

# Sources of Insecurity and Educational Continuity of Senior Secondary School Students in Public Schools in Oyo-South Senatorial District of Oyo-State.

Akinfalabi, Mustafa Adelani, Onyido, Josephine Azuka, & Kalu, Ngozi Ezinma, Ph.D

*Department Of Educational Foundations, Faculty of Education. University Of Port Harcourt, Choba, Port Harcourt, Rivers State, Nigeria*

**Abstract:** This study investigated the sources of insecurity and possible educational continuity of Senior Secondary School Students in public schools in Oyo-South Senatorial District in Oyo State. Three (3) research questions and three (3) hypotheses were formulated to guide the study. The study adopted ex-post-facto research design. The study consisted of 105,649 students drawn from one hundred and ninety five (195) Senior Secondary school students in public schools in Oyo-South Senatorial District in Oyo State. Stratified random sampling technique through Taro Yamane formula was used to select the sample size of 398 students from One Hundred and Ninety – Five (195) schools that participated for the study. Self –structured questionnaire designed by the researchers titled “Sources of Insecurity and Educational Continuity of Public Senior Secondary School Students Questionnaire (SIECPSSSQ)” was used for the study. “SIECPSSSQ” was validated and Cronbach Alpha was used to establish the reliability indices of 0.81, 0.83, 0.92, 0.78, 0.85, and 0.71 respectively. Mean and standard deviation as well as rank order were used to answer the research questions; while Z-test was used to test the hypotheses at 0.05 level of significance. The findings of the study among others revealed that legislation for provision of grazing reserve for Fulani- Herdsmen settlement, marginalization of Yoruba ethnic group in project execution, giving preferential treatment to Northerners on sensitive political appointments that is against federal character principle and the available security agencies have fallen below standard to protect lives and properties. It was concluded that inability of the government to carry out its constitutional responsibility led to wanton destruction of lives and properties thereby hindering educational continuity in the area. It was recommended among others that Government and Non-Governmental Organizations should provide scholarship award, entrepreneurial education that will promote skills development among youths, and withdrawal of sensitive political appointments to a particular region that is based on federal character principle to reduce regional uprising.

**Keywords:** Insecurity, educational continuity, strategies, contribution, sources.

## I. INTRODUCTION

Education is the building block that characterizes the development of any nation. A nation without education cannot function effectively and efficiently. This is because education promotes all round development of a learner to become a functional member of society. Within the society, the learner serves as a change agent that creates necessary awareness and enlightenment towards a developed society. A

developed society is a product of education. It is through education that knowledge and skills are provided towards the advancement of the nation by reducing poverty among citizens.

Jekayinfa and Kolawole (2008) viewed education as an instrument for national development. Thus, through education, a nation can be developed scientifically, economically, politically, religiously and technologically. The implication is that, without education the pattern of living will be meaningless, senseless and unproductive. Therefore, education is the agent of development which makes the citizens to be innovative, productive, generate economic value and improve the standard of living. Similarly, education as the institution of teaching and learning is divided into three major areas namely: primary, secondary and tertiary levels. Each level of education adds value to the society. But secondary education serves as a bridge builder that processes, upgrades and transforms primary skills into the tertiary institution.

Secondary education is very important in the proper development of reading, writing and speaking skills. This level of education is properly tailored towards the development of the cognitive, affective and psychomotor domains of the students which promote all round development of the individual (Jekayinfa and Kolawole, 2008). Federal Republic of Nigeria (2014) in National Policy of Education revealed that the broad goals of secondary education shall be to prepare the individual for:

- (a) Useful living within the context of Nigerian state.
- (b) Provision of higher education.

In specific terms, the goals of secondary education include to:

- (a) Provide holders of the basic certificate and junior Arabic and Islamic Studies certificates with opportunity for education of higher level irrespective of gender, social status, religion or ethical background.
- (b) Offer diversified curriculum to cater for differences in talents, disposition, opportunities and future roles.
- (c) Provide trained manpower in the applied sciences, technology and commerce at sub-professional grade.

- (d) Provide entrepreneurial, technical and vocational job specific skills for self – reliance and for agricultural, industrial, commercial and economic development.
- (e) Develop and promote Nigerian languages, Art and Culture in the context of world’s cultural heritage.
- (f) Inspire students with desire for self-development and achievement of excellence.
- (g) Foster patriotism, national unity and security education with the emphasis on the common ties in spite of our diversity and; Raise morally upright and well adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (p. 17 & 18).

The above goals of secondary education can only be achieved in a school environment that is safe, secured, conducive and productive that is free from all manners of insecurity. Insecurity is a social disorder that poses a threat to human existence and organizational activities. In recent times, no place can be qualified to be regarded as school if it does not possess basic security measures that will guarantee safety of lives and properties. It is obvious that many teachers and students alike are caught up in conflicts that result to insecurity both to lives and the school properties. Worrisome enough is 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 arising from insecurity. Insecurity is a threat to the teaching and learning process and the prevailing peace within and around the schools, which often has rippling effects on proper teaching and learning process of the school system, Akintunde & Musa (2016).

Thus, today, the regular activities of insecurity like kidnappings, bandits, political violence and cultism on the secondary school students may have affected the quality and access to education in Oyo-South Senatorial District of Oyo-State. Therefore, these insecurity challenges may not only discourage the parents from sending their children to school but, may affect the rate of their academic performance in both internal and external examinations which indirectly increase the level of illiteracy among young citizens. The implication of the above assertion is that any attack on secondary school students in Oyo-South of Oyo-State is the attack on generational leaders which must be urgently addressed to reverse the doom that is about to be falling on the educational system.

. The researchers further observed that the insecurity challenges may have contributed to parents and secondary school students’ fears about the safety of sending their children back to school especially female students in the midst of bandits and wanton crimes committed by the aforementioned which necessitated the need to carry out the study.

### *Statement of the Problem*

Constitutionally, the provision of basic education to secondary school students is the basic rights of any citizen within Nigerian context. This is because provision and access to quality education will give secondary school students sense of abstract expression, value re-orientation to the society and completely eradicate illiteracy among citizens. Similarly, the secondary education was established among others with the sole aim of inspiring secondary school students with the desire to become more productive, attain self development and achievement per- excellence in talent disposition. With this development, secondary school students serve as ambassadors and change agent that will accelerate necessary changes and transformation of the society for better tomorrow.

Considering the importance of secondary education, it seems that constant attack and destruction of educational building and facilities by Fulani Herdsmen, Bandits and cult related activities due to insecurity challenges in Oyo-South of Oyo-State has crippled the educational system and rendered most classroom teachers and students homeless. Worse still, students and teachers seem to be experiencing killing on periodic basis while some are kidnapped for ransom. With the increase in criminal activities within the school environment, it seems that the rate of attendance is reduced, government at all levels and security agencies seemed helpless and the only option is for government to temporarily close down most schools so that teachers and students may not be further exposed to more dangers.

Thus, to further complement the efforts of the citizens, the government and non-governmental organizations (NGOs) seem to establish or promote Human Welfare System (HWS) through the provision of Internally Displaced Camps (IDP) or temporary living quarters to accommodate parents, teachers and school children who are unable to be involved in their educational activities. It is against this backdrop that the study is being carried out to investigate possible strategies that should be adopted to address insecurity challenges and enhance educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State.

### *Aim and Objectives of the Study*

The aim of this study is to investigate the level of insecurity and possible educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State. Specifically, the objectives are to;

- (1) Identify the sources of insecurity for educational continuity of senior secondary school students in public schools in Urban and Rural areas in Oyo-South Senatorial District of Oyo-State.
- (2) Determine the contribution of secondary education for the continuity of senior secondary school students in public schools in Urban and Rural areas in Oyo-South Senatorial District of Oyo-State.

- (3) Determine the strategies that could be adopted for educational continuity of senior secondary school students in public schools in Urban and Rural areas in Oyo-South Senatorial District of Oyo-State.

### *Research Questions*

The study was guided by the following research questions:

- (1) What are the sources of insecurity for educational continuity of senior secondary school students in public schools in Urban and Rural areas in Oyo-South Senatorial District of Oyo-State?
- (2) What are the contributions of secondary education for educational continuity of senior secondary school students in public schools in Urban and Rural areas in Oyo-South Senatorial District of Oyo-State?
- (3) What are the strategies that could be adopted for educational continuity of senior secondary school students in public schools in Urban and Rural areas in Oyo-South Senatorial District of Oyo-State?

### *Hypotheses*

The following null hypotheses were formulated to guide the study:

- (1) There is no significant difference between the mean ratings of students in Urban and Rural areas on the sources of insecurity for educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State.
- (2) There is no significant difference between the mean ratings of students in Urban and Rural areas on the contribution of secondary education for educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State.
- (3) There is no significant difference between the mean ratings of students in Urban and Rural areas on the strategies that could be adopted for educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State.

## II. LITERATURE REVIEW

Literature related to this study was reviewed under the following sub-headings:

- Conceptual Framework
- Theoretical Framework

### *Conceptual Framework*

#### *Concept of Insecurity and Security*

Insecurity is the absence of peace, unity and stability within the given contemporary society. Insecurity is threat to life and property; it implies the absence of peace in a country and its continuous absence due to impacts of organized crime and terrorism (Omitola, 2014). The continuous absence due

to impacts of organized crime and terrorism can lead to political instability and undermine the peaceful human co-existence of a country as such development can result in state of failure or collapsed (McGregor, 2014).

Thus, insecurity is defined as a state characterized by the failure of major institutions of the state that leads to the loss of ability to perform central state functions, such as guaranteeing security and order, welfare and rule of law (Omitola, 2014). Insecurity refers to the state of being subject to danger, fear, anxiety, uncertainty, unsureness, (Nwajoam, 2015). The concept of insecurity refers to the state or quality of been insecure. Security implies protection of lives and properties from destruction (Ojukwu, 2017). Onifade, Imhomoph & Uorim (2013) upheld that security is a 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.

Iyenger (1997) revealed that an insecure person perceives the world as a life threatened jungle, feel unsafe, unhappy, rejected, hostile and pessimistically; shows a sign of tension, conflict and guilt and tends to be neurotic and generally egocentric. Ojukwu & Nwanna (2015) state that insecure school environment include a dilapidated condition and teachers negative attitude to condone and accept the emotional need of the students which could lead to undue influences and clashes of activities between the Fulani-herdsmen and host communities.

Best (2006) refers to insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury etc. Thus, Leke & Ojo (2019) revealed that security and insecurity of any Nation are no longer considered as conditioned only upon geo-politics and military strength but also on social, economic, environmental, moral, and cultural issues. However, insecurity refers to state of instability, unfit, unsafe, and not conducive for educational activities and other sectors of the economy to be functional and productive (Oyeinfie, 2021). Security is a concept that is a priority to the state, and the state exists in order to protect lives and properties (Otte, 2012). Security is the primary responsibility of the state (Homer-Dixon, 1999). The 1999 constitution of the Federal Republic of Nigeria as amended, 2011 specifically states that "security and the welfare of the people shall be the primary purpose of government" unfortunately, government on this constitutional responsibility seemed to have failed to provide a safe and secure environment or place for lives, properties, businesses, education and other economic activities (Bhola, 2017).

#### *Sources of Insecurity hindering Educational Continuity of Senior Secondary School Students in Public Schools in Oyo-South*

Insecurity is a result of a malignant environment dominated by man's insensitivity (Edeko, 2011). The insensitivity on the part of man created room for insecurity and criminality, the citizen no longer sleep with their two eyes closed, parents no longer send their children to school, over



600 schools are closed down as a result of insecurity and criminality (Golan, 2021). Thus, Khan (2017), Golan (2021), Ningxin (2018) and Oyeinfie (2021) outlined the principal sources and aggravating factors contributing towards insecurity and criminality in Oyo State and Nigeria in general.

*Political Motive:* The fact that farmers/Fulani herdsmen clashes are perceived to be politically motivated with ethnic colorations in Oyo State cannot be over emphasized. The comments of the Nigerian political class especially the current Emir of Kano, Sultan of Sokoto and the silence of Mr. President, Muhamadu Buhari(rtd.) has been seriously accused of given preferential treatment to Fulani heritage and proposed legislation to provide grazing land for the Fulani – herdsmen. This legislation and series of attempt to provide grazing reserve for the Fulani – herdsmen was totally rejected, though; the government attempt to resolve the conflict peacefully is yet to yield positive result. (Burton, 2016).

International Crisis Group (I.C.G, 2015) and Beetsch, (2018) argued that political motivation was soon noticed after President Buhari assumed office in 2015 and directed the Federal Ministry of Agriculture and Rural Development (FMARD) plan to formulate a comprehensive and articulate livestock plans including measures to curb Fulani-herdsmen clashes and host communities. In August, 2015, FMARD committee recommended short, medium and long term strategies was developed on 25 January, 2016. The development plan on grazing reserve was presented before the Nigerian Governors Forum (NGF) for deliberations, and after much deliberations and discussion, the proposed development plan was rejected on the ground that it is for the personal and selfish interest of Fulani-herdsmen (Oyeinfie, 2021).

*Islamization/Fulanization Agenda:* Ochogwu (2021) in his new book titled “Neither Bomb” Nor Bullet, (Lion Hudson) writes: “Nigeria is being described as the largest killing ground for Christian in the world today. First, Boko Haram, Fulani militants and Banditry. The plan we see being executed is to wipe Christianity from the face of Northern Nigeria. As lawlessness spreads, growing number of church members and Pastors are being killed and kidnapped. The Christian Association of Nigeria (CAN) says that in Kaduna State alone, more than 500 Christians have been abducted in the past four years. On August 29, Fulani-herdsmen killed five Christians and destroyed their homes in Kiri District of Kaduna state. Two years ago, armed herdsmen attacked the same Christian District and set fire to churches in South West Nigeria. Since 2011, an estimated 11,000 people have been killed in a conflict featuring Fulani militants. The death toll is said to be six times higher than the case of Boko Haram terrorists. The former President, Goodluck Jonathan tasked Buhari to take the issue of insecurity seriously at all levels and address it as one “without favouritism or cuddling”.

*Border Porosity:* This is the free flow of migrants from other countries to Nigeria through our unguarded borders which allow criminals to enter the country without check (Udoh, 2015). Similarly, it is a thing of great concern that the

Nation’s borders are weak and helpless, which is necessitated by seeming wanton corrupt practices by security operatives manning these borders. Foreign bandits and dangerous foreign Fulani-herdsmen make their incursion through these ends with illegal weapons. The successive governments’ irresponsibility towards securing these borders has led to loss of thousands of lives and destruction and bombing of institutional infrastructures. This has equally scared foreign investors from coming into Nigeria for investment. Indeed, the porous border has negatively impacted on Nigeria socio – economic development (Golan, 2021).

*Environmental Factors:* the environmental factors consist of desertification, deforestation and increase in population (Oyeinfie, 2021). Muhammed (2018) observed that Lake Chad provide water and other resources to more than 30million people in four countries including Nigeria in the early 1960s has shrunk by 90% from 25,000 square kilometers to 2,500 square kilometers thus forcing those affected to move to South west region in search for resource for their flocks. To Mohammed, this and other reasons like desertification have altered the resource landscape and heightened competition for dwindling resource and raise the possibility of clashes between the Fulani–herdsmen and the host communities in south west region (Mohammed, 2018).

*Poverty:* Poverty has stood as the pervasive sign of man’s inhumanity to man (Golan, 2021). Related study have revealed that constant conflict, crisis and disagreement between the Fulani herdsmen and farmers in Oyo State have resulted in high rate of insecurity and criminality leading to destruction of agricultural products as well as increased poverty among the citizens. World Facebook (2020) contended that the Fulani herdsmen has direct impact on the lives of the people and livelihood. The series of conflict have caused high rate of poverty. The proportion of Nigerian population who lived below the poverty line is about 70%. Nigeria is the most populous black nation and also composed of more than 250 ethnic groups. However, based on the insecurity, inhabitants of Oyo state may have been experiencing poverty and they have no alternative to relocate to different places (Ndubuisi, 2019). These conflicts created circles of extreme rate of poverty and hunger and leads to more violence especially when either the farmer or herdsmen is categorized into the groups relating to a particular religious, tribe or region (Muzan, 2004). They wanted to profit in the resources and exclude land owners (Briggs, 2001).

*Corruption and embezzlement of public funds:* Corruption can be conceived as a means of making quick money hence many politicians and people in position of authority have been involved in the embezzlement of funds, siphoning and carting away stolen public funds without restraint, dumping of stolen funds overseas or private accounts or devilishly stashing ill gotten wealth in to their respective homes (Golan, 2021). Ijiwere and Dummades cited in Alimi and Isiramen (2016) said corruption is an “impairment of virtue, moral principles and perversion or change from the general rules or selfish benefits”. Similarly, Ogbonna (2007) revealed that corruption

is ‘a dishonest illegal behavior or the act of making some body change from moral to immoral standards of behaviour’’. Accordingly, Ibietan, (2013:43), submits that corruption can be classified based on the arena it occurs namely:

*Poor Funding of Police and Other Security Agencies:* One of the primary purposes of government of any Nation is the provision of security. This role is emphasized in the 1999 constitution of the Federal Republic of Nigeria that “the security and welfare of the people shall be the primary purpose of the government”, Section 14 (2) (b). In performing this role, the government delegates the duty of maintenance of national security to be the Nigeria Police Force. (Adegoke, 2014). Akpankan, Kia and Nwibor (2015:135) revealed that internal security outfits such as The Nigerian Police Force, Nigeria Immigration Service and Nigerian Security and Civil Defense Corps (NSCDC) are known to have been performing below expectations over the years. This is due to under-staffing, lack of up to date equipment and other logistics to man our entry points and patrol vests. The porous nature of our borders which creates room for infiltration of illegal aliens; most of whom are criminally minded.

*Contributions of Secondary Education for Continuity of Senior Secondary School Students in Public Schools in Oyo-South of Oyo-State.*

Education involves a systematic training and instruction that prepares an individual for lifelong living in the society. It involves acquisition of knowledge, abilities, skills development of character and mental power resulting from such training and instruction. One important fact in education is the building of knowledge and sharing with the learners, so that at the school, the individual can acquire the necessary skills and expertise that will enable the person to be developed and contribute constructively to the development of the Nation (Akpan cited in Wilson and Ajekere, 2020). Ajari (2021) remarked that secondary education is conceived in Nigeria as an indispensable tool which will only assist in meeting the nation’s social, political, moral, cultural and economic aspiration but also inculcate in the individual knowledge, skills, dexterity, character and desirable values that foster national development and self-actualization. From the above definition, secondary education promotes the sustainable development of the individuals and society at large.

Furthermore, Oputeh (2015), Iyenger (2018) summarized the contribution of secondary education towards the development of society which include the following:

*Secondary education provides the beneficiaries with basic skills and knowledge for the individual industries and government establishment:* Udoh (2015) observed that most workers of pre-independent Nigeria were products of voluntary agency grammar schools. Odoh & Innocent (2014) revealed that education also promotes the culture of productivity by enabling individuals to discover the creative and potential skills and apply same and technique of

performing specific tasks, thereby increasing the efficiency of their potential societal efforts. Onuoha (2012) observed that education teaches or trains people to be useful to themselves and society they live. By implication, secondary education trains individuals to be productive and discover their creative abilities and use productive technique to perform specific tasks to attain self-actualization.

*Secondary education promotes social and group relationship:* Secondary education promotes mutual and existence relationship between people from different socio-cultural background irrespective of age, sex, states and nationality. Secondary education also sustains collaboration. Usman (2010) argued that collaboration connotes working with others which means getting learners to work together, and get the best possible results from solving issues. Onah (2001) states that education trains individuals to relate and interact meaningfully with others in the society and to appreciate the important of effective organization for human progress. The implication is that secondary education promotes development. Development implies changes for growth in the people’s lifestyle; it could also mean a change or an increase in the structurally facilities of a people, community or society (Idaka, 2013).

*Secondary education produces and empowers leadership roles with the sense of moral values:* Moral education is the educational system that geared towards teaching students or learners the principles of right and wrong behavior (Osaat & Ekwe, 2012). Okenwa (2009) argued that moral education is that education directed at encouraging the desirable and acceptable set of behavioral patterns that promote the standards and values of a given society. Onete (2002) revealed that secondary education developed in an individual desirable and acceptable set of behavior which create room for good citizenship such as honesty, selflessness, tolerance, dedication, hard working and personal integrity which provides rich soil that form good leadership styles and at the same time be responsible to the society. Osaat & Ekwe (2012) again supported the above assertion and upheld that undesirable and unacceptable behavior such as killing, incest, stealing, robbery and prostitution, use of illicit drugs and trafficking, rape, arson, vandalism, burglary, terrorism, torture, child labour among others negate characteristics of leadership.

*Education Equipped Secondary School Students with the consciousness of Fundamental Human Rights*

Secondary education provides an individual with the sense of awareness and understanding of the constitution of Nigeria. Graduate of secondary education system are properly guided with necessary awareness on how to defend their rights as enshrined in the constitution of the Federal Republic of Nigeria.

Igwe (2005) explained that the 1999 constitution of Federal Republic of Nigeria include school administrators, teachers and students. Karibit (2011) states that the child rights Acts “sets out the rights and responsibilities of a child

in Nigeria and provide for a system of child justice administration, care and supervision of a child, amongst other things. Igwe (2005) further added that the educational system have prepared the students in manner that he can seek redress either individually or collectively when they feel that their rights are violated. Okeke (2010) argued that the law gives individual and organization rights to conduct and protect their interest against any discrimination. Peremotode (2004) buttressed that fundamental rights are also referred to as Bill of rights or civil rights or sometimes, as civil liberties they are legal and constitutional pollutions of individuals against government, in other words, fundamental rights enable people to retain certain rights against government.

*Strategies that enhance educational continuity of Senior Secondary School Students in Public Schools in Oyo South of Oyo State.*

Strategies are policy measures designed to address the pressing challenges of insecurity in Oyo State to promote peace and stability. The following strategies will be adopted:

*Provision of quality education with award of scholarship to citizens:* Education is the key to national development. This is because education unlocks the economic potential of the people; empowers and equips individuals in the society to participate in and benefit from the national economy. It facilitates economic development and provides the basis for transforming education which is the essential tool for sustainability. The present global economic crisis suggests that the entire world is struggling for qualitative education (Aluwong, 2010). Agi & Yellowe (2013) revealed that education is important to the development of human resources, impartation of appropriate skills, knowledge and attitude. It is the basis for transformation, industrialization and high way to global knowledge economy. Agi & Yellowe (2013) further explained that education is regarded as a means of achieving culture of peace, gender equality and positive African values.

*Management of Internal Security agencies:* The success of internal security agencies depends on the strategies adopted and the structure of operation. Nigeria Police Force were established to protect the rights of the citizens; and maintenance of law and orders. Ogbo, Agbaeze & Ukpere (2014:164) revealed that section 4 of Police Act and Decree No. 23 of 1979 empowered Nigerian Police Force with the following functions; prevention and detection of crime, apprehension of offenders, the preservation of law and order, the protection of life and property and due enforcement of all laws and regulations with which they are directly charged and perform such military duties within Nigeria as it is required by Act.

Primarily, the aim of government is to protect life and properties of the citizens through security agencies which include the Police, the military, civil defence, road safety etc. The role of police in the protection of life and properties of the citizens, within the democratic era, the citizens reserve enormous power to determine the relevance and the continuity

of any organization in power. Police is a viable government agent through whom its character and political systems are assessed (Adesoji, Jide & Ifedayo, 2013).

*Youth Empowerment:* The development of the society entirely depends on the efforts of the youths. This implies that the youth built and sustain the growth and development of the society through coordinated efforts and positive contributions. These contributions include creating the necessary awareness and enlightenment on policies and programmes that will add values to the society. In most cases, the youth act like as an intermediary between the political parties and society on the choice of political candidate that will promote sustainable development.

Obi & Nweke (2014) asserted that sustainable development in its actual meaning denotes the actions and initiatives taken to improve the socio-economic conditions of the people at the grass root especially poverty reduction and provision of quality education. Ayedun, Durodola & Akinjare (2011) argued that poverty reduction and provision of quality education as some of economic empowerment strategies are part of policies measures used by Federal Government of Nigeria to attaining and achieving sustainable growth and development in Nigeria to address insecurity in the region. Youth empowerment and development strategies significantly deployed at National, State and Local Government levels to achieving and attaining success as regard sustainable development. Consequently, empowerment policies in line with poverty reduction and increasing well-being necessary in order to better the life of the citizens including the disadvantaged youths (Jegede, Irewole & Dada, 2019).

*Theoretical Framework*

*Frustration – Aggression Theory*

Dollard, Doob, Miller, Mowrer and Sear (1939) propounded the Frustration – Aggression Theory which revealed that “The occurrence of aggressive behavior always presupposes the existence of frustration and in a contrary disobedient manner that the existence of frustration always leads to a form of aggression” (p.1). The scholars further remarked that the concept of frustration always leads to some form of aggression and aggression in turn is the possible outcome of frustration. Amsel (1962 & 1992) acknowledged that frustration theory predicts that frustration occurs when anticipated reward is reduced, displayed or completely removed.

Brueure & Elson (2017) reaffirmed that frustration arise when incompetent or selfish associates also generate frustration as their detrimental behavior which prevent individuals or groups from achieving collective goals. Similarly, Hokanson (1961) added that other sources of aggression are insult, anxiety, unpleasant conditions, and other aversive events and circumstances which affect the individual and society in general. Gurr (1970) argued that prolonged and repeated experience of frustration affected an individual and society in general. As an individual, there is



high rate of injuries and destruction within the society, such frustration like severe economic recessions, insecurity, lack of poor access to resources and uncondusive learning environment may affect educational pursuits negatively.

*Securitization Theory*

The theory of securitization is utilized in the field of international relations and security studies. This theory was propounded by the societal security theorists Wæver, Buzan and Wilde (1998) from Copenhagen School (CS) but became popular among the constructivist studies (Theiler, 2010). The term securitization as was coined by Wæver (1995) is the process by which state actors transform subjects into matters of security concern that enables extraordinary measures to be taken in matters of security. 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. It has also been conceptualized as process-oriented actions towards security threats which is contrary to materialist approaches of classical security studies. Unlike the classical approaches to security which focus on the material dispositions of threats (like the use of power, military capabilities and polarity), securitization emphasizes how an actor can transform certain issue into 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.

*Methods and Procedures*

The research design adopted for this study is ex-post-facto. Ex-post-facto is considered appropriate for use in this study because variables under study have already occurred, and the researchers have no direct control of the independent variables because they are not manipulable. In line with this, Oniete (2020) agreed that ex-post-facto is deemed appropriate for this study as the researcher has no control on the independent variables.

The population of the study consisted of One Hundred and Ninety Five (195) public senior secondary schools in both urban and rural communities of the nine (9) Local Government Areas of Oyo-South senatorial district, comprising 105, 694 students in 2020/2021 academic session. The sample size of this study is Forty One (41) public senior secondary schools selected from the One Hundred and Nine Five (195) urban and rural public senior secondary schools in Oyo-South senatorial zone of Oyo-State.

The multi-stage sampling approach was adopted using stratified random sampling technique to arrive at the

sample size. The stratified random sampling technique was used to draw Five (5) public senior secondary schools from each of the nine (9) Local Governments that made up Oyo-South senatorial district of Oyo-State.

Hence, using Taro Yamane formula: 
$$n = \frac{N}{1 + N(e^2)}$$

n = sample  
N = population  
e = 0.05

$$\frac{105694}{1 + 105694(0.05)^2} = \frac{105694}{1 + 105694(0.025)}$$

$$\frac{105694}{1 + 264.235} = \frac{105694}{265.235} = 398$$

n= 398.

*Instrumentation*

The instrument used for data collection was quantitative. Insecurity and Educational Continuity of Public Senior Secondary School Students Questionnaire (IECPSSSSQ) designed by the researchers was used. The questionnaire has two (2) sections of A and B. Section A is demographic data of students, while section B aims at eliciting information on the subject matter to address the issues raised by the research questions.

After the development of the questionnaire (IECPSSSSQ), copies were given to 2 experts in measurement and evaluation for vetting and another two experts in the Department of Educational Foundations to measure the face and content validities. The corrections made were incorporated into the final copy of the questionnaire.

Twenty (20) copies of the research instrument “IECPSSSSQ” were administered to twenty (20) respondents not sampled for the study. The scores of the respondents were collated and Cronbach Alpha was used which generated a reliability indices which ranged from 0.89 – 0.91.

The researchers personally visited the sampled schools with the help of two (2) research assistants to carry out the administration of the questionnaire. The research assistants were properly briefed before the administration of instruments to the respondents. It is worthy to state that the research assistants selected showed passion in fulfilling the desired objectives of administration of the instruments. Three Hundred and Ninety Eight (398) copies of the Questionnaires were distributed among the respondents in the Forty One (41) Public Senior Secondary Schools in Oyo-South of Oyo-State, out of which Three Hundred and Fifty Six (356) copies were retrieved and used for data analysis.

Mean ( $\bar{x}$ ) and Standard Deviation (S.D) was used to answer the research questions, adopting the four point likert

scale. A criterion mean of 2.50 was used as benchmark, as a mean of 2.50 and above was accepted, while a mean below 2.50 was rejected. The z-test statistics was used to test the hypotheses at 0.05 level of significance.

### III. RESULTS

*Research Question One:* What are the sources of Insecurity militating against the educational Continuity of Senior Secondary School Students in Public Schools in Oyo-South Senatorial District of Oyo State?

Table 1: Weighted mean and standard deviation scores of urban and rural school students on the sources of insecurity mitigating against educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo State.

S/No	Items	Urban Area			Rural Area		
		Mean	S.D	Remarks	Mean	S.D	Remarks
1	Legislation for provision of grazing reserve for Fulani-Herdsmen settlement.	3.21	0.71	Agreed	3.80	0.83	Agreed
2	There is competition for land usage between Fulani-Herdsmen and host community.	1.90	0.60	Disagreed	3.71	0.92	Agreed
3	Coordinated plan by Fulani-Herdsmen to wipe out host communities.	2.04	0.42	Disagreed	2.21	0.64	Disagreed
4	Marginalization of Yoruba ethnic group in project approval and execution which is supposed to be based on federal character.	2.80	0.83	Agreed	3.20	0.73	Agreed
5	Giving preferential treatment to Northerners on sensitive political appointments.	3.50	0.91	Agreed	3.62	0.80	Agreed
6	There is accusation by Fulani-Herdsmen that the host communities are stealing their cattles and sheep.	2.30	0.68	Disagreed	3.56	0.72	Agreed
7	Possession of illegal weapons by the Fulani-Herdsmen against the host community.	2.14	0.71	Disagreed	3.38	0.62	Agreed
8	There is also constant attack on the host communities which lead to destruction of lives and properties.	2.12	0.63	Disagreed	3.47	0.80	Agreed
9	There is increase in population of the cattle in the host communities without proper settlement	2.91	0.59	Agreed	3.38	0.78	Agreed
10	The available security agencies have fallen below standard to protect lives and properties.	3.32	0.93	Agreed	3.77	0.69	Agreed
<b>Aggregate mean and standard deviation</b>		<b>2.62</b>	<b>0.70</b>	<b>Agreed</b>	<b>3.11</b>	<b>0.75</b>	<b>Agreed</b>

Table 1 revealed that there is sharp contrast in the responses of students in urban and rural areas. Students in both urban and rural areas jointly agreed to items 1, 4, 5, 9 and 10. This showed that there should be legislation for the provision of grazing reserve for Fulani-herdsmen settlement in Oyo-South senatorial zone of Oyo State. The appointments from the current executive arm of government has been lopsided, as students in both urban and rural areas agreed with mean scores of 2.80 and 3.20 respectively that there has been marginalization of Yoruba ethnic group in projects approval and execution which is supposed to be based on federal character. It is in line with item 4 above, that students in both urban and rural areas agreed that the current federal government of Nigeria is giving preferential treatment to Northerners on sensitive political appointments. Furthermore, the result revealed that there has been increase in population of the cattle in the host communities without proper settlement. Students in both urban and rural areas also agreed to item 10 with mean score of 3.32 and 3.77 respectively that available security agencies have fallen below standard to protect lives and properties in Oyo-South senatorial zone of Oyo-State.

Students' in both urban and rural areas of Oyo-South senatorial zone of Oyo-State disagreed to items 2, 6, 7 and 8.

Students in urban areas with a mean score of 1.90 disagreed that there is competition for land usage between Fulani-Herdsmen and host community, while students in rural areas with mean score of 3.71 agreed to this statement. Items 6, 7 and 8 showed that students in urban areas do not suffer significantly from insecurity occasioned by differences between host communities and Fulani-Herdsmen, but on the contrary; students in rural areas with mean scores of 3.56, 3.38, and 3.47 respectively agreed that most Fulani-herders have accused host communities of stealing their cattle's and sheep; Fulani-Herdsmen also possess illegal weapons to the intimidation of host communities; and there has been increase in population of the cattle in host communities without proper settlement.

It is only on item 3 with mean scores of 2.04 and 2.21 that both students in urban and rural areas disagreed that there is coordinated plan by Fulani-herdsmen to wipe out host communities.

*Research Question 2:* What are the contributions of secondary education for educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State?



Table 2: Weight mean and standard deviation scores of urban and rural school students on the contributions of secondary education for educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State.

S/No	Items	Urban Area			Rural Area		
		Mean	S.D	Remarks	Mean	S.D	Remarks
11	Secondary Education trains people to be useful to themselves and society at large.	3.50	0.81	Agreed	3.61	0.72	Agreed
12	Secondary Education promotes mutual relationship between people from different socio-cultural backgrounds.	3.72	0.65	Agreed	3.74	0.92	Agreed
13	Secondary Education develops in an individual acceptable standard behavior.	3.81	0.70	Agreed	3.06	0.68	Agreed
14	Secondary Education forms a vanguard for leadership within the society.	2.95	0.78	Agreed	3.10	0.89	Agreed
15	Secondary Education produces school leavers with skills for industrial establishment.	2.81	0.80	Agreed	3.61	0.72	Agreed
16	Secondary Education produces school leavers that can protect themselves and resist discrimination.	2.19	0.74	Disagreed	2.21	0.65	Disagreed
17	Secondary Education produces young school leavers with sound mind for rational decision making.	2.91	0.59	Agreed	3.08	0.74	Agreed
18	Secondary Education produces citizens for societal transformation.	3.41	0.68	Agreed	3.72	0.81	Agreed
19	Secondary Education produces individuals that serve as the relevant agents to the society	2.73	0.72	Agreed	2.84	0.80	Agreed
20	Secondary Education serves as the training and retraining center for most students.	3.51	0.81	Agreed	3.24	0.74	Agreed
<b>Aggregate mean and standard deviation</b>		<b>3.15</b>	<b>0.73</b>	<b>Agreed</b>	<b>3.22</b>	<b>0.77</b>	<b>Agreed</b>

Table 2 revealed that items with serial number 11, 12, 13, 14, 15, 17, 18, 19, 20 have their various mean values above criterion mean value of 2.50 and were therefore agreed by the respondents (students in urban and rural areas) as the contributions of secondary education for educational continuity of senior secondary school students in public schools in Oyo-South Senatorial Zone of Oyo-State. Jointly, students in both urban and rural areas with low mean scores of 2.19 and 2.21 respectively disagreed to item 16, which indicates that secondary education does not produce school leavers who can protect themselves and resist discrimination. From the result, 17 was found that secondary education trains

people to be useful to themselves and society at large, and promotes mutual understanding and relationship between people from different socio-cultural background. Secondary education develops in an individual acceptable standard behaviour which forms a vanguard for leadership in society. Furthermore, secondary education produces citizens for societal transformation, as it serves as the training and retraining centres for students.

*Research Question 3:* What are the strategies that could be adopted for educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State?

Table 3: Weight mean and standard deviation scores of urban and rural school students on the strategies that could be adopted for educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State.

S/No	Items	Urban Area			Rural Area		
		Mean	S.D	Remarks	Mean	S.D	Remarks
21	Provision of quality education to promote acquisition of employable skills to get young people meaningfully busy in other to reduce the challenges of insecurity.	3.41	0.91	Agreed	3.52	0.86	Agreed
22	Provision of scholarship awards and cash donation to students who are less privileged to improve their standards of living.	3.01	0.81	Disagreed	3.64	0.92	Agreed
23	Government and N.G.O.s should encourage the youths to actively participate in commercial agricultural production to increase food production.	3.46	0.74	Disagreed	3.50	0.87	Agreed
24	Educational institutions should be designed to meet strategic goals by recruiting, attracting and maintaining professional leaders to sustain efficient job performance.	2.94	0.69	Agreed	3.10	0.90	Agreed
25	Youths should be trained to be managers and employers of labour to promote sustainable economic development.	3.07	0.88	Agreed	3.34	0.82	Agreed
26	There should be establishment of national commission for secondary education board as a regulatory body for quality controls.	2.89	0.71	Agreed	2.91	0.74	Agreed
27	Conducive learning environment should be provided with the necessary security apparatus to safeguard the life of the students.	3.40	0.80	Agreed	3.01	0.71	Agreed

28	Good governance should be built on well-articulated structures to address the educational needs of students.	3.32	0.73	Disagreed	3.44	0.79	Agreed
29	There should be adequate provision of educational instructional materials to stimulate learning process to improve quality performances.	2.85	0.84	Agreed	3.04	0.60	Agreed
30	Nigerian police officers and other security agents should be properly trained to be technology driven to combat insecurity.	3.81	0.71	Agreed	3.66	0.75	Agreed
<b>Aggregate mean and standard deviation</b>		<b>3.20</b>	<b>0.78</b>	<b>Agreed</b>	<b>3.32</b>	<b>0.80</b>	<b>Agreed</b>

Table 3 revealed that items 21-30 have their various mean values above the criterion mean value of 2.5, and hence, were agreed by the students in both urban and rural communities as the strategies that could be adopted for educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State. The identified strategies are that there should be provision of quality education to promote acquisition of employable skills to get young people meaningfully busy in other to reduce the challenges of insecurity, provision of scholarship awards and cash donations to students who are less privileged to improve their standards of living is also identified as a strategy that could be used to reduce insecurity in both urban and rural communities. Also, conducive learning environment should be provided with the necessary security apparatus to safeguard the lives of the students and teachers. Furthermore, the Nigerian police officers and other security agents should be professionally trained to be technology driven to combat insecurity in Oyo-South Senatorial District of Oyo-State.

*Test of Hypotheses*

Hypothesis 1: there is no significant difference between students in urban and rural areas on the sources of Insecurity mitigating against the educational Continuity of Senior Secondary School Students in public schools in Oyo-South Senatorial District of Oyo State

Table 4: z-test calculation of the mean difference between students in urban and rural areas on the sources of Insecurity mitigating against the educational Continuity of Senior Secondary School students in public schools in Oyo South Senatorial District of Oyo State.

Variables	N	Mean	Std	Df	z-cal	z-crit.	Decision
Students in urban areas	250	2.62	0.70	2			Significant
Students in rural areas	148	3.11	0.75	396	6.13	1.96	
<b>Total</b>	<b>398</b>			<b>398</b>			

Table 4 showed that students in urban areas have mean and standard deviation scores of 2.62 and 0.70 while those in the rural areas have mean and standard deviation scores of 3.11 and 0.75 respectively. With a degree of freedom of 396, the calculated z-value of 6.13 is greater than the critical table value of 1.96, therefore, the hypothesis is rejected. This implies that there is a significant difference between students in urban and rural areas on the sources of Insecurity mitigating against the educational Continuity of Public Senior Secondary School Students in Oyo-South Senatorial Zone of Oyo State.

*Hypothesis 2:* There is no significant difference between students in urban and rural areas on the contributions of secondary education for educational continuity senior secondary school students in public schools Oyo-South Senatorial District of Oyo-State.

Table 5: z-test calculation of the mean difference between students in urban and rural areas on the contributions of secondary education for educational continuity of senior secondary school students in public schools in Oyo South Senatorial District of Oyo State.

Variables	N	Mean	Std	df	z-cal	z-crit.	Decision
Students in urban areas	250	3.15	0.73	2	0.88	1.96	Not significant
Students in rural areas	148	3.22	0.77	396			
<b>Total</b>	<b>398</b>			<b>398</b>			

Table 5 showed that students in urban areas have mean and standard deviation scores of 3.15 and 0.73 while those in the rural areas have mean and standard deviation scores of 3.22 and 0.77 respectively. With a degree of freedom of 396, the calculated z-value of 0.88 is less than the critical table value of 1.96, therefore, the hypothesis is accepted. This implies that there is no significant difference between students in urban and rural areas on the contributions of secondary education for educational continuity of senior secondary school students in public schools in Oyo-South Senatorial zone of Oyo-State.

*Hypothesis 3:* There is no significant difference between students in urban and rural areas on the strategies that could be adopted for educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State.

Table 6: z-test scores of the mean difference between students in urban and rural schools on the strategies that could be adopted for educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State.

Variables	N	Mean	std	df	z-cal	z-crit.	Decision
Students in urban areas	250	3.20	0.78	2	1.50	1.96	Not significant
Students in rural areas	148	3.32	0.80	396			
<b>Total</b>	<b>398</b>			<b>398</b>			

Table 4.6 showed that students in urban areas have mean and standard deviation scores of 3.20 and 0.78 while those in the rural areas have mean and standard deviation scores of 3.32 and 0.80 respectively. With a degree of freedom of 396, the calculated z-value of 1.50 is less than the critical table value of 1.96, therefore, the hypothesis is accepted. This implies that there is no significant difference between students in urban and rural areas on the strategies that could be adopted for

educational continuity of senior secondary school students in public schools in Oyo-South Senatorial District of Oyo-State.

#### IV. DISCUSSION

The findings of the study acknowledged the sources of insecurity mitigating against the educational continuity of senior secondary school students in public schools in Oyo South Senatorial District of Oyo State include legislation for provision of grazing reserve for Fulani-Herdsmen settlement, marginalization of Yoruba ethnic group in project approval and execution which is not based on Federal character principle, giving preferential treatment to Northerners on sensitive political appointments, increase in population of the cattle in the host communities without proper settlement. In line with the above findings, Khan (2017), Gothan (2021), Ningzin (2018) and Oyeinfie (2021) outlined the principal sources and aggravating factors contributed towards insecurity and criminality in Oyo State which include political movies, Islamization and Fulanization agenda, border porosity, environmental of public funds, as well as poor finding of police and other security agencies.

Accordingly, one of the primary purposes of Federal, State and Local Government purposes of Federal, State and Local Government is to carry out its constitutional responsibility of protecting the lives of the citizens and wanton destination of properties. To implement the above set objectives, the Nigerian Government delegates the duty of maintenance of National security to the internal security outfits. Akpankan, Kia and Nwibor (2015:135) revealed that internal security outfits include Nigerian Police Force, Nigeria Immigration Service as well as Nigerian Security and Civil Defence Corps (NSCDC) but the structure and behavior of Internal Security outfit serve as nuisance to the society,

Uhumwuangha & Aluforo (2011) added that most Nigerian described Nigeria Police as a motley crew of lazy, inefficient, corrupt, uniformed men and women contributing to perpetuating crimes such as mass killing, intimidation, rape, extra-judicial killings, summary extension and others heinous crimes against citizens they are protecting due to pressing challenges. Similarly, the Nigeria Police Force (NPF 2008) & Golan (2021) further added that Nigeria Police and other internal security outfits are handicapped due to poor finding, low salary structure, insufficient equipment, lack of training, lack of welfare package, remuneration and under staffing contribute to insecurity and criminality in Oyo State and Nigeria in general.

The result of the findings on Research Question and Hypothesis 2 revealed that the contributions of secondary education for educational continuity of Senior Secondary School students in public schools in Oyo-South include; secondary education train people to be useful to themselves and society at large, promote mutual relationship between people from different socio-cultural background, develop in an individual acceptable behavior, form a vanguard for leadership within the society, produce school leavers with skills for industrial establishment, produce young school

leavers with sound mind for rational decision making, produce citizens for societal transformation, produce individual that can serve as relevant agent and serve as training and retraining centres for students. In line with the above findings, Stauffer (2020) acknowledged that the contribution of secondary education to the society include provision of critical thinking, creativity, initiatives, productivity and social skills, the graduate of secondary education will be more productive and add values in individuals, government establishment and industries at large.

Obi and Nweke (2014) contended that secondary education is the backbone of education in Nigeria and secondary education brings people from different cultural background together for the purpose of development and development promotes mutual co-existence among different categories of individuals who are strongly identified with their schools and thought of how more positive attitude towards the teachers, the learners, and entire education enterprise (Otto & Ukpere, 2010). Alternatively, Bedawy (2014) supported the above assertion and revealed that secondary education provide learners with skills, perspectives, values and knowledge to live sustainable in their communities. Education also produce leaders of the country who manage the affairs of government and non-governmental organization (NGOs) who constitutes the stakeholders of sustainable development, by so doing, educational system creates and form a “vanguard groups” of leaders in each sector of the society who will take primary and a reading role in promoting the moral values for sustainable development. Interestingly, apart from promoting moral values for sustainable development, graduate of secondary education are guided with necessary awareness on how to defense their rights as enshrined in the constitution of the federal republic of Nigeria.

The findings of the study on the strategies that enhance educational continuity of senior secondary school students in public schools in Oyo South Senatorial District of Oyo State include; provision of quality education to promote acquisition of employable skills to get young people engaged in meaningful venture, educational institution should be designed to meet strategic goals, youths should be trained to be managers and employers of labour to promote sustainable development. Provision of conducive living environment with necessary security apparatus to protect the life of the students, provision of educational instructional materials and empowerment of Nigeria police and other internal security agencies is functional. In line with the above findings, Onu (2019) revealed that in an effort to build a knowledge society that is innovative driven, there is need to provide quality education and award scholarship for the less-privileged citizens to reduce frustration and hopelessness in Nigeria and sustain youth empowerment.

Similarly, youth empowerment is indeed a key strategy to tackle the challenges of insecurity and criminality created by rapidly changing social, economic, technological and demographic environment in Oyo State and Nigeria in general. Empowering young people as a promoter, has a

greater effects and more lasting impact on the communities and natural development (Fajana, 2000, Garduno, & 2013). United Nations Development Programme (UNDP., 2014) stated that youth have ability and potential to be positive agents of change that can address and solve the problem that surround the planet at the present and in future.

#### V. CONCLUSION

It was concluded that inability of Government at all levels to carry out their constitutional responsibility of protecting the citizens led to wanton destruction of lives and properties thereby hindered educational continuity of Senior Secondary School Students in public schools in Oyo- South Senatorial District of Oyo State. The activities of insecurity in the environment have compromised the ability of the teachers to perform their statutory function effectively, increased the creation of Internally Displaced People (IDP) camps within the affected communities and promote high rate of poverty, malnutrition and diseases among the citizens. Therefore, the lives of the citizens are very important and Government must employ necessary machinery to ensure that the lives and properties of the citizens are protected from harm and destructions.

#### VI. RECOMMENDATIONS

The following recommendations are based on the findings and conclusion of the study.

- 1) There should be provision of entrepreneurial education to promote acquisition of employable skills to get young people meaningfully engaged in business activities in other to reduce the challenges of poverty culminating into insecurity.
- 2) Government and Non- Governmental Organizations (NGOs) should provide scholarship awards and cash donation to students who are less privileged to improve their standards of living.
- 3) Government at all levels should ensure that conducive learning environment be provided with necessary apparatus to safeguard the life of the students.
- 4) Nigerian Police officers and other security agents should be properly trained to be technology driven to combat insecurity.
- 5) Government at all levels should ensure that project execution and approval of political appointments are based on federal character principle to reduce regional uprising.
- 6) The Federal government's "Safe School Initiative" that was introduced to curb security challenges should be constantly and periodically reviewed to measure up with the dynamics of insecurity.
- 7) Non-kinetic model (methods) of solving security challenges should be adopted.
- 8) Volunteer information system should be awakened thereby actualizing *Police Civilian Civility (P.C.C.)*.

#### REFERENCES

- [1] Akintunde, O. & Musa, G. (2016). Environmental insecurity and the Nigerian child's learning: coping strategies. *Asian Journal of Multi-disciplinary Research*, 4(1), 13-17.
- [2] Dominic, J. (2018). Cultists on rampage in Bayelsa State. *TNN* March 5, 2018, 3. Education.
- [3] Tabotndip, J.E. (n.d) Contribution of secondary education to national development of Nigeria <https://dockplas.net/49557794-contributions> - of - secondary - education - to national development - of Nigeria - dr-j-e-tabotndip.html.
- [4] Federal Republic of Nigeria (2004). National policy on education. Lagos: NERDC Press <http://www.historyofeducation.org/resource.htm>. In Nigeria; Perspectives on the history of education in Nigeria. Retrieved online from:
- [5] Jekayinfa, A. A. & Kolawole, D. O. (2008). Conceptual background to the history of education in Nigeria; Perspectives on the history of education in Nigeria. Retrieved online from: <http://www.historyofeducation.org/resource.htm>.
- [6] Siegel, L.J. (2008). *Criminology: The Core* (3<sup>rd</sup> ed) Belmont, CA: Thompson Higher
- [7] Omitola, B. (2014). Between Boko Haram and Fulani Herdsmen: Organised crime and insecurity in Nigeria. A paper presented at the 5<sup>th</sup> Institute of security studies - conference on crime and crime reduction, 14 and 15 August, 2014, Sandston, South African.
- [8] McGregor, A. (2004). Alleged communication between Boko Haram and Nigeria Fulani Herdsmen could spark a Nigerian Civil War, *Terrorism Monitor*, 12(10), 8-10.
- [9] Ojukwu, M.O. (2017). Effect of insecurity of school environment on the academic performances of secondary school students in Imo State. *International Journal of Education and Literary Studies*, 5(1), 20-28.
- [10] Iyenger, B.K. S. (1997). Emotional security. Retrieved on 30/7/2021. From <http://www.wikipediaonline.com>
- [11] Muzan, A.O. (2004). Insurgency in Nigeria: addressing the causes as part of the solution. *African human rights law Journal*, 1(13), 217-243. [www.safin.org/za/journal/AHRGJ/2014/13.html](http://www.safin.org/za/journal/AHRGJ/2014/13.html).
- [12] Beetsch, K. (2018). Herdsmen/farmer crisis. A threat to democratic governance in Nigeria *Journal of Research on Humanities and Social Sciences*, 8(1), 234-241.
- [13] Ojukwu, M.O. & Nwanna, A.C. (2015) Influence of Insecurity of school environment on the behaviour of secondary school students in Isiala-Ngwa North and South local government areas of Abia State, Nigeria. *International Journal of Education and Literacy Studies* 3(4), 49-55.
- [14] Briggs, R. (2001). The kidnapping business. The foreign policy centre.
- [15] Burton, K. (2016). Background Report: The Fulani Herdsmen.CYMA project 1, 1-18.
- [16] Cat-Cromn (2019). Don't forget about Boko Haram. A 2019 update: American security project, June 24, 2019. Retrieved 7 February, 2021; - <https://www.americansecurityproject.org/don't-forget-about-Haram-a-2019-update>.
- [17] Onete, U.O. (2002). Criticism associated with insecurity and the academic achievement of the Nigerian students, *Cross River State Experiences. International Journal of Education, Learning and Development* 8(6), 39-47.
- [18] Onuoha, A. (2012). A danger W.T. to Nigeria alone. 4 J Peter Pham "Boko Haram's Evolving threat". *African security brie*, 2012, <http://africacender.org/2012/04/boko-harams-evolving-threat/> (Accessed on March 25, 2018).
- [19] Oyeinfie, E.J. (2021). Fulani Herdsmen settlement in South West Nigeria and insecurity in Nigeria. *International Journal on Integrated Education* 4(4), 188-200.
- [20] Oputeh, M. (2015). Nigeria and the menace of armed robbery. Retrieved from <https://www.today.ng/opinion/16020/nigeria-and-the-manace-of-armed-robbery> on 16/11/2021.
- [21] Osaat, S.D. & Ekwe, E.I. (2012). Moral Educational and its implication for the challenges of youth restiveness and violence in Nigeria. In S. D. Osaat (ed). *Contemporary issues in Nigerian education*. Port Harcourt: Sabcos publisher.



- [22] Homer-Dixon, T. (1999) "Environment, scarcity and conflict" Princeton, NJ: Princeton University Press Human Right Watch Report, 2014.
- [23] Ayedun, C.A., Durodola, O.D. & Akinjare (2011). Towards ensuring sustainable urban growth and development in Nigeria: challenges and strategies, *Business Management Dynamic*, 1(2), 99-104. [Http://eprints.cokeranuniversity.edu.ng/2191/1/99-104.pdf](http://eprints.cokeranuniversity.edu.ng/2191/1/99-104.pdf).
- [24] Ibietan, J. (2013). "Corruption and public accountability in the Nigerian Business and Management 5(15).
- [25] Idaka, I. (2013). "Re-engineering University Education for Employability in Nigeria. *Journal of Education and Practice* ISSN 2222-1735 (Apapa), 4(11), 2013.
- [26] Khan, B. (2017). Effect of insecurity on education in Yobe State. *CARD International Journal of Social Sciences and Conflict Management, (IJSSCM)*, 1(1), 136-146.
- [27] Ochogwu, S. (2021). Banditry will not end in Nigeria since they are political security – Gov.wike.
- [28] Okeke, B.S. (2010). Educational planning and Nigeria Educational law. Awka: Doone publishing.
- [29] Udoh, E.W. (2015). Insecurity in Nigeria: Political, Religious and Cultural implications. *Journal of Philosophy, culture and Religion*, 5, 1-7.
- [30] World facebook (2010). Nigeria population below poverty line. Retrieved on 12/12/2021 from <https://www.ndexmimdi.com/nigeria/population> below poverty line citml.
- [31] Usman, E. (2010). Shocking revelations of man arrested with fresh human parts. Available on the internet: <https://www.vangan-diorg.com/2010/06/shocking-with-fresh-parts/>.
- [32] Peretomode, V.F. (2004). Education law principles, cases and materials in schools, Owerri: International Universities press.
- [33] Ogbonna, S.K.C. (2007). Political Parties and Effective Leadership: A Contingency Approach.
- [34] Alimi, M.K.O. & Isiramen, E.J. (2016). National development and the challenges of corruption in Nigeria". *Journal of Strategic Development*, 1(1).
- [35] Akpakan, M.; Kio, B. & Nwibor, B.L. (2015). National insecurity and youth unemployment in Nigeria. The case of Niger Delta Region, *British Journal of Humanities and Social Science* 13(1), 104-155.
- [36] Agi, U.K. & Yellowe, N.A. (2013). Management strategies for regenerating secondary education for national development and self-reliance. *Journal of Teacher perspective (JOTEP)*, 7(2). Association of Nigerian Teachers (ASSONT) Calabar.
- [37] Aluwong, S.W. (2010). Entrepreneurship and functional business education as a means of achieving the national objectives of vision 2020 in Nigeria. Organized by National Association of Research Development held at Nasarawa State, University, Keffi (13<sup>th</sup> – 17<sup>th</sup> Sept., 2010).
- [38] Adegoke, N. (2014). The Nigeria Police and challenges of security in Nigeria. *Review of Public Administration and Management* 3(6), 31-35.
- [39] Ajari, M. (2021). Environmental violatality and effectiveness of educational planning: The Nigerian experience. *International Journal of Research in Education and Sustainable Development*, 1(9), 39-54.
- [40] Odoh, E. & Innocent, E.O. (2014). Role of the Youths in National Development, Singapoream. *Journal of Business Economics and Management Studies*, 3(2), 16, pdf.
- [41] Igwe, L.E.B. (2004). Law and school administration. In P.O.M. Nnabuo, O.C. N. Okorie and L.E.B. Igwe, (eds). *Fundamentals of educational management*. Owerri: Versalite publisher.
- [42] Okenwa, S.N. (2009). Moral education and youth restiveness: The Nigerian perspective Enugu: Coal city-publishing company Nigeria limited.
- [43] Wilson, O.B. & Ajekere, N.A. (2020). Management of secondary education for sustainable national development. In S.O. Nwafor and S.O. Oluwuo (eds). *Management of Education for sustainable development in Nigeria. A Book of readings in honour of Professor John Okpako Enaohwo*. Port Harcourt: University of Port Harcourt Press.
- [44] Ogbo, A.J.; Obi, A.H; Agbaeze, E.K. & Ukpere, W.I. (2014). Strategic restructuring for effective policies system in Nigeria. *Journal of Governance and Regulation*, 3(4) 163-173.
- [45] Adesoji, J.W.; Jide, I; & Ifedayo, T.E. (2013). Evaluation of the structures and operation of the Nigeria Police Public relations department Kuwait Chapter of Arabian. *Journal of Business and Management Review*, 2(11), 48-64.
- [46] Obi, M.A. O. & Nweke, C.P. (2014). Poverty sustainable rural development in Nigeria. *International Journal of Studies in the Humanities*, 7(8).
- [47] Jegede, C.T.; Irewole, O.E. & Dada, D.O. (2019). Youth Empowerment as Catalyst for Sustainable Development in Nigeria. DOI: <https://doi.org/10.33110/cimexus140107>.
- [48] Gurr, T. (1970). Why men rebel Princeton, NJ: Princeton University Press.
- [49] Fajana, S. (2000). Functioning of Nigerian Labour Market. Lagos: Lobonfin and company.
- [50] Dollard, J. Miller, N.E. Doob, L.W., Mowrer, O.H. & Sears, R.R. (1939). Frustration and aggression. New Haven, C.T.I Yale University Press.
- [51] Breuer, J. & Elson, M. (2017). Frustration – Aggression theory. In P. Sturmey (Ed). *The Wiley Handbook of violence and aggression*. Chichester: Wiley Blackwell. <https://doi.org/ro.1002/978/1905754.whbva040>.
- [52] Amsel, A. (1962). Frustrative non-reward in partial reinforcement and discrimination for learning. Some recent history and a theoretical extension. *Psychological Review*, 9(4) 6306-328. doi:10.1037/h0046200.
- [53] Amsel, A. (1992). Frustration theory: An analysis of dispositional learning and memory. Cambridge, UK: Cambridge University Press.
- [54] Bedawy R. (2014). Embedding sustainable development into higher education: A case study from Egypt. *International Review of Management and Business Research*, 3(1), 4460484.
- [55] Hokanson, J.E. (1961). The effects of frustration and anxiety on overt aggression. *Journal of abnormal and social psychology*, 62(2), 346-351. doi:10.1037/h0047937.
- [56] Garduno, F. (2013). Empowering Young People as promoters (RR), retrieved from: <http://op.mhtml.1442368607408.e111of-64607ce325@192.168.43.136>.
- [57] Nigeria Police Force (2008). Annual Report of the Nigeria Police Force 2008. Ikeja 'F'. Department of the Nigeria police.
- [58] Obi, M.A. O. & Nweke, C.P. (2014). Poverty sustainable rural development in Nigeria. *International Journal of Studies in the Humanities*, 7(8).
- [59] Otto, C. & Ukpere, W.I. (2010). "National security and development in Nigeria", *African. Journal of Business Management*, 6, 65-70.
- [60] Uhumwuangha, S.O, & Aluforo, E. (2011). Challenges and solution to ethno-religious conflicts in Nigeria: case study of the job crises. *Journal of sustainable development in Africa*, 13(5), 109-124.
- [61] Wæver, O., Buzan, B. and Wilde, J. (1998). Security: A new framework for analysis. Boulder: Lynne Rienner Publishers.
- [62] Messina, A. M. (2014). Securitizing immigration in the age of terror. *World Politics*, 66, 530-559.
- [63] Theiler, T. (2010). Societal security. In: Cavelti, M. D. & Mauer, V. (eds.) *The Routledge Handbook of Security Studies*. Oxon: Routledge
- [64] United Nations Development Programme (UNDP, 2014). Youth Strategy 2014-2017; empowered youth, sustainable future. Retrieved from <http://www.undp.org/content/undp/en/home/librarypage/democrati-c-governance/youthstrategy.html>.