

Impact of Insecurity on Education in Nigeria

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Abstract. *This paper examined the impact of insecurity on Nigerian education. Secondary data were used in the paper. The secondary data were collected from print and online publications. Content analysis was employed for literature screamed in the paper. The paper concluded that insecurity has affected development of education in Nigeria. Specifically, the paper identified; reduction in education funding, reduction in private investment on education, unstable academic calendar, reduction in education manpower, led to students' death and reduction in students' enrolment, retention and completion. Based on this finding, the paper hereby recommends the following: Government deploy artificial intelligence to educational institutions to help in security management. Government should address the factors responsible for various forms of insecurity in order to devise a lasting solution to the problem. Government should address the high level of unemployment. Government should pay serious attention to the security of the borders against external non-stats actors and criminals. Government should strengthening prosecution and legal actions on bandits and insurgents to ensure perpetrators of offenses such as bandits, terrorism and kidnapers are brought to justice.*

Keywords: *Education, Insecurity.*

Introduction

Nigeria is facing insecurity challenges. Terrorism and insurgency rose in the North East, banditry seeped into the North West and North Central regions. In the South East, secessionist agitations and the trend of unknown gunmen took centre stage, with the South-South region experiencing frequent incidents of oil theft. In the South West, like most parts of the country, kidnapping became the order of the day. Recently, placing.org (2024) noted that the widespread kidnapping in the country has seen pupils, teachers and a school bus driver abducted in Ekiti State, a monarch killed, and his wife abducted in Kwara State, within one week. Reports surfaced of fresh attacks in Mangu, Plateau State on Tuesday, January 23 in which 25 persons were killed, barely one month after no less than 195 persons were killed and over 10,000 others displaced following attacks in several communities across Bokkos, BarkinLadi and Mangu Local Government Areas of the State on Christmas eve. There have also been reports of further attacks on communities in Benue State on January 23, in which 30 persons were killed. On the same day, gunmen attacked Yandaka village in Batsari Local Government of Katsina State, where they killed three persons and abducted 32 others. James (2024) maintained that Nigeria has long been regarded as one of Africa's economic powerhouses due to its abundant resources and diversified populace.

The insecurity problem has migrated into the educational institutions. All forms of educational institutions in Nigeria are under attacks from the bandits, Boko-haram and criminal elements. Ogunode and Kolo, (2021); Fintell (2015); Oluwa, (2014); Hassan, (2014) reported that tertiary institutions, secondary schools and basic schools in the North-east, North-west, South-east and North-central have been attacked in different occasion. These attacks have led to massive school closure in the affected states across the federation.

As a developing nation, placing.org (2024) observed that Nigeria grapples with several security challenges that directly impact its economy and education, ranging from insurgency to conflicts between farmers and herders to organized crime looting and abduction for ransom. These security threats not only undermine national stability and the rule of law but also have adverse effects on the economy and education. Based on this submission, this paper examine the impact of insecurity on education in Nigeria.

Theoretical Framework

The paper is hinged on system theory which was developed by Ludwig Von Bertalanffy in 1920. The theory' principle is anchored on a whole system that has objectives to achieve, made of different parts and sub-parts and built on relationship of structure and of interdependence rather than the constant attributes of objects and individuals parts. The world system is made up of small and distinct parts that work together for the realization of one goal. The system approach here focuses attention on the whole and also on the complex interrelationships among its constituent parts. The system theory emphasizes the relationship between parts and interaction with each other and deficient in one parts affects the other parts in the system. The system can be liken to be Nigeria and other sub-parts includes; education, health, agriculture, energy, education and security sector.

The theory is relevant to this paper because Nigeria is like a system made up of different sector such as health, energy, political, religious and social economic, education and security. All these sub-sectors needs one and another to be able to realize the objectives of Nigeria as a country. The failure or malfunctioning of one sector have adverse effects on the other sectors. So, the government must ensure that adequate security of lives and properties are guarantee in all part of the country.

Education

Education is an organized process of teaching and learning made up of instruction designed to change the behavior of the learner for transformation of the society and nation. Education is a planned system involving teaching and learning process for the transformation of the individual and the nation (Ogunode, Kureh, &Kasimu, 2024). Education is one of the largest human organisation which services affect everyone in the society. It is also perceived as the panacea to the problems of ignorance, poverty and disease. Consequently, everybody in the society is concerned with the question of how this large human organization is managed, especially as there appears to be a strong and positive linkage between education and national development (Kadir, 2018).

Education is the most powerful instrument for inculcating into citizens of any country good attributes and values for national building. Through education a child's attitude and character is sharpened with the relevant skills, knowledge and competences needed to contribute to social, economic and political development of the society. It is a fundamental human right as everybody has the right to be educated. Education is one of the main drivers of development, be it human, economic or political (Asiyai, 2020). Education is the process of receiving or giving systematic instruction especially at a school or university (Sulai, &Sulai.n.d). Education is a process of discovering and living the truth, expanding one's vision of life and the world and of acquiring practical knowledge (Ategwu&Obia 2019). Every educational policy has its aims and objectives to be carried out and resources to be utilized to achieve the expected goals. The purpose of education therefore is to equip one with self-transforming knowledge which can be used to change the environment and execute whatever task that may be assigned, hence the saying that in every formal education process, there is a transition from the home to the school, and there is a transformation from the school to the home (Sulai, &Sulai,.n.d).

Education in Nigeria is an instrument for effecting national development. The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and the society. Against this backdrop, the National Policy on Education set up aims and objectives, which were to facilitate educational development in the country. There are many factors affecting the development of education. Some of these factors include; poor funding, shortage of teachers, infrastructure facilities, poor supervision, inflation, lack of adequate instructional resources and insecurity.

Insecurity

Insecurity is the dynamic condition which involves the relative ability of a state to counter threats to its core values and interest and their primary beneficiaries are the citizens (Onifode, Imhonopl and Uorim, 2013). According to Olamosu (2000), insecurity is a state or condition in the life of a social unit, system, organization or society in which the existence of a problem assumes a critical dimension to the extent that the survival or existence of the social system or structure is threatened. Best, (2006) viewed insecurity as a degenerated stage of conflict, threats to human security, and intense violence characterized by fighting, death, injury, etc. Abraham Maslow, Onifode, et al (2013) stated that an insecure person perceives the world as a life-threatening jungle, feels unsafe, unhappy, rejected, hostile, pessimistic, shows a sign of tension, conflict and guilt, and tends to be neurotic and generally egocentric. Insecurity leads to fear (Ogunode, &Chijindu, 2022;Ogunode, Umeora, &Olatunde-Aiyedun, 2022)

Impact of Insecurity on Nigerian Education

There are many negative impact of insecurity on education in Nigeria. Some of this impact includes; reduction in education funding, reduction in private investment on education, unstable academic calendar, reduction in education manpower, death of students and has affected Students enrolment, retention and completion.

Reduction in education funding

Insecurity in Nigeria have affected the development of education in the area of funding. Funds that are supposed to have been invested in the education sector to addressing the various challenges facing the sector have been deployed to the insecurity sector to address to insecurity problem facing the country. Investigation by ICIR that examined the expenditure of seven security agencies and findings showed that the budget allocation to these units and ministries increased as insecurity persisted. The examined parastatals are the Nigerian Army, the Nigeria Security and Civil Defence Corps (NSCDC), the Nigeria Airforce, the Nigeria Navy, the Ministry of Police Affairs, the Defence Headquarters and the Ministry of Defence Headquarters.

Between 2019 and 2023, N7.71 trillion was released to these seven units.

MDA	2019	2020	2021	2022	2023
NIGERIAN ARMY	N228.42 billion	N463.41 billion	N510.64 billion	N580.59 billion	N665.12 billion
NSCDC	N89.17 billion	N91.48 billion	N91.36 billion	N110.01 billion	N117.72 billion
MINISTRY OF DEFENCE (MOD HQTRS)	N27.37 billion	N22.16 billion	N21.52 billion	N21.01 billion	N62.69 billion
NIGERIAN NAVY	N101.39 billion	N130.81 billion	N136.06 billion	N173.03 billion	N189.79 billion
NIGERIAN AIRFORCE	N114.84 billion	N136.42 billion	N140.13 billion	N184.78 billion	N200.42 billion
DEFENCE HEADQUARTERS	N5.21 billion	N44.42 billion	N35.36 billion	N80.94 billion	N86.11 billion
POLICE	366,133,777,795	–	–	–	–

FORMATION & COMMAND HQTRS					
MINISTRY OF POLICE AFFAIRS	–	N409.39 billion	N455.13 billion	N783.86 billion	N838.06 billion
Total	N932.53 billion	N1.30 trillion	N1.39 trillion	N1.93 trillion	N2.16 trillion

(Note: The police command became a ministry in 2020)

Further analysis showed that over the past five years, the allocation of the Army increased by 191.19 per cent, NSCDS rose by 32 per cent and the Airforce budget jumped by 74.53 per cent. Also, the budget for the Navy increased by 87.19 per cent, the Defence headquarters budget rose by 1550.5 per cent and the Ministry of Defence budget jumped by 129.1 per cent. Meanwhile, the Police command had a budget of N366.13 billion in 2019 after which it became a ministry in 2020. Between 2020 and 2023, the ministry’s budget increased by 104.7 per cent. In 2024, the government increased the allocation to 11 security agencies and ministries by seven per cent. . Ogunode & Onyekachi, (2021) noted that these funds should have been used in part of the education financing but because of the insecurity challenges it can be used in the education but in the security sector. Ogunode, Abubakar and Ajape (2021); Ogunode, Attah, and Ebute (2023) affirmed that funding that supposed to have been part of the education is been used to address the problems of insecurity in Nigeria.

Reduction in private investment on education

Investment from private and public institutions have been reduced due to the problem of insecurity across the country. Insecurity in Nigeria has prevented completion of many projects in educational institutions. Many Contractors have abandoned site because of fear of been attack and kidnap by bandits and criminal elements. Private investors have been discourage to invest in the educational sector and this has affected education development in Nigeria. Financialinnigeria.com (2020) opined that insecurity in a nation like Nigeria can make things look worse to outsiders than they really are. This can reduce the confidence of foreign investors in such a nation that has massive security challenges. Investor confidence can worsen, particularly where there is weak and ineffective government response to the security challenges. According to the United Nations Conference on Trade and Development (UNCTAD), FDI flows to Nigeria averaged \$5.3 billion annually from 2005-2007. However, UNCTAD data shows FDI to Nigeria averaged \$3.3 billion from 2015-2019, a period that has been marked by heightened and widespread insecurity in the country. Insecurity is one of the major reasons for Nigeria’s unattractiveness for inward foreign investment in the last five years, amongst other factors such as policy dysfunctions, including multiple exchange rates of the Central Bank of Nigeria (Financialinnigeria.com, 2020).

The cable (2023) report that Adejare Bello, Nigeria’s ambassador to Mexico noted that restoring security in Nigeria is a prerequisite for productive investment. Bello, observed that many Mexican investors are willing to “invest heavily in Nigeria’s economy but for the prevailing security situation in the country. The Nigerian embassy receives frequent enquiries from investors on possible areas of collaboration between both countries but all these efforts to attract foreign investments are being thwarted by the news of insecurity. The present situation in the country is very clear evidence of the impact of insecurity on the nation’s development in general and on the economy in particular. “Lives are lost in the bombings, properties destroyed and businesses collapse as some businessmen who are not indigenes of the affected states leave and migrate to other states. Even the indigenes are taken to refugee camps leading to an increase in government expenditure. Also, James (2024) opined that there is a high level of insecurity in the country, particularly in the northern region, where the Islamist jihadist group, Boko Haram, has become a threat to business activities. The lack of security continues to deter prospective investors from engaging in business activities in these areas, leading to a stagnation of commercial operations. Consequently, many companies and businesses including schools in northern Nigeria have stopped operations due to the scourge of lingering insurgency. Banditry has severe and far-reaching consequences for the economy of the affected areas, and the

incessant activities of bandits have created a pervasive sense of fear and insecurity, directly impacting economic activities and development in the region. The incessant kidnappings have affected foreign direct investments, interstate travel, and transportation of goods and services from one state to another. The resulting loss of income and economic opportunities further compounds the challenges faced by the affected population. The livestock sector is also adversely affected since many bandits are reportedly from pastoral communities.

Unstable academic calendar

Insecurity in Nigeria have led to unstable academic calendar in educational institutions. Educational institutions in North-East, North-west and South-East Nigeria have experiences unstable internal academic calendar due to the high rate of insecurities in the various states in each of the region. The inconsistency nature of school calendar in Nigerian educational system is no longer news. It is a common occurrence that one higher institution, secondary school or primary school is closed down due to internal crisis or attacks from bandits. Authorities in North-West, Nigeria had shut down more over 4,000 public primary schools across the state, and over 4,000 public secondary schools were among the closed down schools. According to him, over 300, 000 to 400,000 thousand students and pupils are at home after the incidence of Chibok school students' kidnap without considering the effects on the internal administration of the school especially the learners (Tribune, 2021). The continuous attacks on educational institutions have led to closure of school by different state government. For instance, in August 9, 2021, the Kaduna State government announced an indefinite postponement of school resumption in the state earlier scheduled for August 9, 2021. Kaduna state is one of the states mostly affected by banditry. Hundreds of people including students have been kidnapped for ransom in the state in recent months as reported by Premium times on July 5, 2021. Ibrahim Woo, Kaduna (2021) corroborating the report of premium times, submitted that the Kaduna State Schools Quality Assurance Authority has ordered 13 schools in areas vulnerable to bandit's attacks to shut down immediately. This was contained in a letter to the proprietors of the affected schools from the authority, dated July 5, 2021 signed by its Director-General, Umma K. Ahmed "Sequel to the information reaching the Authority on the security threat at the Bethel Baptist High school, Damishi, a meeting with the National Association of proprietors of Private schools (NAPPS) and some key stakeholders was held on Monday 5th July 2021 with the resolution that the following schools should close with effect from Monday 5th July 2021. The effects of continuous closure of school as a result of school attacks in Nigeria include; poor learning, poor quality of education, loss of interest in education and disruption of academic calendar and learning loss (Ewetan, &Urhie, 2014; Edwin Tech 2021; Ogunode, Ngezack&Usi 2024). Continuous closure of schools by the state government in the Northern Nigeria whenever there is any attack on educational institutions within or close to the state is also responsible for unstable academic calendar of various educational institutions in the states especially, the secondary schools which are the most affected in the region. Educational institutions operates on planned academic calendar which specifies the academic session, terms and weeks that school will open for teaching and learning. Scheme of work and syllables are there to be covered within the school calendar. These academic calendar and programmes of educational institutions are poorly implemented due to closure of school which is unhealthy for the development of education because, teaching and learning and other academic activities are intermittently disrupted.

Reduction in education manpower

Insecurity that started two decades ago in Nigeria have led to the death of professional teachers, lecturers and schools administrators. The few teachers in the Nigerian educational institutions have been reduce by the insecurity across the country. Insecurity in North-East and North-West and other part of the Nigeria have led to the killing of teachers and kidnapping of others. Nejo (2021) observed that the Academic Staff Union of Secondary Schools has called for lasting solution to the insecurity across the country, particularly, incessant attacks on schools leading to killing and kidnapping of teachers and students for ransom; as well as the spate of assaults on teachers. ASUSS Central Working Committee lamented that the sordid scenarios were affecting teachers' productivity adversely and negatively impacting on education in the country. Adedigba (2018) quoted Nigeria's

former Minister of Education, Adamu Adamu, who noted that 2,295 teachers were killed in attacks by insurgents in the North-east. The minister confirmed 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. In the tertiary institutions, Ogunode, & Ukozor (2022) submitted that many lecturers have been killed and kidnapped. Just recently, Yusuf Saidu, the deputy vice-chancellor of research, innovation and development of Usmanu Danfodiyo University, Sokoto (UDUS), was killed by bandits at Gusau-Kaduna highway in Zamfara state in north-western Nigeria while he was on a journey from Sokoto for an official university assignment and a lecturer was also killed recently (Premiumtimes 2024). The killing of professional teachers in Nigeria has implications for the slow development of education and is a major reduction in the strength of education manpower in Nigeria.

Death of students

Many Nigerian students have been killed and kidnapped by bandits and Boko Haram members. Many educational institutions have been attacked and this led to massive abduction of students while others were killed. Aljazeera.com (2021) reported that a 12-year-old conflict in northeast Nigeria has caused, directly and indirectly, the deaths of some 350,000 people, the vast majority of which are children below the age of five, the United Nations found in a new report. The death toll, given by the UN Development Programme (UNDP) in a new study on the war and its effect on livelihoods published on Thursday, is 10 times higher than previous estimates of about 35,000 based only on those killed in fighting in Nigeria since violence broke out. Also, Olusola (2021) and Ogunode, Ahaotu & Obi (2021) reported that about 800 secondary school students have been kidnapped, maimed, raped, and killed in coordinated attacks by bandits and terrorists. The trend and dynamics of insecurity in Nigeria are worrisome especially when there exist many security challenges in the polity. Abdullahi, (2022) quoted the UNICEF representative in Nigeria who observed that the spate of attacks in the north-west and north-central has led to the abduction of 1,436 school children, 17 teachers and the death of 16 school children since December 2020. Unsafe schools, occasioned by attacks on schools and abduction of students, are reprehensible, a brutal violation of the rights of the victims to education, and totally unacceptable. Their occurrences cut short the futures and dreams of the affected students. The UN body said since December 2020, a total of 11,536 schools were closed due to abductions and security issues. Insecurity in Nigeria has led to the death of students and this has implications for future manpower development (Obaji 2021; Peter & Osaat 2021)

Reduction in students' enrolment into schools

Insecurity in Nigeria has also affected students' enrolment, retention and education completions. Many children due to continuous attack on their schools have decided to leave schools. Some due to fear of being kidnapped, their parents stop them from schooling. Many parents and guardians in Northern Nigeria have lost interest in sending their children to schools due to incessant attacks by the bandits and kidnapping of school children for ransom. Many teachers, students have been kidnapped in Zamfara, Niger State and Kaduna state within a month. Ogunode, Godwin and Unoaku (2021) submitted that the continuous attacks on educational institutions in the North by Bandits and Boko Haram is discouraging parents to send their children to school because they are afraid of attacks. Amnesty International's Seun Bakare says attacks and school closures signal severe threats to education in Nigeria. The recent wave of kidnapping continues to worsen the education crisis in Nigeria's North, a region known for low levels of literacy and enrollment, and accounting for more than 70 percent of Nigeria's school dropouts. The U.N. children's agency, UNICEF, says 2.8 million children in the north-East need education emergency support due to violence in the region. Unless this situation is urgently addressed, experts say many more children will be risking a bleak future. Attacks on learning institutions according to Abdullahi, (2022) render the learning environment insecure and discourage parents and caregivers from sending their wards to schools, while the learners themselves become fearful of the legitimate pursuit of learning. The invisible harm school attacks inflict on the victims' mental health is incalculable and irredeemable. Girls have particularly

been targeted, exacerbating the figures of out-of-school children in Nigeria, 60 percent of whom are girls. This is encouraging girls to attend school, underscoring the reality that collaboration is required in addressing insecurity in schools and making schools safe, especially for girls.

Conclusion and Recommendations

The paper discussed the impact of insecurity on Nigerian education. The paper concluded that insecurity has affected development of education in Nigeria. Specifically, the paper identified; reduction in education funding, reduction in private investment on education, unstable academic calendar, reduction in education manpower, death of students and has affected Students enrolment, retention and completion.

Based on this finding, the paper hereby recommends the following:

1. Government deploy artificial intelligence to educational institutions to help in security management.
2. Government should address the root causes of the various dimensions of insecurity in order to devise a lasting solution to the problem. Government should address the high level of unemployment.
3. Government should pay serious attention to the security of the borders against external non-state actors.
4. Government should strengthening prosecution and legal actions on bandits, criminal element and bring them to justice.

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