

Impact of Insecurity on Universities Education in Nigeria

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Abstract: This paper looked at the concept of university education, insecurity, causes of insecurity in Nigeria, and the impact of insecurity on university education in Nigeria. The paper is a position paper that depends on secondary data. The secondary data were sourced from print literature and online literature. Content analysis was employed for the literature screamed in the paper. The paper concluded that insecurity has affected the development of university education in Nigeria. Insecurity has led to the deaths of lecturers, university closures, an unstable academic calendar, and poor implementation of teaching, research, and community services programmes. Based on these findings, the paper hereby recommends the following: the government should urgently address all issues breeding insecurities across the country by exploring different strategies. The government should provide adequate funding to securities agencies to strengthen security operations and management in Nigeria. Universities in the country should be adequately secured, and school defenses should be provided in all the universities.

Keywords: Insecurity, University Education.

Introduction

University education is the final stage of education. University education is the next level of education after secondary school education. University education is the education for the transformation of communities, states, and nations (Ogunode, Olowonefe, & Olumodeji, 2024). University education is the education that produces manpower of all categories for social, economic, and technological advancement. University education is organised and systematic in nature and leads to the award of certificates after graduation. University education is an educational system centered on teaching, researching, and the provision of community services. University education, by its nature, is the largest educational system globally (Ogunode et al., 2024). According to the NPE (FRN, 2004), university education is expected to make an optimum contribution to national development through the intensification and diversification of its programmes for the development of a high-level human resources base within the context of the needs of the nation, make professional course contents reflect Nigeria's national requirements, make all students part of the general programme of all-round improvement, and offer general study courses such as history of ideas, philosophy of knowledge, and nationalism. Universities are expected to encourage and disseminate their research results to both the government and industries. Universities are expected to inculcate community spirit in their students through projects and action research. They are expected to ensure that faculty in their professional fields have relevant industrial and specialized experience. However, the NPE states that a huge percentage of funding for university education will be devoted to science and technology.

Oni and Alade, (2010) submitted that the objectives or goals of establishing a university differ from one society to another. Generally, it is a basic assumption that universities are, by definition and long-established tradition, meant to be places where all learning activities are governed by creative skepticism, constant questioning, disputations, and argumentation. Universities educate future leaders and develop the high-level technical capacities that underpin economic growth and development (Odekunle, 2001). Also, Ibukun (1997) posited that the main purpose and relevance of university education in Nigeria is the provision of much-needed manpower to accelerate the socio-economic development of the nation. Higher education is regarded as an instrument of social change and economic development.

The benefits derivable from a good and functional university education system can never be overemphasised. The entire developmental apparatus of the socio-economic structure revolves around a good university education. The contribution of university education to development comes in varied forms. Firstly, it helps in the rapid industrialisation of the economy. This is done by providing manpower with adequate professional, technical, and managerial skills. In another vein, a good university system helps to boost the transformation of societies into knowledge societies. This it does by providing not just educated workers but knowledge workers who will contribute immensely to the growth of the economy (Tilak & Jandhyala 2009).

University education helps to instill good attitudes and engenders attitudinal changes that are necessary for the socialisation of individuals, thereby leading to the modernisation and overall transformation of society. It is also clear that a functional university system helps, through teaching and concise research, in the creation, absorption, dissemination, and application of knowledge. Finally, healthy university education helps in the formation of a strong nation-state and, at the same time, aids globalization. It allows people to enjoy an enhanced life of mind, offering the wider society both cultural and political benefits (Taskforce on Higher Education and Society (TFHES), 2000). University education is a critical economic sector development, and it drives long-term economic growth, spurs innovation, strengthens institutions, and fosters social cohesion. University education remains an imperative tool in the development of the country.

Concept of Insecurity

Insecurity refers to lack of or inadequate freedom from danger. Insecurity is a situation whereby people of a nation or community are not safe and free from any crime or violence that destroys, harms or destabilizes the continuity of their livelihood (Umar, 2022). Insecurity is a common feeling that nearly most people will experience at some point, and it can stem from numerous sources (Eric 2021). Achumba, (2013) defines insecurity from two perspectives. Firstly, the author sees insecurity as the state of being open or subject to danger or threat of danger, where danger is the condition of being susceptible to harm or injury. Secondly insecurity is perceived as the state of being open to risk or anxiety, where anxiety is a vague unpleasant emotion that is experienced in anticipation of some misfortune. Insecurity as the state of fear or anxiety stemming from a concrete or alleged lack of protection (Beland 2005).

Insecurity in Nigeria is caused by many factors, according to Jacob and Andrew, (2015), the factors include; unemployment, bad governance, lack of quality education or training, lack of or inadequate basic infrastructures, corruption and corrupt practices of government officials, perceived victimization, rampant poverty in the midst of affluence, ethnic superiority, religious superiority, domination and exploitation, materialism and the display of it with impunity, etcetera. Also, ineffective education is the leading factor responsible for insecurity syndrome in Nigeria followed by unemployment, corruption, poverty, poor security infrastructure, mismanagement of national resources, selfishness, high rate of illiteracy, poor information and communication technology, inadequate database and under funding of the security agencies in Nigeria were identified as causes of insecurity by According to Ishaq, Tope and Abdulhafiz (2019).

Manga (2019); Innocent, Musa, and Ogunode, (2021) noted that the cause of insecurity in schools are included non-challant attitude of some school administrators towards security matters, lack of a comprehensive and well disseminated school security policy, lack of execution of security duties by the school security guard among others. Insecurity continues to threaten the university educational system in the country to the extent that students, teachers, and the government are being frustrated, leading to unstable academic calendar in educational institutions.

Impact of Insecurity on University education in Nigeria

There are many impacts of insecurity on university education in Nigeria. Some of them includes; death of many lecturers in the universities, universities' closure and poor implementation of teaching, research and community services programme.

Death of many lecturers in the universities

Insecurity in Nigeria and attacks of universities have led to death of many lecturers which have affected implementation of teaching programme. Lecturers or academic staff are implementer of curriculum in the university system. Lecturers are saddled with the responsibilities of lecture planning, lecture presentation, instructional resources organization and students assessment. Killing of these academic staff have been reported by Akin-Ibidira, Ogunode, and Ibidiran (2022) that claimed that many lecturers, students and researchers have been killed by bandits and Boko-haram members across the country. Adedigba (2018) quoted Nigeria's former Minister of Education, Adamu Adamu, who noted that 2295 teachers were killed in attacks by insurgents in the North-east. The minister confirm this during a workshop organised for the Review of Legal Framework on the Safe School Declaration in Abuja on Wednesday. The minister, who expressed concern over the systematic destruction targeted at education, said 2,295 teachers have been killed and 19,000 others displaced in Borno, Yobe and Adamawa States in the last nine years.

Universities' closure

Insecurity in different part of Nigeria has led to closure of educational institutions especially the universities. In different occasion has the university of Job closed down just because of insecurity. Most universities in North-east Nigeria have also been closed due to insecurities caused by Boko-haram members in the region. These universities closure has negative impact on implementation of curriculum and research activities. Ekpoh, Aniefiok, and Nse (2020); Ogunode, Jegede, Adah, Audu and Ajape (2020) noted that universities closure in Nigeria may lead to prolonged of academic programme and academic calendar. Ogunode, Ukozor, and Ayoko, (2023) opined that continuous closure of higher institutions can led to poor quality of education because many students syllable and scheme of work will not be covered. Universities closure can also lead to education resources wastage because it increase expenses of the students and that of the universities.

Universities closure in Nigeria slow down implementation of teaching programme. It disrupt academic calendar and student learning programme (Manga, 2019). Lecturers and students are displaced due to insecurities (Olusola 2021; UNICEF & EU, 2021). Insecurities affects effective execution of educational services that involves teaching, extra-curriculum activities and school administration (Ogunode & Chijindu, 2022; Oke, 2021; Sanni, 2015)

Poor implementation of teaching, research and community services programme

Insecurity in Nigeria has negatively affected universities programmes. Insecurity has led to poor implementation of teaching, research and community services programme. Teaching programme is the first cardinal programme of the universities. It is very vital to the realization of the objectives of the universities. The implementation of this programme is been done by the lecturers in the universities. Teaching programme requires a peaceful and conducive environment for effective implementation. Teaching programme involves impartation of knowledge on the students. Studies by Musa (2021) and Musa and Manga (2023) asserted that

the implementation of teaching programme in some Nigerian universities have been disrupted because of insecurity problems.

Insecurity has also militated against effective implementation of research programme of the universities. Research programme is the secondary programme of the universities. Research programme involve both the lecturers and students (Ogunode, & Ade, 2023). Research programme is a very strong cardinal programme of the universities. Research programme of universities have been affected by insecurities according to Ibrahim, (2013); Omede, and Omede, (2015); Human Rights Watch (2016); Akor, Musa, and Ogunode, (2021) observed that many researchers have been kidnapped and killed and many research communities cannot be access because of insecurities problems in the areas.

On the impact of insecurity on research, Onu, (2022); Ogunode, Umeora and Olatunde-Aiyedun (2022) observed that the insecurity has affected the movement of students, lecturers and researchers when he said "Apart from the University of Nigeria, which has some of its staff and students living inside the institution, all other tertiary institutions in the Southeast have their staff and students living off campus. This is why you cannot find anyone in any school on Mondays or any day IPOB may determine as a sit-at-home day. This means that no teaching or learning takes place on these days. "Another evil this sit-at-home has brought upon us is that no conference or seminar holds anymore in the Southeast because of the fear of the attacks that might result from sit-at home as reported by (Onu, 2022). With school closure, no any meaningful research programme can take place.

On effects of insecurity on community service, Ogunode, Ukozor, & Ayoko, (2023) concluded that Insecurity in the Southeast region has also affected the community service programme of the higher institutions in the zone. Higher institutions are known for carrying out community service programmes in their respective host communities. The insecurity challenges especially the sit-at-home order and kidnapping issues have disrupted the community service programme of some institutions in the southeast zone. Insecurity is undermining the development of community service provision in Nigeria (Ogunode, & Olaitan, 2023; Adekola, & Enyiche, 2017). Community service programme of the universities has also been affected by insecurities. The closure of universities leads to suspension of major programme of the universities such as the community programmes. Oni, (2016); Protect Education Attack, (2020); Ogunode, and Ukozor (2022) observed that whenever the universities are closed, it not only affects the students and lecturers but the entire host communities. The closure affects the socio-economic aspects of the host communities.

Conclusion and Recommendations

This paper discussed the impact of insecurity on university education in Nigeria. Secondary data were used in the paper. The paper concluded that insecurity has affected development of university education in Nigeria. Insecurity has led to death of lecturers, universities closure, unstable academic calendar and poor implementation of teaching, research and community services programme.

Based on this points identified, the paper put forward the following recommendations; Government should urgently address all issues breeding insecurities across the country by exploring different strategies. Government should provide adequate funding to securities agencies to strengthening security operation and management in Nigeria. Universities in the country should be adequately secured and defense should be provided in all the universities.

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