



State of Insecurity: Its Effect on Quality and Standard of Education in Nigeria

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Abstract

Over the years, policy makers, stakeholders and leaders in education has raised concerns about the development of Nigerian education to meet up with global standards and trends. These efforts cannot be achieved seamlessly in a chaotic and relatively insecure environment. Despite several attempts made by educational policy makers to improve educational realities in the country, the continual state of unrest and security challenges plaguing the nation has become a cog in the wheel of progress. This paper is focused on the state of insecurity: its effects on quality and standard of education in Nigeria. Although the issues of insecurity in Nigeria are far reaching and differs from states and regions, this paper however, summarizes these issues, considering the causes of insecurity, its effects in education and ways to avert insecurity for better teaching and learning to be achieved which will be ultimately beneficial to the students, teachers, educational leaders and the society at large. The paper was anchored on the Structural functionalism theory originally propounded by Auguste Comte. The paper concluded that the state of insecurity in Nigeria occasioned by incessant kidnappings, terrorists attacks, armed robbery, cult and communal clashes among others have constantly impeded the growth of education, therefore, the government must understand that education accelerates development of every nation and as such should be given a stable, serene, tranquil and peaceful environment for education to thrive. As a matter of urgency, the government must act spontaneously to address the issue of insecurity in order for the educational standards to be restored as well as sustained.

Keywords: Insecurity, Quality, Education, Standards, Nigeria.

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INTRODUCTION

In a developing nation like Nigeria, a functional and viable education should be established and sustained to effectively drive every sector of the economy. A nation cannot grow beyond its educational standards, hence, the need for educational policy makers and stakeholders to build synergy with the government and improve the state of Nigerian education to meet up with global trends. The purpose of education is to improve the social life and other institutions that make up society. In light of this, Uba and Ngozi (2017) argue that education today must have the effect of allowing a country to have a consistent supply of highly creative individuals who can help enhance the general citizenry's living standards and address the existential challenges that arise from time to time. Nonetheless, it serves the interests of other sectors of the economy, making it an instrument for change and growth as well as a powerful weapon for resolving societal issues such as Nigeria's current level of insecurity. This is because education, in all of its forms, attempts to instill consciousness in the minds of those who receive it, as well as provide them with the tools necessary to solve lifetime challenges.

Adegbesan (2011) stated in this regard that individuals and nations are what they are as a result of the kind and forms of education they have received. In addition, Ogoni (2020) opined that equal and unbiased opportunity should be given to all citizens to access education for the purpose of developing them with appropriate skills, mental, social and physical abilities to empower the citizens to contribute positively to nation building. It is my honest belief that a nation's degree of growth is largely determined by the quality and amount of education it has obtained. It is an undeniable reality that serenity and calm are antidotes to good teaching and learning in any educational institution. However, in recent years, hundreds of school children in Nigeria's eastern states have been caught up in conflicts that have resulted in insecurity not only in terms of their school attendance but also in terms of their lives and property, as well as economic activities: schools have been burned, students and teachers have been attacked and many have been killed, business activities have been disrupted, shops and malls have been burned, and social activities have been disrupted. These crimes have caused significant hurdles to development and systems in Nigeria's north-eastern region.

CONCEPTUAL CLARIFICATION

Education and Insecurity in Nigeria

In explaining the meaning of education in its clearest terms Olorube (2018) asserts that education deals with application of knowledge that leads to change in behaviour and positive contribution to society. Building a quality and standard education is the dream of every egalitarian society. Dambazau (2014), citing Act 26 of 1948 on the Universal Declaration of Human Rights, views education as a human right that is necessary for the practise of all other human rights, particularly in fostering individual independence and empowerment. Zukang cited in Dambazau (2014) links education acquisition of genuine wealth and happiness whereas lack of it exacerbates one's level of ignorance and leads to blunders, poverty, unhappiness, and sometimes the commission of crimes. According to him, the link between a lack of education, poverty, and bad health conditions reduces prospects for social and economic progress, which frequently leads to criminal behaviour. Education is also important in the military and paramilitary groups, such as the police, which are responsible for the nation's security.

Dambazau (2014) emphasized that education is increasingly being utilized as a strategic instrument for the progress of technology that is necessary for the nation's economic and socio-cultural development. It aids the military in assessing conditions, estimating the battlefield, examining courses of action, interpreting the international environment, projecting future conflict and designing the battlefield, and analyzing security threats. Military education is about more than just battle; it also helps to national development while also enhancing national security. Education, according to Baporikar (2018), is the development of the mind, or intellect, with the primary goal of improving an individual's ability to use his mind for personal pleasure or gain, whereas training is the development of (specific) skills that will be used more for social and economic reasons. It's important to note that animals may be trained but not educated. This highlights the reality that there is a fine line between education and training.

According to Dike (2003), a nation's sociopolitical and economic progress, as well as its health, are influenced in many ways by the population's educational attainment. He, on the other hand, bemoans the fact that Nigeria's educational system is incapable of producing the critical and innovative brains the country needs to guide and administer its democratic system and remain a viable nation. In Nigeria, a lack of quality education and unemployment contribute to a variety of societal evils such as crime, prostitution, and the collapse of law and order. Without treating education as a public-health issue that requires serious attention, the youths will continue to receive inferior education; they will continue to suffer mass unemployment and armed bandits will continue to rise; the society will continue to have illiterates and mediocres as political leaders; the society will continue to have political parties without ideology, and Niger Delta will continue to suffer. As a result of the above, it is neither an exaggeration nor an understatement to argue that the better a country's educational attainment, the greater its security. As a result, education contributes to national security.

Ideal Standard and Quality Education

In the context of this study, standard is also known as quality. Many definitions of educational excellence exist, demonstrating the concept's complexity and varied character. According to Bernard (1999) in Nwakpa (2015), the rights of the whole child, and all children, to survival, protection, growth, and participation are at the centre of all parts of the school and its surrounding education community. This means that the emphasis is on learning that strengthens children's capacities to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills, and appropriate attitudes; and that creates and helps children create places of safety, security, and healthy interaction for themselves and others.

The following characteristics of an excellent standard education were emphasized by Nwakpa (2015):

- Learners who are healthy, well-nourished, and ready to participate and learn, as well as those whose families and communities support them in their learning.
- Healthy, safe, protective, and gender-sensitive environments with enough resources and facilities.
- Content reflected in applicable curricula and resources for the development of fundamental abilities, including reading, numeracy, and life skills, as well as knowledge in areas such as gender, health, nutrition, HIV/AIDS prevention, and peace.

- Methods through which qualified instructors apply child-centered teaching practises in well-managed classrooms and schools, as well as skilled evaluation, to aid learning and eliminate inequities.
- Knowledge, skills, and attitudes outcomes that are connected to national goals for education and good social engagement (UNESCO, 2000). It is unfortunate that Nwakpa's definition of excellent and standard education is no longer attainable in Nigeria.

Concept of Insecurity

In academics, there are many different perspectives on insecurity. However, just a handful of these perspectives that are closely linked to this discussion are briefly discussed. According to Nwagboso (2012), insecurity is the risk that entrepreneurs and business executives face while shifting their businesses from an insecure to a more secure location. This viewpoint is shared by Igbo and Yoruba businessmen who returned to their homelands following the Boko Haram insurgency. Many industrial enterprises have migrated from Nigeria's northeast geopolitical zone to other countries as a result of the high degree of insecurity caused by the Boko Haram insurgency (Ajodo-Adebanjo & Okorie, 2014). Insecurity, according to Achumba et al. (2013), is the lack of protection or safety. Insecurity, according to these thinkers, comprises danger, death traps, uncertainty, a lack of fortification, and a lack of security. They also address the issue of insecurity from the following two key viewpoints:

To begin with, insecurity is the state of being exposed to risk or the prospect of harm. In this circumstance, the likelihood of suffering harm as a result of insufficient safeguards against risk is quite high. Second, insecurity refers to a feeling of being threatened or anxious. The exposure might be the consequence of the state or a group of people failing to take necessary security precautions, for example. This frequently occurs when law enforcement officers are under-educated, under-trained, underpaid, and under-motivated. It might also happen when people's fundamental needs are not being met.

In a similar vein, Beland (2005) defines insecurity as a condition of worry or anxiety caused by a lack of protection. In addition, Ezemonye (2011), referenced in Udoh (2015), defines insecurity as a condition of not feeling safe in specific situations, whereas Ajodo-Adebanjo and Okorie (2014) described it as a state of danger or threat. In this circumstance, people's feelings about their safety may be classified as self-doubt and defenselessness, and they could see themselves as potential targets for damage. Scholarly studies on insecurity have focused on classical technique (Pierce, 2009), which is state-centric, in the last few decades, mainly during the Cold War between the United States of America and the former Union of Soviet Socialist Republics (USSR). As a result, the problem of insecurity was generally viewed as a danger between countries, and the competition for weaponry and ammunition was viewed as a means of defending the state against external assault (Ajodo-Adebanjoko & Walter, 2014). After the postwar era, the issue of insecurity became a focal point as the number of rebels inside countries, particularly in developing countries, began to rise. Scholars have begun to see insecurity as a threat to human existence as a result of the current phenomena of nonviolent conflicts inside the least developed countries (Saliu et al., 2007).

The following are the essential elements to take away from the above perceptions:

- Insecurity can be defined as an anxiety disorder or anything else that has the potential to create fear, impairment, or injury in people's lives. Politics, economy, religion, and environmental issues all have a role in this phenomenon.
- Both violent and nonviolent confrontations can lead to insecurity.
- Fear of loss of people and material resources might be a business strategy.
- Insecurity is a tangible experience.
- The problem of insecurity has spread from violent to non-violent conflicts, posing a severe threat to emerging countries.
- The aforementioned researchers' perspective on insecurity failed to identify insecurity as the inability of the state to provide the required facilities or amenities for the citizenry's protection. This information gap is a source of worry for sociologists and other social, behavioural, and humanities scientists, given the subject's implications for national development and people's well-being.

In normal circumstances, one of the tasks of the state is to secure appropriate protection of lives and property, as well as adequate supply for basic essentials of life. However, such critical duties can only be properly carried out by leaders who are both effective and efficient. As a result, an insecure society might be defined as one in which educational, governmental, and social control institutions are dysfunctional, potentially causing unrest in other institutions.

Causes of Insecurity in Nigeria

According to Ishaq et al. (2019), in recent times, this country has suffered plaques of crisis, each leading to loss of lives and destruction of properties. The insecurity crisis in Nigeria includes kidnapping, armed robbery, and insurgency among others. Perpetrators of these heinous crimes in the country, always attribute their actions to penury and unemployment. Otite (2012) submits that the state of insecurity in Nigeria could be attributed to security lapses on the part of security agents. Abubakar (2005) pinpoints failure of government to provide or manage the basic human needs of their citizens, ethnic disagreements, and national resource contentions as some of the factors responsible for insecurity in Nigeria. Udoh (2015) is of the view that insecurity in Nigeria is caused by porous borders, illegal arms importation, proliferation of illegal arms, ethnicity, emergence of ethnic militia groups, corruption, marginalization, poor leadership, religious fanaticism/extremism, and unemployment. In the same vein, Olawale (2016) pinpoints unemployment, imbalanced development, corruption, weak judicial system, and porous coastal borders as causes of insecurity in Nigeria. Nadabo (2013) sees bad leadership, corruption, and illiteracy among other factors breeding insecurity in Nigeria.

Odidi (2014) points to politics of bitterness in which ascendance to political power is seen as a do-or-die business. This invariably leads to political thuggery and insecurity. Insecurity in Nigeria is linked to huge and unregulated corruption, greed, selfishness, unpatriotic, a lack of political will and conscience, and, of course, a lack of vision and purpose, according to Akintokunbo (2011). King (2016), added that the following factors contribute to insecurity in Nigeria: a lack of institutional capacity, a lack of basic necessities, widespread material inequalities and unfairness, ethno-religious conflicts, a weak security system, a loss of socio-

cultural and communal value systems, porous borders, rural/urban drift, anti-social and irresponsible companies, unemployment, and poverty. There is no doubt that the above-mentioned factors have correlation with state of education in the country (Ishaq et al, 2019).

Adekola (2017) opined Insecurity as a situation created when there is conflict or crisis in a community. From his statement, it can be deduced that insecurity in many Nigerian Universities has emerged as a prevalent matter arising that needs to be tackled with immediate alacrity. The rising cases of Killings and cult-related incidences have forced many students out of most university campuses, sending them searching for houses quite far away from the school to ensure their safety. Lecturers and the Administrative staff of the school have also been affected by such cases, thus the need for them to always take security matters more seriously. School administrators can no longer perform their said functions because of the life-threatening risk now involved in the positions they occupy.

Relationship between Education and Security

Security and insecurity are created by a country's political, economic, and social institutions. Security is a first-order or necessary prerequisite for human and societal growth. As a result, human individuals and civilizations' most basic need is security. The Federal Republic of Nigeria's Constitution states in section 14 (1) (b) that "the security and welfare of the people must be the fundamental objective of government," recognizing the importance of security as a precondition for the existence of the Nigerian people and nation. The government's obligation under this clause has not been significantly and substantively fulfilled, as the country's current high degree of human insecurity reveals. "The state's most basic role is to provide security by wielding the monopoly of force," writes Wulf (2006). Within the state's jurisdiction, this implies the protection of human rights against physical threats and violence." When a government is unable to provide and promote the security and welfare of its residents and their property, it loses legitimacy, and its capacity to demand and command citizens' allegiance is severely harmed.

Education is a critical instrument in safeguarding the lives and property of all nations. According to Sadiq (2013), an educated people is a valuable asset to a country because it improves national security by instilling desirable human attributes such as honesty, sincerity, hard work, punctuality, productivity, creativity, patriotism, altruism, brotherhood, and friendship. It also empowers individuals by instilling life-long skills and knowledge, allowing them to escape poverty and desire. In a similar spirit, Fahd al-Qudah, mentioned in Ekpo and Is'haq (2014), claimed that if a nation succeeds in developing (educating) its people as strong and full persons, it would be able to create a wonderful future for itself, promote peace within her borders, and protect its sovereignty. However, if a country fails to develop (teach) its citizens and leaves them unable to properly carry out parts of life's tasks, that country is bound to weakness, ruin, and oblivion (Ishaq et al., 2019).

Furthermore, Jonathan (2016) emphasized the link between education, poverty, and security, pointing out that the world's top ten most literate nations are at peace, whereas practically all of the world's top ten least educated nations are either at war or in a condition of general insecurity. Poverty is connected to a lack of education, and poverty is one of the leading causes of crime, whether it be terrorism, militancy, or criminality. To Jonathan, counter insurgency strategies are short term tools for securing a nation from insecurity while education provides a long-term solution (Ishaq et al, 2019).

Malala (2016) submits that eradicating global terrorism goes beyond proliferation and development of guns and drones, rather spreading quality education across the globe irrespective of regions and culture because “We can only kill terrorists with wars and weapons, but the terrorism idea can only be eradicated via education”, hence, swapping of textbooks and other educational materials for drones and guns (Malala cited in Jayalakshmi, 2014). Malala also submit that education is key to global security, therefore, there is need for change in policies in every nation of the world to cater holistically for education of every citizen which in turn could enhance tolerance, patience, love for each other, and friendship and harmony in society. It might be inferred that nations and institutions must prioritise education in order to attain long-term global security. When effectively implemented, education may be a powerful tool in the battle against poverty, injustice, insecurity, and illness on a worldwide scale (Al-Rodhan, 2007 in Ishaq et al., 2019).

Effects of Insecurity on Standard Education

Peace and tranquilly are antidotes to good teaching and learning in every educational institution. However, in recent years, millions of Nigerian schoolchildren have been caught up in wars that have resulted in insecurity not only in their school attendance, but also on their lives and property (Abdullahi & Terhema, 2014). Borno State, in particular, began to experience the worldwide insurgency trend in 2009. Boko Haram has killed a big number of brilliant young people who could have become tomorrow's leaders and who could have made a significant contribution to the advancement of education in Nigeria and throughout the world. Boko Haram's abduction of more than 200 schoolgirls in Nigeria is hardly news, and it underscores Islamism's new focus on education. The terrible operations of Boko Haram have pushed many students in the northern portion of the country out of school, including aspiring business educators. According to a survey conducted by both print and electronic media, over 85% of school students in Borno State do not attend school owing to insecurity in the state (Bwala, 2012).

Academic Activities Aren't Monitored: Most education officers in the region were now out of their states for safety reasons, thus teaching and learning procedures could not be carried out correctly in a hazardous school setting. This means that inspectors of the basic education programme will not be able to perform termly inspections to determine the degree of progress in the affected area's basic education programme (s). Many students and teachers are living on the edge of their lives: Boko Haram also attacked Federal College of Education Kano on September 17, 2014, murdering multiple students when two Boko Haram suicide bombers entered the lecture classroom and detonated himself, the students, and the professor (Ruquyyatu, 2013). Boko Haram and other such organisations have attacked schools in Nigeria, posing a threat to education. In view of the foregoing, Okpaga et al. (2012) argue that Nigeria as a nation must make deliberate efforts to improve the educational attainment of all of its youngsters, especially those who are unable to attend school regularly due to insecurity and violence. If youngsters are unable to attend school, the country's prospects appear bleak.

Affect School Enrolment: School enrolment will always be on the decline in places where there is a crisis. No student who survived the assault would want to return to that school, considering the psychological impact and the number of classmates, friends, and lecturers/teachers slain in the attack. School enrolment in Nigeria's north eastern states has decreased by 28 percent more than in any other part of the country as a result of insecurity

(Bwala, 2012). Good Brains (Teachers) Exodus: Another consequence of Boko Haram's indiscriminate attacks on government institutions, including education, is the loss of educated instructors who are either injured, murdered, or opt to avoid classrooms altogether as a result of Boko Haram's indiscriminate attacks (Okoli & Iortyer, 2014). In crisis regions, everyone is running for his or her life. Many instructors are forced to migrate to areas where the peace is reasonably steady, and as a result, many bright minds depart. Borno and Yobe in the north, as well as certain states in the militant zones, have seen major migration of teachers and school administrators over the years since the climate has been unsafe, leaving learning institutions with only a few teachers who have no choice but to stay.

Theoretical Perspectives on Insecurity

Mankind is said to be a rational creature. As a result, he has the intellect to explain societal concerns in his surroundings. This is referred to by some scholars as the practicality or reality of everyday life (Liadi, 2013). In sociology, a theory is a collection of logically connected claims that seek to describe, explain, and predict social occurrences (Kendall, 2007). As a result, social theories denote an organized body of knowledge that attempts to explain, describe, forecast, or refute social phenomena. Sociological theories serve as weapons of social change, affecting the structure of society and also directing people's way of life, due to their ability to anticipate the future. Classical and modern sociological theories are substantially tied to this debate. Functionalist theory and Marxian theory are explored from a classical or conventional perspective, whereas elitism, social structure, and anomie, as well as relative deprivation theory, are considered from a contemporary perspective.

Structural Functionalism

One of the classic or conventional ideas in sociology is structural functionalism. Its origins may be traced back to August Comte (1798-1857), with contributions from authors like as Herbert Spencer (1820-1903) and Robert Merton (1920-2003). Emile Durkheim (1858-1917) and Talcott Parson (1858-1917) developed the idea later (1902-1979). The following structures exist inside human society and function together in a linked and interdependent manner to foster solidarity and stability: politics, economy, religion, education, industry, technology, social control or social order. As a result, each change in one section of society generates change in another. Functionalists have historically compared society to a living creature and drawn parallels between the two.

Society, like a living body with multiple components that work together for existence, has numerous parts that enable it to satisfy its needs in order to survive. These components are referred to as social institutions, and they are closely linked to the structures stated above, and they play particular responsibilities in the overall maintenance of the system. These positions might be overt or covert, but they have always served to keep society together (Merton, 1938). However, one of the founders of functionalism, Merton (1920-2003), disagrees with the assumption that every aspect of the system has a constructive role in system preservation. (Merton, 1938) goes on to say that the value of analysis should be based on the assumption that any aspect of society might be helpful, dysfunctional, or non-functional for organisations, society, and individuals (Haralambos et al., 2008).

The Applicability of Functionalism to Insecurity

Connecting functionalism's tenets in the context of this discussion, insecurity might be viewed as a sub-unit of human society's social control institution, which provides a segment of the society with "functional conditions" for its members' existence in order to avert extinction. The role disparity and responsibilities of agencies formed to checkmate insecurity may be regarded in two ways:

- To begin with, violent conflicts that cause insecurity, such as armed robbery, assassination, abduction, and terrorism, provide unofficial or illegal employment for individuals who participate in them (Global Terrorism Index, 2015; Haralambos et al., 2008; Ngwama, 2014; Oputeh, 2015). Because the rate of unemployment and poverty in contemporary Nigeria is too high, these activities help individuals to modify or build an inventive means of survival (Merton, 1938).
- Second, it gives security employees in various agencies in the community a place to work and advance their careers. There are nine such agencies in Nigeria. Their functions in preserving law and order are critical for society's cohesiveness and seamless operation (Andersen & Taylor, 2006).

The aforementioned groups of people are able to fulfil key responsibilities in other social institutions such as the family and education, which are likewise vital to the survival of the society, thanks to the occupational roles of both legitimate and illicit work. The occupation provides a source of income for each family member, preventing extinction and allowing the family institution to perform additional functions such as socializing children, regulating sexual activity and procreation, providing physical, emotional, and psychological support to members, and assigning identity to people (Glenn, 1987). It also enables the family institution to pay for their children's school fees at educational institutions, where various generations gain skills for occupational roles in work settings and for the advancement of society.

Furthermore, the security personnel's occupational tasks support the smooth operation of social mobility from the lowest to the highest levels of the social stratification mechanism, which is designed to distribute people into social positions that they must be motivated to fill in society (Haralambos et al., 2008). As a result, the visible functions of these institutions are system maintenance within the scope of individual employment opportunities and general societal safety, but the hidden role is the impact of insecurity on Nigerians' well-being and national growth. This theory emphasizes the relevance of insecurity as a consequence of the Nigerian society's economy sub-system and social control institution.

Ways to improve security in Nigeria for Standard Education

Several researchers and scholars have dabbled into the area of insecurity in Nigeria due to its pertinence. The recommendations and suggestions made in previous studies are commendable steps in the right direction if strictly adhered by policy makers and implementers in education. Low academic standards, inefficient and unaccountable administration, widespread indiscipline and misconduct, all of which erode traditional values, processes, and practices, limit universities' ability to contribute to knowledge, policies, decisions, and actions that support the country's development and security, as well as global competitiveness. The following changes and

initiatives are necessary and recommended to enable it to make a substantial contribution to national growth, solidarity, and security:

- Schools at all levels should adhere to traditional core values such as relevance, responsiveness, cosmopolitanism, excellence, academic freedom, collegiality, humility, trustworthiness, and an unrelenting search for improved dignity for humanity.
- A relevant, functional, and globally competitive education system should be developed and sustained, with a particular focus on improving the quality of education at the primary and secondary school levels as an input into tertiary education.
- Implement a post-secondary practical focused technical and vocational education programme spanning 6 to 18 months to absorb secondary school graduates into vital competences needed for national security and economic prosperity.
- Functional tertiary education, particularly institutions based on universal principles, norms, and goals, will be crucial in achieving the country's security goals and difficulties.
- University courses and research should meet the highest global standards while reflecting national development and security requirements and ambitions.
- Class sizes must be drastically reduced to create a high-quality and suitable learning and teaching environment.
- Oversight agencies for education institutions at all levels should be reorganised for efficiency and to prevent impunity in relation to violations of national constitutional provisions and educational policies;
- University undergraduate classes in science and technology should be pegged at 50-60 students, and classes in arts, humanities, and social sciences should be pegged at 80-100 students;
- Information sharing, training, and research collaboration between the university and security agencies should be strengthened;
- The university should establish and maintain efficient security services and infrastructure on their campuses, and promote effective collaboration between campus security officials and security agencies in their communities.

CONCLUSION

The increasing security situation in Nigeria poses a threat to not just pupils and school officials, but also the school's employees. The three pillars of security, economic progress, and democracy are inextricably linked. Security can be defined as the absence of threats to (a) a nation's sovereign powers and territorial integrity; (b) a country's government's capability; (c) citizen safety and property; and (d) citizen freedom from oppressive rule, economic exploitation, discrimination, and exclusion, diseases, homelessness, starvation, ignorance, and illiteracy. Security has intrinsic significance as both a means and an end. National security, like any other aim, entails a variety of institutional and organizational procedures and actions, as well as human efforts guided by norms and adherence to them. Therefore, to maintain the standards and quality of education, it is pertinent that government and its agencies take into cognizance the several recommendations made by researchers on the area of insecurity in Nigeria, for education to thrive.

Recommendations

The issue of insecurity is one that has been researched by many scholars, however, there is still more to unravel about the subject as new developments are recorded daily in Nigeria. The following are suggestions for further research on the issue of insecurity in Nigeria.

- Insecurity in Federal girls' colleges in Nigeria and its effect on senior secondary school examinations.
- Security of students, teachers and invigilators/supervisors before and during WAEC examinations in North Eastern Nigeria.
- The safety of lives and school properties in Rural communities in Rivers State.

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