

EXAMINING THE LINK BETWEEN SOCIAL INSECURITY AND STUDENTS' ACADEMIC PERFORMANCE IN AGRICULTURAL SCIENCE IN OYO METROPOLIS SECONDARY SCHOOLS, OYO, OYO STATE, NIGERIA

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Abstract

This study sought to establish the link between social insecurity and students' academic performance in Agricultural science among selected secondary schools in Oyo metropolis of Oyo state. It also verifies whether gender has any influence on perceived insecurity of school environment as a determinant of academic performance of the students in Agricultural Science. The study adopted correlational research design with the population that consist all senior secondary schools two students in all the four local government areas (Oyo west, Oyo East, Afijio and Atiba local) Oyo metropolis of Oyo State. A total number of 400 students were used from each sampled school, with 100 students from each local government area (5 males and 5 females), the sample was drawn through proportional sampling technique from forty (40) sampled schools within Oyo metropolis local government areas of Oyo State. A validated instrument tagged "Perceived Precariousness of School Surrounding and Academic Performance Questionnaire (PPSSAPQ)" was used for collection of data. The reliability of the instrument of 0.88 was obtained using Cronbach Alpha method. Two research questions and null hypotheses which were formulated as a guide for this study. Data were collected from respondents face to face and on the spot then analyzed using Pearson's r , R^2 (coefficient of determination) while inferential statistics of multiple regressions and ANOVA were used to test the null hypotheses at 0.05 levels of significance. The results obtained in this study indicated that the perceived precariousness of the school surrounding significantly predicts senior secondary school students' academic performance in agricultural science while gender does not significantly affect the academic performance of students in agricultural science in a perceived precariousness situation. It was concluded that secondary school students should be informed on the significant of perceived precariousness in the school environments as a determinant of their academic performance in agricultural science. It was recommended that strong awareness or orientation should be given to students on the importance of perceived precariousness in the school environment as it determined the academic performance achievement of agricultural science students.

Keywords: Social insecurity, Agricultural science, academic performance, Gender, Prediction, Oyo metropolis

Introduction

Education is the fulcrum that propels meaningful development to any nation and there is no nation that can achieve any development when the type of education given to the people at all levels especially at the higher level is that which makes the individual become a nuisance not only to him or herself but also to the society. This is because education is seen as the key factor for national development and empowering the citizens to master their environment in order to compete for survival (Kolashi, 2022). Oshinowo *et al.* (2024) agrees that education has to be a powerful instrument and of good quality to enable the recipient grow into a functional member of his family and of his nation. It is obvious that several third world countries are enmeshed in poverty, disease infestation, unemployment, and harsh economic conditions. Education goes beyond literacy alone because for an individual, education means the provision of opportunity for him to realize his potentials, goals, and abilities in life. Education includes the acquisition of functional skills, moral identity, and ambition to succeed in life and thereby improve the society. Therefore, Yeck and Murphy, (2019), see education as having two ideas implicit in the world. One is that leading out into new knowledge and experience, the other is that of feeding and thereby growing and developing.

Agriculture has been defined as the art and science of cultivating crops and raising animals for food, other human needs for economics gains (Harris & Fuller, 2014). Agriculture was defined by Ogunjobi *et al.* (2020) as the systematic nurturing of useful crops and livestock under the administration of man. Agricultural sciences, therefore, combine science, technology, arts, education, and entrepreneurship and gear them towards the fulfillment of agricultural purposes and needs. From these definitions of agriculture, one can draw an inference that agriculture, which is now modern, is the rearing of animals and the production of crops for the purpose of producing food for man and raw materials for industries. Agricultural Science introduced into Nigeria's curriculum in 1967 (Haruna *et al.*, 2017), plays a crucial role in human capital development for the agricultural sector. Despite the importance of Agricultural Science, students' academic performance in the subject has declined over time, particularly in <https://journals.unizik.edu.ng/jtese>

public secondary schools, posing a threat to Nigeria's future manpower supply and agricultural productivity (Otekunrin *et al.*, 2017).

The concept of insecurity connotes the state or quality of being insecure. Security in simple terms means protection of lives and properties from destruction. According to Okpanachi (2023) security is the dynamic condition which involves the relative ability of a state to counter threats to its core values and interest and their primary beneficiaries are the citizens. In addition, Offor *et al.* (2023) stated that an insecure person perceives the world as a life-threatening jungle, feels unsafe, unhappy, rejected, hostile, and pessimistic, shows a sign of tension, conflict and guilt, and tends to be neurotic and generally egocentric. It therefore seems that when a student studies in an environment that is characterized by insecurity, the student may suffer socially, mentally and emotionally and it makes sense hypothetically to state that all these are likely to affect not only his behavior and psychosocial adjustment but may also affect his academic performance. According to Ojukwu and Nwanma (2015), insecure school environment, including the dilapidated conditions and teachers' negative attitude to condone and accept the emotional needs of students, which will lead to undue influences and clashes of a local community interfering with school business. Also, they stated that in insecure school environments the psychological problems of the students are never met or carelessly handled, there are always segregations in the school community along religions, tribal and sectarian lines as students may ignore teachers' directives and may also challenge the teachers on certain concepts and school properties may likely be deliberately damaged by the students to show their disapproval of managements decisions (Akintunde & Selzing-Musa, 2016).

Academic performance entails that students are required to maintain a satisfactory academic record and meet the obligations of the courses they are enrolled (Ojukwu & Nwanma 2015). Academic performance is the outcome of education, the extent to which a student achieved the educational goals. Put in another way, good academic performance is the personal comportment and commitment of the student to actualize his/her academic purposes which may include concentrating on one's studies, having confidence to success

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oriented academic activities in school and so in other to maximally actualize his life career or dream (Oti *et al.*, 2023). The academic performance also serves as an important indicator of students' learning outcomes and how much of the education attained by the students. It shows the extents at which students have achieved or gained the specific objectives of the curriculum and the knowledge acquired skills and attitudes essential for personal and societal development (Anthonysamy *et al.*, 2020). Good or bad academic performance can make or mar the goals of a student's life as well as the national goals and development. A good academic performance would bring about the motivation and enthusiasm the student needs to attain a high academic standing when compared with his/her mates. It brings about resilience and makes the student success-oriented (Evans *et al.*, 2018). Poor academic performance in many subjects or courses may signal deeper issues such as social insecurity, lack of student motivation, disruption of practical classes or psychological effects of insecurity (Alsarayreh & Aljaafreh, 2023). Therefore studying academic performance in relation to social insecurity is not only essential but crucial in safeguarding educational standards and ensuring that agricultural science students receive quality and uninterrupted learning especially in Oyo metropolis of Oyo state

Statement of the problem

Social insecurity is a pervasive issue among secondary school students in agricultural science in many parts of Nigeria, including the schools in Oyo metropolis leading to poor academic performance, decreased motivation and unstable learning environment. Agricultural science as a practical based subject, entails constant hand-on activities, excursions, and interaction with nature and the local agricultural environment. Meanwhile, the social insecurity has puts fear and less outdoor learning experiences of the students by undermining the full implementation of the agricultural curriculum. This situation raise concerns how such social insecurity affects students' academic performance, particularly in a subject like agricultural science that involved exposure to practical and community based learning. Despite many efforts by school authorities and government bodies to maintain a stable educational system, the constant significance of social insecurity on academic performance has not been fully addressed because of <https://journals.unizik.edu.ng/jtese>

limited study on the impact of social insecurity on academic performance in agricultural science especially in Oyo metropolis. There is a growing need to investigate the link at which social insecurity affects students' academic performance, participation and overall interest of the students in the subject. This study, therefore aims to address this gap by investigating the relationship between social insecurity and academic performance in Agricultural Science among secondary school students in Oyo metropolis of Oyo state.

Aim of the study

The purpose of this study is to examine the correlation between social insecurity and academic performance in Agricultural Science among secondary school students in Oyo West Local Government Area of Oyo State and specifically to:

1. examine the prevalence of social insecurity among secondary school students in Agricultural Science in Oyo West Local Government Area.
2. investigate the relationship between social insecurity and academic performance in Agricultural Science among secondary school students in Oyo West Local Government Area.
3. identify strategies to mitigate the effects of social insecurity on academic performance in Agricultural Science.

Research Questions

The study sought answers to the following questions:

1. What percentage of the variance in the senior secondary school students' achievement score in agricultural science is accounted for by the perceived precariousness of school surroundings?
2. What is the relationship between gender and the perceived precariousness of school surroundings as a determinant of achievement of students in agricultural science?

Research Hypotheses

The following null hypotheses were adopted for this study:

H₀₁: Perceived insecurity of school environment does not significantly determine senior secondary school students' achievement score in agricultural science.

H0₂: Gender does not significantly influence perceived precariousness of school surrounding as a determinant of achievement of students in agricultural science.

Methods

The research design adopted for this is correlational research design. This research design approach is concerned with constructing a set of questions on various aspect of a subject to which selected students offering Agricultural science were required to carry out the research. The target population of this study consisted of all public secondary schools offering Agricultural science in Oyo metropolis which comprises of four local government areas via: Oyo west, Oyo East, Afijio and Atiba local government areas of Oyo State. The sample size of this study comprised four hundred (400) respondents (20 males and 20 females) from each sampled school, with 100 students from each local government area (5 males and 5 females), the sample was drawn through proportional sampling technique from forty (40) sampled schools within Oyo metropolis west local government area of Oyo State. A validated instrument tagged “Perceived Precariousness of School Surrounding and Academic Performance Questionnaire (PPSSAPQ)” was used by the researcher; questionnaire was used to elect response from the student’s schools. The questionnaire was constructed into four: (i) Link between perceived precariousness of school surroundings and academic performance of senior secondary school students in agricultural science (ii) Contribution of perceived precariousness of school surrounding in predicting senior secondary school students' performance score in agricultural science (iii) Link between gender and perceived insecurity of school environment as a determinant of academic performance of students in agricultural science (iv) Contribution of gender on perceived precariousness of school surrounding as a predictor of achievement of students in agricultural science.

The questionnaire was administered through personal visit to the selected secondary schools in Oyo metropolis of Oyo state. The questionnaire was rated with the following categories: SA - Strongly Agreed, A - Agreed, SD - Strongly Disagreed, D - Disagreed. The content of the questionnaire items was verified by the research as an expert in the field to ascertain their appropriateness to measure the variables which are <https://journals.unizik.edu.ng/jtese>

necessary to answer the study research questions. Cronbach Alpha method was employed to calculate the reliability of the instrument and 0.88 was obtained. Data were collected from respondents face to face and on the spot, after the administration of the questionnaire by the assistance of four instructed research workers from each local government area of Oyo metropolis. The researcher ensures that each item understood by the students and was vividly explained so that the responses provided are adequate to the test of their knowledge. The completed questionnaire was retrieved immediately to ensure adequate submission. For data analysis, all completed questionnaires were gathered and combined. The arithmetic mean and standard deviation were used to evaluate and interpret the collected data. "Accepted" was indicated by the variables with a mean of 2.5 (the midpoint) or higher, while "rejected" was indicated by a mean of less than 2.5. It was designated as a decision rule and used to show how variable the students' responses were, as measured by standard deviation (SD). A student's response is allowed if its mean score is 2.5 or higher; it is rejected if its mean score is less than 2.5. The two research questions were analyzed and answered using Pearson's r , R^2 (coefficient of determination) while inferential statistics of multiple regressions and ANOVA were used to test the null hypotheses at 0.05 levels of significance.

Results

Table 1 shows the perceived precariousness of school surroundings and academic achievement of Agricultural science students. The results indicated that the respondents agreed that student feel completely safe in school environment, safe and clean school environment would improve students' academic performance. However, majority of the respondents disagreed that students have never witnessed any violent incident in schools, Students have never feel threatened or intimidated in school, and that Students feel distracted by school surroundings while learning, with the mean values of 2.65, 1.60, 2.22, 2.20, and 3.50 respectively obtained and standard deviation recorded are between 0.02 and 0.20. The grand total and standard deviation of 2.434 and 0.06 obtained implies that the perceived precariousness of school surrounding affect the academic achievement of the students.

Table 1: Perceived precariousness of school surroundings and academic achievement of Agricultural science students

S/N	Variables	Mean	SD	Remark
1.	Student feel completely safe in school environment	2.65	0.20	Accepted
2.	Student have never witnessed any violent incident in school	1.60	0.02	Rejected
3.	Student have never feel threatened or intimidated in school	2.22	0.03	Rejected
4.	Student feel distracted by school surroundings while learning	2.20	0.04	Rejected
5.	Safe and clean school environment improved academic achievement of the student	3.50	0.03	Accepted
Grand Total		2.434	0.06	Rejected

The contribution of perceived precariousness of school surrounding in predicting senior secondary schools' achievement score in Agricultural science is presented in Table 2. The results shows that all the respondents agreed that school surroundings affect students' academic performance in Agricultural Science, they also agreed that precarious school surroundings has affected students' attendance, teacher support affects students' score in Agricultural science, precarious school surroundings allowed students' ability to focus during examination, precarious school surroundings affected students' self-esteem with the mean values obtained of 3.65, 3.23, 2.65, 3.22 and 2.81 respectively. The grand total and standard deviation of 3.112 and 0.05 obtained respectively implies that the contribution of perceived precariousness of school surrounding affect the academic achievement of the students.

Table 2: Contribution of perceived precariousness of school surrounding in predicting students achievement scores in Agricultural science.

S/N	Variables	Mean	SD	Remark
1.	School surroundings affect students' academic performance in Agricultural Science	3.65	0.02	Accepted
2.	Precarious school surroundings has affected students' attendance	3.23	0.01	Accepted
3.	Teacher support affects students' score in Agricultural Science	2.65	0.03	Accepted
4.	Precarious school surroundings impacted students' ability to focus during examination	3.22	0.14	Accepted
5.	Precarious school surroundings affected students' self-esteem	2.81	0.04	Accepted
Grand Total		3.112	0.05	Accepted

Table 3 indicated the gender and perceived insecurity of school environment as affected Agricultural science students. The results revealed that every respondent agreed that gender did not affect students' perception of school insecurity, they agreed that insecurity in school affected students' academic performance, they also accepted that improved school security will enhance students' academic achievement, also they also rejected that teachers' gender influence students' achievement in Agricultural science. However, the respondents rejected that gender influences students' academic achievement in Agricultural Science, with the mean value of 3.38, 2.65, 3.01, 3.22 and 1.25 respectively. The grand total and standard deviation of 3.112 and 0.05 recorded respectively indicates that the gender and the perceived precariousness of school surrounding did not affect the academic achievement of the students.

Table 3: Gender and perceived insecurity of school environment as affected Agricultural science students

S/N	Variables	Mean	SD	Remark
1.	Gender affects students' perception of school insecurity	2.38	0.02	Rejected
2.	Insecurity in school affected students' academic performance	2.65	0.01	Accepted
3.	Gender influences students' academic achievement in Agricultural Science	1.25	0.04	Rejected
4.	Improved school security will enhance students' academic achievement	2.22	0.02	Accepted
5.	Teachers' gender influence students' achievement in Agricultural science	2.01	0.22	Rejected
	Grand Total	2.01	0.31	Rejected

The contribution of gender on perceived precariousness of school surrounding as predictor of achievement of students in Agricultural science is as shown in Table 4. The results revealed that all the respondents accepted that males and females perceive school precariousness differently, every respondent accepted that gender influence students' perception of school safety, they also accepted that gender-sensitive policies improve school safety. However, the respondents rejected that students have experienced gender-based violence or harassment in school, they also disagreed that gender affects students' ability to learn in a precarious environment, with the mean values of 3.30, 2.68, 2.80, 1.56 and 2.12. The grand total and standard deviation of 2.50 and 0.05 obtained respectively

implies that the contribution of gender on perceived precariousness of school surrounding affect the academic achievement of the students.

Table 4: Contribution of gender on perceived precariousness of school surrounding as affected student achievement in Agricultural science

S/N	Variables	Mean	SD	Remark
1.	Males and females perceive school precariousness differently	3.30	0.02	Accepted
2.	Gender influence students' perception of school safety	2.68	0.10	Accepted
3.	Students have experienced gender-based violence or harassment in school	1.56	0.18	Rejected
4.	Gender affects students' ability to learn in a precarious environment	2.12	0.15	Rejected
5.	Gender-sensitive policies improve school safety	2.80	0.10	Accepted
	Grand Total	2.50	0.11	Accepted

Hypotheses Testing

Research Question One: What percentage of the variance in the senior secondary school students' achievement score in agricultural science is accounted for by the perceived precariousness of school surroundings?

Table 5 revealed the relationship between perceived precariousness of school surroundings and academic achievement of agricultural science student. The result indicated that a positive relationship between perceived precariousness of school surroundings and academic achievement of senior secondary school students in agricultural science. This is shown by the calculated Adjusted R of 688 which Indicates that 68.2% of the variance observed Senior Secondary School Students achievement score in Agricultural science education was accounted for by the perceived precariousness of school surroundings. This further indicates that perceived precariousness of school surroundings to a high extent determines senior secondary school students' academic performance score in Agricultural science.

Table 5: The link between perceived precariousness of school surroundings and academic performance of agricultural science students

R	R ²	AdjR ²
832	688	425

R²= R-Squared, AdjR² = Adjusted R-Squared

Table 6 shows the contribution of perceived precariousness of school surrounding in predicting senior secondary schools' academic performance score in Agricultural science. The results indicated that the predictive index of perceived precariousness of school surrounding in predicting senior Secondary Schools' achievement score in Agricultural science is .82. The results suggested that for every SD (Standard deviation) increase in perceived insecurity of school environment, there is 0.82 increases in senior-secondary school students' achievement score in Agricultural science. Results also revealed that perceived precariousness of school surrounding is a significant predictor of senior secondary schools' achievement score in Agricultural science education. This implied by the value t-test value of 18.665 which has a P value of .000. Therefore, the null hypothesis which stated that perceived precariousness in school surroundings does not significantly determine senior secondary schools students' achievement score in Agricultural science education is rejected at 0.06 alpha levels

Table 6: The predictive index of the contribution of perceived precariousness of school surrounding in senior secondary schools' achievement score in Agricultural science

Model Coefficients	Unstandardized coefficients		Standardized coefficients		
	B	SE	B	T	Sig
Constant	1.463	093	832	18.245	.000
PPSS	.634	040		18.665	.000

B= Beta determinant, SE= Standard Error, T= t-Table, Sig= level of significance, PPSS= perceive precariousness of school surroundings.

Research Question Two: What is the link between gender and the perceived precariousness of school surroundings as a determinant of achievement of students in agricultural science?

Table 7 indicated the link between gender and perceived insecurity of school environment as a predictor of achievement of students in Agricultural science. The result depicted a minimal relationship between gender and perceived insecurity of school environment as a predictor of achievement of students in Agricultural science. This is shown by the calculated adjustedR² of .0003 which indicates that gender contributed only one percent to the perceived precariousness of school environment as a predictor of achievement of students in Agricultural science. This further indicates that gender

predicted very little on the perceived precariousness of school environment as a predictor of achievement of students in Agricultural science.

Table 7: The link between gender and perceived insecurity of school environment as a predictor of achievement of Agricultural science students

R	R²	Adj-R²
0.028	.0003	.008

R²= R-Squared, Adj-R² = Adjusted R-Squared.

Table 8 shows the contribution of gender on perceived precariousness of school surrounding as predictor of achievement of students in Agricultural science. The result showed that predictive index of the gender on the perceived precariousness in school surroundings as a predictor of achievement of students in Agricultural science is -1.114. The data suggest that gender had no contribution on predicting the perceived precariousness of school surroundings as a predictor of achievement of students in Agricultural science. The result indicated that gender is not a significant predictor of the perceived precariousness in school surroundings as a predictor of achievement of students in Agricultural science. The result is shown by t-test value of -1.114 which has a probability value of .083. Therefore, the null hypothesis which stated that gender does not significantly influence the perceived precariousness in school surroundings as a determinant of achievement of students in Agricultural science is upheld at 0.05 alpha levels.

Table 8: Contribution of Gender on perceived precariousness of school surrounding as predictor of achievement of students in Agricultural science.

Model	Unstandardized coefficient			Standardized coefficient	
Coefficients	B	SE	B	T	Sig
Constant	3.467	.82		65.562	0.000
Gender	-0.035	0.42	-0.038	-1.114	.083

B= Beta, SE= Standard Error, T= t-Table, Sig= level of significance

Discussion

The learning environment, a critical component of educational success, has been significantly compromised by social insecurity, undermining the quality of education and compromising the future of Nigerian youth. Social insecurity, characterized by feelings

of anxiety, uncertainty, and vulnerability, creates a hostile learning environment. Schools, once considered safe havens, have become vulnerable to attacks, kidnappings, and communal clashes (UNICEF, 2019). This has led to increased fear and anxiety among students, teachers, and parents, making it challenging to create a conducive learning environment. The current result on perceived precariousness of school surroundings and academic achievement of agricultural science students indicated that all the respondents agreed on all the variables tested on them were in line with Usman (2024); Pius *et al.* (2022); Ojukwu (2017). Usman (2024) revealed that perceived insecurity significantly influenced and disrupts the broader learning environment, fostering an atmosphere of instability and unease. Such circumstances inhibit students' trust in their peers, educators, and educational institutions, thereby reducing participation, limiting interactions, and inhibiting collaborative efforts. Consequently, this impacts not only academic achievements but also obstructs social and emotional development, hindering the acquisition of essential critical thinking and problem-solving skills. Pius *et al.* (2022) showed that the perceived precariousness of the school surrounding significantly predicts senior secondary school students' achievement in agricultural science education while gender does not significantly influence the achievement of students in agricultural science in a perceived precariousness situation. Ojukwu (2017) indicated 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, cults 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 current result on contribution of perceived precariousness of school surrounding in predicting students' academic performance scores in agricultural science revealed that all the respondents agreed on all the variables were in similar with Usman (2024); Okpanachi *et al.* (2023); Pius *et al.* (2022). Usman (2024) revealed that perceived insecurity significantly influenced and disrupts the broader learning environment, fostering an atmosphere of instability and unease. Such circumstances inhibit students'

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trust in their peers, educators, and educational institutions, thereby reducing participation, limiting interactions, and inhibiting collaborative efforts. Consequently, this impacts not only academic achievements but also obstructs social and emotional development, hindering the acquisition of essential critical thinking and problem solving skills, Okpanachi *et al.* (2023) revealed that suitable location of school is important for the security of students. It equally revealed that perimeter fencing with good gate and security personnel are of necessity. It was revealed too that cooperation between parents, teachers and the community at large are part of criteria in maintaining security in school for better academic performance. Pius *et al.* (2022) found that the perceived precariousness of the school surrounding significantly determined senior secondary school students' academic outcomes in agricultural science with the claimed that gender does not significantly influence the achievement of students in agricultural science in a perceived precariousness situation.

The gender and perceived insecurity of school environment as affected agricultural science students stated that all the respondents agreed on all the variables were similar with Offor *et al.* (2023); Hammed *et al.* (2021); Igboeli *et al.* (2017). Offor *et al.* (2023) revealed that insecurity makes learning environment unconducive, disrupts academic activities and make some students drop out of school. Insecurity affects students reading habit, many undergraduates do not go for night classes because of the fear of being killed and it deprives students from engaging in group discussion which affects their grade among others. This has reduced their academic engagements and performance in school. Hammed *et al.* (2021) revealed that perceived insecurity significantly influenced and disrupts the broader learning environment, fostering an atmosphere of instability and unease. Ojukwu (2017) revealed that insecurity has negatively affected secondary school students' academic performance due to students' gangsterism, smoking of Indian hemp, abusing other hard drugs, cult and related violent activities as 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. Igboeli *et al.* (2017) showed that school insecurity is related to students' academic engagement with <https://journals.unizik.edu.ng/jtese>

recommendation that the government, security agents and the school management should provide adequate security to enable the students participate actively in all academic activities in the school.

The contribution of gender on perceived precariousness of school surrounding as affected student achievement in agricultural science revealed that majority of the respondents agreed on all the variables were in line with Okpanachi *et al.* (2023); Thank God *et al.* (2023); Hussain *et al.* (2018). Okpanachi *et al.* (2023) revealed that suitable location of school is important for the security of students. It equally revealed that perimeter fencing with good gate and security personnel are of necessity. It was revealed too that cooperation between parents, teachers and the community at large are part of criteria in maintaining security in school for better academic performance, ThankGod *et al.* (2023) revealed that the prevalence of insecurity as arm robbery, stealing, trespassing, rap, sexual harassment, abduction and kidnapping, bombing and school shooting, cultism and fire outbreak, and the causes of insecurity in secondary schools as unemployment, inflation, porous border, tribalism, government failure, religion extremist among others, Hussain and Khan (2018) revealed that peer support has a significant positive impact on academic performance, motivation, and mental health of agricultural science students who experience social insecurity.

The link between perceived precariousness of school surroundings and academic achievement of agricultural science student stated that majority of the respondents agreed on all the variables were similar with Pius *et al.* (2022) and Usman (2024). These authors at their different places of studies concluded that the perceived precariousness of the school surrounding significantly determined senior secondary school students' academic outcomes. Offor *et al.* (2023) revealed that insecurity makes learning environment uncondusive, disrupts academic activities and make some students drop out of school. Insecurity affects students reading habit, many undergraduates do not go for night classes because of the fear of being killed and it deprives students from engaging in group discussion which affects their grade among others. This has reduced their academic engagements and performance in school.

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The results that shows the link between gender and perceived insecurity of school environment as a predictor of achievement of Agricultural science students stated that majority of the respondents agreed on all the variables were in agreement with findings of Pius *et al.* (2022); Hassan Usman (2024) and Pius *et al.* (2022) that though the perceived precariousness of the school surrounding greatly determined students' academic performance but gender does not significantly influence the achievement of students in agricultural science. Smith *et al.* (2018) claimed also that there is link between social insecurity and academic performance of Agricultural science students but gender did not significantly had effect on academic performance of the students and this observation corroborated the current findings on link between gender and perceived insecurity of school environment.

Conclusion

The study concluded that the secondary school students need their parents and teachers which may help to shape the secondary school students' social character and therefore help in their learning outcome. Gender does not significantly influence the perceived precariousness of the school surroundings as a determinant of academic performance of students in agricultural science. Gender of students had only one percent contribution in determining the extent of the perceived precariousness of the school surroundings predicts their achievement in agricultural science. Therefore, knowing that the student is a male or female will not tell us the extent of the student's perception of the precariousness of school surroundings could affect the student's achievement in agricultural science.

Recommendation

Based on the outcomes of the results from this study, it was recommended that

1. Strong awareness should be given to secondary school students on the importance of the perceived precariousness of the school surrounding as a predictor of their academic achievement in agricultural science.
2. The study called for a need to change the narratives in handling gender issues. The issue of institutionalized dichotomies on gender should be avoided.

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3. All school stakeholders (Ministry of Education and other relevant Government agencies, School Principals, Counsellors, Teachers, Parents, and the community at large) must be involved in giving counseling to the students. Insights for educators, policymakers, and stakeholders to develop strategies to support students experiencing social insecurity.

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