

Emerging Insecurity Challenges and its Impact on Quality Tertiary Education in Nigeria: A case study of Delta State University, Abraka and Ambrose Alli University, Ekpoma, Edo State (Sponsored by Tetfund)

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Abstract: No nation can attain development in all ramifications in the absence of peace, justice and security. The level of insecurity challenges in Nigeria has assumed an alarming dimension that does not only require a narrow approach in tackling it but a multi dimensional approach. Matters of safety and security remain an integral part of any human society irrespective of seize and structure. The impact of this massive sense of insecurity in tertiary institutions and indeed other similar sectors cannot be overestimated. The study investigates the cause, impact and possible ways of tackling the ugly insecurity situation that is ravaging the educational system in the country with Ambrose Alli University, Ekpoma, Edo State and Delta State University, Abraka, Delta State in focus. Two research questions and one null hypothesis were used for this research. A descriptive survey research design was adopted and a total population of 3,211 respondents, mainly comprising of staff and students of the institutions selected for the study. A total of 682 respondents were selected for the study using the random and proportionate-stratified sampling method. A correlation index of 0.81 was obtained to determine the reliability of the instrument that is, the questionnaire which was self-designed. Responses to the questions raised were analyzed using the mean statistics and the hypotheses were tested using the chi square statistics of 0.05 level of significance. Furthermore, the results of the analysis revealed the causes of insecurity in Nigeria, its impact on the educational system, the different dimensions of insecurity in the state and how it has significantly affects the quality of education and academic performance in tertiary institutions including the magnitude of damages done to the sector and government readiness to respond adequately in tackling the disturbing crisis. At the end, the study advocated possible ways of curtailing the crisis situation in the country, so as to avoid total breakdown of law and order in the system. Finally, the study among others recommends the need for proper and regular training and retraining of teacher or lecturers/students and school administrators on the rudiments of teaching not just lecturing and the need for security tips, moral, professional ethics and good conduct in the educational system. Furthermore, it also recommends that efforts should be made by school administrators as well as all stakeholders in the education industry to ensure that schools are adequately protected to ward off and to completely discouraged issues relating to oppression,

extortion from students, intimidations, sales of marks, intruders and possible invaders,.

Keywords: Insecurity, Education sector, Quality education, Government and Social problem

I. INTRODUCTION

The high level of insecurity in Nigeria has become a social problem and a hydra-headed monster that cannot be over-emphasized because of its far-reaching implications and direct consequences on education, the economy and society in general. Most worrisome is the emerging new forms of insecurity challenges in contemporary Nigeria which have taken a disturbing dimension to the extent that it has almost crippled the various sectors, especially the education sector in Nigeria. For example, recently, the country witnessed a total breakdown of law and order due to what the Nigeria youths described as “End SARS Protest, a movement that they considered to be an end to police brutality, corruption, hunger, bad governance, high handedness on the part of the security agencies, poverty, unemployment, oligarchic rule to mention but a few. This has further compounded the already tensed society occasioned by the outbreak of corona virus pandemic (Covid, 19), its related consequences and other forms of insecurity. The education sector have been mostly affected as school activities across all levels in Nigeria were shot down since March 2020, thereby increasing the rate of you positive engagement and useful use of their time, and by so doing promoting crisis and jobless amongst the youths. According to Lehr (2014), the noble goals of education can never be achieved in a vacuum. They would be achieved under a conducive and peaceful atmosphere.

Quality education cannot be achieved in a condition that is characterized with insecurity and violence. Quality education is one that is pedagogically and developmentally sound and educates the student in becoming an active and productive member of society. A quality education is not one that is measured purely by a test score or by how many words per

minute one can read, but by the environment, the productive level of the learner and its impact of society in the long run. This makes a secured environment an important aspect of achieving quality education in Nigeria. It is an issue that should be seriously tackled as Nigerians look towards building a strong education system, just, democratic and egalitarian society. Although the issue of insecurity has attracted much public debate over the years, interest in solving the insecurity equation appears to be waning and even when the issue is addressed, little or no attention is paid to the socio-economic, political implications it may have caused Wang, (2010). According to Best (2006) No society can grow beyond its level of education. Therefore, any nation that is poor in education will invariably be a poor state- Education therefore remained a major catalyst in nation building (UNICEF, 2000).

In the opinion of William, Harnet, & Strassner, (2003), the high rate of insecurity in the country of Nigeria have subjected to danger or injury, anxiety, fear, worry, uncertainty. Above all, it has made it difficult to plan for tomorrow since one can no longer determine what may happen in the next minute. Best (2006) sees insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury, etc. the challenge of insecurity is a worldwide phenomenon and not only peculiar to Nigeria. The country Nigeria has witnessed a drastic and frantic insecurity challenges in the last few years. These are in various forms, communal, political, socioeconomic etc with varying degree of casualty, mostly affecting innocent citizens of the country. According to Dembo and Mustapha, (2012), the most worrisome fact is that this incessant violence apart from claiming millions of innocent souls, has imprinted agony, tension, aggression and poverty in the minds of Nigerians. They further stated that we live in absolute suspicious and constant presentiment of an impending disaster. Most economic activities have come to a halt and private businesses are crippling with the result of the inability of employers to pay their employees.

Statement of the Problem

Nigerian Tertiary Educational Institutions were setup with the aim of providing quality education and to bring about the overall development of society. Statistics has shown that many of the Nigerian tertiary institutions are finding it increasingly difficult to achieve these set out goals as a result of the high level of insecurity in the country. Eme, (2011) described insecurity as a breach of peace and security whether historical, ethno, religious, civil, political and psychological that have contributed to prevalent conflicts the country has witnessed over the years, resulting to war and destruction and loss of lives and properties, in which the education sector has not been left untouched. He explained further that during the pre-colonial and colonial era, insecurity was a small matter handled mainly by the federal government through the ministry of internal affairs.

The spate of insecurity in Edo and Delta states has literally halted Tertiary Education to the effect that most students and lecturers alike now learn under fear. This has not only slowed down the level of human capacity building in the states, it has drastically hindered and affected the quality of quality delivery of education in the affected institutions, Ambrose Alli University, Ekpoma, Edo State and Delta State University, Abraka, Delta State. Notably, the incessant killings, kidnapping of lecturers, e.g, the kidnap of Prof Odia Osador in Ambrose Alli University, Ekpoma, armed robbery, cultism activities, herdsman and electoral violence often recorded in parts of the university communities in both Edo and Delta States, has left these institutions in desolation as most of the students in institutions has now overstayed in their programmes, thereby leading to frustration and further breed of violence and insecurity in the state. For example, most students that ought to have proceeded for their National Youth Service Corps, labour market or marriages, are unable to do so due to delays in academic calendar.

Insecurity challenges according to Eme, (2011) are:

- Urbanization
- Poverty
- Electoral frauds
- Insurgency (Boko Haram)
- Bad roads and highways (pot holes)
- The Judiciary
- Militancy and other crisis related insecurity

Conceptualizing Security and Insecurity

1. In the opinion of Akintunde and Musa, (2016), security is perceived as a basic human need that contributes to effective teaching and learning. According to hierarchy of needs by Abraham Maslow, the lower needs of man like food, shelter and security must be met before other higher needs like education or intellectual/cognitive needs (Akintunde, 2015). When one is unable to achieve these basic needs, it may result to stress in individuals and hinder them from pursuing higher needs. Security as it were, is a feeling of safety and protection. It is viewed as as freedom from danger and protection from physical harm and injuries. By nature, human beings strive in security and are instinctively driven by need to maximize available resources to ensure their physical, physiological and psychological well-being.-----

The Impact of Insecurity on the Education Sector in Nigeria

State of insecurity undermines the education sector, internal cohesion and corporate existence of the state and its abilities (Okehe, 2011). According to Eme, (2012), the followings are some of the impact of insecurity:

- Social dislocation and population displacement

- Social tension and a new pattern of settlement which encourages Muslim/Christians or members of an ethnic group moving to a particular area
- Heightens citizenship question and encourages hostility between “indigene” and “settlers”
- Increased hunger and poverty
- Government deficit due to security agencies inefficiency and corruption
- Dehumanization of human beings, particularly women and children alike
- Political instability and insecurity

This was no longer the case in recent times according to Eme, (2012), when he posited that in recent times government spends huge amount of money on security, both at the federal, state and local government levels. In recent times staff and students in tertiary institutions across the country finds it difficult to carry out effective and efficient teaching and learning as a result of insecurity that is ravaging the education system. Some have attributed the factor responsible for this ugly scenario is that the society, particularly the education sector to intense insecurity. The study therefore provides an in-depth understanding of insecurity phenomenon and its management in Nigeria.

Problems and Challenges of Insecurity Nigeria

Nigerian tertiary educational institutions are established with the primary purpose of giving the students a sound and qualitative education so as to be able to function effectively in any area they find themselves so as to be productive in society (Iyoha, et’al, 2010). In addition, it would make them to be able to achieve self-fulfillment and attain self actualization. Most of the Nigeria tertiary institutions are finding it pretty difficult to actualize these goals due to the incessant insecurity in the Nigerian state. Under the present insecurity situation in the country, effective teaching and learning cannot be realizable. According to Albert, (2004), security problems includes; communal violence, political assassination, electoral youth militancy in the Niger Delta, oil theft, bunkering state Corruption and Poverty in the system have been identified as some of the challenges threatening security in Nigeria. According to Ajibade, (2013), insecurity in Nigeria tertiary education to evils of corruption and poverty while noting that the country can only escape from this evil if Governments at all levels is committed to the discharge of their duties in order to better the welfare of its" citizens. 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 critical dimension to the extent that the survival or existence of the social system or structure is threatened. The point here is that insecurity is a threat to the organization/society/system. However, in this paper, insecurity means a situation of sudden rampage in an organization/institution which necessitates making vital decision in the shortest time possible. According Global Coalition to Protect Education Attack, (2020), more than 22,000 students, teachers and academics have been injured,

killed, harmed or in some cases brutalized in the education sector during conflict situation. Insecurity over the last Five years in the view of Education Under Attack as published recently by the body on the protection of education from violent attack over 11,000 separate attack on education facilities, have been destroyed by various forms of crisis in the sector in Nigeria. Such attack on education include bombing, burning of schools, rapping of students, adoption of staff and students, attempted kidnapping of Ambrose Alli University vice chancellor in 2020, the 2019 attack of students leading to the death of one medical student, one law student, 1 architecture student (masters), the son former chairman of Esan West. Hon. Abulu, and one other 300 level student who was also murdered in cold blood, arbitrary arresting of students educators, or for en-route to and from educational institutions by armed forces, other state actors or armed group during armed conflict or insecurity to mention but a few.

In the View of Omorogbe, (2016), the insecurity in the country possessed the capacity to drastically reduce the performance, aims and objectives of the education system and if not checked may totally destroy the education sector in the country, hence this study will advocate for peace and absence of insecurity and conflict in the Nigerian education system.

Study Objectives

The study examined the effect of insecurity on quality Tertiary Education in Nigeria with Ambrose Alli University, Ekpoma and Delta State University, Abraka in focus. It tried to find out the nature and dimension of insecurity in Nigerian tertiary institutions and also looked at its effects on quality service delivery in tertiary education sub-sectors. The rate at which insecurity has hindered the smooth running of the education system was equally examined. The study acquitted staff and students, school managers, government and other stakeholders the need for security in tertiary schools so as to achieve quality education in Nigeria.

Research Questions

The under-listed research questions provided a guide for this study:

- What are the causes of insecurity in tertiary institutions in Nigeria?
- To what has insecurity hindered the quality of Tertiary Education in Ambrose Alli University, Ekpoma, Edo and Delta State University, Abraka, Delta State?

Hypothesis

The null hypothesis below was tested at 0.05 level of significance:

Ho: There is no significant relationship between the causes of insecurity and the level of quality education in Tertiary Education in Ambrose Alli University, Ekpoma, Edo State and Delta State University, Abraka, Delta State.

II. METHODOLOGY

The study which examined the effect of insecurity on quality education and the development of university communities, Edo and Delta States, adopted a Descriptive Survey Research Design with a population of 3, 211 people of the various departments and stakeholders in the study area. Samples of 682 members of various respondents were selected using the random and proportionate-stratified sampling techniques. Data for the study were collected with the use of a self-designed questionnaire tagged “Emerging Insecurity Challenges and its Effect on Quality Tertiary Education Project Questionnaire” (EICEQTEPQ). A correlation index of 0.81 was obtained to determine the reliability of the instrument. Responses to the questionnaire items from the 682 completed and retrieved collated questionnaire were analyzed with the mean statistics and the hypothesis were tested using the chi square statistics at 0.05 level of significance.

Significance of the Study

The significance of the study is that it will to a large extent equipped staff, students and indeed tertiary institutions to have an in-depth knowledge and understanding of insecurity situations and possible ways of managing scourge in Nigeria. The prevalence of students’ in Nigeria in the recent past makes the paper apt. This is because the more that the

students gets use to the mechanism of managing insecurity, the better for the formulation of realistic students insecurity management strategy that will help to achieve peace in tertiary institution and thus, contribute to the achievement of the goals of higher quality tertiary education as specified in the National Policy on Education.

Effect of insecurity in Higher Institutions of Learning

Insecurity creates fear, anxiety, uncertainty, death and disruption of academic activities and programmes etc. these institutions are constantly on fire because of the devilish activities of cult members. Iyoha et al (2010) argued that: insecurity is becoming a perennial and agonizing problem in our tertiary institutions in Nigeria. For example, Ambrose Alli University was on the 4th of August, 2021 to be closed down due to acts of violence occasioned by students during student union government elections. It make

III. RESULTS

The table below shows the results presented and interpreted in the tables below.

Research Question 1: What are the causes of insecurity in Nigerian Tertiary Institutions (Ambrose Alli University, Edo State (AAU) and Delta State University, Abraka (DELSU in focus) ?

Table One: Mean Reponses of Respondents on the Causes of Insecurity in Nigeria Tertiary Institutions

S/N	STATEMENT	SA 4	A 3	D 2	SD 1	TOTAL	×	DECISION
1	Clashes between rival cult groups is a major cause of insecurity in the AAU and DELSU	400 (1600)	150 (450)	67 (67)	65 (65)	682 (2249)	3.29	Agree
2	Disrupting/Preventing examination/test by force/violence	300 (1200)	220 (660)	100 (200)	62 (62)	682 (2122)	3.11	Agree
3	Hunger, inflation, unemployment, communal, student violent agitations and youth unrest, lack of good governance in tertiary schools causes insecurity in the area	296 (1184)	189 (567)	110 (220)	87 (87)	682 (2058)	3.02	Agree
4	Violent resistance to exploitation by school managements and staff cause of insecurity in the affected institutions	240 (960)	260 (780)	123 (246)	59 (59)	682 (2045)	2.99	Agree
5	Incessant increase in school fees, hostel fees and deliberate mass failure by lecturers are major causes of insecurity in tertiary institution	199 (796)	300 (900)	100 (200)	83 (83)	682 (1979)	2.90	Agree
	Grand Mean						3.06	

Note: Figures in bracket are in weighted values

Data from table 1 above showed that items 1, 2, 3, 4 and 5 were all accepted. This shows that majority of the respondents agreed that clashes between rival cult groups is a major cause of insecurity in the study areas ($\bar{X} = 3.29$), conflicting political factions and other related issues also cause insecurity in the study area ($\bar{X} = 3.11$), poor distribution of resources generates violence ($\bar{X} = 3.02$), violent resistance to exploitation by

government and corporate organizations operating in communities causes insecurity ($\bar{X} = 2.99$), and neglect of the needs of the people by the government and political class causes conflict ($\bar{X} = 2.90$)

With a grand mean of 3.06, it is confirmed that the causes of insecurity in the study area are cult clashes, conflicting

political factions, poor distribution of resources, violent resistance to government exploitation and others which contributed to neglect of the people.

Research Question 2: To what has insecurity hindered the quality of Tertiary Education in Edo and Delta States?

S/N	STATEMENT	VHE 4	HE 3	LE 2	VLE 1	TOTAL	\bar{X}	DECISION
6	insecurity has drastically and to a large extent affected effective and efficient running of the school system	319 (1276)	223 (699)	90 (180)	50 (50)	682 (2205)	3.23	High Extent
7	Students and staff in the study area have lost confidence in the ability of the government to protect them	356 (1424)	240 (720)	50 (100)	36 (36)	682 (2280)	3.34	High Extent
8	Students activities and academic work have been put into confusion because of insecurity	228 (1152)	208 (624)	90 (180)	96 (96)	682	3.01	High Extent
9	Some staff and students finds it difficult to come to school or even stay freely at school because of fear of lack of protection and safety	400 (1600)	189 (56&)	43 (86)	50 (50)	682 (2303)	3.38	High Extent

Note: Figures in bracket are in weighted values.

Data from table 2 revealed that responses to items 6, 7, 8 and 9 indicated high extent. This means that majority of the respondents agreed that community members in the study areas are now divided along political lines to a high extent (\bar{X} =3.23). Community members in the study areas have to a high extent lost confidence in the capacity of their leaders to protect them (\bar{X} =3.24), some village ceremonies in the study area that bring community members together have been put aside due to insecurity (\bar{X} =3.28). With a grand mean of 3.24 therefore, it is confirmed that insecurity has promoted disunity among community members in the study areas to a large extent and this has affected development projects in the areas.

Test of Hypothesis

Ho.: There is no significant relationship between the cause of insecurity and the promotion of insecurity among staff and students in A.A.U (Edo State) and DELSU (Delta State)

Table 3: Chi-Square Analysis of the Relationship between the Causes of Insecurity and Quality Tertiary Education

O	E	O-E	(O-E) ²	(O-E) ² /E	X ²	df	X ²
83	55.54	27.46	754.31	13.58			
78	62.83	15.17	230.07	3.66			
82	77.43	4.57	20.93	0.27			
98	80.67	17.33	300.40	3.72			
23	55.15	-32.15	1033.51	18.74			

44	62.39	-18-39	338.34	5.42			
83	76.89	6.11	37.39	0.49			
65	80.11	-15.11	228.19	2.85	66.678	9	16.919
23	15.67	7.33	53.67	3.42			
21	17.73	3.27	10.67	0.60			
11	21.85	-10-85	117.76	5.39			
13	22.77	-9.77	95.39	4.19			
08	10.64	-2.64	6.98	0.66			
12	12.04	-0.04	0.00	0.00			
15	14.84	0.16	0.03	0.00			
23	15.46	7.54	56.87	3.68			

Self formulated chi square battle

The analysis in table 3, revealed that the calculated value (X²) was 66.678, while the critical value (X² crit) was 16.919 at 0.05 level of significance and 9 degree of freedom (df). Since the x² cal (66.678) was greater than x² crit (16.919) at 0.05 level of significance and 9 degree of freedom, the null hypothesis was rejected and the increase act of violence as a result affect quality education in Ambrose Alli University Ekpoma, Edo State and Delta State University, Abraka, Delta State.

IV. DISCUSSION OF FINDINGS

Finding for research question 1, showed that the causes of insecurity in Ambrose Alli University, Ekpoma, Edo State and Delta State University, Abraka, Delta State includes cult clashes between rival cult groups, unlawful prevention of students from participating in an exams or test, hunger, inflation, unemployment, communal, student violent agitations and youth unrest, lack of good governance in tertiary schools, violent resistance to exploitation by school managements and staff which affects institutions, incessant increase in school fees, hostel fees and deliberate mass failure by lecturers etc, are major causes of insecurity in tertiary institution. Findings supported a report released on Tide Newspaper of May. 8th, 2011, which clearly state that Nigerian Universities is fast becoming a nightmare due to persistent acts of violence and insecurity. Similarly, Beland, (2005) identified the cause of insecurity in tertiary institutions to include frustration, hunger, unemployment, lack of basic needs and unprofessional attitude of school management.

Findings or results from research question 2, showed that insecurity has drastically and to a large extent affected effective and efficient running of the school system in Ambrose Alli University, Ekpoma and Delta States University, Abraka, . This is because majority of the respondents agreed that academic activities has been negatively affected owing to conflict and other related social vices that has on a daily basis affected tertiary institutions. The study also revealed that student academic activities have been put into confusion because of insecurity. Some staff and students find it difficult to come to school or even stay freely at school because of fear of lack of protection and safety. This findings supported Ugwu (2013) when she observed that during conflicts, there is inadequate cooperation among students and staff, absence of outside support, destruction of completed projects, inadequate participation in school activities, difficulty in need identification, lack of concentration among others which impacts negatively on quality education in Nigeria. .

V. CONCLUSION

Notably, the study from the results amongst several others, have extended and called for more research regarding the prevalent insecurity in tertiary institutions and its effect on quality education in Nigeria. Also, based on the findings of the study, it was concluded that there has been consistent acts of violence such as wanton killings, drug abuse, stealing and robbery, violent killings and assassination, thuggery acts destruction of lives and property worth thousands and millions of naira, repeated cases of kidnapping and other related forms of violence in the study area. These various forms of insecurity are caused by cult clashes, clashes between cult groups, disruption of academic activities, incessant increase in school fees, hunger and unemployment, violent resistance to exploitation by the government and other stakeholders in the industry. These had led to abandonment of academic

programmes due to intense insecurity as revealed in the study area and people who would have contributed to community development have deserted the communities due to insecurity.

VI. RECOMMENDATIONS

Based on the findings of the study, it was recommended that:

- Government and school administrators should shun corruption, oppression, highhandedness and take unbiased stand in handling matters affecting the students.
- The university system must at all time stick to rules of engagement. All acts capable of breeding crisis must be discouraged
- Government should deploy intelligent security agents to where there are cult groups and frequent kidnapping to forestall further spread of violence.
- Creation of programmes that would empower our youths technically. This will enable them to be self-reliant and their minds away from crimes.
- Both the government and the youths/students should partner as their partnership is indispensable in curbing insecurity. While citizens are expected to be proactive, vigilant patriotic, the government need to provide an enabling environment for the peaceful co-existence of all.

The study is expected to amongst others come up with the followings;

- The study revealed the factors responsible for the emerging insecurity in Nigeria
- The study also showed the psychological depression of the staff and students and the non readiness of the state security apparatus in the genuine fight against insecurity in Nigeria.
- Finally, the study revealed possible ways of curbing the insecurity crisis ravaging the education sector and the society at large.

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