Insecurity: A Bane to Secondary Education in Nigeria

Akinfalabi, Mustafa Adelani;

Nwaogu, Okechukwu Akara;

Akara-Nwaogu, Linda Nkeiru;

and

Onyido, Josephine Azuka, Ph.D

Abstract

This paper takes a cursory look at insecurity as a bane to educational development in Nigeria. 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. 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. Considering the importance of secondary education, it seems that constant attack and destruction of educational buildings and facilities by Herdsmen, Bandits and cult-related activities due to insecurity challenges in Nigeria has crippled the educational system and rendered most classroom teachers and students homeless. 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. It is against this backdrop that this paper was x-rayed in view of possible strategies that could be adopted to address insecurity challenges in a bid for educational development in secondary schools in Nigeria.The findings of the study among others revealed that available security agencies are inadequate to protect lives and property. 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 development in Nigeria. It was recommended among others that the Federal Government should show more seriousness in the implementation to the latter the National Safe School Initiative Plan, which seeks to protect schools, so that students can return to learning in a safer, conducive and more secure environment.

Keywords: Insecurity, bane, education, secondary education.

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 its 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:
1.   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.
2.   Offer diversified curriculum to cater for differences in talents, disposition, opportunities and future roles.
3.   Provide trained manpower in the applied sciences, technology and commerce at sub-professional grade.
4.   Provide entrepreneurial, technical and vocational job specific skills for self – reliance and for agricultural, industrial, commercial and economic development.
5.   Develop and promote Nigerian languages, Art and Culture in the context of world's cultural heritage.
6.   Inspire students with desire for self-development and achievement of excellence.

7. 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 and Musa, 2016).

The above scholars acknowledged that insecurity threatens the peace, stability and unity of a nation. It is widely accepted that the active process of teaching and learning cannot be enhanced in an insecure environment because teachers and students will be vulnerable to risks and dangers. Apart from exposing the teachers and students to risks, the continuous existence of insecurity in the school environment may inculcate into the students the mindset of participating in the crimes. This is not healthy for secondary school system and education at large. Secondary education is designed to promote the formation and development of personality. Related studies have proved that the existence of insecurity within the school environment serves as the stronghold of enemies that will contribute or hinder academic performance of the students. A secure secondary school system that is enriched with enough learning facilities and favourable climate makes students more comfortable; more concentrated on their academic activities resulted in high academic performance (Adagbabir and Okolie, 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 Nigeria.   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 Nigeria is the attack on generational leaders which must be urgently addressed to reverse the doom that is about befalling on the educational system. Accordingly, again Adagbabir and Okolie, and Akintunde and Musa affirmed that any attack on education system in any part of Nigeria created a range of negative impacts such as loss of education, early marriage, early pregnancy and stigma associated with sexual violence and children born from rape, all of which can dramatically affect female students' future. 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.

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 Nigeria 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 this paper was x-rayed in view of possible strategies that could be adopted to address insecurity challenges in a bid for educational development in secondary schools in Nigeria.

Concept of Insecurity

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 collapse (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, and unsureness. The concept of insecurity refers to the state or quality of been

insecure. Security implies protection of lives and properties from destruction (Ojukwu, 2017). Ojukwu and Nwanna (2015) 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, and hostile and pessimistically; shows a sign of tension, conflict and guilt and tends to be neurotic and generally egocentric. Furthermore, Ojukwu and Nwanna stated that insecure school environment includes 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. Bilyaminu, Ibrahim, and Sulaiman (2017) refer to insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury etc. Thus, Ojukwu (2017) 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 a 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 (Otto and Ukpere, 2010). Security is the primary responsibility of the state (Homer- Dixon, 1999). The 1999 constitution of the Federal Republic of Nigeria as amended, 2011 specifically stated 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 (Bilyamiu et al., 2017).

Level of Insecurity and Security Degeneration in Nigeria
Insecurity paranoia is continuing to haunt all inhabitants of Nigeria as it is already fast dawning on them that government cannot effectively guarantee the security of lives and properties. The state security agents who are saddled with the responsibility for the security of life and property which include- the police, state security agencies, the military, immigration, and prison service have all performed abysmally in the discharge of their duties. The level of insecurity in Nigeria is multifaceted as such one cannot accurately categorize the patterns of insecurity. Adagbabrir (2016) posited that regarding the nature of insecurity in Nigeria that at different times in the past, these different groups have held the Nigerian nation to ransom. In each of these different times, the groups reigned, the nation's security agencies were unable to deal with them or quell their lawless conduct through superior fire power. The government has always reached a form of settlement with these organizations. The trend is that each time the government reached a compromise with these lawless groups, it became weaker and new groups emerged to use violent means to extract a commitment from government. In a typical behaviour of a nation that thrives on a rent economy, the government has always sought to buy peace and always ended with the peace of the graveyard like the current situation in the Niger Delta where former militants have

been transformed into either top level government contractors or emergency crude oil refiners in the creeks or kidnap merchants, despite an amnesty programme that still costs the government billions of Naira every year (Adagbabir, 2016). There are different forms of insecurity in Nigeria. For example, in the South-West geo-political zone, armed robbery is prevalent especially in cities like Lagos, Ibadan, Akure and Abeokuta; in the South-South and South-East which is the oil base of the nation, kidnapping is rampant and the activities cover every part of the zone with victims of all ages and all walks of life; in the North, robbery across the border coupled with Boko Haram insurgence is the security challenge. The menace of the Boko Haram for sometimes now has constituted a thorn in the flesh of Nigerians; from the first time they struck in Borno State part of Nigeria in 2009, over 4000 people including Nigeria citizens as well as expatriates have been killed in violent deadly attacks targeting Christian churches, police, a few mosques, military installations, Western-type educational institutions with innocent students and even children (Edeh, 2021). They have also carried out a series of deadly and costly bombing campaigns in the country – the Independence anniversary bombing, the bombing of the United Nations office in Abuja, the bombing of the Police Headquarters in Abuja, the bombing of the military base in Kaduna.

Security Challenges and Governmental Efforts at Fostering Peace
The government has made several efforts at putting an end to this menace of insecurity. One of which is the inauguration of the security outfit known as the Joint Task Force (JTF) with the singular aim of quenching the activities of robbers, ethnic Militia, kidnappers as well as terrorism. Furthermore, in the Niger-Delta government has granted amnesty to the erstwhile militants as well as setting up rehabilitation programmes for them. Government has also set up several extra-ministerial bodies such as the Oil Mineral Producing Area Development Commission (OMPADEC), Niger Delta Development Commission (NDDC), Technical Committees, Ministry of the Niger Delta, and the National Council of Niger Delta (NCND). Insecurity: Implications for Human Wellbeing and Economic Development. Although the cost of the prevalent insecurity in Nigeria is difficult to measure in monetary or real terms, however it is clear to observers that it has cost Nigerians enormous human and material resources. Security plays a major role in the existence and sustenance of human being. In this wise, Briggs (2001) observed that insecurity has a far-reaching impact on people's lives and well-being and for this singular reason the government has to be alive to its responsibility of guaranteeing security. When people's security is guaranteed, it gives them the freedom, physically and mentally to get on with the business of building their lives without fear of molestation or violent death. Thus, to experience a state of complete physical, mental and social well-being security is essential (Messina, 2014), without security, there can be no stable society rather there will be prevalent fear and danger from violent death (Briggs, 2001). There are links between human security and health as insecurity leads to the collapse in the health care delivery which has concomitant effect on the people's well being (Beetsch, 2018). There are also the associated effects of insecurity which include fear, coercion, displacement and deprivation of basic daily needs such as drinking-

water, food and health care. Human security entails access to food, nutrition, clean drinking water, hygiene and sanitation and housing which could only be got through peace. For instance, displaced populations are subject to a variety of health risks and are prone to a high mortality rate. This is largely because they are dispossessed of food, clean water, proper sanitation, and possibilities of providing economic security for themselves. Malnutrition, overcrowding, and lack of sanitation frequently combine to facilitate the emergence of epidemics of transmissible disease in such populations. Often, children and the elderly are the population groups most susceptible to death from such causes. Thus, where basic conditions of peace and development are met, good health can be attained as part of human security (Beetsch, 2018).

Insecurity: A Norm in Nigeria
A heap of weapons was seen on April 21, 2022 part of small arms and light weapons recovered from bandits during Operation Safe Haven and during the military mop up in Jos and surrounding areas in Plateau State in north central Nigeria. – The Nigerian military under the platform of Operation Safe Haven has handed over 517 small arms and light weapons recovered recently from bandits to the National Centre for the Control of Small Arms and Light Weapons following successes in checking bloodletting and insecurity occasioned by the proliferation of illicit arms in circulation (Otto and Ukpere, 2010).

The issue of insecurity in Nigeria has become something of grave concern to all well-meaning citizens, most of whom continue to wonder how the country arrived at such a dastardly situation where no one is safe; and worse still, rather than abate, the problem is escalating and now totally out of control. Insecurity in Nigeria is a recurring phenomenon that threatens the well-being of its citizens. The South West of Nigeria is plagued by a surge in cybercrime, armed robbery, kidnapping, domestic crime, extrajudicial killings, herder-farmer conflicts, ritual killings, and banditry. The South East is a haven for ritual killings, commercial crime, secessionist agitation, kidnapping, herder-farmers clashes, attacks by unknown gunmen, and banditry. The South-South remains threatened by militancy, kidnapping, and environmental agitation (Otto and Ukpere, 2010). The North East has been subject to a humanitarian crisis lasting over a decade and caused by the Boko Haram insurgency and the Islamic State in West Africa Province. Meanwhile, the North West is enmeshed in illegal mining, ethno religious killings, and banditry. It is, therefore, that insecurity in Nigeria has assumed a soft spot in political stance and that it has claimed thousands of lives and extensive damage and loss of property.

**Chronicle of School Abductions**
At least 1,409 students have been kidnapped from their schools in Nigeria since the first incident in the country's latest school abduction epidemic which started in March 2020. In the 19 incidents up until the latest kidnap in Zamfara state, 17 teachers have also been kidnapped alongside their students, and at least ₦220 million has been paid out as ransoms. Unfortunately, 16 of the victims have died in these incidents (SBM Intelligence, 2021). Recent study by UNICEF (2023) revealed that No fewer than 1,436 school children have been abducted in

Nigeria, mainly North-central and North-west, in the last two years, the United Nations Children Fund (UNICEF) has revealed.UNICEF, also, revealed that at least 16 school children lost their lives to different non-state armed attacks in the federation while 17 teachers were kidnapped from schools.UNICEF Representative in Nigeria, Peter Hawkins revealed these figures in a statement issued April 9, 2023, calling governments across the federation to make schools safer and more secure.Since December 2020, according to Hawkins, 1,436 school children and 17 teachers have been abducted from schools, and 16 school children lost their lives. He said: "Unsafe schools, occasioned by attacks on schools and abduction of students, are reprehensible, a brutal violation of the rights of the victims to education, and totally unacceptable. Their occurrences cut short the futures and dreams of the affected students. "Attacks on learning institutions render the learning environment insecure and discourage parents and caregivers from sending their wards to schools, while the learners themselves become fearful of the legitimate pursuit of learning," Hawkins said. He noted that the invisible harm school attacks "inflict on the victims' mental health is incalculable and irredeemable. Girls have particularly been targeted, exacerbating the figures of out-of-school children in Nigeria, 60 percent of whom are girls (UNICEF, 2023). "It is a trajectory which must be halted, and every hand in Nigeria must be on deck to ensure that learning in Nigeria is not a dangerous enterprise for any child, particularly for girls."In Nigeria, Hawkins explained, a total of 11, 536 schools "were closed since December 2020 due to abductions and security issues. These school closures have impacted the education of approximately 1.3 million children in the 2020/21 academic years. The past years have been quite a rough road for Nigeria and Nigerians. It began on December 11, 2020, when 344 male students were abducted from their hostels in Government Science Secondary School, Kankara, Katsina State. Barely two weeks later on December 20, 2020, 80 pupils of the Islamiyya School, Mahuta, Kaduna State were abducted. February 17, 2021, saw another outburst of rage when 27students were abducted from G.S.S College, Kagara, Niger State.

In Zamfara State, 279 more girls of Government Secondary School, Jangebe were abducted on February 26, 2021. The Federal College of Forestry Mechanization, Afaka, Kaduna State also had its fair share of the insecurity, when 39 of its students were kidnapped on the midnight of March 11, 2021. Nine days later, another bandit attack led to the abduction of 23 students of Greenfield University, Kaduna State. Three more students were kidnapped on April 24, 2021 from the Federal University of Agriculture, Makurdi, Benue State. Though, the 27 abducted students were released**,** it serves no succor to the four Greenfield students who, today, lie silently in their graves; Dorothy Yohanna, Precious Nwakacha, Sadiq Muazu and Benjamin Habilla. These young people would have grown up to become responsible Nigerians but the failed system, like a stray bullet, silenced them without warning. The families who had their children back are left with mixed joy. On one hand, they have their loved ones back alive. On the other hand, they are swarming in debt they had incurred to raise millions of naira in ransom. As at this time of writing, the surviving students of Greenfield University are still held captive while their families scurry around seeking ransom to pay bandits.

To think that these school abductions are a Northern phenomenon is grossly misleading. On February 29, 2016, Babington Macaulay Junior Seminary**,** Lagos was attacked by gunmen who abducted three schoolgirls in the dead of night. Eight months later, on October 6, 2016, armed men stormed Igbonla Model College in Epe, Lagos, kidnapping the school's vice-principal, a teacher and four pupils. However, that's not to deny that the North has been the worst-hit zone so far.
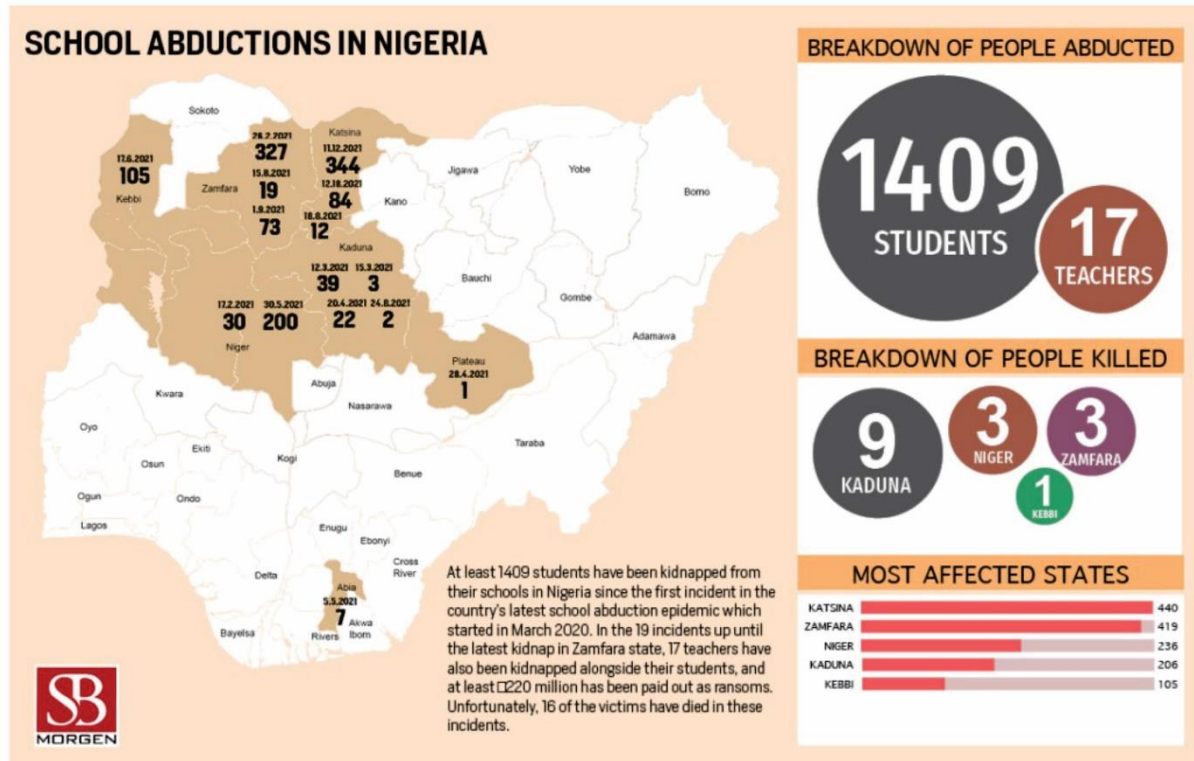
Source: www.sbmorgen.com

Target for Terrorist Recruitment

Consequently, the risk of schooling in Nigeria today is death. Where going to school could be compared to charging into battle amid a swarm of bullets, what chances do the average Nigerian child have to a better education?Responding to the unrest, several states are shutting down boarding schoolsin violence-prone areas. This will, no doubt, add to the over 13.5 million out-of-school children in Nigerian today. According to available data, 30% of pupils drop out of primary school and only 54% transit to junior secondary schools. While these figures are results of extreme poverty, child labour, early marriage in girls, insecurity currently takes the cake (Owonikoko, 2021). About 80% of out-of-school children today are in Northern Nigeria. With

security systems destabilised, schools closed due to insecurity and poverty ravaging the core north, these former students are ready targets for terrorist recruitments. This is no prediction.

On the evening of Tuesday, April 27, 2021, Boko Haram shared N20,000 to over 50 households in Geidam, Yobe State. Days earlier, the terrorists invaded the local government area, burned down private and public properties, telecom facilities and police stations but did not harm Muslim civilians. More so, they hoisted their flag and circulated propaganda leaflets, inviting locals to join their *holy* cause. The group is exploiting economic, security and education gaps in the Nigerian system to offer these locals a *better* option. They are simply saying, "this is what you stand to enjoy when you give us your territory and allegiance."For most households who live below $1 or N500 a day, a N20,000 cash gift makes Boko Haram God-sent. They will, as a matter of gratitude, join the cause. In the past few weeks, state governments have been closing down schools. This may work temporarily but for how long can we sustain that? We must find long-term solutions to this menace (Owonikoko, 2021).

Strategies to curb insecurity in Nigeria
Strategies are policy measures designed to address the pressing challenges of insecurity in Nigeria to promote peace and stability. The following strategies could 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.

The National Economic Empowerment and Development Strategy (NEEDS) cited in Okon & Uke (2015) argued that education is the blue print of action that sustains self-reliance and development geared towards wealth creation and poverty reduction. Alternatively, quality education refers to the planned and systematic actions deemed as necessary to provide adequate product or service which will satisfy given equipments for quality improvement (Kadir, 2012). Kadir further observed that to promote quality improvement, the quality of education have to provide the "magic wand" that transformed Russians in 1913 from an unbelievable, fantastically backward country, poverty stricken into the world's most technologically developed country. Oduma (2013) observed that quality education in Nigeria education system therefore implies the ability of the secondary education to meet the expectations of the users of manpower in relation to the quality of skills required by their output.

The Federal Ministry of Education (2009) remarked that quality standard in the education system are goals or targets to which learners, teachers, staff and school administrators must focus on. The Federal Ministry of Education cited in Aworanti (2012) listed the following strategies towards qualitative education:

(a)   Establishment of National Commission for Secondary Education Board (NCSEB) as a regulatory body for quality, control.
(b)   Review and disseminate new quality assured steps in handbook and quality assurance instrument that provide standardized and uniform reporting mechanism.
(c)   Professionalism and continuous professional development in education by training, accrediting and certification.
(d)   Strategic plan to strengthen the relationship and synergy between federal, state and local government education authorities.
(e)   Enhance the effectiveness of examination bodies.
(f)   Initiate, strengthen expand e-learning.
(g)   Provide guidance and counseling services to improve student life and experience.
(h)   Conducting and monitoring of learning achievement/national assessment.
(i)   Review all level of education, through establishment of functional committee to review the programmes in line with the demand of the society.
(j)   Establishment of entrepreneurship education in tertiary institutions.
(k)   Capacity building for teachers' education to improve seminars delivery in school libraries.
(l)   Launch Information and Communication Technology (ICT) in education policy in the teaching of computer education in school.

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. Insecurity issues 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 promoted 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.

Recommendations
The following recommendations are made:
1)   There should be provision of quality education to promote acquisition of employable skills to get young people meaningfully engaged in business activities in order to reduce the challenges of 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.)

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