



ABSTRACT

The paper examined the effects of Insecurity Challenges on Quality Tertiary Education in Nigeria. The concepts of insecurity, security researchers also identified at some contemporary security challenges in Nigeria, amongst them were, wide spread of cases of violent crimes, especially armed robbery and kidnapping, conflict between Fulani herdsmen

INSECURITY AND QUALITY OF NIGERIAN TERTIARY EDUCATION

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INTRODUCTION

The high level of insecurity in Nigeria has become a social danger and threat and a complex situation that cannot be overemphasized because of its far-reaching implications and direct consequences on education, economy and society in general. Most worrisome is the emerging new forms of insecurity challenges: in contemporary Nigeria which have taking a disturbing dimension to the extent that it has almost crippled the various sectors, especially the education sector in Nigeria. For example, recently, in Northern part of Nigeria, we have witnessed an attacked on Federal University Gusau where unspecified number of students were kidnapped and the abduction of immediate former DVC Academic and four 4 students all in Nasarawa State University, Keffi this month of October 2023. Similarly, the country also 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



and farmers, political related violence and corruption. Factors responsible for insecurity in Nigeria such as lack of political will, decline in the quality of governance, ethnic and religious bigotry, erosion of certain values and virtues and undue emphasis on wealth acquisition among others were discussed. The effects of insecurity crises on tertiary education were so devastating; It negatively affects learning process as it breeds fear amongst students and lecturers, it decline quality education due to closure of schools, it also affect the students' enrolment. The paper also recommended that, government should invest m higher institutions securities, administrators of schools and government should shun corruption and oppression, peace education should also be inculcated in the Nigerian school's curriculum at all levels, youths should be empowered technically to jettison their minds away from crime and government should ensure that tertiary institutions in Nigeria are secure and safe for teaching and learning.

Keywords: Insecurity, Quality, Nigerian, Tertiary Education, Institution.

end to police brutality, corruption, hunger, bad governance, high handedness on the part of the security agencies, poverty, and unemployment but to mention few. This has further aggravated the already tensed society occasioned by the outbreak of corona virus (COVID 19) pandemic, its related consequences and other forms of insecurity. The education sector have been mostly affected as school activities across all levels in Nigeria were short down since March 2020, these therefore, promote crisis and joblessness amongst the youths. According to Agazuma and Mochi' the noble goals of education can never be achieved in a vacuum. They would be achieved under 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 students in becoming an active and productive members of society. 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 conducive environment, productive level of the learner and its impact on society in the long run'. This also suggests that a secured environment is 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 attention 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.

Premise on this, Achumba' states that 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, according to UNICEF (2000), remained a major catalyst in national development. In the opinion of Nwakpa', the high rate of insecurity in the country of Nigeria have subjected to danger or injury, anxiety, fear, Worry and uncertainty. Best'' sees insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death and injury. The country Nigeria has witnessed a drastic and frantic insecurity challenges in the last few years. These are in various forms, communal, political, and socioeconomic with which varying degree of casualty, mostly affected innocent citizens of the country.

The Nigerian Tertiary Education have also recorded crime rates ranging from physical assault, murder, arson, armed robbery, rape, kidnapping and assassination of lecturers and students. All as a result of the activities of various terrorist groups such as Boko Haram, bandits, militants, Fulani and farmers' militias cultism and many other crimes leaving unfavorable consequences for the nation's education, economic and its growth. To address heightened threats to national security and combat the increasing waves of crimes, Ewetan' noted that the Federal Government in the 2013 budget made a huge allocation to security, and National Assembly passed the AntiTerrorism Act in 2011. Yet the problem in insecurity has not been jettisoned in Nigeria.

On the account of these, the paper shall attempt to examine the spat of insecurity and its danger to the students, lecturers, education and the entire society, so as to proffer possible solution to insecurity, so as to proffer possible solutions to security challenges in Nigeria Tertiary Education.

The Concept of Insecurity

Insecurity is a very negative term which is an antithesis of security. The term security is used in different ways in different contexts. Security may be conceived as protection from danger, violence, fear and want that impair, or capable of



impairing the full development and existential wellbeing of citizens. Security implies the absence of fear and intimidation. However, insecurity is refers to as lack of security, it is the state of being subject to danger, injury, anxiety, fear, worry and uncertainty. On a similar view, Nwakpa', sees insecurity as social menace that threaten human survival, daily lives and dignity such as violation of human right, violent conflicts, ethnic clashes, bullying, kidnapping, sexual assault, ritual murder, robbery attack, war,

Poverty, chronic unemployment and other forms of crimes. It is a feeling of general unease, unsafe, unsteady and lack of confidence, plagued by anxiety.

In order to elucidate on the concept of insecurity, Alemika identified some significant dimensions of insecurity as follows:

- a. Physical Insecurity: Violent personal and property crimes.
- b. Public Security: Violent conflicts, insurgency and terrorism.
- c. Economic Insecurity: Poverty, unemployment
- d. Social Insecurity: Illiteracy, ignorance, diseases or illnesses, malnutrition, water borne diseases, discrimination and exclusion.
- e. Human Right Violations: Denial of fundamental rights by state and non-state actors in different state:
- f. Political Insecurity: Denial of good and social democratic governance.

All the aforementioned dimensions of insecurity in one way or the other have contributed to the set back of our educational system and the overall development of our society.

Conceptual Clarification of Quality Education

The concept "quality" is not bend to unilateral definition. All dependent on the context and circumstances under consideration. In the understanding of Enemuo & Mbaji' Quality has to do with capability towards attainment of standards. That is to say something has quality.is to hold the position that it has met with the standards that are set for it.

These standards are set of criteria which the products must conform to in order to be considered valuable and relevant to situational needs. On the related perspective, Nwakpa'TM had characterized quality by three interrelated and interdependent strands: efficiency in the meeting of goals, relevance to human and environmental conditions and needs and the pursuit of excellence and creativity. Performance or guaranteed output may be the basic measure of quality.



It can also mean the level standard or excellence attained by somebody or something.

What does Quality mean in the Context of Education?

On the context of education, Peter describe education as “the development of desirable qualities in people, Put it together quality education is the type of education that satisfies basic learning needs and enriches the lives of learners and their overall experience of living. It enables people to develop all of their attributes and skills to achieve their potentials as human beings and members of society.

Quality Education, according to Enemue and Eze, is judged from the perspective of standard, depth and efficiency. It could be refer to the performance of the bearers of the certificate comparatively, with regard to meeting the need of a society or the employability or productivity of the bearers of such certificates from a given educational institution or system.

Quality is at the heart of education, it influences what students learn, how they learn and what benefits they derived from education. But still some argued that the threshold of quality in education is met by focusing only on literacy and numeracy. This view is insufficient and outdated, because quality education goes beyond achieving literacy and numeracy only. Rather, it is a system designed to help all learners reach their full potential and enter society as a full productive citizens.

In a related development, Enomuo and Mbeji Judged quality in education by its ability to enable the recipients perform well not just in standard examinations but also demonstrating relevance to the needs of the students themselves, the immediate community, and the society at large.

Quality Education aims not only at forming trained professional workers but also contributes to the development of individuals who possess the skills to act and interact in a just society. Any form of education lacking such dividend as relevance to needs has no quality.

Tertiary Education

Tertiary Education is the third stage or level of education following the completion of secondary education. It is refers to all formal post-secondary education, including public and private universities, colleges, technical training institutes, and vocational schools. Federal Government of Nigeria (FGN)* defines Tertiary



Education to include the Universities, Polytechnics, Monotechnics and Colleges of Education. Tertiary education is instrumental in fostering growth, reducing poverty and boosting shared prosperity.

Tertiary education generally culminates in the receipt certificates, diplomas, or academic degree emanating from rigorous train and imparting of knowledge in respective disciplines. Some of the goals of tertiary education as specified in National Policy on Education (2014)⁹ include:

1. To contribute to national development through high level manpower training.
2. To develop and inculcate proper value for the survival of society
3. To acquire both physical and intellectual skills, which will enable individuals to be self-reliant and useful members of the society.
4. To promote and encourage scholarship and community services.

Undoubtedly, these laudable objectives cannot be realized in the face of incessant insecurity activities in Nigerian Tertiary Institutions. A close glance at these objectives vis-a-vis corruption and poverty, cultist activities, sexual harassment examination malpractice in tertiary institutions clearly indicates that insecurity is inimical to the realization of the objectives of tertiary education.

Education and Security Nexus

In ideal and well governed state, there is a symbiotic relationship between education and security. Insecurity undermines education and absence or poor quality education for citizens constitute a constraint on capacity for sustainable security in many dimensions encapsulated in human security framework. What roles can education play in promoting security? How can security advance the educational system of a country? These two questions are briefly addressed here. How education can promotes security? Many conflicts arise from ignorance and manipulation of ethnic and religious identity. Education, not mere schooling, produce tolerance and civil citizens who are able to understand and live with people from different economics, religious, ethnic and cultural backgrounds and other forms of identities . ‘in view of this, Alemika added that, most people arrested for criminal behaviors lack high education which often influence their criminality; their vulnerability to living conditions that subject them to intensive surveillance; their inability to avoid detection, arrest, trial and conviction paradoxically, persons with low education and income are more likely to be victims



of crime and other forms of insecurity. Low education often translate to absence of competitive skills, adequate income exclusion from participation in vital economic, political and social organizations and relations; lack of access to equate food and nutrition, housing, healthcare and efficient public emergency and safety services all of which are elements of human security. Children with low education are more likely to be recruited as thugs, insurgents, and terrorists through indoctrination. Alemika also notes that ‘lack of education there is itself insecurity and is a source of vulnerability to other forms of insecurity.

A country with poor standard of education as is the case in contemporary Nigeria will lack citizens that can produce or manage competencies and resources required for developing and sustaining relevant and strong or capable institutions and leaders for development, so also national security.

Insecurity: a menace to Quality Tertiary Education in Nigeria

Tertiary education is regarded as the highest peak of education. It is the education that is anchored on teaching, research and community services. Tertiary education is designed to operate in a peaceful environment. The objectives of tertiary education can only be realized in a peaceful and safe environment. On tertiary education, Ogunode, Ukozor explicates that “Nigerian Tertiary Educational Institutions or higher education was set up to provide a sound and quality education and to bring about the overall development of the society at local and global scale”. However, statistics have shown that many Nigerian tertiary institutions are finding it increasingly difficult to achieve these set-out goals due to the high level of insecurity in the country

Given a clear understanding of insecurity, Agazuma and Mochi Eplain insecurity as a break of peace and security whether historical, ethnic, religious, civil political, and psychological that has contributed to prevalent conflicts the country has witnessed over the years resulting in war and destruction, loss of lives and properties, in which the education sector have been left untouched.

Insecurity continues to threaten basic schools, secondary schools and higher education in Nigeria to the extent that university and other higher institutions managers, lecturers and students have all got their pains from the insecurity problem”, Insecurity threat has become a pain in the neck of the country and has engulfed all sectors of the economy. Lecturers don’t have students to lecture again, students do not have schools to attend again. Indeed, under the present



insecurity situation in the country, effective teaching and learning cannot be realized.

Agazuma and Mochi also noted that, security problem 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. Consequently, Ladi clarifies that insecurity in Nigeria tertiary education is attributed to evils of corruption and poverty, while noting that the country can only escape from this evil if governments at all levels are committed to the discharge of their duties in order to better the welfare of its citizens.

Sadly, the global coalition to protect education attack, 2020, stated that, 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 seven 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 attacks on education facilities, have been destroyed by various forms of crisis in the sector of education in Nigeria. Such attack of education include bombing burning of schools, rapping of students, abduction of staff and students, attempted kidnapping of Federal University of Gussau Zamfara State in September, 2023, removal of male organ and incessant robbery in students' village in Nasarawa State University, Keffi. In March 2021, Gunmen attacked the Federal College of Forestry Mechanization in Afaka, abducted about 39 students. In July 2021 about 53 students of Bethel Baptist High School in Kaduna were kidnapped and were held for a month and were released. After spending about N250 million just to secure their lives. On January 2022, armed bandits attacked the Nigerian Army University. Numerous attacks and abduction were made in our various institutions of learning but to mention few.

Insecurity in the country possessed the capacity to drastically reduce the performance, aims and objectives of the education sector in the country, hence this study will advocate for peace and absence of insecurity in Nigeria Tertiary Education.

Contemporary Security Challenges in Nigeria

Nigeria is currently plagued by different forms of insecurity that need to be tackled in order to promote quality tertiary education for human security and development. Some of these security challenges are:

1. Widespread cases of violent crimes, especially armed robbery and kidnapping.



2. Widespread conflict between Fulani herdsmen and farmers resulting in frequent killings, destruction of villages, and settlements and internal displacement of victims in different parts of the country.
3. Political and election related violence,
4. Widespread problem of corruption that affect the ability of the country and her citizens to enjoy personal security and development.
5. Destruction of critical infrastructure (vandalization of oils and gas pipelines, electricity grids and facilities, educational and health facilities, setting offices on fire, etc) by individual criminals, ethno-religious militias, and criminal groups

Sources of Insecurity in Nigerians and Tertiary Education

Insecurity in Nigeria and tertiary education arose from the actions and in actions, complicity of individuals, groups and the government. Sources of insecurity includes:

1. Undue Emphasis: On acquisition of wealth and power without giving corresponding attention to self-discipline, integrity, hard work and accountability gave rise to widespread of corruption and fraud, armed and violent crime to acquire wealth and political power competition and violent-conflicts among religious and ethnic groups over the control of government at various levels as the means for corrupt enrichment and nepotism.
2. Lack of political will led by failure to maintain professional, well-equipped, effective and accountable security agencies to prevent or control the country's security challenges during their evolution.
3. Progressive decline in the quality of governance at all levels (Federal, State and Local Government) led to lack of patriotism, professionalism, justice and effectiveness.
4. Decline in intellectual discourse and commitment led to the widespread activities of uncivil ethnic, religious and cult groups on the campuses through which conflicts and violence are perpetrated.
5. Erosion of virtues of honesty, trustworthiness, industry and excellence and the increase emphasis on vices of corruption and acquisition of wealth through crime, influence the attitudes and behaviours of university students resulting in the involvement and arrests of tertiary education



- students for robbery, trafficking in arms and drugs, cybercrimes, and cult violence.
6. Rising tide of ethnic and religious bigotry in society and tertiary institutions that undermines fairness, scholarship, harmony, productivity, accountability, discipline and effective administration on composes causes conflicts.
 7. Proliferation of ethnic and religious associations and cults on the composes without effective security surveillance and control foster inter-group conflict.
 8. Ineffective security services in the country and on composes.
 9. Declining economic conditions which have affected students' lives, poor communication between students and authorities, poor funding, insufficient social amenities and so on.
 10. Failure of tertiary education administration to promptly, transparently and seriously address grievances by staffs and students unions.

The causes of insecurity in Nigeria can best be summarized as there are several issues fueling insecurity in the country, which includes, lack of equality and justice; poor economy; high level of unemployment; religious and ethnic crises; and political instability. Insecurity in Nigeria is an alarming issue as it has generated to the use of various form of violence ranging from traditional weapons charms and modern sophisticate@ 'war armaments. Some of this crises are motivated by; political electoral, religious, ethnic or tribal, and other forms. Krikeyi & Dadi noted that Nigeria has several regions with peculiar patterns of violence. The Northern part of the country is more of religious violence and its extremists called Boko Haram and banditry acts; the South-South has militancy which those who encourages in such violence are called the militants, the South-East has kidnapping, cultism and robbery as major forms of violent, now Biafra agitation, the South-West is more of politically motivated, where thugs are used as instruments of violence. Amazingly, these are agitations of both the majority and minority ethnic groups of total domination, discrimination, exploitation, oppression and a total neglect, amongst other issues. The result of these agitations led to the state of insecurity and has in no small measure threatened the peace, unity and stability in Nigeria. It is worrisome also that several lives are lost due to Fulani herdsmen attacks on rural farmers and habitats of the North



Central Nigeria and trend of the activities of bandits; kidnapping is increasing by the day, hence, the education and socio-economic development is threatened.

Effect of Insecurity on Tertiary Institutions

The importance of peace cannot be overemphasized in tertiary institutions of learning and the nation at large. It is pertinent to note further that insecurity has been an impediment to achieving the goals and objectives of tertiary institutions. Effective and quality education cannot be achieved in situations where crises, have become incessant in our societies which in most cases forced students or learners out of school.

Nigeria tertiary institutions frequently record incidences of crime, conflict and violence. Some of the consequences of insecurity on campuses, in recent times are; kidnapping of students and lecturers. For instance, in October 8", 2023, Former Deputy Vice Chancellor Academic, Professor Haruna Ayuba was kidnapped and on the 9" October, 2023 about four female students were also kidnapped, all from Nasarawa State University Keffi. So also attacks was made on Federal University, Gusau, where 12 female students were abducted and 5 students were also kidnapped at Federal University Dutsinma, Katsina State.

Insecurity on campuses negatively attacks the learning process. It breeds fear and feelings of insecure amongst students and staff of tertiary institutions and sometimes lead to disruption of the academic calendar. The impairment learning on the campuses threatens the development of the nation because no nation can rise beyond the capacities of her tertiary institutions. Declining quality of education due to closure of schools, displacement and shortage of teachers - many lecturers left the crises zone because of insecurity.

In view of the above, Ladi noted that Higher institutions and places of learning are often explicit targets during periods of crises in most parts of the world, including Nigeria. Learning materials and infrastructural facilities are always destroyed during the crises, and the countries that provided such supports will be reluctant to provide such support to conflict areas considering the high risks. It is the learners, that turns out to be at the receiving end.

Learners will not be totally focus on their studies as they will not have peace of mind. They will always be in fears in schools with the menace. Decline in enrolment in areas engulfed by insecurity - violent conflicts, insurgency and terrorism in Northern parts of the country, and violent crimes in several states in the country -



which may cause or aggravate educational inequality between communities within and outside conflict zones.

Interrupted and shortened school year due to riots on campus and community. Many staff and Students were killed or injured during various violent conflicts and terrorists attacks between

2001 and even now. In a related manner, Agazuman and Mochi put it that, insecurity creates fear, anxiety, uncertainty, death and disruption of academic activities and programmers.

Conclusion

The goals of tertiary education are crucial for national development. It developmental problem is not different from other socio-economic or socio-political problem be devilling the Nigerian tertiary institutions. However, insecurity problem needs quick response, due to its significant effects on growth and development of our educational systems. In promoting educational standard and sustainable development in tertiary institutions, Federal and State Governments, Institution, and managements should show more concern and interest in using their skillful and professional competence to bring about security and safety of the environment for the educational system to thrive.

Recommendations

Based on the issues discussed in this paper, the following recommendations were made:

1. The university system should at all-time stick to rules of engagement. All acts capable of breeding crisis must be discouraged.
2. The security units of all tertiary institutions should be well equipped and funded to make them more effective in the future.
3. Creation of programmers by the government and individuals that would empower our youths technically. This will enable them to be self-reliant and keep their minds away from crime.
4. Government and school administrators should shun corruption, oppression, highhandedness and take unbiased stand in handling matters affecting the students.
5. Peace education should also be inculcated in the Nigerian schools from primary to tertiary institutions. This will help Nigerians to be tolerance and



adhere to norms and values of the society to help prevent insecurity in tertiary education.

- 6 The government at every level should address all issues concerning security challenges in Nigeria and ensure higher institutions in Nigeria are secure and safe for teaching and learning. The government should invest in higher institutions' securities across the country.

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