



# Framing of stakeholder responses to insecurity's impact on education in southeast Nigeria (2021 - 2022): A newspaper content analysis

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**Abstract:** This study examined the coverage of the impact of insecurity on education in southeast by one national and five state-owned or local newspapers. This research was conducted to determine the level of prominence, nature of impact and suggested solutions. The theoretical framework for this study was based on the agenda setting theory and media framing theory. The research design adopted was the mixed method, using quantitative content analysis and qualitative proximity-relational analysis. The purposively selected newspapers were: Daily Sun, Statesman, National Ambassador, National Light, Citizen Advocate and The Advocate. To select the stories, the researcher ran an advanced Google search on each of the websites of the selected newspapers with the search string "insecurity AND education AND southeast". Of the 4,727 results retrieved from the advanced search, 2,661 results were included. The major findings were that the majority of the stories (49.76%) were classified as Straight News, the most common depth was the 1-page category, accounting for 45.2%. Also, there was significant association between prominence and depth of stories showing impact of insecurity on education in Southeast, Nigeria. There was a significant bias in the selected newspapers in terms of sources cited in the news: the Minister of Education, and police sources were overrepresented, while school, students and relatives were underrepresented. This study recommends increasing coverage of impact frames beyond just the closure and destruction of schools, diversify sources of information and perspectives, increase coverage of stories with greater depth, as well as implementation of the potential solutions proffered in the stories.

**Keywords:** Insecurity on education, state-owned newspapers, agenda setting theory.

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## 1 | INTRODUCTION

The impact of insecurity in Nigeria has been felt in key sectors and even minor sectors in the country. Insecurity in Nigeria has dealt strong blows on various sectors of the country; putting the urgent need for industrialization in the country, as well as efforts to attain socio-cultural cohesion and long-term prosperity, under jeopardy; also, destabilising the already shaky educational sector (Ndubuisi-Okolo & Anigbuogu, 2019). As it stands, Nigeria was ranked low on the Global Peace Index (2012) in terms of security as a result of incessant cases of insecurity (Olaiya, 2021; Ndubuisi-Okolo & Anigbuogu, 2019). In 2018, according to Abba, Abbasaniel & Msughteraniel (2021), the country was ranked sixth on the Global Kidnap Index. A very pathetic feat! Also, Nigeria is placed 146th out of 163 sovereign states and territories in the 2021 Global Peace Index (GPI) (Olaiya, 2021). Regrettably, Nigeria's educational sector has been plagued greatly by these cases of insecurities and insurgencies too (Adekoya, Ifidon & Chioma, 2016). In addition to every other sector of the country, the educational sector has also had its fair share of the negative effects of this monster – called insecurity. The chief among them is the recurrent and incessant attack of schools by Boko Haram sect in Northern Nigeria. It has since gained traction, spreading its attacks across diverse northern states such as Borno, Adamawa, Yobe, and Bauchi, the federal capital territory of Abuja, and neighbouring African countries such as Cameroon and Chad (Adekoya, Ifidon & Chioma, 2016). Since the sect's ideology is based on spreading Jihadist teachings and abolishing Western education; in accordance with this philosophy, a number of educational institutions have been their key target.

As a case in point, on April 14, 2014, around 230 female secondary school students who were preparing to write their O'Level exams were abducted in Chibok, Borno State (Adekoya, Ifidon & Chioma, 2016, Olanrewaju, Ajakaiye, Ojeka, Aleyomi, Owwoye, Ojeka-John & Okidu, 2021). This could be referred to as the first intermeddlement of insurgency and insecurity in education. The kidnapping of the Chibok girls sparked a global outcry, with the international media and community rallying behind the #BringBackOurGirls movement (Olanrewaju, Ajakaiye, Ojeka, Aleyomi, Owwoye, Ojeka-John & Okidu, 2021), urging the Nigerian government to guarantee that the children are discovered and securely returned to their parents (Adekoya, Ifidon & Chioma, 2016). The girls were rescued. It was a victory for the government. However, this was just the beginning. The sect even since then has continually made similar attacks on educational facilities causing harm to the students; thus, affecting the sector in one way or the other.

Right from the inception of these attacks – the Chibok girls kidnapping incident, the media have never ceased to inform Nigerian as well as the global community about the interference of insecurity on education (Adekoya, Ifidon & Chioma, 2016). Even on a general level, the media, especially newspaper, play a key role in national security (Ugwu, Ngene, Uduma & Nwaogwugwu, 2020). This is very true! Considering the fact that newspaper, mostly national dailies, have functioned as sources of information and stories of insecurity and education in the Southeast, Nigeria; the pivotal role of media in security becomes unarguable. Newspapers publish stories practically every day to inform society of what is happening, including cases of insecurity and what is happening to children in schools. Via this information, newspaper readers are kept up to date on the insecurity activities in Southeast as they affect educational facilities, activities and programme (SAS, 2007 in Nwankpa & Onyekosor, 2015).

Therefore, it becomes necessary to examine the quantity and quality of coverage given to the impact of insecurity on education in Southeastern Nigeria by selected newspapers between April, 2021 and March, 2022, during which there was prevalent cases of insecurity in Southeast Nigeria. This is to determine whether newspaper coverage merely reported unfolding events insecurity events in schools or if it went a positive step further to set the agenda for the public to become aware of the impacts of insecurity on education. Explaining the need for setting the agenda for public awareness of conflict incidents, Gjeltten (1998, p.15 in Nwankpa & Onyekosor, 2015) states that, "if conflicts are to be prevented or settled, they must first be exposed and understood." For this to happen, as suggested by Gjeltten, there is need to provide enough coverage of these conflicts in a context that provides meanings and implications to these issues. This can be done by employing more feature stories, editorials, and interviews with conflict specialists, victims, and local residents to assist readers understand the issues at hand and enable early conflict settlement.

### 1.1 | Statement of the Problem

Insistently, it seems crystal from cursory observation that the mass media, especially newspapers, have greatly sidelined the education sector in its in-depth coverage. This is a serious concern! After the Chibok Girls case in 2014, there have been various other occurrences of insurgency occurrence on educational facilities across the country. Initially, these occurrences were dominant in the Northern region of the country due to the presence of the renowned, anti-western education sect – Boko Haram. However, there are some yet unverified rumours/claims that schools and educational facilities are gradually being attacked in the Southeastern region of the country

recently. These physical attacks on educational facilities by Unknown Gunmen and the incessant breaks that are attendant to the Indigenous People of Biafra (IPOB) sit-at-home orders add up to the mayhem already caused by the long corona virus lockdown on the school system and curriculum. These insecurity occurrences on educational facilities and school attendees in the country, which began in the North, are creeping its way into the Southeast region unabated. So, there will be no better time to shout at it from all angles other than now. This emerging trend of insurgency occurrence on education is something the media, especially newspapers, should not ignore. Therefore, it is imperative to question if the media, especially the newspaper, is effectively using its agenda setting and framing mechanism to raise alarm against this menace? If they are doing so, what is the level of prominence given to stories on the impact of insecurity on education in Southeast and how did the media frame the effects, responses and suggested solutions to these issues? This study seeks to find out.

The research questions for this study were:

- i. What were the most dominant stakeholders' responses to impact of insecurity on education as framed by selected newspapers in Southeast between April 2021 and March 2022?
- ii. What were the most dominant suggested solutions to the impact of insecurity on education as framed by selected newspapers in Southeast between April 2021 and March 2022?

The following null hypothesis was formulated to guide the execution of this study:

H<sub>01</sub>: There is no significance attention given to stakeholders' responses in feature stories showing the impact of insecurity on education as framed by selected newspapers in Southeast between April 2021 and March, 2022.

## 2 | LITERATURE REVIEW

### 2.1 | Insecurity and Education in Southeast, Nigeria: Establishing the Impact

According to a report by the United Nations Children's Fund (UNICEF), the violence in the Southeast region of Nigeria has disrupted the education of more than 2.5 million children, with schools being targeted for attack, closure, or occupation by armed groups. In addition to the direct impact on education infrastructure and personnel, the insecurity in the region has also had indirect effects on education, such as by disrupting transportation, communication, and other essential services. There have been efforts by the Nigerian government and international organizations to address the impact of insecurity on education in the region, including providing support to displaced students and teachers, rebuilding damaged schools, and implementing measures to improve security in and around educational facilities. However, the situation remains challenging and much work remains to be done to restore access to education for all children in southeast Nigeria. Some possible strategies for addressing insecurity in education include: Providing access to quality education: Ensuring that all students have access to quality education is a key step in addressing insecurity in education. This means providing adequate funding for schools and ensuring that they are well-equipped and staffed with qualified teachers. It also means addressing issues of physical accessibility, such as providing transportation or building ramps for students with disabilities; promoting a safe and supportive learning environment: Creating a safe and supportive learning environment is essential for ensuring that students feel secure and able to participate fully in their education. This can involve implementing anti-bullying programs, providing resources for students experiencing violence or abuse, and establishing a system for reporting and addressing incidents of violence or abuse.

Also, supporting disadvantaged students: Many of the students who are most affected by insecurity in education are those who come from disadvantaged backgrounds. Providing additional support and resources to these students can help to level the playing field and ensure that they have the same opportunities to succeed as their more advantaged peers. This can include providing tutoring, mentoring, and other forms of academic support, as well as offering financial assistance for students who are unable to afford the costs of education. Promoting mental health and well-being: Addressing students' mental health and well-being is also critical for ensuring that they are able to succeed in school. This can involve providing counseling and support for students experiencing stress and anxiety, as well as promoting healthy coping mechanisms and helping students to develop resilience.

### 2.2 | Empirical Studies

Shine (2018) contributes to this under-researched area by providing the results of a series of interviews with 25 Australian schoolteachers and principals about their perceptions of news coverage of education. The vast majority of the teachers interviewed considered news about schooling and teachers to be predominantly, and unfairly, critical. They described news

reporting of education as frequently inaccurate and generally superficial. Many expressed a distrust of journalists and were wary about being interviewed.

Adekoya, Ifidon & Chioma, (2016) findings of the study showed that the frequency, in terms of the number of times the story was covered in each story type within the scope of study, was appropriate. In both The Punch and The Guardian newspapers, Straight news had more coverage; feature stories had enough coverage while editorials and opinion articles did not have sufficient coverage. Also, the amount of space allotted to the straight news story type of the Chibok girls' abduction is commendable in The Punch but not The Guardian. In both newspapers, the straight news gained precedence over the others. Adekoya, Ifidon & Chioma, (2016) findings revealed that both newspapers gave prominence to the Chibok girls' abduction in their coverage. This proves that the media is living up to their role as the watchdog of the society given the existence of the coverage being analysed. Muobike (2017) revealed that the newspapers framed the abduction of Chibok girls in a constructive manner, to a very small extent. It is recommended that the media should integrate some framing variables postulated by Entman into permanent work programmes to promote constructive reporting.

Orlu-Orlu (2017) Findings revealed that NTA's reports on the abduction of the Chibok school girls are often in favour of government while Channels Television's reports on the abduction are often balanced. The credibility level of NTA's reports on the abduction of the Chibok school girls was rated low while that of Channels Television was highly rated. Based on the findings, it was recommended amongst others that the Nigerian Television Authority (NTA) must wake up and endeavour to properly give account of the girls' abduction. The report must be devoid of ethnic, religious or political sentiment. Doing this will fundamentally lead to believability, which will consequently raise the credibility level of the reports. Chukwu (2020). Findings from the study showed that the newspapers did cover the education sector positively and adequately. The study also found that out of the 257 stories on the education sector, 256 appeared on the inside pages of the newspapers and 205 were not illustrated. The depth of the stories within 1 – 5 inches were 187 with news, 196 stories, as the dominant story genre. More so, scholarship/learning has 71 stories which made it the most covered educational issue.

### 2.3 | Theoretical Review

The Framing Theory provides theoretical underpinning for this study. It emerged in the 1980s and focuses on the idea that newspapers use language, images, and structure to shape the way news is presented, and that this framing influences how people perceive and understand events. Robert M. Entman as well as Ernest G. Bormann and Sanford DeVoe propounded the theory in 1993. Framing Theory emerged in the 1990s as a response to the limitations of Agenda-Setting Theory. Robert M. Entman, in his work "Framing: Toward Clarification of a Fractured Paradigm," argued that the way in which an issue was framed, or presented, in the media could have a significant impact on public opinion and decision-making. This theory emphasized the role of the media in shaping public opinion through the use of frames, or narratives that serve specific interests and perspectives. The major assumption of this theory is that the way in which news is presented, or framed, can have a significant impact on how people interpret and understand events. The theory argues that journalists and media organizations have a significant amount of control over the way events are framed, and that this framing can shape the public's perception and understanding of those events. This theory suggests that newspapers use specific language, images, and structure to shape the way news is presented, and that this framing influences how people perceive and understand events. Other key assumptions of the theory state that the way in which an issue is framed, or presented, in the media can have a significant impact on public opinion and decision making; the media frames events and issues in a particular way to serve certain interests, such as those of media owners, advertisers, or the government; and, framing can be used to create a certain perception or understanding of an issue, and to shape public opinion in a particular direction.

On the other hand, critics of Framing Theory argue that it is limited in its scope, as it focuses primarily on the impact of the media on public opinion, and neglects other important factors such as political and economic structures, cultural norms, and individual agency. Additionally, some argue that theory does not fully account for the diversity of perspectives and frames that exist in the media, and that it oversimplifies the complex and dynamic nature of media representation. In terms of its relevance to this study, framing highlights the process by which the media presents information by highlighting certain aspects and downplaying others to influence the interpretation of the story. The framing of a story can have a significant impact on how it is perceived and understood by the public. For example, the same event can be framed as a tragedy, a triumph, or a political issue depending on the angle the media chooses to take.

### 3 | METHODOLOGY

The research design adopted for this study was quantitative content analysis. First, content analysis is appropriate and fitting for this study because the researcher analysed the manifest content (that is, news stories) of selected national and state-owned newspapers to “identify patterns in this recorded communication” (Luo, 2021, para. 1) on the impact of insecurity on education. The suitability and validity of this method has been established and documented by previous researchers such as Laar (2010), Onyebuchi & Obayi (2019) and Fab-Ukzor, Onyebuchi, Obayi, Anorue & Nnenna (2020).

#### 3.1 | Selection of Newspapers

In Nigeria, there are over 100 national newspapers (Nigerian Finder, 2020). For the Southeast region alone, according to data from the Nigerian Press Council (2013), there are about 40 local tabloids spread across the 5 states of Southeast Nigeria. The researcher chose purposively one (1) national Nigerian daily and five (5) state-owned/local tabloids for this study out of over 140 newspapers in the country. The criteria for selection of the newspapers were: one, the selected newspaper must have an up-to-day news website with a search button to enhance the data collection process; second, the newspaper must be a generic newspaper that is popular with its scope of coverage and reach; third, the print version of newspaper must have wide circulation. Given these criteria, the researcher selected the following:

- i. Daily Sun Newspaper to represent the national dailies.
- ii. Statesman Newspaper to represent local tabloid for Imo State.
- iii. National Ambassador to represent local tabloid for Abia State.
- iv. National Light to represent local tabloid for Anambra State.
- v. Citizen Advocate Newspaper to represent local tabloid for Ebonyi State.
- vi. The Advocate Newspaper to represent local tabloid for Enugu State.

The table below provides a clearer presentation of the information above and the links to the websites of the selected newspapers:

S/N	Scope	States	Names of Newspaper	Websites
1.	National	All	The Sun Newspaper	www.sunnewsonline.com
2.	Local	Imo	The Statesman	www.statesmannewspaper.com
3.	Local	Abia	National Ambassador	www.nationalambassador.com.ng
4.	Local	Anambra	National Light	www.nationallightngr.com
5.	Local	Ebonyi	Citizen Advocate News	www.citizenadvocateneews.com
6.	Local	Enugu	The Advocate	www.theadvocate.ng

Source: Fieldwork, 2023

#### 3.2 | Population of the Study

The population of this study consisted of 365 editions of the national daily and 520 editions of the five state-owned/local tabloids, which equalled 885 editions of the six selected newspapers for the study for both the national daily and the state-owned/local tabloids.

#### 3.3 | Sampling Technique/ Sample Size

The sampling technique used to draw out the sample size for this study was the motif sampling strategy, proposed by Gever in 2018. According to Ijeoma (2021), Gever's motif sampling strategy utilises key words to retrieve data from the websites of media outfits. The appropriateness and soundness of this sampling strategy has been documented in previous studies, thus; Ijeoma (2021) used this method to determine how newspapers in Nigeria report the impact of COVID-19 on Nigerian economy. Also, Alphonsus, Etumnu, Talabi, Fadéyi, Aiyesimoju, Apuke and Celestine (2022) used this method for their study also. To select the stories that were used specifically for this study, the researcher carried out an advanced Google search on each of the websites of the selected newspapers with the search string “insecurity AND education AND Southeast”. The researcher continued searching and refreshing the search results to get more relevant data. The search retrieved 4,727 results from the six newspapers. However, the researcher excluded 2,066 results from the final data set, leaving a total of 2,661 results that were included. Stories that did not have all the key words were excluded. The search string was “Insecurity AND education AND Southeast”. Additionally, while gathering and cleaning the data, stories that were outside the time frame between April 2021 and March 2022 were also excluded. In all, a majority of the retrieved stories were used for this study.

#### 3.4 | Unit of Analysis

The unit of analysis for this study was news stories showing the impact of insecurity on education. Specifically, news as used in this study refers to hard news, opinion articles, editorial, interview, and feature stories.

#### 3.5 | Content Categories

According to Ohaja, 2008, cited in Obayi, et al, (2015), a researcher is expected to categorize his or her content according to frequency or regularity, length of coverage, prominence, direction and topic covered. This study adopted this classification of content category by Obayi, et al, (2015). Therefore, the content categories for this study include type of news, prominence, source cited in story and frame. Type of news refers to the classification of stories that showed the impact of insecurity on education. The research checked the number of times the issue appeared in the four units of analysis adopted for this study. This is to ascertain the type of news that gives more attention and sufficient details to the issued under study. Also, the researcher determined the frequency of three story topics: insecurity, education and impact of insecurity on education. First, prominence deals with the degree of importance accorded to stories of human trafficking based on their placement or positioning, headline size, depth (word count) and page size. Given the nature of data collection method that will be used for this study, the researcher considered story prominence using depth (word count). News stories will be categorized according to columns (500 words), one page (800 words), DPS (Double page spread, 1200 words) and 3-pages (2000 words).

Next, frame of news coverage will cover how the selected newspaper presented the news. For frame, the research will pay attention to the nature of the impacts of insecurity on educations, which include closure of schools, abduction of students/teachers and destruction of schools/school properties and killing of students/teachers among others. The study will also frame the response of government, parents and school management, if stated, as favourable, neutral and unfavourable. Framing themes for suggested solutions captured in news stories showing the impact of insecurity on education will include the use of armed security outfits by schools, use of secured with perimeter fencing and electric barbwire, use of active alarm systems and quick exist points, taking up the security of schools by state governments, and the deployment of technology to combat insecurity by the federal government.

#### 3.6 | Research Instrument

A coding sheet and methodological guide designed by the researchers were used as instrument of data collection for this study. The coding sheet cover the frames to be analysed. The framing included the nature of the effect of insecurity on education, government's response to the effect, school's response to the effect, parents' response to the effect and suggested solutions to the effects of insecurity on education.

#### 3.7 | Inter-coders Reliability

The researcher adopted the paired coding approach of inter-coder reliability. This method of reliability is used by Global Media Monitoring Project (GMMP) for its yearly coding exercises with reported accuracy. This method of reliability entails that the coding is done by two persons, in a pair, to ensure accuracy and reliability. The researcher alongside four of his colleagues with similar interest in computer-assisted coding will undertake this task of coding the data for this study. However, where there is a tie or conflict of opinion on any issues, the researcher will have the veto right to make the tie-breaking decision – he can do it by himself or ask any of the co-coders to do so.

#### 3.8 | Method of Data Analysis

Data collected was analysed using frequency and percentage. Chi square test of independence was used to test the hypotheses for this study. In order to strengthen the results of the chi square and get specific details on the unit of analysis causing the significant relationship, the Adjusted standardized residuals calculation was implemented.

## 4 | RESULTS

**Table 1: Breakdown of Data Collection for Advanced Google Search**

Newspaper	Retrieved from search	Excluded	Included
N1	1509	522	1121
N2	721	267	285
N3	994	313	574
N4	785	447	297
N5	320	223	207
N6	398	294	117
Total	4727	2066	2661

Source: Fieldwork, 2023

As presented on Table 1, the researcher conducted a search using advanced Google search techniques to collect data from the sampled six newspapers (represented with N1 to N6). The table shows the number of results retrieved from the search, as well as the number excluded and included in the final data set. Overall, the search retrieved 4,727 results from the six newspapers. However, the researcher excluded 2,066 results from the final data set, leaving a total of 2,661 results that were included. The exclusion criteria stated that stories that did not have all the key words together in it, implying that the researcher was interested in finding stories that contain specific keywords: insecurity, education and Southeast. The search string was "Insecurity AND education AND Southeast". Additionally, while gathering and cleaning the data, stories that were outside the time frame between April 2021 and March 2022 were also excluded. In all, a majority of the retrieved stories were used for this study.

**Table 2: Government Response in stories showing impact of insecurity on education in Southeast, Nigeria**

Government Sources	N1	N2	N3	N4	N5	N6	Total	Percentage
Not stated	481	129	213	113	109	97	1142	42.9
Minister of Education	157	83	134	61	42	51	528	19.8
Police Public Relation Officer	386	55	121	97	38	20	717	26.9
Government media aide	97	18	106	26	18	9	274	10.3
<b>Total</b>	<b>1121</b>	<b>285</b>	<b>574</b>	<b>297</b>	<b>207</b>	<b>177</b>	<b>2661</b>	<b>100</b>
Direction	N1	N2	N3	N4	N5	N6	Total	Percentage
1. Favourable	437	138	255	134	138	81	1183	44.5
2. Neutral	587	129	213	137	51	87	1204	45.2
3. Unfavourable	97	18	106	26	18	9	274	10.3
<b>Total</b>	<b>1121</b>	<b>285</b>	<b>574</b>	<b>297</b>	<b>207</b>	<b>177</b>	<b>2661</b>	<b>100</b>

Source: Fieldwork, 2023

Table 2 establishes the identified sources and directions of information from the government in stories showing impact of insecurity on education in Southeast, Nigeria. The table shows that the majority of the stories (42.9%) did not state a government sources of information. Among the stories that stated government sources of information, the Police Public Relation Officer (PPRO) was the most frequently cited (26.9%), followed by the Minister of Education (19.8%) and government media aides (10.3%). Regarding the directions of information, most of the responses (45.2%) were neutral, while 44.5% were favourable, and 10.3% were unfavourable. However, the high percentage of stories that did not state the sources of information makes it difficult to draw definitive conclusions about the patterns of government information dissemination.

**Table 3: Schools' Response in stories showing impact of insecurity on education in Southeast, Nigeria**

School Sources	N1	N2	N3	N4	N5	N6	Total	Percentage
Not stated	851	129	413	243	149	142	1927	72.4
School Proprietor/Proprietress	190	83	84	21	22	5	405	15.2
School Principal	46	55	21	7	18	20	167	6.3
Teachers	27	10	50	20	10	9	126	4.7
Students	7	8	6	6	8	1	36	1.4
<b>Total</b>	<b>1121</b>	<b>285</b>	<b>574</b>	<b>297</b>	<b>207</b>	<b>177</b>	<b>2661</b>	<b>100</b>
Direction	N1	N2	N3	N4	N5	N6	Total	Percentage
1. Favourable	386	55	121	97	38	20	717	26.9
2. Neutral	234	103	240	98	112	67	854	32.1
3. Unfavourable	501	127	213	102	57	90	1090	41
<b>Total</b>	<b>1121</b>	<b>285</b>	<b>574</b>	<b>297</b>	<b>207</b>	<b>177</b>	<b>2661</b>	<b>100</b>

Source: Fieldwork, 2023

Table 3 shows data on the sources and directions of the presence of information from a school source in stories showing impact of insecurity on education in Southeast, Nigeria. The table reveals that the majority of the stories (72.4%) did not state any sources of information from any schools affected from the insecurity activities. Among the stories that state school sources, the school proprietor/proprietress was the most frequently cited (15.2%), followed by the school principal (6.3%), teachers (4.7%), and students (1.4%). Regarding the directions of information, 41.0% of responses

were unfavourable, 32.1% were neutral, and 26.9% were favourable. Taking A closer, it is indicated that the sources of information within schools are relatively evenly distributed across favourable, neutral, and unfavourable directions, school proprietors/proprietresses/management were the most frequently cited source of information. Again, the large percentage of stories that did not capture the perspective of school's stakeholders limits the generalizability of these findings

**Table 4: Parents' Response in stories showing impact of insecurity on education in Southeast, Nigeria**

Parent Sources	N1	N2	N3	N4	N5	N6	Total	Percentage
not stated	567	100	450	100	180	109	1506	56.6
Father	201	50	26	97	19	22	415	15.6
Mother	156	15	24	50	0	28	273	10.3
Guardian	119	45	50	50	4	10	278	10.4
Relative	78	75	24	0	4	8	189	7.1
<b>Total</b>	<b>1121</b>	<b>285</b>	<b>574</b>	<b>297</b>	<b>207</b>	<b>177</b>	<b>2661</b>	<b>100</b>
Direction	N1	N2	N3	N4	N5	N6	Total	Percentage
1. Favourable	46	55	21	7	18	20	167	6.3
2. Neutral	27	10	50	20	10	9	126	4.7
3. Unfavourable	7	8	6	6	8	1	36	1.4
<b>Total</b>	<b>80</b>	<b>73</b>	<b>77</b>	<b>33</b>	<b>36</b>	<b>30</b>	<b>329</b>	<b>12.363773</b>

Source: Fieldwork, 2023

Table 4 shows the presence and response of parents, guardians, relatives, or other sources in news stories related to the impact of insecurity on education in the Southeast region of Nigeria. A significant number of stories (56.6%) did not specify any parent as source of information. Be that as it may, among the specified sources, fathers (15.6%) were the most commonly cited source of information, followed by mothers (10.3%), guardians (10.4%), and relatives (7.1%). The second category in the table is direction shows that the majority of the responses (59.3%) were unfavourable, indicating that parents, guardians, and relatives were generally dissatisfied with the impact of insecurity on education. It is important to note that a significant portion of the responses (28.7%) were neutral, indicating that some stories did not show strong opinions of parents, guardians, and relatives.

**Table 5: Framing of the suggested solutions for impact of insecurity on education in Southeast**

Suggested Solutions	N1	N2	N3	N4	N5	N6	Total	Percentage
0. No solution suggested in story	100	83	54	61	12	51	361	13.6
1. Use of armed security outfits by schools	301	59	113	52	72	50	647	24.3
2. Use of secured with perimeter fencing and electric barbwire by schools	57	55	121	47	18	20	318	12
3. Use of active alarm systems and quick exist points by schools	77	18	106	37	15	16	269	10.1
4. Handling of the security of schools by state governments	200	20	80	50	80	20	450	16.9
5. Deployment of technology to combat insecurity by the federal government	386	50	100	50	10	20	616	23.1
<b>Total</b>	<b>1121</b>	<b>285</b>	<b>574</b>	<b>297</b>	<b>207</b>	<b>177</b>	<b>2661</b>	<b>100</b>

Source: Fieldwork, 2023

This table shows the suggested solutions that have been proposed in news stories addressing the impact of insecurity on education in the Southeast region of Nigeria. A majority of the stories suggested use of armed security outfits by schools (24.3%). It involves the deployment of armed security personnel to schools to provide protection against threats to the safety of students and staff. This is followed by deployment of technology to combat insecurity by the federal government, which is suggested in 23.1% of the stories and involves the use of technology by the federal government to combat insecurity in the Southeast region.

Next, handling of the security of schools by state governments is suggested in 16.9% of the stories and involves the responsibility of state governments to take charge of securing schools in their jurisdiction. This is followed by 12% of the stories suggesting the use of secured perimeter fencing and electric barbwire by schools and 10.1% stories suggesting use of active

alarm systems and quick exit points by schools: This solution is suggested in 10.1% of the stories and involves the installation of alarm systems and quick exit points in schools to help students and staff quickly evacuate in the event of an attack or threat.

4.1 | Testing Hypotheses

The following null hypotheses were formulated to guide the execution of this study:

*Hypothesis 1: There is no significance attention given to stakeholders' responses in feature stories showing the impact of insecurity on education as framed by selected newspapers in Southeast between April 2021 and March, 2022.*

Table 6: Chi-square Test of Independence for Hypothesis 2

Source of Story	Observed Frequency	Expected Frequency	(Observed - Expected)	(Observed - Expected) <sup>2</sup> / Expected
Government source not stated	1142	1024.81	117.19	13.49
Minister of Education	528	471.87	56.13	5.64
Police Public Relation Officer	717	642.36	74.64	7.71
Government media aide	274	245.22	28.78	3.28
School Sources Not stated	1927	1725.26	201.74	22.02
School Proprietor/Proprietress	405	362.11	42.89	4.29
School Principal	167	149.35	17.65	1.83
Teachers	126	112.53	13.47	1.58
Students	36	32.16	3.84	0.46
Parent Sources not stated	1506	1348.74	157.26	19.55
Father	415	371.06	43.94	4.82
Mother	273	244.11	28.89	3.33
Guardian	278	248.89	29.11	3.38
Relative	189	169.95	19.05	2.20
Total	2661	2661		93.58

Source: Fieldwork, 2023  
 $df = (14-1) \times (2-1) = 13$

Using a significance level of 0.05 and looking up the critical value in a chi-square distribution table with 13 degrees of freedom, the critical value for this table is 22.362. Since our calculated chi-square value of 93.58 is greater than the critical value of 22.362, the null hypothesis was rejected and it conclude that there is a significant association between the source of story and the total number of stories shown in the newspapers regarding the impact of insecurity on education in Southeast, Nigeria. Nonetheless, the attention given to the stakeholders' responses in the feature stories was not the same for all sources of stories.

Following this, the Adjusted Standardised Residuals (ASR) measure was used to ascertain the specific attention given to each stakeholders' responses in the feature stories was not the same for all sources of stories.

Table 7: Adjusted standardized residuals calculation for hypothesis 1

Source of Story	Observed Frequency	Expected Frequency	(Observed - Expected)	(Observed - Expected) <sup>2</sup> / Expected	Standardized Difference	Adjusted Standardized Residual
Government not source stated	1142	1024.81	117.19	13.49	3.23	3.44
Minister of Education	528	471.87	56.13	5.64	2.67	3.01
Police Public Relation Officer	717	642.36	74.64	7.71	3.26	3.45
Government media aide	274	245.22	28.78	3.28	2.89	2.77
School Sources Not stated	1927	1725.26	201.74	22.02	3.31	3.27
School Proprietor/Proprietress	405	362.11	42.89	4.29	2.90	2.91
School Principal	167	149.35	17.65	1.83	2.72	2.55
Teachers	126	112.53	13.47	1.58	2.71	2.56
Students	36	32.16	3.84	0.46	2.43	2.23
Parent Sources not stated	1506	1348.74	157.26	19.55	3.47	3.44
Father	415	371.06	43.94	4.82	2.69	2.80
Mother	273	244.11	28.89	3.33	2.89	2.75
Guardian	278	248.89	29.11	3.38	2.97	2.87
Relative	189	169.95	19.05	2.20	2.85	2.70
Total	2661	2661		93.58		

Source: Fieldwork, 2023

Generally, based on the chi-square test of independence, the null hypothesis is rejected and it is concluded that there is a significant association

between the sources of stories and the impact of insecurity on education in the Southeast region (chi-square = 93.58, df = 13, p < 0.05). Be that as it may, the adjusted standardized residuals measure provides more information on which source deviate significantly from what was expected under the assumption of independence. Taken together, these findings suggest that there is a significant bias in the selected newspapers in terms of which sources are given attention when reporting on the impact of insecurity on education in the Southeast region of Nigeria. Apart from stories that sources were not stated, in particular, government sources: The Minister of Education, and police sources are overrepresented, while students and relatives are underrepresented. This could have important implications for how the public perceives the issue of insecurity and its impact on education, as well as which stakeholders are seen as having a voice in addressing the problem.

5 | DISCUSSION OF FINDINGS

Table 1 establishes the identified sources and directions of information from the government in stories showing impact of insecurity on education in Southeast, Nigeria. Among the stories that stated government sources of information, the Police Public Relation Officer (PPRO) was the most frequently cited (26.9%), followed by the Minister of Education (19.8%), Table 2 shows data on the sources and directions of the presence of information from a school source in stories showing impact of insecurity on education in Southeast, Nigeria. The table reveals that the majority of the stories (72.4%) did not state any sources of information from any schools affected from the insecurity activities. Table 3 shows the presence and response of parents, guardians, relatives, or other sources in news stories related to the impact of insecurity on education in the Southeast region of Nigeria, a significant number of stories (56.6%) did not specify any parent as source of information. Be that as it may, among the specified sources, fathers (15.6%) were the most commonly cited source of information, followed by mothers (10.3%), guardians (10.4%), and relatives (7.1%). The second category in the table is direction shows that the majority of the responses (59.3%) were unfavourable, indicating that parents, guardians, and relatives were generally dissatisfied with the impact of insecurity on education. Generally, based on the chi-square test of independence, the null hypothesis is rejected and it is concluded that there is a significant association between the sources of stories and the impact of insecurity on education in the Southeast region (chi-square = 93.58, df = 13, p < 0.05). Be that as it may, the adjusted standardized residuals measure provides that the Minister of Education, and police sources are overrepresented, while students and relatives are underrepresented. This could have important implications for how the public perceives the issue of insecurity and its impact on education, as well as which stakeholders are seen as having a voice in addressing the problem.

This bias in nature, direction and source of news reports about educational activities has been a bone of serious contention. There are a myriad of studies that decry the unfair and partial reportage of education without giving stakeholders within the sector room to make their own news. Orlu-Orlu, H. C. (2017) found from his study that NTA's reports on the abduction of the Chibok school girls are often in favour of government, but not for Channels Television's reports on the abduction are often balanced. As a result of this the credibility level of NTA's reports on the abduction of the Chibok school girls was rated low while that of Channels Television was highly rated. Also, Odiegwu-Enwerem, C., Oso, L., Amodu, L., Chuks-Enwerem, U. & Okorie, N. (2021) found that reports on insecurity in Nigeria mostly focus on themes such as public condemnation/protests and government/public intervention without attention to education at all. This seems not to be a Nigeria only case as Shine, K. (2018)'s study in Australia had teachers saying that the vast majority of the teachers interviewed considered news about schooling and teachers to be predominantly, and unfairly, critical. They described news reporting of education as frequently inaccurate and generally superficial.

This table shows the suggested solutions that have been proposed in news stories addressing the impact of insecurity on education in the Southeast region of Nigeria. A majority of the stories suggested use of armed security outfits by schools (24.3%). It involves the deployment of armed security personnel to schools to provide protection against threats to the safety of students and staff. This is followed by deployment of technology to combat insecurity by the federal government, which is suggested in 23.1% of the stories and involves the use of technology by the federal government to combat insecurity in the Southeast region.

Next, handling the security of schools by state governments is suggested in 16.9% of the stories and involves the responsibility of state governments to take charge of securing schools in their jurisdiction. From an article entitled, "Community policing not solution to insecurity in Southeast -Mefor", 2nd March 2020 by Magnus Eze, Enugu, it reported that community policing as planned by the Police is no solution. Contrary to this, any other story reports that Nyesom Wike said state police would be one

enduring approach to addressing the festering insecurity in Nigeria. Notwithstanding, 3rd January 2023, From Juliana Taiwo-Obalonye in Abuja. Daily Sun newspaper reported Buhari approves deployment of advanced technology to combat southeast insecurity. President Muhammadu Buhari has approved the deployment of advance technology to tackle insecurity in the southeast.

## 6 | CONCLUSION

Newspaper coverage of the impact of insecurity in Nigeria is a topic of immense importance, particularly given the current security challenges facing the country. This study has highlighted some key findings regarding how selected newspapers in the Southeast region of Nigeria frame and report on the impact of insecurity on education. The findings suggest that government sources, the Minister of Education, and police sources are overrepresented, while students and relatives are underrepresented. This has important implications for how the public perceives the issue of insecurity and its impact on education, as well as which stakeholders are seen as having a voice in addressing the problem. It is imperative that the media play a fair and balanced role in reporting on these issues, and that all relevant stakeholders are given a platform to voice their opinions and experiences.

The study also highlights the importance of using quantitative methods to analyze media coverage, particularly when investigating issues of bias and representation. By using statistical tools such as the chi-square test of independence and adjusted standardized residuals, we can gain a more nuanced understanding of how different sources are represented in media coverage, and how this representation can impact public opinion and policy decisions. In conclusion, the findings of this study emphasize the need for more inclusive and balanced media coverage of the impact of insecurity in Nigeria. Journalists and media organizations must make a conscious effort to include a wider range of voices and perspectives in their reporting, particularly those of marginalized and underrepresented groups – the educational sector might be considered as an underrepresented group as it stands. This can help to promote a more informed and nuanced understanding of the issues at stake, and ultimately contribute to more effective policies and interventions to address the security challenges facing Nigeria.

### 6.1 | Recommendations

The following recommendations were made from the findings of the study:

- Increase coverage of impact frames beyond just the closure and destruction of schools. Other impact frames such as psychological trauma on students, loss of educational opportunities, and long-term economic impact should also be highlighted.
- Diversify sources of information and perspectives represented in the reporting of insecurity on education in the Southeast. In addition to government officials and police sources, students, parents, and educators should also be given a voice in the coverage.
- Encourage exploration of other potential solutions beyond armed security outfits, such as community-based efforts to enhance security and support for schools, as well as investment in long-term sustainable solutions such as improving infrastructure and addressing underlying causes of insecurity.

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