. Also in line, with Obiechina, Abraham and Nwogu (2018) also asserted that physical attacks on teachers demoralises them and negatively affect their commitment to work, which ultimately reduces their level of productivity. Ojukwu (2017) reported that insecurity of school environment significantly affects the academic performance of secondary school students. Another emergent issue in the south east affecting the entire spheres of life of the region is the recurrent sit-at-home order by the proscribed Indigenous People of Biafra (IPOB). The insecurity in the southeast Nigeria takes the dimension of enforcing a sit-at-home order by IPOB, a secessionist group agitating for the release of their leader, Mazi Nnamdi Kanu by ensuring a total shut down of every human activity including school activities every Monday and other days when Nnamdi Kanu appears in court for trial. The order has affected the economy of the Eastern states in diverse ways including the teaching and learning process.

The Indigenous People of Biafra (IPOB) is a separatist organization in Nigeria. Its main aim is to restore an independent state of Biafra in the Old Eastern Region of Nigeria, comprising mainly today's South-East and South-South Regions of Nigeria; and also parts of the Middle Belt states of Nigeria such as Benue State and Kogi State, through an

independence referendum (Anyadiegwu & Nzekwu, 2022). The group was founded in 2012 by Nnamdi Kanu, a British Nigerian political activist known for his prominent advocacy of the contemporary Biafran independence movement. Kanu began his activism for the freedom of Biafra as a Radio Biafra director and anchor of Biafra awareness under Ralph Uwazuruike, leader of the Movement for the Actualisation of Sovereign State of Biafra (MASSOB), who said while in a meeting in Kaduna, Nigeria on June 12, 2014, that he handed over Radio Biafra to Nnamdi Kanu, leader of IPOB but Kanu disappointed him (Uwazuruike, 2017). Radio Biafra however, was established by the defunct Biafran government in 1967 with the aim of championing the Biafran cause. Kanu was a relatively obscure figure until 2009 when he started Radio Biafra, a station that called for an independent state for the Igbo people and broadcast to Nigeria from London (BBC news, 2017).

In December 2020, Kanu announced that IPOB had organized the Eastern Security Network (ESN) which was supposed to defend southeastern Nigerians from bandits and armed Fulani herders. Kanu later gave all the governors of southeast Nigeria 14 days to ban open-grazing, threatening to deploy the ESN to enforce a ban if the authorities did not do so. The Nigerian government regarded the formation of a non-state-sanctioned paramilitary organization as unacceptable and moved to suppress the group. The situation escalated in January 2021 when the Nigerian military was repelled in an attempt to expel the ESN from Orlu, Imo. Regardless, Nigerian authorities designated IPOB as terrorist organization and claimed that Kanu was inciting violence. On June 27, 2021, Kanu was arrested in Kenya by Interpol and extradited to Nigeria where he is supposed to face trial.

The Indigenous People of Biafra announced that there would be a sit-at-home from August 9, 2021 in the South-East every Monday until its leader, Mazi Nnamdi Kanu, regains his freedom. The Federal Government had announced that Kanu was arrested in June in Kenya and brought back to Nigeria (Anyadiegwu & Nzekwu, 2022). According to the IPOB, due process was not followed in bringing Kanu back to Nigeria. The sit-at-home order shuts down every human activity in the South East making the region look desolate and deserted in those days the order is enforced. When the sit-at-home order was announced by IPOB, it was opposed by many Igbo people, leading to a reversal (Anyadiegwu & Nzekwu, 2022). Sadly, since the announcement of the reversal of that order late August, 2021, the sit-at-home has continued to hold because of fear. Some people who tried to go about their businesses were attacked, making others to stay indoors for fear. Secondary schools, offices and markets have remained closed too. Therefore, both those who want to observe the sit-at-home and those who do not want to do so stay at home. Recently, IPOB has changed the sit-at-home days from Mondays to days when the leader of the group, Nnamdi Kanu, would be appearing in court. The sit-at-home order by the Indigenous People of Biafra is emasculating the economy of Eastern Nigeria, thereby impoverishing the people. It has also drastically affected the secondary schools in Nsukka local government area by disrupting academic calendar and activities as well as teaching and learning.

Teaching and learning process is a process that includes many variables that interact as learners work toward their goals and incorporate new knowledge, behaviors and skills that add to their range of learning experiences (Padhi, 2021). Also, according to Munna and Kalam (2021) teaching and learning process is a transformation process of knowledge from teachers to students. Al-Rodhan as cited in Anyadiegwu and Nzekwu (2022) believes that education can be a global asset to fight poverty, inequality, disease, and insecurity. The insecurity rate in Nigeria now is so high that every facet of Nigerian

life is badly affected and threatened; inclusive is education in general and secondary education in particular where the current Monday sit at home order has affected teaching and learning process as well as other educational activities in Nsukka Local Government Area. Secondary education is the stage of education following primary education. Secondary school is the level of education that covers six years. Three years in junior secondary and another three years in the senior secondary arm. And this stage of education is a very important phase as it will help in moulding the minds that will plunge Nigeria into economic development. The secondary education is meant to prepare the beneficiaries towards useful living within the society. According to Federal Republic of Nigeria (2004), the broad goals of secondary education shall be to prepare the individual for a. useful living within the society; and for higher education. In specific terms, the objectives of secondary education include: provision of all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background; offer diversified curriculum to cater for the differences in talents, opportunities and future roles; provide trained manpower in the applied science, technology and commerce at sub-professional grades; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; inspire students with a desire for self-improvement and achievement of excellence; foster National unity with an emphasis on the common ties that unite us in our diversity; provide technical knowledge and vocational skill necessary for agricultural, industrial, commercial and economic development.; among others (FGN, 2014: p.4).

However, the declaration and implementation of Monday sit-at-home order may have hampered the achievement of these objectives. Students now skip an important day of the week and end up losing all the knowledge they would have acquired. Teachers on the other hand cannot meet up with the curriculum demands due to inadequate teaching days due to the removal of Mondays from the school week. Also, students have to sneak into the school premises of days of national (NECO) or international exams (WAEC) without their school uniform to avoid been seen by these hoodlums enforcing the sit-at-home order. Day students also formed the habit of sleeping in the school a day before the exam so that they will be able to meet up. In cases where they are caught, serious punishments are meted out on them. In an interview with a WAEC official, she said, "I'm aware some made extra effort, while others went through a lot of stress to write this exam" (Sahara Reporters, 2021). In another interview with a student who was doing perfectly well in his studies at a Secondary School in Enugu State explained that he maintained second position in his class until the incessant sit-at-home order in the South-East broke out. Now, he performs woefully in academics, coming tenth in his last examination (Ajala, 2022). In other interviews, students complained of poor reading techniques and that if the sitting at home on Monday continues many of them will keep losing focus on their studies which might also lead to examination malpractice. Offor and Offiah (2023) revealed that teaching and learning activities on Mondays were shifted to Saturday. Even WAEC/NECO examinations were disrupted in some places due to sit-at-home order.

Also, in addition to its effect on education, the sit-at-home order has also affected businesses greatly in the urban and suburban areas and slightly in the rural areas of the locality. This has greatly affected economic and business activities and parents complain of low cash inflow resulting from the order. Osita, Anoke and Eze (2022) revealed that the sit-at-home order has a huge hostile effect on the economic activities in the southeast, Nigeria. A statement credited to Senator Chimaroke Nnamani, the former Governor of Enugu state, a report in BBC News, Pidgin (2021) maintained that: "There is no evidence

that the IPOB's sit-at-home order has got the organization or its supporters any closer to achieving the goal for which it was established." Instead, the zone's economic, social, and political well-being has suffered." Hours, not to talk of days, without financial services, as well as the closure of commercial and government buildings, have resulted in massive economic losses as well as a significant impact on people's lives in the zone. Researchers have continued to centre on global and national insecurity in general with little or no research done on insecurity situation in the south east with main emphasis on sit-at-home order by IPOB and its effects on teaching and learning process in Nsukka local government area of Enugu state. It is against this background that this research is determined the impact of insecurity and IPOB sit-at-home order on teaching and learning in secondary schools in Nsukka local government area of Enugu state. Specifically, the study determined the;

1. extent to which insecurity affect teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State
2. extent to which IPOB sit-at-home order affect teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State
3. solutions to the impact of insecurity on teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State
4. solutions to the impact of IPOB sit-at-home order on teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State

Research Questions

The following research question were posed for study:

1. To what extent does insecurity affect teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State?
2. To what extent does IPOB sit-at-home order affect teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State?
3. What are the solutions to the impact of insecurity on teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State?
4. What are the solutions to the impact of IPOB sit-at-home order on teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State?

Theoretical Significance

Theoretically, the study was anchored on relative deprivation theory by Stouffer (1949). The theory is based upon the view that the fundamental causes of political violence are the social and economic forces that operates within society. The major tenets of relative deprivation theory held that people are deprived of the things of high importance or necessity in their society such as status, money, right, and justice. This tends to be hope or expectations of the people that their dissatisfaction will be attended. The consequence of relative deprivation theory manifest through change in behaviour and attitude, feelings of stress, change in political attitude and participation in collective action. The theory explains IPOB sit at home order as an instrument of agitation against deprivation and inequality which led to the sit-at-home order and has consequently resulted in the deprivation of students from learning by limiting them to a certain number of days to go to school thereby affecting secondary school activities. It is on this premise that the relative deprivation theory has some significance to the present study.

Methods

This study adopted descriptive survey research design. This design is appropriate because it described the impact of insecurity and IPOB sit-at-home order on teaching and learning in Nsukka local government area of Enugu State. The study was carried out in Enugu State. The population of the study comprised of 1111 teachers and 15,698 students in the 32 public secondary schools in Nsukka Local Government Area, Enugu State Post Primary School Management board (PPSMB, 2023). The study sample was 50 teachers and 150 students making up 200 respondents. The instrument for data collection was a structured questionnaire developed by the researchers captioned "IIISOTLQ". To make sure that the instrument is valid and conforms to the research questions, the instrument was subjected to face validation by three experts. The overall reliability index of 0.80 was ascertained using Cronbach alpha showing that the instrument is highly reliable for the study. The data collected was analyzed using mean statistics. Mean of 2.50 was used as the criterion level to accept or reject the mean responses. Any mean response of 2.50 and above was accepted while 2.49 and below was rejected.

Results

Research Question 1: To what extent does insecurity affect teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State?

Table 1: Mean rating on the extent to which insecurity affect teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State

S/N	Item Statements	n	Mean	Decision
1	Insecurity has drastically affected effective running of the school system	200	2.62	Agree
2	Insecurity has drastically affected efficient running of the school system	200	2.53	Agree
3	Students' academic work have been put into confusion because of insecurity	200	2.61	Agree
4.	Some staff find it difficult to come to school because of lack of protection	200	2.72	Agree
5	Some students find it difficult to come to school because of lack of protection	200	2.65	Agree
6.	Students' academic performance are jeopardized as a result of insecurity	200	2.82	Agree
7.	Students change schools because of insecurity	200	2.81	Agree
8.	Insecurity affects students' relationship with teachers	200	2.77	Agree
9.	Insecurity limits students' participation in extracurricular activities like field trips	200	2.68	Agree
10.	Insecurity has resulted to increase in dropout of students	200	2.61	Agree
11	The relationship between classmates has been affected due to insecurity	200	2.53	Agree
Cluster Mean		200	2.66	Agree

From Table 1 above, the grand mean of 2.66, which is above the 2.50 acceptance benchmark indicates that insecurity has affected teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State to a high extent.

Research Question 2: To what extent does IPOB sit-at-home order affect teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State?

Table 2: Mean rating on the extent to which IPOB sit-at-home order affect teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State

S/N	Item Statements	n	Mean	Decision
12.	Irregular school attendance by staff and students	200	2.74	Agree
13.	Teachers find it difficult to cover scheme of work	200	2.69	Agree
14.	Poor performance of students in examinations due to reduced instruction time	200	2.72	Agree
15.	Possible loss of lives by staff and students who come out on sit-at-home days	200	2.55	Agree
16.	Sit at home disrupts academic school calendar	200	2.89	Agree
17.	Reduced number of study days in a week	200	2.73	Agree
18.	Disrupts access to school	200	2.66	Agree
19.	Hinder students from participating in external examinations that fall on sit-at-home days	200	2.67	Agree
Cluster Mean		200	2.71	Agree

From table 2 above, the grand mean of 2.71 which is above the 2.50 acceptance benchmark indicates that IPOB sit-at-home order has affected teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State to a high extent.

Research Question 3: What are the solutions to the impact of insecurity on teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State?

Table 3: Mean rating on the solutions to the impact of insecurity on teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State

S/N	Item Statement	n	Mean	Decision
20	Enhancing security infrastructures like neighborhood watch	200	2.74	Agree
21.	Strengthening the role of the police forces by the government	200	2.82	Agree
22.	Establishing effective conflict resolution strategies among communities	200	2.72	Agree
23.	Increasing public awareness of security measures	200	2.93	Agree
24.	Support services should be available to students affected by insecurity	200	2.55	Agree
25.	Counseling services should be available to students affected by insecurity	200	2.76	Agree
26.	Schools should promote awareness on safety issues to mitigate the impact of insecurity	200	2.65	Agree
27.	Creating more job opportunities to reduce the involvement of people in illegal gangs causing insecurity	200	2.79	Agree
Cluster Mean		200	2.75	Agree

From table 3 above, the grand mean of 2.75 which is above the 2.50 acceptance benchmark indicates that respondents agreed to the items on table 3 as solutions to the impact of insecurity on teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State.

Research Question 4: What are the solutions to the impact of IPOB sit-at-home order on teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State?

Table 4: Mean rating on the solutions to the impact of IPOB sit-at-home order on teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State

S/N	Item Statement	n	Mean	Decision
28	Release of the IPOB leader	200	2.81	Agree
29	There should be a flexible academic calendar to accommodate the disruptions caused by the sit-at-home order	200	2.67	Agree
30	Schools should offer counseling services to students during sit-at-home orders	200	2.84	Agree
31.	Schools should provide access to digital devices for both teachers and students to facilitate teaching and learning	200	2.83	Agree
32.	Schools should provide access to digital services with reliable internet connectivity for both teachers and students to facilitate teaching and learning	200	2.63	Agree
33.	Schools should engage parents/guardians in the learning process by providing them with guidance on how to support their children's education during sit-at-home orders	200	2.87	Agree
34.	Utilize radio broadcasting system to air educational programmes and lessons during sit-at-home orders	200	2.80	Agree
35.	Utilize television broadcasting system to air educational programmes and lessons during sit-at-home orders	200	2.51	Agree
36.	Organize catch-up programmes to bridge learning gaps caused by IPOB sit-at-home order	200	2.62	Agree
Cluster Mean		200	2.73	Agree

From Table 4 above, the grand mean of 2.73 which is above the 2.50 acceptance benchmark indicates that respondents agreed to the items on table 4 as the solutions to the impact of IPOB sit-at-home order on teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State.

Discussion

The study found that the insecurity in Nsukka Local Government Area, Enugu State has affected teaching and learning in the following ways: insecurity has drastically affected efficient running of the school system, students' academic work have been put into confusion because of insecurity, some staff find it difficult to come to school because of lack of protection, some students find it difficult to come to school because of lack of protection, students' academic performance are jeopardized as a result of insecurity, students change schools because of insecurity, insecurity affects students' relationship with teachers, insecurity limits students participation in extracurricular activities like field trips, insecurity has resulted to increase in dropout of students and the relationship between classmates has been affected due to insecurity. This finding is in line with the findings of Agazuma and Mochi (2021), who found that insecurity has drastically and to a large extent affected effective and efficient running of the school system. Also, in line, with Obiechina, Abraham and Nwogu (2018) who found that physical attacks on teachers demoralises them and negatively affect their commitment to work, which ultimately

reduces their level of productivity. Also in line, with Ojukwu (2017) who found that insecurity of school environment significantly affects the academic performance of secondary school students while students' gangsterism, smoking of Indian hemp, abusing other hard drugs, cult and related violent activities were some of the factors that constituted insecurity of the school environment which eventually cause boys to leave school and join trading while leading girls to drop out and settle for marriage.

The study found that the impact of IPOB sit-at-home order on teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State include irregular school attendance by staff and students, teachers find it difficult to cover scheme of work, poor performance of students in examinations due to reduced instruction time, possible loss of lives by staff and students who come out on sit-at-home days, sit at home disrupts academic school calendar, reduced number of study days in a week, disrupts access to school and hinder students from participating in external examinations that fall on sit-at-home days. In consonance with these findings, Anyadiegwu and Nzekwu (2022) revealed negative impacts of the insecurity situation and the IPOB sit-at-home order on education access and process in the southeast region of Nigeria. Also, in line, Osita, Anoke and Eze (2022) revealed that the sit-at-home order has a huge hostile effect on the economic activities in the southeast, Nigeria. Also in line, Offor and Offiah (2023) found that teaching and learning activities on Mondays were shifted to Saturday. Even WAEC/NECO examinations were disrupted in some places due to sit-at-home order. Hoodlums used the opportunity to attack students going to school, killing, robbing and raping girls. This has reduced their academic engagements and performance in school.

The study also found that insecurity can be curbed by enhancing security infrastructures like neighborhood watch, strengthening the role of the police forces by the government, establishing effective conflict resolution strategies among communities, increasing public awareness of security measures, support services should be available to students affected by insecurity, counseling services should be available to students affected by insecurity, schools should promote awareness on safety issues to mitigate the impact of insecurity and creating more job opportunities to reduce the involvement of people in illegal gangs causing insecurity. In contrast but not out of line, Okpanachi (2023) also found that suitable location of school is important for the security of students, perimeter fencing with good gate and security personnel are of necessity and that cooperation between parents, teachers and the community at large are part of criteria in maintaining security in school for better academic performance. This finding also conforms to the finding of Williams and Corbin (2017) who stated that fencing of school compound is one of the security measures that can be put in place to supervise security activities in schools

Finally, the study found that the solution to IPOB sit-at-home Order on teaching and learning process includes release of the IPOB leader, provision of flexible academic calendar to accommodate the disruptions caused by the sit-at-home order, schools should offer counseling services to students during sit-at-home orders, schools should provide access to digital devices for both teachers and students to facilitate teaching and learning, schools should provide access to digital services with reliable internet connectivity for both teachers and students to facilitate teaching and learning, schools should engage parents/guardians in the learning process by providing them with guidance on how to support their children's education during sit-at-home orders, utilize radio broadcasting system to air educational programs and lessons during sit-at-home orders, utilize television broadcasting system to air educational programs and lessons during sit-at-home orders and

organize catch-up programs to bridge learning gaps caused by IPOB sit-at-home order. In line with this finding, Anyadiegwu and Nzekwu (2022) found that schools should provide access to digital services with reliable internet connectivity for both teachers and students to facilitate teaching and learning.

Conclusion

The study investigated the impact of insecurity and IPOB sit-at-home order on teaching and learning in secondary schools in Nsukka local government area. Based on the findings the study concluded that insecurity and IPOB sit-at-home order has affected teaching and learning in secondary schools in Nsukka Local Government Area, Enugu State to a high extent. The study also concluded that insecurity can be curbed by enhancing security infrastructures like neighborhood watch, strengthening the role of the police forces by the government, establishing effective conflict resolution strategies among communities, increasing public awareness of security measures, support services should be available to students affected by insecurity, among others. Finally, the study concluded that the solution to IPOB sit-at-home Order includes release of the IPOB leader, provision of flexible academic calendar to accommodate the disruptions caused by the sit-at-home order, schools should offer counseling services to students during sit-at-home orders, schools should provide access to digital devices for both teachers and students to facilitate teaching and learning, schools should provide access to digital services with reliable internet connectivity for both teachers and students to facilitate teaching and learning, among others.

Recommendations

Based on the findings and educational implications, the following actionable recommendations were put forward:

1. The government should improve security measures in and around schools to ensure the safety of students and staff. This can be done by providing security personnel in schools, installing CCTV cameras, and establishing a community-wide security network to help detect and report security threats.
2. Government should see it as a matter of urgency to release the leader of IPOB so that the issues of sit-at-home will stop.
3. Given the limitations imposed by the IPOB sit-at-home order, the government and schools should implement alternative learning methods like online learning, distance learning, and home schooling can reduce the disruption of teaching and learning caused by the order. The government and schools should explore the feasibility of these alternatives and provide necessary resources as needed, such as internet access, electronic devices, and learning materials.
4. The school administration should maintain timely communication with all stakeholders in the event of security threats or the IPOB sit-at-home order. This can be done through different communication channels such as text messages, emails, and social media.

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