

## IMPACT OF INSECURITIES ON EDUCATION IN NIGERIA: A CRITICAL LOOK.

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### ABSTRACT

This article examined the impact of insecurity on education in Nigeria. Insecurity is a state of being subjected to fear, threats, danger, intimidation, molestation, harassment etc. In recent times, millions of school children in Nigeria are caught up in conflicts that result to insecurity not only of their school attendance, but on also lives and properties. The Nigerian education system is deep into crisis on multiple fronts, including areas of access and quality of education. However, the recent spate of mass kidnapping of school children arguably represents the gravest existential threat and crisis to the education system in Nigeria. The current issue of insecurity is not peculiar to Nigeria, but also other civilized countries such as the United State of America and United Kingdom. They face the same challenges of insecurity in their schools very often. The difference between these countries and Nigeria is how they manage the insecurities or threats, how they effectively deploy resources against the threats, how patriotic and united stakeholders of education are against threats of insecurity. The effects of insecurities on education are numerous, but worthy of mentioning is the significant drop in enrollment rate from the considerable gains that were made previously. It is recommended that government should rise to its expectations and control all acts of insecurity, and employment opportunities should be created that will engage productive youths of our country. Also, School Administrators should identify various forms of insecurity in their schools and take preventive measures to protect lives of staff and students in their schools.

### INTRODUCTION

The Nigerian educational system is experiencing crises on many fronts, including access to quality education. However, the recent wave of mass kidnappings of school children may represent the most serious threat and crisis to the educational system. December 2020 to September 2021,

more than 600 children were abducted while at school in three separate incidents.

More worrisome is the fact that increased insecurity prevails in Northern Nigeria, which is already the most disadvantaged region in terms of education. It is estimated that of the 10.5 million out-of-school children in the country, 69 per cent come from the North, where cultural customs and economic deprivation limit the active participation of children, especially women, in school. The Boko Haram crisis, with its devastating effects on economic and educational systems, is also largely concentrated in the region. Trust in the educational system can be greatly diminished, and access to quality and fair education can be seriously aggravated by the recent increase in cases of abduction of children from schools. Furthermore, as the Nigerian education system is still recovering from the devastating effects of prolonged school closures due to Corona virus pandemic, adding insecurity issues to the numerous problems on ground can cause it to collapse completely.

Schools around the world are designed to be centers for learning and promoting good behavior. School spaces are expected to be safe, secure and quiet. When a child goes to school, one of the most important things that parents worry about is the safety of the children at school or during the trip (James, 2019). Ensuring the safety of schools is a very important task that should not be taken lightly. Terrorist attacks on schools are no longer an artificial concept that can be ignored. The main objective of terrorism is to sow fear, and schools are now the main targets for creating such fear (Mutum, 2018). The mere premonition of a crime can be as debilitating as the crime itself.

Even when the real crime rate is not as bad as it seems, the fear of being a victim is real (Edwards, 2003). By any safety standard, public and private schools of all levels in Kebbi, Kaduna, Yobe, Borno and Zamfara States have a low degree of safety. One of the essential elements of a school environment conducive to learning is safety and security. According to Dungu (2019), attendance and academic performance are closely related to the extent to which students perceive their school environment to be safe. It is difficult for students to concentrate on a learning task when they feel vulnerable. At this level, safety and security issues are rapidly becoming an important part of any dialogue to improve academic performance throughout the school (Edwards, 2003). The concept of

school safety has been considered by different academics from different angles. Thomas (2009) sees security as protecting lives and protecting against attacks or dangers.

This means that school safety is about protecting the lives of students and staff, as well as school facilities, from outside attacks and internal crimes occurring within the school itself. Arisi (2011) defined security as the existence of a relatively stable environment in which people feel protected. This means that school safety is about creating and maintaining a Peaceful school environment in which employees and students conduct their activities without fear or fear of imminent threats or attacks against schools.

### **Objective of the study**

The major objective of this study is to investigate the impact of insecurity in Nigeria educational system.

Specifically the study will determine:

- i. The impact of insecurity on school enrolment in Nigeria
- ii. The implication of insecurity in Nigeria educational system

### **Research questions**

The following research questions were raised to guide the study

- i. To what extent does insecurity in Nigeria educational system impact on school enrolment?
- ii. What are the implications of insecurity in Nigeria educational system?

### **Review of Related Literature**

Securitization theory is used in the field of international relations and security studies. This theory was proposed by social security theorists Waver, Buzan and Wilde (1998) from the Copenhagen School (CS), but has become popular among constructivist studies (Theiler, 2010). The term securitization, coined by Waver (1995), is a process by which state actors turn topics into security issues that allow for emergency security measures. According to Messina (2014), securitization is the process by which seemingly non-security-related problems turn into urgent security problems, which therefore represent existential threats to the reference object from the securitization actor, who creates support for emergency measures outside. It has also been conceptualized as process-oriented actions to combat security threats, which contradicts the materialistic

approaches of classical security studies. Unlike classical approaches to security, which focus on the material provisions of threats (such as the use of power, military potential and polarity), securitization emphasizes how an entity can turn a certain issue into a security issue (threat) in order to allow the use of emergency measures to solve it..

The framework for securitization may be probable, protracted and ends the existence of the nation. According to securitization theorists, when an entity is successfully securitized, it is given a higher degree of attention and resources, despite the existence of other entities that may pose a greater threat, but are unsuccessfully securitized. For example, terrorism has been successfully defended and receives more attention than malaria, which kills more people than terrorism. Thus, the securitization of the subject plays a key role in drawing attention to the existential problem. The success of the securitization process depends on who securitizes (securitization agent), what issues are securitized (threats), for whom (reference object), the public (persons), the reasons for securitization, the conditions of securitization and the results of securitization laws (Waver and Wilde, 1998).

### **The effects of insecurity on school enrollment**

Nigeria faces various types of threats, especially in the northern parts of the country. These threats include armed robbery, kidnapping, political thugs, ethno-religious conflicts, organized violent groups, economic violence, gender-based violence, sexual abuse, human trafficking and, more recently, the threat of Boko Haram (Ibrahim, 2002). Recently, the megacity of Maiduguri and some parts of Northern Nigeria have been experiencing insecurity due to the activities of Boko Haram, which means "Western education is a sin". This year, 16 public and 5 private schools were burned down in the megalopolis of Maiduguri alone, forcing many children with formal education to drop out of school in an already poorly educated and disadvantaged region. Eric (2012) reported that in the end, not only students or students of target schools will suffer, but also teachers and others. As a result of insecurity in the metropolis, the number of students in schools has decreased by 28 percent more than in any other state of the country (Bwala, 2012). According to the Nigerian Education Data Survey (NEDS) (2010), cited in Saleh (2011), constant attacks make it even harder for teachers and other stakeholders to convince parents to let their children stay in school.

The issue of insecurity in Northern Nigeria has made a lot of school children to leave school. Fafunwa (1983) noted that school dropout is one of the most serious problems that continued to disrupt the Nigerian educational system from the colonial administration to independence in 1960 and even after that. This view is supported by Patrick (2012) that on the west coast of Africa, a significant proportion of school children dropout every year.

The impact of insecurity on school attendance in Northern Nigeria will never be sufficiently highlighted. A survey conducted by print and electronic media showed that more than 85% of school-age children in Borno State do not attend school due to insecurity in the state (Bwala, 2012). Perpetuated criminal activity in Nigeria is always attributed to young people who have dropped out of school. Unfortunately, the dropout rate from school in the metropolis of Maiduguri is growing every day due to the lack of security in the state. This fact has become a cause of serious concern for all well-meaning Nigerians. Scenario tends to suggest that the future of Nigerian children especially in the North and Maiduguri in particular who drop out of school is in serious danger and therefore, need very serious attention. According to Patrick (2012), in today's Nigeria, a high school certificate is considered the minimum requirements for most jobs and status positions.

### **Implication of insecurity in Nigeria education system**

In securing lives and property of every nation, education is an essential tool. Sadiq (2013) asserts that an educated population is an asset to a nation due to the fact that education promotes national security as it inculcates desirable human traits like honesty, sincerity, hard-work, punctuality, productivity, innovation, patriotism, selflessness, brotherhood, friendship, etc. It also empowers people by inculcating life-long skills and know-how thereby liberating the individual from poverty and want. In addition, Jonathan (2016) stresses the relationship between education, poverty and security, as he pointed that top ten most literate nations in the world are at peace, while almost all of the top 10 least literate nations in the world are in a state of either outright war or general insecurity. Lower education levels are linked to poverty and poverty is one of the chief causative factors of crime whether it is terrorism or militancy or felonies. To Jonathan, counter insurgency strategies are short term tools for securing a nation from insecurity while education provides a long term solution.

Malala (2016) submits that eradicating global terrorism goes beyond proliferation and development of guns and drones, rather spreading quality education across the globe irrespective of regions and culture because “through wars and weapons we can only kill terrorists - but this ideology of terrorism can only be ended through education”, hence, swapping of textbooks and other educational materials for drones and guns (Malala cited in Jayalakshmi, 2014). Malala also submit that education is key to global security, therefore, there is need for change in policies in every nation of the world to cater holistically for education of every citizen which in turn could enhance tolerance, patience, love for each other, and friendship and harmony in society.

### **Research Method**

The researcher used survey design of the descriptive type of research for this study. The researcher considered that this type of design was suitable for the study because it allows a wide coverage within a limited time. In a survey study, the researcher selected the sample from the segment of population, for an exploratory study to enable her to have a representative opinion of the characteristics of the subjects. It is the most widely used type of descriptive research. Survey design is very useful because it has a wide range of scope and coverage; hence generalization is possible.

### **Population of the Study**

Population refers to entire group of individuals, events or objects having common observable characteristics the target population basically comprised. The population of this research work covers thirty schools in Jalingo metropolis and the population for the study covers 670 respondents that is comprised of parents, teachers, students and stakeholders in education in Jalingo metropolis.

### **Sample and Sampling Techniques**

The sample of this research is calculated by using Taro Yamane (Yamane, 1973) formula with 95% confidence level. The sample for this study will cover two hundred and fifty (250) respondents. The sampling techniques that will be used for this study is purposive sampling techniques.

### **Instrument for Data Collection**

The instrument that was used for this research work is a questionnaire named Impact of insecurity in Nigeria education (IINE). It was designed

by the researcher along with the variables under study and the question it contains was drawn from the research questions

### Data Analysis

The data that was gotten from the study was subjected to statistical analysis of mean and standard deviation while ANOVA test was used to test the hypotheses formulated for the study at 0.05 level of significance

### Descriptive Analysis

**Research Question 1:** To what extent does insecurity in Nigerian educational system impact on school enrolment?

**Table 1:** Mean scores and standard deviation of the impact of insecurity on school enrollment

S/N	ITEMS	N	Mean	St.D	Remarks
1	The number of graduated student is low due to low number of students enrolment which is caused by insurgency.	250	3.12	0.88	Agreed
2	Many parents sent their children away or leave their state, which contributed to the low of student's enrolment.	250	3.02	0.84	Agreed
3	Teachers/ lecturers reject appointment if they are posted to one of the area affected by insurgency.	250	3.14	0.81	Agreed
4	The psychological effect of insecurity has contributed to low school's enrolment.	250	3.36	0.75	Agreed
	<b>Grand Mean</b>		<b>3.13</b>	<b>0.82</b>	<b>Agreed</b>

$\bar{X} \leq 2.50$  indicate Agreed otherwise "Disagreed"

The result presented in table 1 revealed the impact of insecurity on school enrolment. The result shows that all the four itemized items are agreed upon by the respondents, this mean that insecurity in Nigerian schools have significant impact on school enrollment

(3.12), it reduce graduating students (3.02), many parents send their children away or leave their state

(3.14), Teachers/ lecturers reject appointment(3.36) and insecurity has contributed to low school's enrolment. The grand mean of 3.13 and standard deviation of 0.82 further indicated that the impact of insecurity in the school have great effect on school enrolment

**Research Question 2:** What is the implication of insecurity in Nigerian educational system?

**Table 2:** Mean scores and standard deviation of the impact of insecurity on educational system

S/N	ITEMS	N	Mean	St.D	Remarks
10	The Boko Haram and banditry attack has made many teachers/lecturers to leave their job.	250	3.20	0.85	Agreed
11	Teachers/ lecturers reject appointment if they are posted to one of the area affected by insecurity.	250	3.14	0.84	Agreed
12	insecurity of school environment significantly affects the academic performance of secondary school students	250	3.23	0.85	Agreed

$\bar{X} \leq 2.50$  indicate Agreed otherwise "Disagreed"

The result presented in table 2 revealed the implication of insecurity on educational system. The result revealed that all the three implications assessed in table 2 are implications that insecurity have caused on Nigeria educational system. Based on result in item 10 the effect of Boko Haram and Banditry in the Northern part of Nigeria has made many teachers and lecturer to abandon and reject their work. The grand mean of 3.22 and standard deviation of 0.65 further confirm that insecurity in Nigeria have impact on educational system.

### Discussion of Findings

The result presented above shows that insecurity in Nigerian educational system impact on school enrolment. Also the result shows that the number of graduate students is low due to the low number of enrolled students that is caused by the insurgency and also many parents send their children or leave their state as a result of insecurity. This finding is in line with that of Bwala (2012) and Eric (2012), who reported that, as a result of insecurity, school enrolment has fallen by 28 percent more than in any other state in the country. It underscores what the Nigeria Education Data Survey (NEDS) (2010) revealed that constant attacks make it even more difficult for teachers and other stakeholders to persuade parents to let their children stay in school. If the situation persists, it is likely to lead to what Patrick (2012) observed that on the west coast of Africa, a significant proportion of students drop out of school each year.



Other findings from the study showed that, as a result of the school environment, students are afraid and feel insecure, omit school, miss certain lessons that affect them during their exams. In addition, they lose interest in school and academic activities that lead to truancy, as well as to boys dropping out of school to engage in trade, while girls drop out of school to settle for married life because they feel insecure within their school environment. This finding gives credit to the finding of Ojukwu and Nwanma (2015) who reported that as a result of insecurity of the school environment that sometimes female staff and students complain of being raped or pregnant, leading to abandonment.

## **CONCLUSION**

In conclusion, based on the findings of this study, insecurity in schools is real and constitutes a threat to the education sector in Nigeria. The study revealed that the number of student graduates is low due to the low number of students in tuition, which is caused by insurgency and banditry in Nigeria. The study also revealed that insecurity in the school environment has a significant effect on students' academic performance. Finally, based on the result of Boko Haram insurgency and banditry attacks, many teachers / professors quit their job

## **RECOMMENDATIONS**

The following recommendation was based on the conclusions

1. Government should provide adequate and effective security personnel to all the institutions of learning in Nigeria to stop the burning of schools and constant shooting around educational institutions.
2. The country's security apparatus must be equipped with adequate human and non-human resources.
3. School administrators must make school safety a top priority. They should inform staff and students about safety awareness through talks, seminars and workshops, and also ensure that school security guards perform their duties efficiently and effectively.
4. School administrators should identify various forms of insecurity in their schools and take preventive measures to protect the lives of staff and students in their schools.

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