INSECURITY IN NIGERIAN SCHOOLS: CAUSES, FORMS AND EFFECTS.

*HILIYA, ABBAS ABUBAKAR; & **UMAR, YAHAYA JABO
*Department of Educational Foundations, School of General Education, Shehu Shagari College of Education, Sokoto. **No. 90C, Alu Quarters, Bado Area, Sokoto.

Abstract

The security and welfare of the people shall be the primary purpose and functions of government. The nature of insecurity at global level is changing rapidly. The alarming level of insecurity in Nigeria has fuelled the crime rate and terrorists attacks in different parts of the country, leaving unpalatable consequences for the nation's economy and its growth. It is against this background that, this paper examines the immediate causes of insecurity in Nigeria which includes: lack of institutional capacity, pervasive material inequalities, ethno-religious conflicts among others, forms of insecurity threatening Nigeria and its socio-economic entities particularly education sector which includes: physical insecurity, public insecurity, economic insecurity among others and effects that insecurity has in Nigeria schools which includes: stressful studies, poor school attendance, closure of schools among others. The paper also discussed some of the conceptual framework of security and insecurity; theoretical perspective of insecurity; empirical studies of insecurity in Nigerian schools. The paper concluded that peace and tranquility is an antidote of successful teaching and learning. Security of both teachers and students is paramount important. The paper suggested that measures need to be put in place to resolve insecurity in the country particularly in Nigerian schools. New security policies, thinking and strategies need to be developed.

Keywords*: Insecurity, causes, forms, effects, Schools.*

Introduction

In any educational system, peace and tranquility is an antidote for a successful teaching and learning. Human capital development is a strategic to socio-economic development of a nation which includes education, health, labor and employment, and women affairs. Investing in human capital development is therefore critical as it is targeted at ensuring that the nation's human resources endowment is knowledgeable, skilled, productive and healthy to enable the optimal exploitation and utilization of other resources to engender growth and development. The priorities areas of education amongst other things as outlined by Yabo, Abubakar and Ubandawaki (2013), includes:

1. Promote primary enrolment of all children in school going age irrespective of the income profile of the parents.
2. Provision of infrastructure such as class-room across all levels so as to ease overcrowding, increase access and reduce pupils-teacher ratio.
3. Enhance the efficiency, resourcefulness and competence of teachers and other educational personnel through training, capacity building and motivation. Federal Republic of Nigeria (1999) in its Constitution specifically states that "The security and welfare of the people shall be the primary purpose of government". Security refers to the condition of not being threatened, especially physically, psychologically, emotionally or financially (Dictionary.com 2019).

Conceptual framework:

According to Omoyibo and Akpomera as (cited in Ewetan, 2014), security is a concept that is prior to the state, and the state exists in order to provide that concept. Security is the prime responsibility of the state. Going by these; security could be deduce as:

1. The state of being free from danger or threat.
2. The safety of a state or organization against criminal activity such as terrorism, theft, or espionage.

Operationally, security refers to the extent through which pupils or students get free from any form of terror attack which is detriment to their academic pursuits so as teaching and learning can smoothly take place. In contrast, insecurity refers to uncertainty or anxiety about oneself; lack of confidence; the state of being open to danger or threat; lack of protection (Dictionary.com 2019). An example of insecure is a person who always thinks that others are gossiping about him/her. Udoh, (2015) opined that Insecurity is the state of being subject to danger or injury. The anxiety that is experienced when one feels vulnerable and insecure. The concept of insecurity connotes different meanings such as: absence of safety; danger; hazard; uncertainty; lack of protection, and lack of safety. According to Beland cited in Ewetan and Urhie (2014), insecurity is a state of fear or anxiety due to absence or lack of protection. Achumba, Igbomereho and Akpan-Robaro (2013), defines insecurity from two perspectives. Firstly, insecurity is 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 the state of being exposed to risk or anxiety, where anxiety is a vague unpleasant emotion that is experienced in anticipation of some misfortune. Operationally, insecurity refers to the threat, dangers, starvation and deprivation meted against pupils or students to acquire education in a normal school setting.

Udoh (2015), observed that Insecurity apart from being the fear of every Nigerian has become the word on the lips of every Nigerian and a discussion topic where two or three Nigerians gather. This phenomenon is a state of being subject to danger or injury. It is the anxiety one experience when one feels vulnerable and insecure. Several illegal armed groups, ethnic militia groups, religious fundamentalist and fanatics, are evidence of insecurity in Nigeria. These have given birth to series of bombings, murder, arson, armed robbery, kidnappings, corruption, and injustices that we hear every day. It is clear that these happenings are negatively affecting and threatening Nigeria and its entity. The following table shows the number of attacks on Nigerian schools by Boko-Haram and other terror group.

Table 1: Number of Boko-Haram and other terror group attacks on Nigerian Schools

S/No.	Date	Location	Outcome	Suspects
1	6th July, 2013	Government Secondary School Mamudo, Yobe state	42 students (boys) killed 6+ sustained fatal injuries	Boko-Haram
2	25th February, 2014	Federal Government College Buniyadi, Yobe state	59 students (boys) killed	Boko-Haram
3	14th April, 2014	Government Girls Secondary School Chibok, Yobe state	276 students (girls) abducted and 112 got missing	Boko-Haram
4	19th February, 2018	Government Girls Science and Technical College Dapchi, Yobe state	110 students (girls) were abducted and 111 got missing	Boko-Haram
5	1st May, 2019	Government Girls Secondary School Moriki, Zamfara State	2 teachers, 2 cooks and baby were abducted	Kidnappers

Source: Wikepedia, 2019

The table above shows the number of attacks on Nigerian schools, it indicated how frequent such happened which clearly indicated that, if proactive measures not put in place the future of education in Nigeria is at risk and youths future in Nigeria is at stake.

Nigeria is a republic in western Africa, with a coast along the Atlantic Ocean on the Gulf of Guinea. Most of Nigeria consists of a low plateau cut by rivers, especially the Niger and its largest tributary, the Benue. The country takes its name from its chief river. Until 1991, the capital was the Lagos, the largest city, located on the South-western coast. However, a new city called Abuja, located at the centre of country became the capital in 1991. Nigeria has a federal form of government and is divided into 36 states and a federal capital territory (Udoh, 2015). Robert Stock cited in Udoh (2015) opined that the area that is now Nigeria was home to ethnically based kingdoms and tribal communities before it became a European colony. In spite of European contact that began in the 16th century, these kingdoms and communities maintained their autonomy until the 19th century. The

colonial era began in earnest in the late 19th century, when Britain consolidated its rule over Nigeria. In 1914 the British merged their northern and southern protectorates into a single state called the Colony and Protectorate of Nigeria. Nigeria became independent of British rule in 1960. The central pillars of Nigerian national security was the safeguarding of the Nigerian sovereignty, independence and territorial integrity of the State as contained in the 1979 constitution. However, while the state remains nominally a sovereign and fulfils a modicum of the functions of a sovereign government, the central government has become so weak and ineffective and lacks the ability to provide simple basic public and social services. In view of the above, the Nigerian government, in 2013, due to lack of control over much of its territory, led to the seizure of some parts of Adamawa, Borno and Yobe states by the Boko-Haram. Federal Republic of Nigeria (1999), in its Constitution, Section 14(2) (b) of the 1999 Constitution stated that; the security and welfare of the people shall be the primary purpose of any government; and the participation by the people in their government shall be ensured in accordance with the provisions of this Constitution.

Theoretical perspective

There are divergent approaches to conceptualizing security which is the antithesis of insecurity. This paper therefore seeks to examine the concept of security to facilitate a good understanding of the concept of insecurity. Security need was the basis of the social contract between the people and the state, in which people willingly surrendered their rights to an organ (government) who oversees the survival of all. In this light security embodies the mechanism put in place to avoid, prevent, reduce, or resolve violent conflicts, and threats that originate from other states, non-state actors, or structural socio-political and economic conditions (Stan, 2004). For decades, issues relating to security were on the front burner in the development discourse. Several attempts have been made since the cold war ended to redefine the concept of security from a state-centric perspective to a broader view that places premium on individuals in which human security that embodies elements of national security, human rights

and national development remain major barometer for explaining the concept (Ewetan, 2014).

Structural Functionalism

Structural functionalism is one of the classical or traditional theories in Sociology. Its origin could be traced to August Comte (1798-1857) while scholars such as Herbert Spencer (1820-1903) and Robert Merton (1920-2003) contributed to its development. The theory was later refined by Emile Durkheim (1858-1917) and Talcott Parson (1902-1979). Central to this paradigm is that within human society, the following structures exist: political, economy, religion, education, industry, technology, social control or social order and work together in an interrelated and interdependent manner to promote solidarity and stability. Hence, any flux in one part of the society causes flux in another part.

Historically, functionalists compare society with a living organism and drew analogy between them. Just like a living organism whose parts work together for its survival, society in the same manner has various parts which enable it to meet its needs towards survival. These parts are regarded as social institutions, which are strongly related to the structures mentioned above and they perform specific roles towards maintaining the whole. By implication, social functionalist recognizes the existence of school as an institution that provides social services to the people it is situated in a place devoid of danger, harm, threat and deprivation among other things.

Marxian Theoretical Analysis

According to Max and Engels in Olu-Olu and Jegede (2014), the history of all hitherto existing society is the history of class struggles. Freeman and slave, patrician and plebeian, lord and serf, guild-master and journeyman, in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended, either in a revolutionary reconstitution of society at large, or in the common ruin of the contending classes. Marx and Engels (1882) argued that the history of human society is rooted in class struggle

and violent conflicts. In his work on capitalism, Marx acknowledged two major opposing classes- the Bourgeois and Proletarians. The former own the means of production which determine the social relations of production while the latter work as labourers for their means of livelihood. The conflict of interest between the bourgeois and the proletarians emerged from the hostile and aggressive social relations which is hinged on creating and expanding business empire for the bourgeoise at the expense of the proletariat who are poorly remunerated. Marx and his associates believe that this contradiction cannot be resolved except there is a structural change (violent revolution) in favour of the proletarians (Ritzer & Goodman, 2004).

Empirical studies literature review

There are empirical literatures that are important for this study:

Abdullahi and Terhemba (2014), conducted a research on the effects of insecurity on primary school attendance in Damaturu metropolis of Yobe state, Nigeria. Their study was descriptive in nature, hence descriptive survey design was used, a quantitative approach research instrument was used for data collection. The researchers also used a multistage sampling to select 225 parents and 10 teachers in primary schools in Damaturu. The findings of the research are as follows: The level of primary school attendance under the crisis situation in Damaturu metropolis was found to be low, but that of male pupils were found to be lower than that of female pupils. Parents and teachers were willing to send their children back to the affected primary schools. Males and females significantly differ on the effects of insecurity on primary school attendance.

Another study was conducted by Bilyaminu, Purokayo and Baba Iya (2017), on the analysis of the impact of Boko-Haram insurgency on education in Adamawa state, Nigeria. The researchers used descriptive survey design, 186 out of 360 schools were selected for the study. The study found that: Boko-Haram insurgency indirectly and significantly affects human capital investments through enrolments, school attendance and school infrastructure. In their work, Nwobodo and Maria (n.d) on the appraisal of security and safety management in public secondary schools

in Enugu state. The study employed a descriptive survey design, the instruments used for data collection were checklist and a questionnaire. A sample size of 351 respondents was also drawn using multi stage sampling technique; the analysis was done using mean and standard deviation. The study reveals that: The security devices for improving security in public secondary schools are not generally available. The emergency responses plans for managing safety threats in public secondary schools in Enugu state are not adequately available. The respondents agreed on the 9 items on the security measures that should be adopted in managing school plants.

Causes of Insecurity in Nigerian schools

There are number of causes that are attributed to Insecurity in Nigeria which includes:

1. Lack of institutional capacity resulting in government failure this result from what Fukuyama (2004) described as the corrosion or breakdown of institutional infrastructures. The foundations of institutional framework in Nigeria are very shaky and have provoked a deterioration of state governance and democratic accountability, thus, paralyzing the existing set of constraints including the formal and legitimate rules nested in the hierarchy of social order. Evidently, as Igbuzor (2011) observed, the state of insecurity in Nigeria is greatly a function of government failure, or can be linked to government failure. This is manifested by the incapacity of government to deliver public services and to provide for basic needs of the masses. The lack of basic necessities by the people in Nigeria has created a pool of frustrated people who are ignited easily by any event to be violent. The argument here, is that, Nigeria has the resources to provide for the needs of its people, but corruption in public offices at all levels has made it impossible for office holders to focus on the provision of basic needs for the people. Hazen and Horner (2007) described the Nigerian situation as a 'Paradox of Plenty'. A situation where the country earns a great deal of revenue through oil sales, but fails to use these earnings to meet

the needs of its people and to develop infrastructure as well as the economy. When these situations exist, crime rate is bound to rise and the security of lives and properties cannot be guaranteed.

2. Pervasive material inequalities and unfairness Greater awareness of disparities in life chances is a major root cause of insecurity in Nigeria. This is a rooted general perception of inequality and unfairness which has resulted in grievance by a large number of people. This perception stems from the perception of marginalization by a section of the people, government development policies and political offices and this has become a primary source of disaffection and resentment. As noted by Onuoha (2011) a large number of the Nigeria population is frustrated and have lost hope, especially the youths, and have now emerged to express their disillusion about the pervasive state of inequalities.

3. Ethno-religious Conflicts: These conflicts are caused by suspicion and distrust among various ethnic groups and among the major religions in the country. Ethno-religious conflict is a situation in which the relationship between members of one ethnic or religious and another of such group in a multiethnic and multi-religious society is characterized by lack of cordiality, mutual suspicion and fear, and a tendency towards violent confrontation Achumba et al (2010). The frequent and persistent ethnic conflicts and religious clashes between the two dominant religions (Islam and Christianity) is a major security challenge that confronts Nigeria. Since independence, Nigeria appears to have been bedeviled with ethno-religious conflicts. There are ethno-religious conflicts in all parts of Nigeria and these have emerged as a result of new and particularistic forms of political consciousness and identity often structured around ethno-religious identities (Ibrahim & Igbuzor, 2002). Ethno-religious violence is also traceable to the inability of Nigerian leaders to tackle development challenges, and distribute state resources equitably. Other causes are accusation, and allegation of neglect, oppression, domination, exploitation, victimization, discrimination, marginalization, nepotism and bigotry. In all parts of Nigeria, ethno-

religious conflicts have assumed alarming rates. It has occurred in places like Shagamu (Ogun State), Lagos, Abia, Kano, Bauchi, Nassarawa, Jos, Taraba, Ebonyi and Enugu State etc. These ethno-religious identities have become disintegrative and destructive social elements threatening the peace, stability and security in Nigeria (Eme & Onyishi, 2011).

4. **Weak Security System:** This is a major contributory factor to the level of insecurity in Nigeria, and this can be attributed to a number of factors which include inadequate funding of the police and other security agencies, lack of modern equipment both in weaponry and training, poor welfare of security personnel, and inadequate personnel (Achumba et al. 2013). According to Olonisakin (2008), the police-population ratio in Nigeria is 1:450 which falls below the standard set by the United Nations. The implication of this is that Nigeria is grossly under policed and this partly explains the inability of the Nigerian Police Force to effectively combat crimes and criminality in the country.

5. **Porous Borders:** Achumba cited in Ewetan (2014), observe that the porous frontiers of the country, where individual movements are largely untracked have contributed to the level of insecurity in Nigeria. As a result of the porous borders there is an unchecked inflow of Small Arms and Light Weapons into the country which has aided militancy and criminality in Nigeria (Hazen & Horner, 2007). Available data show that Nigeria host over 70 percent of about 8 million illegal weapons in West Africa (Edeko, 2011). Also, the porosity of the Nigerian borders has aided the uncontrollable influx of migrants, mainly young men, from neighboring countries such as Republic of Niger, Chad and Republic of Benin responsible for some of the criminal acts (Adeola & Oluyemi, 2012).

6. **Unemployment/Poverty:** According to Adagba (2012), unemployment/poverty among Nigerians, especially the youths is a major cause of insecurity and violent crimes in Nigeria. In particular youth's unemployment have contributed to the rising cases of violent conflict in Nigeria. Also, one of the major causes of insecurity

in the country is the failure of successive administration to address challenges of poverty, unemployment, and inequitable distribution of wealth among ethnic nationalities.

7. Rural /Urban Drift: the migration of jobless youths from rural areas to urban centers is also one of the causes of insecurity in Nigeria (Onuoha, 2011). Nigeria is one of the countries in the world with very high rural/urban drift. Most urban areas in Nigeria have grown beyond their environmental carrying capacities and existing infrastructure and this has resulted to increased poor quality of the living conditions in urban areas in Nigeria (Adedeji & Eziyi, 2010). Out of frustration, these youths are drawn into crime. Rural /Urban Drift The migration of jobless youths from rural areas to urban centres is also one of the causes of insecurity in Nigeria (Onuoha, 2011). Nigeria is one of the countries in the world with very high rural/urban drift. Most urban areas in Nigeria have grown beyond their environmental carrying capacities and existing infrastructure and this has resulted to increased poor quality of the living conditions in urban areas in Nigeria (Adedeji & Eziyi, 2010).

8. Terrorism: At the most proximate and least disputable level, terrorism is the most fundamental source of insecurity in Nigeria today, and its primary bases and sources of support have generally been located in religious fanaticism and intolerance particularly in Islam dominated states of Nigeria. Terrorism which is a global phenomenon where no one is safe was defined by Sampson and Onuoha (2011), as "the premeditated use or threat of use of violence by an individual or group to cause fear, destruction or death, especially against unarmed targets, property or infrastructure in a state, intended to compel those in authority to respond to the demands and expectations of the individual or group behind such violent acts". Terrorism in Nigeria is an Islamic insurgence with a political undertone by a faceless group based in the Northern region of the country, which called itself Boko-Haram, which takes into account the legitimate political, social and economic grievances of the Northern population. Nigeria has lost up to 3000 lives in the

North since 2009 to the insurgency of this infamous Islamic sect, Boko-Haram.

9. Proliferation of Arms and Ammunitions: Several arms hauls have been ceased at our air and sea ports, some in very large quantities. This is not good for the country. These arms and ammunition end up in the hands of criminals who apply same in their nefarious activities in the country thereby making life insecure for the people of their locality Udoh, (2015).

10. Loss of Socio-cultural and communal value system The traditional value system of the Nigerian society like most African societies is characterized by such endearing features as collectivism, loyalty to authority and community, truthfulness, honesty, hard work, tolerance, love for others, Mutual harmony and coexistence, and identification of individual with one another (Clifford, 2009). Other distinctive features of Nigerian traditional society are abhorrence for theft and high value for live. Stealing was considered extremely disgraceful and lives were also highly valued. All of these values which made society secured and safe have all gradually been thrown away and lost. New values have taken over their place over the years, with the so called 'modernity and civilization'. All our endearing values and morals have been traded off for western values. Other causes of insecurity in Nigerian schools are: Cultism in Nigerian Higher institutions, indecency among female students, campus politics and electioneering among others.

Forms of insecurity in Nigeria

Forms of Insecurity as outlined by Alemika (n.d) are as follows:

a. Physical insecurity – violent personal and property crimes this is the type of insecurity that is meted to one's personal property with aim of its seizure or theft. Example many schools, banks and other businesses were shut down as a result of terrorist attacks this happened in Yobe, Borno, Gombe, Adamawa states respectively.

b. Public insecurity - violent conflicts, insurgency and terrorism such that general public will no sense peace and harmony in their midst. This is typical example of what transpired in Yobe, Borno, Adamawa and mostly in all northern states where all public gatherings were done out of fear of attacks, some places of worship before getting entry to them

a person must be subjected to thorough checks using metal detectors and other detecting gadgets.

c. Economic insecurity – poverty, unemployment this are the type of insecurity that people suffered as a result of some economic deficiencies where basic necessities are not necessarily available to cater for ones needs. As a result, most commercial activities have almost been paralyzed. Inflation had gone so high in the area due to few commercial activities operated. For example, Banks and other financial institutions operated in fewer hours. Food stuff, wearing materials, car spare parts and many more are not only in limited supply but also costlier. Furthermore, due to the insecurity, government revenue remained unachievable as most revenue generation areas of these states have either remained closed or partially operated.

d. Social insecurity - illiteracy, ignorance, diseases or illnesses, malnutrition; water borne diseases, discrimination and exclusion this is the central focus of this paper where pupils or students are subjected to general or partial deprivation of their education right as a result of fear, threat and harm from the terror groups. Social activities in the area are also very poor due to the fear of the unknown. Most schools, whether private of public especially in some parts of Adamawa, Borno, and Gombe and Yobe states remained closed for a long time. As a result, students in these states were left behind in terms of teaching, learning and research. Majority of the staff particularly those coming from the southern part of the country had fled whether teachings or non teaching. While those around were rendered unproductive. The situation is not limited to primary and secondary school teachers rather even university of Maiduguri was affected as many senior Professors had fled the university. The situation had affected most of the students in the areas of teaching, learning and research.

e. Human rights violations - denial of fundamental rights by state and non-state actors in different stated. Some of the vibrant Youth have been either been kidnapped, abducted and killed while others were either forcefully lured into the Boko-Haram terrorist organization. It was estimated according to Charas, Wali and Sambo cited in Tella (2015), that almost about 30% of the Youths especially in Borno and

Yobe have been killed or missing. Others includes, kidnapped young girls and women have either been raped or impregnated by the Sect members. While those rescued were stigmatized with HIV/Aids various.

f. Political insecurity – denial of good and social democratic governance. Some people, politicians and government officials also took advantage of the insecurity situation to either killed, harassed or intimidate their political opponents under the disguise of the Boko-Haram. While some government officials also use the insecurity situation as an opportunity to steal government money. Due to this Boko-Haram insurgency, Nigeria was listed as one of the terrorist countries in West Africa and Africa as a whole. Nigerian citizens especially the northerners are no longer finding it easy to secure travelling visa abroad.

g. Food insecurity: These dimensions of security are interwoven and cannot be treated in strict isolation.

Kofi Anan (1998: 13) cited in Alemikan (n.d) argued that: Today we know that "security" means far more than the absence of conflict. We know that lasting peace requires a broader vision encompassing areas such as education, health, democracy and human rights, protection against environmental degradation and the proliferation of deadly weapons. We know that we cannot be secure amidst starvation, that we cannot build peace without alleviating poverty, and that we cannot build freedom on the foundations of injustice. These pillars of what we now understand as the people-centered concept of human security are interrelated and mutually reinforcing.

Effects of insecurity in Nigerian schools

Insecurity in Nigerian schools rooted back to emergence of Boko-Haram in north eastern part of the country which claims thousands lives school going children inclusive. Insecurity is an obstacle to education in Nigeria. Security challenges have effects on learning. Some of these as outlined by Musa and Akintunde (2016) are as follows:

1. Stressful Studies: Security challenges trigger traumatic disorder and toxic stress that affect learning negatively. Stressful conditions make children to experience neurobiological changes. Insecurity engenders fears in students making them to study in an atmosphere of stress. The fear of being attacked at any time causes lack of concentration in learning activities and students' lack of confidence too. Students' thinking, creative processes, memory and attention are tampered with. Fear, anxiety and frustrations do not bring out the best in students.

2. Poor School Attendance: In the face of security threats in Nigeria, parents consider pulling their children out of schools. Many students have been displaced and kept out of school; Students may miss school for days as a result of security challenges. The girl-child is also negatively affected. She is kept at home for a long time or given out for early marriage. Example, case of what happened in the north eastern part of the country where children and their parents were camped in IDPs as a result of insecurity which create a vacuum of non-school attendance.

3. Closure of Schools: Some schools are shut down as a result of security challenges. Government had to close down many secondary schools in crises-prone areas for several months. This is the case of Borno State where schools were shut-down in major towns as a result of insurgency.

4. Vandalization of school facilities: insurgency or crises. Many secondary schools have been burnt down by insurgents. School facilities become inadequate especially in a security threaten states like Borno, Yobe, Adamawa.

5. Production of half-baked graduates: some schools are not closed down by government but ended up churning out half-baked graduates as a result of insecurity. Schools are not able to spend stipulated number of months in a term. Schools in unsafe areas lack adequate qualified teachers. As such students are not well taught.

6. Non establishment of new schools: The child's learning is affected in that he/she has a limited number of schools to choose from.

Government and private owners were unable to open new schools. A child that has flare of technical training may not get such a school to attend as proprietors are scared of establishing new schools in crises-prone areas.

7. Attack leading to death and injury – terrorist attack during Sunday Christian Service in Bayero University, Kano where several students and lecturers were killed and injured; mass killings of students were also recorded in Borno, Yobe, Adamawa and several other states.

8. Destruction of infrastructure and disruption of activities in universities by staff and students on demonstration.

9. Declining quality of education due to closure of school, displacement and shortage of teachers - Many lecturers left the University of Maiduguri because of Boko Haram insurgency and some important academic and administrative activities, including defence of theses are sometimes moved to its Abuja Liaison Office.

10. Decline in enrolment in areas engulfed by insecurity - violent conflicts, insurgency and terrorism in Northern parts of the country, and violent crimes in several states in the country - which may cause or aggravate educational inequality between communities within and outside conflict zones

Suggestions

There is no doubt that, a lots of measures need to be put in place to resolve insecurity in the country particularly in Nigerian schools. New security policies, thinking and strategies need to be developed. The following therefore suggested:

1. Government should act to the expectations of the common man. That is, all necessary functions of government should be rendered within the ambit of its Constitution.

2. Government should try to adjust its resource sharing formular to ease the feelings of marginalization by some part of the country.

3. Ethno-religious conflict has to be halted through preaching by various religious leaders in their places of worship by preaching peace and harmony among citizens.

4. Security and other sister agencies has to be provided with necessary security gadgets that will help to repel all sort of terror attacks.
5. Government should provide adequate security in all its boarders to minimize high rate of immigrants from the neighboring countries.
6. Poverty and unemployment, as a matter of urgency government should provide employment to its teeming youth thereby creating wealth among youth.
7. By generating employment to the Nigerian youths rural/urban migration will be reduced.
8. Terrorism is a product of extremism, religious leaders shall preach their followers of been moderate in their religious activities.
9. Traditional authorities need to be co-opted in the governance process to look after the movement of people under their domain.

Conclusion

In any educational system, peace and tranquility is an antidote of successful teaching and learning. Security of both teachers and students is paramount important. It is therefore expected that provision of security to Nigerian schools is a collective responsibilities from various stakeholders such as parents, community, government, security agencies, etc hence to get our youths get rid of ignorance. If insecurity situation is left unchecked, will lead to permanent drop out among youths from schools which eventually give birth to their induction into political thugs and other social vices.

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