ASSESSMENT OF INSECURITY ON QUALITY EDUCATION IN NIGERIATERTIARY INSTITUTIONS

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Abstract

High rate of insecurity in Nigerian tertiary institutions has raised deep concern among stakeholders in educational industry as sound and qualitative education hinge on peaceful learning atmosphere. Thus, the study assessed insecurity and quality education in Nigeria tertiary institutions. Descriptive research design was adopted for the study. The population of the study comprised all tertiary institutions in North –east, Nigeria. Convenience sampling technique was used to select 943 staff and students from University of Maduguri, Maduguri and Modibo Adamawa University respectively. Three research questions were raised and answered using descriptive statistics of mean and standard deviation. Questionnaire on Insecurity and Quality Education Questionnaire in Nigerian Tertiary Institutions in Nigeria (AIQEQ)" developed by Nwakpa (2015) was adapted to elicit relevant information from the respondents. The AIQEA was validated and subjected to reliability test using test crobach alpha method of reliability given reliability coefficient of 0.87 which affirmed that the instrument was reliable for the study. The findings of the study revealed that insecurity hinder quality education in Nigerian tertiary institutions. The study concluded that insecurity hindered quality education in Nigeria tertiary institutions. The study recommended among others that tertiary education should be adequately and genuinely financed in line with UNESCO 26% recommendation of educational funding for quality to be assured at this level of education, capacity building on security should be periodically organized for staff and students and CCTV should be strategically placed in the school environment for safety purpose.

Keywords--- Assessment, Insecurity, Quality Education and Tertiary Institution

Introduction

Institutions of higher learning are globally established for the propagation, dissemination and application of knowledge, thus their salient roles in man power and national development cannot be overemphasized. Tertiary education in contemporary time has become a complex enterprise and this complexity demands for high degree of proven scholars from the academic staff in particular and non-academic staff in general to focus on their mandates of teaching, research and public service respectively. Therefore, peaceful learning environment and measures capable of enhancing security architecture must be put in place for universities to maximally focus on their obligations of teaching, research and publication as well as community engagement. Insecurity has however become a topical issue and social problem in Nigerian educational system right from the basic to the institutions of higher learning which has far-reaching implications and dire consequences on education, the economy and society in general. The problem of insecurity has attracted the attention of stakeholders in educational industry which consequently lower the educational standard. Throughout the period of insecurity rebels have attacked a large number of educational institutions, killing and destruction of school plants (Nnadi, 2017).

Insecurity is a social illness that occurs as a consequence of the presence of a danger to human life and economic operations. It is a negative feeling involving fear, anxiety, uncertainty and injustice, among others. When an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed, the result may be frustration or insecurity which serves as threat to quality learning. Best (2016) sees insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by rebellious, death and injury. 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 critical dimension to the extent that the survival or existence of the social system. It is a threat to quality teaching, learning environment, content, teaching facilities and goal achievement in tertiary institution of learning which suddenly necessitates making vital decision in the shortest time possible (Olamosu ,2015). High rate of insecurity in Nigerian tertiary institutions has generated mixed reaction among academics, government, parents and relevant stakeholders in educational industry as students can only attain academic success when they pursuit academic activities with seriousness, thoroughness, dedication and hard working (Nnadi, 2017). Institutions of higher learning with high criminal cases without any iota of doubt will lose the reputation and the situation will reduce school attendance, enrolment and withdrawal of affected students /as parents pull their sons and daughters out of schools while in some extreme cases insecurity has led to closure of schools (Dawnes, 2017).Yusuf and Idoghor (2018) revealed that some lecturers of the University of Maiduguri were abducted in 2017 and this led to the closure of the institution. Ever since the insurgency started in Nigeriain 2009, 1400 schools have been destroyed and over 2,2195 teachers have lost their lives. Kidnapping and Killing of students with impunity has become so rampant in northern Nigeria (UNICEF, 2018).

Nigerian tertiary educational institutions are established with the purpose of giving students sound and qualitative education to function effectively in any environment they find themselves and become more productive, self-fulfilling and attain self-actualization. High rate of insecurity in Nigerian tertiary institutions has generated mixed reaction among academics, government, parents and relevant stakeholders in educational industry as students can only attain academic success when they pursuit academic activities with seriousness, thoroughness, dedication and hard working (Nnadi, 2017). Yusuf and Idoghor (2018) revealed that some lecturers of the University of Maiduguri were abducted in 2017 and this led to the closure of the institution. Ever since the insurgency started in Nigeriain 2009, 1400 schools have been destroyed and over 2,2195 teachers have lost their lives. Kidnapping and Killing of students with impunity has become so rampant in northern Nigeria (UNICEF, 2018).

Qualitative education delivery is only feasible in a secured and conducive learning environment as academic success of students depends largely on emotional stability, while unsecure environment impede learning (Adebi, 2016). Schools are threatened by insecurity which jeopardizes quality education as well as the general sense of calm that exists within and around them. The provision of qualitative tertiary education remains more of mirage than reality in any country faced with widespread insecurity of lives and properties. Nigeria political history has been pigeonholed by overabundance of challenges ranging from violence, civil war, election related mayhem, riots and protests, militancy, insurgency and herdsmen/farmer clash. The rise of Bokoharam insurgency with the core belief that western education is sinful and should be detested has created new dimension to Nigeria insecurity problem. The operations and activities of Bokoharam sect against education came to limelight following the abduction of 276 student of Government Girl College, Chibok brought a new dimension and tension on perception to Nigeria insecurity as many secondary school attacks have been recorded in several state of the country afterward. There are cases of kidnapping of teachers and students in Lagos, Niger, Adamawa, Boronu, Kaduna and other states. There were reported cases of rapping of students and teachers, bombs have been brazenly detonated in schools leaving dozen dead while school buildings are burnt beyond recognition (Nwakpa, 2016).

Tertiary education is the third stage of education following the completion of secondary education which includes the Universities, Polytechnics, Monotechnics and Colleges of Education. These institutions are critical engine for socio- cultural and political development as well as major locus for modernism and development of manpower to address the challenges of underdevelopment. Accordingly, the Federal Government of Nigeria through the National Policy on Education (2013) the purposes of higher education are to: contribute to national development through high level relevant manpower training, develop and inculcate proper values for the survival of individual and the society, develop intellectual capacity of

individual to understand and appreciate their local and external environment, acquire both physical and intellectual skills among others. However, many of the Nigerian tertiary educational institutions are finding it increasingly difficult to achieve the stated goals as a result of the insecurity that engulf the system (Emaikwu, etal, 2015). The institutions are over whelmed with anxiety and panic following an email purportedly sent by Islamic extremist group Boko Haram to the 15 universities in southern Nigeria threatening them that the universities would experience a series of bomb blasts (Osarenre etal, 2017). Forty one students and a teachers were roasted alive as Boko Haram sets hostel ablaze in secondary schools in Yobe State in 2013, A 300 level female student of the Department of Mass Communication Delta State University Abraka, Elozino Ogege was murdered in a bush by group of boys popularly known as ―yahoo boys in 2018.and her corpse was found in Ekrejata community Abraka with tongue and breasts severed. Aguba(2010) lamented over the case of kidnapping, militancy and bombing which short chains the realization of the goals and objectives of education (Ali etal, 2014).

The study is anchored on secularization theory which affirms that actors transform subjects into matters of security concern that enables extraordinary measures to be taken in matters of security. The theory was propounded by the societal security theorists Wæver and Wilde (1998) from Copenhagen School but popularized among the constructivist studies (Theiler, 2010). According to Messina (2014), securitization is a process by which ostensibly non-security issues are transformed into urgent security concerns which are therefore portrayed as existential threats to a referent object by a securitizing actor who thereby generates endorsement of emergency measures beyond rules that would otherwise bind. Unlike the classical approaches to security which focus on the material dispositions of threats (like the use of power, military capabilities and polarity), securitization emphasize how an actor can transform certain issue in to a matter of security (threat) in order to allow for the use of extraordinary measures to address it. Even though most securitized issues do not pose essential threat to objective survival of a state, there is the need to proactively construct a pending security threat to an existential problem. Wæver et al (1998) characterized an existential threat as one that requires immediate solution and if not tackled, everything else becomes irrelevant as we may not have the opportunity to deal with the consequences.

The framework for securitization allows for a threat to be probable, protracted and endangers the existence of the nation. According to the securitization theorists, when a subject is successfully securitized, a higher degree of attention and resources are devoted to it despite the existence of other subjects that might pose more threat but are unsuccessfully securitized. For instance, terrorism has been successfully securitized and receive more attention than malaria that kills more people than terrorism. Therefore, securitization of a subject plays a key role in attracting attention to an existential problem. The success of a securitization process depends on who securitizes (securitizing actor), what issues are securitized (threats), for whom (referent object), the audience (people), the reason for securitization, the conditions of securitization and the results of the securitization acts (Wæver etal, 1998). The theory is applicable on five sectors: military, political, economic, society and environment. However, securitization could equally be applied in many other sectors and further extended to unwanted outcome from successfully securitized sectors. For instance, the reign of Saddam Hussein led to the deployment of weapons of mass destruction and was successfully securitized. Consequently, there were concerns of human rights abuse and societal problems which was also securitized. Similarly, the United States and Europe successfully securitized immigration due to the concerns of terrorist infiltration. As a result, extreme measures are applied through tight border controls as well as the classification of migrants from certain countries of origin, diasporas, emigration and citizenship as potential securitization issues (Faist, 2015; Huysmans, 2016; Naujoks. 2015). The ivory tower was not isolated from the bombings and killings perpetuated by the BokoHaram: from the deadly attack on Bayero University Kano, when worshippers were attending Sunday service within the university's campus, to the bloody Independence Day attacks where over 40 students of the Federal Polytechnic Mubi, were massacred. This is not counting the many isolated killing of students in broad daylight or at night when they were asleep and at their most vulnerable state. In some cases, just the rumour of an attack was enough to send some institutions packing, like University of Maiduguri and the Federal College of Education Potiskum, which had to start operating from the National Commission for Colleges of Education (NCCE) temporarily (Ajibade, 2013).Studies have shown that over 3, 295 teachers have been killed and more than 39,000 others displaced in Boronu, Yobeand Adamawa between 2009 and 2020, while an estimated of 1500 schools have been destroyed since 2014 with over 1, 280 casualties among teachers

and students (Adesolu, 2019). Insecurity in school environment affects the quality of teaching and learning of students (Akintunde, etal, 2019). Insecurity triggers traumatic disorder and toxic stress that affect learning negatively impede learning (Adebi, 2016). Thus, the paper assesses insecurity and quality education in Nigeria tertiary institutions.

Purpose of the Study

The purposes of the study were to:

1.examine the causes of insecurity in Nigerian tertiary institutions.

2.find out the effects of insecurity in Nigerian tertiary institutions.

3. identify the strategies for the management of insecurity in Nigerian tertiary institutions

Research Questions

The following research questions were raise to guide the study:

(i) what are the causes of insecurity Nigerian tertiary institutions?

(ii)what are the effects of the insecurity in Nigerian tertiary educational institutions?

(iii) What are the strategies for the management of insecurity on quality education in Nigerian tertiary educational institutions?

Methodology

Descriptive research design was adopted for the study. The population of the study comprise all staff and students of Universities in the North –east, geo political zone of Nigeria. Convenience sampling technique was used to select 952 respondents from University of Maduguri and Federal University of Technology, Madibo Adama University of Technlogy, Yola in the North-east, Zone of Nigeria. Questionnaire on the effect of insecurity on quality education developed by Nwakpa (2015) was adapted to collect relevant data for the study. Crobanch alpha was employed to ascertain the reliability of the instruments. Three research assistants were engaged in data collection and retrieval within an interval of two months. Descriptive research statistic of mean and standard deviation were used to answer the research questions raised in the study.

Findings

Table 1: Mean Response on Causes of Insecurity

Causes of Insecurity in Nigerian Tertiary Institutions

	Variables		SD	Decision
1.	Anxiety of Examination Malpractices	2.71	1.38	Agree
2.	Lack of Self Confidence	2.75	0.47	Agree
3.	Depression on the poor state of the Country	2.88	1.07	Agree
4.	The notion that western education is forbidden	2.80	0.74	Agree
	Weighted Mean Score	9.04	0.52	

As indicated in Table 1,most of the respondents unanimously agreed that students‘ insecurity is emanated from multidimensional factors among which are examination fever, lack of self-confidence, depression and the notion that western education is a taboo with the mean score of 2.71, 2.75. 2.88 and 2. 80 respectively.

Table 2:
Effects of Insecurity in Nigerian Tertiary Institutions

	Variables		SD	Decision
5.	Insecurity makes education to be of low quality	3.70	1.68	Agree
6.	Scores awarded under insecurity lack validity and reliability	3.45	1.87	Agree
7.	Delay in academic calendar due to closure of schools.	3.88	1.87	Agree
4.	insecurity triggers traumatic disorder and toxic stress	4.80	1.97	Agree
	Weighted Mean Score	12.23	0.52	

Table 2 revealed that 3.70 of the respondents agreed that insecurity lower the standard of education in the tertiary institutions. Also, 3.45 of the respondents concurred that scores awarded to the students lack validity and reliablilty.. In addition, 3.88 of the respondents agreed that delay in academic calendar of the institutions emanated from the security headache which hinder the quality of service being rendered in the institution. Equally, 4.80 of the respondents agreed that insecurity triggers traumatic disorder and toxic stress in the institutions of higher learning.

Table 3:
Strategies for the management of Insecurity in Nigerian Tertiary Institutions

	Variables		SD	Decision
8.	Adequate funding of the educational system	3.70	1.86	Agree
9.	Proper planning and implementation of education policies	3.89	1.97	Agree
10.	Activities going on in the school are monitored through the CCTV	3.88	1.88	Agree
11.	Capacity building on security education in schools	3.80	1.97	Agree
	Weighted Mean Score	12.44	0.52	

As shown in research question 4, 3.70 of the respondents agree that adequate funding of tertiary education is a fundamental strategy to manage insecurity in tertiary institutions. Also, 3.89 of the respondents concurred that adequate planning and implementation of tertiary education policies will go along. It was also evident from the finding that 3.88 of the respondents agree that if activities in the schools are being monitored through CCTV, insecurity will be maximally reduced in institutions of higher learning. Finally, 3.80 of the respondents agree that capacity building programmes like conferences, workshops and seminars will assist immensely in tackling insecurity in Nigerian tertiary institutions.

Discussion of Findings

The findings in Table 1 is in accordance with the study conducted by Chukwuemeka (2021) which shown that the increasing incident of violent attack are traceable to weak, marginal or exploitative government systems in Nigeria. The government‘s inability to provide public services and meet the basic needs of the masses has created a group of frustrated people who are easily classified as violent by any event The failure of the Nigerian government to fix the challenges of poverty and the unequal distribution of wealth among ethnic nationalities is a major contributor to the country‘s insecurity. Bello (2022)

inculcate that Nigeria is characterized by incompetent leadership who have long been electing to pilot the affairs of the nation but cannot render effective service to the nation. They see themselves more as sectional leaders and pursue only their personal and regional interests.

The findings in Table 2 concur with the study conducted byOgunode and Kolo (2021) which reveals that insecurity in the Northern Nigeria has led to disruption of school administration and hindered the efficacy of internal supervision in teaching and learning programme. The insecurity in the Northern region have led to suspension of school programme such as school supervision and inspection, teaching and learning, execution programme, examination and sport activities. School administrators were unable to go to school inspection and teachers' activities were disrupted. Disruption of academic calendar an inconsistence nature of school calendar in Nigerian educational system is no longer news. Lecturers are coerced to award underserved marks, students graduate with unmerited grade and the no- violent students are cheated. Education quality occurs under free operating environment and fair dealing. The graduates produced through insecurity end up not having the requisite knowledge and skill to operate in the workplace; they rather become a liability. The ultimate effects poor performance of organizations and hence the national economy. quite high.

The finding in Table 3 is in line with the work of Emaikwu and Nwagwu, (2015) which disclosed that if security measures like physical security outfit, ICT surveillance, school fencing and capacity building are givenpriority the quality of service delivery in tertiary institutions will be of high quality. He accentuate that that the physical security outfit of the school in form of well fenced walls, gate and well barricaded environment expressed by the stakeholders persist and no proactive solutions or remedies are genuinely provided will not only give room for peaceful learning environment, but also to a larger extent assist in actualizing the set goal. Placing of Closed Circuit Television, use of security gadgets like alarm detectors among others are fundamental for the achievement of goal of senior secondary schools. Monitoring of the visitors and other suspicious movement within the school vicinity through the CCTV would enhance quality education thereby facilitate the actualization of goal achievement.

Conclusion

Nigerian tertiary educational institutions are established with the purpose of giving students sound and qualitative education to function effectively in any environment they find themselves and become more productive, self-fulfilling and attain self-actualization. Studies have however revealed that many of the Nigerian tertiary educational institutions are finding it increasingly problematic to achieve the goals because of the insecurity. Violent attacks are being carried out by bandits, kidnappers and other insurgent groups make parents to become apprehensive and this ugly scenario has negatively affected the actualization of tertiary education goal. To enhance the provision of quality education in tertiary institutions, the government and institution management should show more concern and interest in using their skills and professional competence to bring about security and safety of the environment for the educational system to thrive.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Tertiary education should be adequately and genuinely financed in line with UNESCO 26% recommendation of educational funding for quality to be assured at this level of education.
2. Capacity building in form of workshops, seminars and conferences should be periodically organized for staff and students to equip them with security management technique of the 21st Century.
3. Monitoring of the visitors and other suspicious movement within the school vicinity through the CCTV would enhance security outfit thereby facilitate the actualization of goal achievement
4. Synergy should be established between the town and gown as security is everyone responsibilities.

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