



Mathematics Polya's Model for Analysing Insecurity Disruption and Sensitising Senior Secondary School Students in Niger State, Nigeria

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ABSTRACT

Education plays a vital role in sensitising communities about insecurity disruptions, particularly in regions recently devastated by banditry attacks that have claimed the lives of innocent rural men, women, and children. Insecurity has emerged as a major challenge confronting the Nigerian government, with activities of the Islamic sect (Boko Haram) and banditry groups leading to significant loss of lives and properties, especially in Northern Nigeria. These activities include bombings, suicide attacks, sporadic shootings of unarmed citizens, burning of police stations and churches, and kidnapping of school children and women. This study employed Polya's problem-solving model to analyse and sensitise senior secondary school students on insecurity disruption. The research adopted a descriptive survey design of the correlational type. The population comprised senior secondary school students in Minna Metropolis, Niger State, from which 300 students (200 male, 100 female) were randomly selected. Data were collected using the Senior Secondary School Insecurity Disruption Questionnaire (SSSIDQ), which was validated through expert review, with reliability established via the test-retest method yielding a coefficient of 0.98. Four research questions were answered using mean and standard deviation, while the hypotheses were tested using Pearson Product-Moment Correlation Coefficient (PPMC). Results revealed a significant difference in using Mathematics Polya's Model to sensitise senior secondary school students on insecurity disruption ($df = 385$, $r = 0.98$, $p < 0.05$). However, no significant difference was found between male and female students' sensitisation using the model ($df = 385$, $r = 0.97$, $p = 0.05$). The study recommended that educational institutions should strengthen measures to address insecurity disruption in the country.

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INTRODUCTION

Mathematics provides an effective means of building mental discipline and encouraging logical reasoning, which are essential for educational expectations and everyday problem-solving. Back (2014) opined that certain qualities nurtured by mathematics include the power of reasoning, creativity, abstract or spatial thinking, critical thinking, and problem-solving abilities. These qualities make mathematics an invaluable tool for addressing complex societal issues, including insecurity.

Sensitisation refers to the process of making people "sensitive" about an issue. It is the core of awareness-raising and ideally aims to achieve that people become aware of and react to certain issues. Sensitisation improves knowledge, creates awareness, and changes attitudinal behaviours. According to the World Health Organisation (2020), knowledge can be enhanced through sensitisation by providing people with substantial information about issues, ensuring that the information is truly comprehended by the target audience, thereby changing attitudinal behaviours towards issues such as banditry, kidnapping, and other security threats.

Nigeria has been grappling with critical insecurity problems leading to scores of deaths of innocent civilians, foreigners, security personnel, elected officials, and government workers. The insecurity challenge has assumed formidable dimensions, compelling the country's political and economic managers, and indeed the entire nation, to rue the loss of loved ones,

investments, and the absence of safety in most parts of the country. The number of violent crimes—including kidnappings, ritual killings, carjacking, suicide bombings, ethnic clashes, armed banditry, and other forms of violence—has increasingly become the regular signature characterising life in Nigeria since 2009 (Imhonopi & Urim, 2012). The United Nations Office on Drugs and Crime (UNODC, 2020) reported that Nigeria experiences one of the highest rates of violent crime in West Africa, with the northern region disproportionately affected.

MATERIALS AND METHODS

Conceptual Framework

Insecurity in Nigeria has continued to grow beyond expectation. It is the responsibility of government to protect its citizens, and state governments should provide adequate security to preserve lives and properties. Omede (2012) defines security as a dynamic condition involving the relative ability of a state to counter threats to its core values and interests. McGrew (1988) posits that the security of a nation rests on two important pillars: (1) the maintenance and protection of the socioeconomic order in the face of internal and external threats, and (2) the promotion of a prepared international order that minimises threats to core values and interests, as well as to the domestic order.

For Nwolise (2006), security is an all-encompassing condition suggesting that a territory must be secured by a network of armed forces; that the sovereignty of the state must

be guaranteed by a democratic and patriotic government, which in turn must be protected by the military, police, and the people themselves; that the people must not only be secured from external attacks but also from devastating consequences of internal upheavals such as unemployment, hunger, starvation, diseases, ignorance, homelessness, environmental degradation, pollution, and socioeconomic injustices. Citing Rothschild, Nwagboso (2012) argues that in the long sweep of history, security has been about people, and without reference to the security of the individual, security makes no sense at all (McSweeney, 1999). Dike (2010) and Omede (2012) have taken this argument further by emphasising that Nigeria's security should be based on a holistic view that sees citizens as the primary beneficiaries of every security and developmental deliverable that the state can offer.

Selected Areas of Niger's State Security Challenges

As at 2nd February, 2021, terrorists attacked to villages in Gurmana, Kurebe and Kwaki in Shiroro LGA of Niger State, killing 25 people and abducting 40. The assailants attacked the said villages because they refused to attend a meeting where negotiations were opened between the terrorists and community leaders on the amount to be paid to allow farmers without attacks. Shiroro, which houses one of Nigeria's most important electric dams, has seen the worst attacks, as well as Bosso, Mariga, Mashegu and Rafi LGAs. Kagara where the abduction took place is very close to the volatile Birnin Gwari LGA of Kaduna State in the North-West, a region that has seen no fewer than 8,000 deaths from violent incidents between 2011 and 2020, displacing nearly 300,000 people.

The insecurity was at first concentrated on Rafi and Shiroro LGAs, as at 27th – 29th May, 2021, some group of bandits disrupted Tegina in Rafi Local Government and Batati area under Lavun Local Government Area of Niger State. Good numbers of Islamic pupils and teachers were abducted by the bandits and three men were abducted in Batati area and later released before 72 hours which is equivalent to three days. Nigerian security forces' inability to confine the violence to these local governments owing to poor intelligence as well as having to fight the insurgents (some of whom were affiliated with Boko Haram) over a large territorial expanse (a reality which led it to carrying sporadic air raids) having given the terrorists the leeway to spread their activities to areas in close proximity in Minna, the State capital.

Insecurity is alarming in Niger State, Nigeria of recent suspected bandits attacked communities in Wushishi LGA of Niger State, the incident occurred 28th May, 2021. The assault left as many as 14 people died and several more injured. The assailants also reported kidnapped an unknown number of people and stole goods including vehicles.

Mathematics Polya's Model for Analysis of Insecurity Disruption

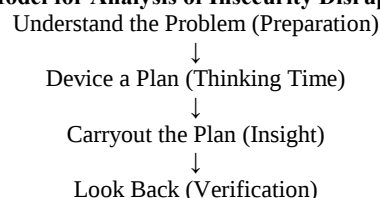
Polya's model clearly stated that for any problems there is solution, one of the primary reasons people have trouble with problems solving is that there is no single procedure that works all the time, each problem is slightly different. Also, problem requires practical knowledge about the specific situation. Once we misunderstand whether the problem or the underlying situation, you may make mistakes or incorrect assumptions. Polya's made some approaches to the problem which we applied it are to insecurity disruption:

- i. **Preparation:** Understanding the problem, the reality is insecurity disruption problems in Niger State, Nigeria, at this point we need to know the root of the insecurity in the

state. We need enough information on these bandits, what we know about them and unknown.

- ii. **Thinking Time:** Device a plan on how to tackle the problem of insecurity, makes possible strategies, use various variables that may be useful to gathered information and we need to be systematic in all our approaches to the bandits and terrorists.
- iii. **Insight:** Carryout the plan, once we have enough information and ideas on how to approach them, we utilized it perfectly, if the plan could not work, then start over and try another approach. Once you have thought about a problem or returned to it enough times, you will often have flash of insight; a new idea to try or a new perspective on how to approach the problem.
- iv. **Verification:** Look back, once you have a potential solution, check to see if it works, is the problem tackled? Is the result reasonable? Double check any solution you gave to the problem of insecurity in order to earn maximum solution.

Polya's Model for Analysis of Insecurity Disruption



Theoretical Framework

This study is grounded in two complementary theoretical perspectives. First, Social Learning Theory (Bandura, 1977) posits that people learn through observation, imitation, and modelling. By sensitising students about insecurity, they can learn appropriate responses and preventive behaviours. Second, Problem-Based Learning Theory (Barrows, 1996) emphasises that learning is enhanced when students engage with real-world problems, which aligns with Polya's model of systematic problem-solving. The application of Polya's model to insecurity sensitisation provides students with a structured approach to understanding and addressing security challenges in their communities.

Statement of the Problem

Insecurity disruption in Nigeria has assumed an intimidating dimension that not only requires a multi-stakeholder approach in quashing this flaming threat to Nigeria's stability but also necessitates a revival and reinforcement of our security networks. The recent killing and abduction of innocent citizens, including students, necessitates that researchers sensitise senior secondary school students on the rapid escalation of insecurity disruption in the state. Without proper sensitisation, students remain vulnerable to the dangers of insecurity and lack the analytical skills to understand and respond to security threats. Therefore, this study seeks to analyse and sensitise students using Polya's mathematical problem-solving model.

Purpose of the Study

The purpose of this study is to analyse and sensitise senior secondary school students on insecurity disruption using Mathematics Polya's Model in Niger State, Nigeria. Specifically, the study attempts to achieve the following objectives:

- i. To sensitise senior secondary school students on insecurity disruption in Niger State.
- ii. To sensitise male and female students on insecurity disruption in Niger State.
- iii. To sensitise senior secondary school students using Mathematics Polya's Model in Niger State.
- iv. To sensitise male and female senior secondary school students using Mathematics Polya's Model in Niger State.

Research Questions

In order to accomplish the study, the following research questions were framed:

- i. What is the opinion of respondents on sensitising senior secondary school students on insecurity disruption in Niger State?
- ii. What is the opinion of respondents on sensitising male and female students on insecurity disruption in Niger State?
- iii. What is the opinion of respondents on using Mathematics Polya's Model for sensitising senior secondary school students on insecurity disruption in Niger State?
- iv. What is the opinion of respondents on using Mathematics Polya's Model for sensitising male and female students on insecurity disruption in Niger State?

Research Hypotheses

The following null hypotheses were formulated to guide and direct the study:

- H0₁: There is no significant difference in sensitising senior secondary school students on insecurity disruption in Niger State.
- H0₂: There is no significant difference in sensitising male and female senior secondary school students on insecurity disruption in Niger State.
- H0₃: There is no significant difference in using Polya's model for sensitising senior secondary school students on insecurity disruption in Niger State.

H0₄: There is no significant difference in using Polya's model for sensitising male and female senior secondary school students on insecurity disruption in Niger State.

Methodology

The survey of educational research designs was used since the study prepared to gather meaningful information about the target population. The population for the study constitutes the entire Senior Secondary School Students (SS 3) in Minna Metropolis, Niger State, Nigeria. The total number of students is 300. The sample for this study was drawn from the total population of the students; the students were drawn from selected senior secondary schools using purposeful sampling techniques. The data for this study was produced through questionnaire comprised of 28 items, which were divided into Section A, Respondents Bio-data and Personal Information and Section B sought the students' opinion on the insecurity disruption. The questionnaire was a four point Likert scale: SA - Strongly Agree = 4, A - Agreed = 3, D - Disagreed = 2, SD - Strongly Disagreed = 1. The questionnaires were subjected to validation by experts in Mathematics Education, College of Education, Minna. A pilot test was administered, teachers of three public senior secondary schools in Minna Metropolis, were involved but they are not part of the sample. The data collected were statistically analyzed for reliability by using Ruder Richardson (KR-20) and the reliability coefficient was 0.98 when were considered sufficient to measure the internal consistency of the questionnaire.

The data collected through questionnaire were analyzed; mean and standard deviation were used to answer the research question. An item mean of 2.49 and below is rejected while mean of 2.50 and above is accepted. Pearson Product Moment Correlation Coefficient was used to test the hypotheses.

RESULTS AND DISCUSSION

Results

Question 1: Opinion of respondents on the sensitization of senior secondary school students on insecurity disruption

Table 1: Opinion of Respondents on the Sensitization of Senior Secondary School Students on Insecurity Disruption

S/N	Statement	SA	A	D	SD	Mean	S.D
1.	Do you believe that there is tension between Nigerian's Christians and Muslims?	18	4	1	5	7.00	6.61
2.	Unemployment can lead to insecurity disruption.	15	5	0	0	5.00	6.12
3.	Corruption contributed to insecurity problems in Nigeria.	17	6	1	1	6.25	6.53
4.	Weak judicial system can render insufficient insecurity in the country.	12	13	1	0	6.50	12.04
5.	High influx of arms can lead to insecurity disruption.	13	5	2	1	5.25	9.42
6.	Slavery has turn citizens of Nigeria to human trafficking.	15	5	0	0	5.00	6.12
7.	Open borders that are poorly guarded, can pave way for insecurity disruption.	21	2	0	1	5.75	9.42

Table 1 indicates that all respondents with the items that sensitization of senior secondary school students on insecurity disruption is significant implies that all the items were accepted, since the mean were above 2.50 based on the

decision rule. Highest mean scores of 7.00 and 6.50 can be seen in item 1 and 4 respectively indicating that most respondents strongly agreed with these items.

Question 2: Opinion of respondents on the sensitization of male and female students on insecurity disruption.

Table 2: Opinion of Respondents on the Sensitization of Male and Female Students on Insecurity Disruption

S/N	Statement	SA	A	D	SD	Mean	S.D
1.	Niger State has sufficient security personnel.	17	6	2	1	6.25	6.53
2.	Niger State government employed local vigilantes.	13	12	1	0	6.50	12.04

S/N	Statement	SA	A	D	SD	Mean	S.D
3.	Niger State has porous borders that link to other country	14	4	2	0	5.00	6.12
4.	Niger State communities have communal clashes.	14	4	2	0	5.00	6.12
5.	Neighboring state youth penetrate to Niger State and resided there.	18	3	1	4	6.86	6.81
6.	Communities need thorough security meeting.	12	2	1	1	5.26	6.41
7.	Elite deserved to embraced security meeting.	14	2	5	-	5.11	6.4

Table 2 indicates that all respondents with the items that sensitization of male and female students on insecurity disruption is significant. This implies that all items were accepted, since the mean were above 2.50 based on the

decision rule. Highest mean scores of 6.86 and 6.52 can be observed in item 6 and 2 respectively indicating that most respondents strongly agreed with these items.

Question 3: Opinion of respondents on using mathematics Polya's model for sensitization of senior secondary school students on insecurity disruption

Table 3: Opinion of Respondents on Using Mathematics Polya's Model for Sensitization of Senior Secondary School Students on Insecurity Disruption

S/N	STATEMENT	SA	A	D	SD	Mean	SD
1.	Understanding the insecurity disruption area is very important.	16	6	1	2	6.8	5.51
2.	Devising possible ways of tackling insecurity is very necessary.	14	5	2	1	5.00	6.11
3.	Carrying out the plan on how to tackle insecurity disruption in Niger State is highly needed.	12	14	0	1	6.50	6.04
4.	Verifying or looking back on the areas of lapses to tackle insecurity problems is much needed.	13	7	0	0	5.25	6.41
5.	Investigating the informant to the bandits must be considered.	20	2	1	0	5.65	6.43
6.	Communities must be unite in order to achieve peace from insecurity.	17	3	1	1	5.67	6.42
7.	Communal network must be adopted by internet or local form.	18	2	0	0	5.42	6.11

Table 3 shows that all respondents with the item that sensitization of senior secondary school students using Mathematics Polya's Model on Insecurity Disruption is significant this implies that all the items were accepted, since

the mean were above 2.50, based on the decision rule. Highest mean scores of 6.8 and 6.50 can be seen in item 1 and 3 respectively indicating that most respondents strongly agreed with the items.

Question 4: Opinion of respondents on using mathematics Polya's model for sensitization of male and female senior secondary school students on insecurity disruption

Table 4: Opinion of Respondents on Using Mathematics Polya's Model for Sensitization of Male and Female Senior Secondary School Students on Insecurity Disruption

S/N	Statement	SA	A	D	SD	Mean	SD
1.	Male and female students required proper sensitization on insecurity matters.	15	5	0	0	5.00	6.12
2.	Understanding insecurity matters can pave ways for students to be more alert in any environment they are founded.	16	5	2	1	6.00	11.12
3.	Male and female students deserved security network to be installed in their android phones.	18	3	1	0	5.5	8.42
4.	Security men and women requires in our schools.	19	2	0	1	5.74	9.32
5.	Government need to involved vigilante in the community to reduce insecurity disruption.	20	2	2	4	7.00	6.61
6.	Communities to embark on security meeting every weekend.	17	3	2	1	6.81	7.12
7.	Strangers should be reported to the community head anytime they visit.	16	4	2	1	5.61	6.12

Table 4 shown that all respondents with the items that sensitization of male and female senior secondary school students using Polya's model on insecurity disruption is significant. Since the assumption mean is 2.50 and the mean

obtained above 2.50 and the mean obtained above 2.50, based won the decision rule. Highest mean scores of 7.00 and 6.81 can be seen in item 5 and 6 respectively indicating that most respondents strongly agreed with these items.

Hypothesis 1: There is no significant difference in sensitizing senior secondary school students on insecurity disruption in Niger State.

Table 5: Pearson Product Moment Correlation (PPMC) on Sensitization of Senior Secondary School Students on Insecurity Disruption

Variable	N	df	Mean	SD	R	r ²	Sig. (p)	Remark
Sensitization of students'	300	3	38.77	11.50	0.990	0.98	0.000	Significant
Without sensitization of students'	300		24.16	7.85				

* Correlation is Significant at $P < 0.05$

The table presents Pearson Product Moment Correlation (PPMC) results of students' sensitization and students without sensitization. From the table, the mean of students sensitized is 38.77 while the mean of students without sensitization is 24.16 with standard deviation of 11.50 and 7.85 respectively. The correlation index (R) obtained is 0.009 which is significant at $P = 0.000$. This is because the calculated alpha

level of 0.000 is less than 0.05 level of significant ($P < 0.05$). The r^2 value of 0.95 has significant as this correlation account for 98% of association between two set of variable. Therefore, the null hypothesis one is rejected. Therefore, there is a significant difference in sensitizing senior secondary school students on insecurity disruption.

Hypothesis 2: There is no significant difference in sensitizing male and female students on insecurity disruption in Niger State.

Table 6: Pearson Product Moment Correlation (PPMC) on Sensitization of Male and Female Students on Insecurity Disruption in Minna, Niger State

Variable	N	df	Mean	SD	R	r ²	Sig. (p)	Remark
Male	200	148	62.85	6.88	0.45	0.44	0.195	Insignificant
Female	100	98	62.74	7.77			0.07	

* Correlation is Significant at $P < 0.05$

The result presented in Table 6 above shows that 300 students comprising of 200 male and 100 female were sensitized on insecurity disruption. The male students has a mean and standard deviation of 62.85 and 6.88 while female students has 62.74 and 7.77 and correlation index (r) obtained is 0.45 which was insignificant. This is because the calculated alpha

level of 0.195 is greater than the 0.05 level of significance ($P < 0.05$). The r^2 value of 0.45 was insignificant. Therefore, the null hypothesis two is hereby accepted. Therefore, there is no significant difference in sensitizing male and female students on insecurity disruption.

Hypothesis 3: There is no significant difference in using Polya's model for sensitizing senior secondary school students in Minna, Niger State

Table 7: Pearson Product Moment Correlation (PPMC) Statistics on Using Polya's Model for Sensitizing Senior Secondary School Students on insecurity disruption in Minna, Niger State

Variable	N	df	Mean	SD	R	r ²	Sig. (p)	Remark
Polya's Model Sensitization	300	298	38.76	11.65	0.97	0.94	.001	Significant
Without Polya's Model	300	298	25.58	5.96				

* Correlation is Significant at $P < 0.05$

The table presents Pearson Product Moment Correlation (PPMC) results of students' sensitized using Polya's model and without Polya's model. From the table the mean effect of students with Polya's model is 38.76 while the students without Polya's model are 25.58 and their standard deviation is 11.65 and 5.96 respectively. The correlation index (r) obtained is 0.97 which was significant at $p = 0.001$. This is

because the calculated alpha of 0.01 is less than the 0.05 level of significance is ($p < 0.05$). The r^2 value of 0.94 was significant as this correlation account for 94% of association between them. Therefore, the null hypothesis three is here by rejected, and implies that there is a significant difference between student's sensitized using Polya's model and students sensitized without using Polya's model.

Hypothesis 4: There is no significant difference in using Polya's model for sensitization of male and female students on insecurity disruption in Minna, Niger State

Table 8: Pearson Product Moment Correlation (PPMC) Statistics on Using Polya's Model for Sensitizing Male and Female Students on insecurity disruption in Minna, Niger State

Variable	N	df	Mean	SD	R	r ²	Sig. (p)	Remark
Male	200	148	38.66	12.30	0.46	0.43	0.188	Insignificant
Female	100	98	37.66	11.40				

* Correlation is Significant at $P < 0.05$

The table above presents Pearson Product Moment Correlation (PPMC) results of male and female sensitization using Polya's model. From the table the mean effect of male is 38.66 where that of female is 37.66 with standard deviation of 12.30 and 11.40. The difference in their standard deviation scores is 0.9 and is not statistically significant. The correlation (r) obtained is 0.46 which was insignificant, this is because the calculated alpha level of 0.188 is greater than 0.05 level of significance ($p < 0.05$). There value of 0.43 was insignificant. Therefore, null hypothesis four is hereby accepted. However, there is no significant difference in sensitizing male and female students using Polya's model in Minna Metropolis, Niger State.

Discussion

The findings from the analysis of research question one and hypothesis one revealed that respondents agreed that sensitising senior secondary school students on insecurity disruption is significant. The hypothesis test showed a significant difference between students who received sensitisation and those who did not ($r = 0.990$, $p < 0.05$). This finding aligns with previous research by Onifade and Imhonopi (2012), who found that sensitisation programmes can reduce the escalation of insecurity by creating awareness and changing attitudes. Similarly, Adekunle (2019) reported that school-based sensitisation programmes improved students' awareness of security threats. The current study extends these findings by demonstrating that Polya's model can be an effective tool for structuring sensitisation programmes.

The significant difference observed suggests that sensitisation can enhance students' understanding of insecurity disruption and their ability to respond appropriately. This is consistent with UNESCO's (2017) emphasis on education for sustainable development, which includes equipping learners with knowledge and skills to address societal challenges. The findings also support Bandura's (1977) Social Learning Theory, which suggests that learning through observation and modelling can change behaviour.

The findings from research question two and hypothesis two revealed that respondents agreed that both male and female students should be sensitised on insecurity disruption. However, the hypothesis test showed no significant difference between male and female students' sensitisation ($r = 0.45$, $p > 0.05$). This finding is consistent with Ogunleye (2018), who found no significant gender differences in security awareness and response. However, it contradicts Adebayo (2016), who found significant gender differences.

The absence of significant gender differences in this study may be attributed to the similar educational experiences of male and female students in Minna Metropolis, where both genders receive comparable exposure to security information through school curricula, media, and community discussions. It may also reflect the pervasive nature of insecurity threats, which affect both genders equally, leading to similar levels of awareness and concern.

The findings from research question three and hypothesis three revealed that using Polya's model for sensitising students on insecurity disruption is effective. The hypothesis test showed a significant difference between students

sensitised using Polya's model and those sensitised without it ($r = 0.97$, $p < 0.05$). This finding supports the theoretical framework of the study, which posits that Polya's problem-solving model provides a structured approach to understanding and addressing security challenges.

The significant difference suggests that the systematic nature of Polya's model—understanding the problem, devising a plan, carrying out the plan, and looking back—enhances students' ability to analyse and respond to insecurity disruption. This is consistent with findings by Ibrahim (2016) and Yusuf (2017), who found that Polya's model improved students' problem-solving and critical thinking abilities. The current study extends these findings by demonstrating the applicability of Polya's model beyond traditional mathematics education to social issues such as insecurity.

The findings from research question four and hypothesis four revealed that respondents agreed that Polya's model can be used for sensitising both male and female students. However, the hypothesis test showed no significant difference between male and female students in their sensitisation using Polya's model ($r = 0.46$, $p > 0.05$). This finding suggests that Polya's model is equally effective for both genders, supporting the conclusion that the model's effectiveness is not gender-dependent.

The absence of gender differences in the effectiveness of Polya's model may be attributed to the model's universal applicability and the fact that problem-solving skills are not inherently gender-specific. This finding has important implications for educational practice, suggesting that teachers can use Polya's model with both male and female students without expecting differential outcomes.

CONCLUSION

This study examined the use of Polya's mathematical problem-solving model for analysing insecurity disruption and sensitising senior secondary school students in Niger State, Nigeria. The findings revealed that sensitisation of students on insecurity disruption is significant and that Polya's model enhances the effectiveness of sensitisation. However, no significant gender differences were found in sensitisation outcomes, whether using Polya's model or not.

The study concludes that sensitisation of senior secondary school students on insecurity disruption using Polya's model can contribute to eradicating the current deadly insecurity in Niger State and Nigeria at large. The model provides a systematic approach to understanding the problem, devising plans, implementing solutions, and evaluating outcomes, which can be applied to security challenges. The absence of gender differences suggests that sensitisation programmes using Polya's model can be equally effective for both male and female students.

Furthermore, the study concludes that education has a vital role to play in addressing insecurity disruption. By equipping students with analytical skills and awareness through models such as Polya's, educational institutions can contribute to national security efforts. The findings have implications for curriculum development, teacher training, and policy formulation in Nigeria.

Recommendations

Based on the findings of this study, the following recommendations are made:

- i. **Continuous Sensitisation:** Sensitisation should be a continuous process in the aspect of insecurity. Educational institutions should integrate security education into the school curriculum and conduct regular sensitisation programmes for students on emerging security threats and appropriate responses.
- ii. **Teacher Training:** Government should create avenues for seminars and workshops on training and re-training of teachers on how to sensitise students from grassroots levels on current alarming security problems using models such as Polya's. Teachers should be equipped with pedagogical strategies for integrating security education across subjects.
- iii. **School Security Infrastructure:** There should be security networks in public and private schools. This includes installing security surveillance systems, engaging security personnel, and establishing emergency response protocols.
- iv. **Community Engagement:** There should be inter-communal network and collaboration between schools, communities, and security agencies to create a comprehensive security framework. Community members should be educated on the importance of reporting suspicious activities.
- v. **Employment Opportunities:** More employment opportunities should be given to the security sector. Youth unemployment is a major driver of insecurity; therefore, government should create jobs and vocational training opportunities to reduce the pool of potential recruits for criminal activities.
- vi. **Strengthening Security Agencies:** Government should invest more in equipping and training security agencies to effectively respond to insecurity threats. This includes providing modern equipment, improving intelligence gathering, and enhancing coordination among security agencies.
- vii. **Further Research:** Researchers should conduct similar studies in other states and regions to determine the generalisability of the findings. Longitudinal studies should examine the long-term effects of sensitisation programmes using Polya's model.

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