

## IMPACTS OF INSECURITY ON THE NIGERIA TERTIARY INSTITUTIONS

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### **Abstract**

*This study examines the impact of insecurity on Nigeria's tertiary institutions using self-a self-developed questionnaire to collect useful information from the respondents. The paper employs simple frequency counts and non-parametric chi-square statistics. The study revealed that the major reasons for insecurity in Nigeria's citadel of knowledge were kidnapping and abduction, student violence and protest, counter-attacks between cultist groups, social evils and off-campus residents and frequent increases and multiple levies and herdsmen killings of students and staff. The result depicted that insecurity has a negative significant effect on the academic performance of undergraduate students in Nigeria's Higher Institutions. The study recommended that the menace of insecurity can be curbed if the following mechanisms can be put in place: provision of functional tertiary education based on universal principles, norms and goals, provision of medical and psychological treatment, adequate security equipment, improvement in military technology and provision of rehabilitation centres for victims.*

### **Introduction**

Major stakeholders in Education such as government, industries, communities, parents, schools even students and many others have been lamenting over the poor quality of Nigerian graduates. Researchers and authors have speculated on reasons for the failure on the part of Nigerian students in the higher citadel of learning including those in other states to acquire the necessary social, psychological and academic skills to cope with the demands of life and living in and outside the school. Their findings and suggestions tend to point at those issues which tend to waste students' time and

then have false notions about true life situations. Others have focused on teaching and learning materials as well as students themselves. An area that seems to have been neglected by past researchers is the effect of insecurity. According to Akintunde and Musa (2016), insecure school environment affects the learning of students. Situations of insecurity trigger traumatic disorder and toxic stress that affect learning negatively. General school attendance and enrolment are equally affected as parents pull their wards out of schools while in some extreme cases, insecurity has led to the closure of schools. For instance, Greenfield University, Kaduna was shut down as a result of insurgency in April 2021 (Chukwurah, Igwe & Okeke, 2021). These attacks on schools usually lead to loss of life, vandalization and outright destruction of school facilities which discourage the establishment of new facilities. Consequently, government resources are depleted as funds meant for other developmental projects are channelled to tackle the aftermath of attacks. In the end, educational attainment in terms of the quality of graduates and manpower suffers which impinges on overall national development aspirations. As a result, this study seeks to investigate insecurity and its impact on tertiary institutions in Nigeria.

As no nation grows beyond its level of educational development, the need to adequately provide a secure school environment cannot be over-emphasized. There have been different studies in the literature concerning insecurity in Nigeria. Enamiroro (2021) examined the nexus between insecurity and academic performance in tertiary institutions in Nigeria, a sample of 1500 respondents was selected through stratified random sampling from nine tertiary institutions in the six geo-political zones. The questionnaire was the instrument for data collection and ANOVA method of estimation was employed. The finding revealed that insecurity has a significant effect on the academic performance of students in North Central, North East, North West and South East.

Ebokaiwe (2020) investigated the issues of school insecurity and academic performance using secondary data and employed a vector autoregressive model. The result revealed that insecurity hurt the overall development of education in Nigeria.

Adebayo (2019) studied the effect of insecurity in the school environment on the academic performance of secondary school students in Ibarapa Area of Oyo State. 500 respondents responded to a self-structured questionnaire. The chi-square statistics method of estimation was employed. The findings showed that insecurity in the school environment significantly affects the academic performance of secondary school students.

Adebayo (2014) examined the nexus between higher education, security challenges and sustainable development in Osun State. The study employed a primary source of data collection through a self-administered questionnaire and the Chi-square method of estimation was employed. The result revealed that insecurity is one of the prominent challenges facing higher institutions and impedes sustainable development in the long run.

Ajose (2017) investigated the effect of insecurity in schools in Ondo State. Five hundred respondents responded to a self-structured validated questionnaire. Independent samples t-tests were used for testing the hypotheses. It was revealed that insecurity significantly affects the academic performance of secondary school students. Idowu (2021) examined insecurity as the bane of Nigeria's socio-economic development. The study adopted a descriptive survey research. Findings revealed that ethno-religious conflicts and unemployment were among the factors responsible for insecurity in Nigeria.

Studies in the literature have been contradicting what determines insecurity in Nigerian schools and the situation of insecurity over the years in Nigeria has been misleading. Hence, policymakers are put at a crossroads about this; there is a need for further study of this nature.

Hence, it is not an overstatement that this study will bridge the knowledge gap and will be resourceful to the Governments, our educationists, policymakers and other stakeholders in formulating quantitative policies, directives and regulations to enhance the development of the Nigerian economy. To the body of academics, this study will serve as a guide for further research in the area of insecurity which this study did not cover.

The main purpose of this study is to examine the impact of insecurity on tertiary institution students in Nigeria. To achieve this objective, this paper is divided into four sections. Section one covers the introductory part, section two covers materials and methods. The section covers results and discussion while the conclusion and policy implication are covered in section four.

## **Methodology**

For this study a descriptive design was adopted. This study involved the collection of information from respondents and based on the information, inferences were drawn on the survey study of the effect of insecurity on tertiary education in Nigeria. The population for this study consists of education sectors in Oyo State, Nigeria while emphasis was laid on three citadel of learning in Oyo State. The institutions are Federal College of Education (Special), Ekiti State University, Oyo Campus and Emmanuel Alayande College of Education, Oyo.

The instrument used in the collection of data for this study is a self-design closed-ended questionnaire. The questionnaire has two main sections. Section A of the questionnaire was on demographic information of the respondents. Section B elicits information on the effect of insecurity on tertiary education in Nigeria with the direction for viewing each item following the four-point scale of SA, A, SD, D

In other to ensure the reliability of the instrument, questionnaires were administered to the students outside the study area and the reliability index effect of the instrument was

0.78 Split half reliability method was employed and the results were found reliable. The instrument was validated by 3 senior colleagues

The data collected was analysed using simple percentage and Chi-square statistics at a significant level of 0.05 Alpha Level. The Statistical Package for Social Scientists (SPSS) version 17.0 was used to analyse the information collected.

## Results

### Demographic Information of the Respondents

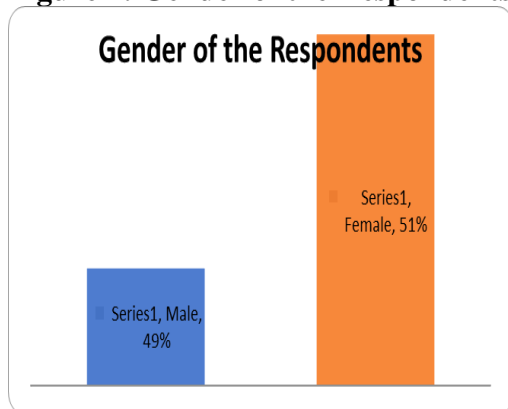
**Table 1: Respondents' Institutions**

Item	Frequency	Per cent
EACOED	50	25.0
FCE, OYO	50	25.0
EKSU, OYO	100	50.0
Total	200	100.0

*Source: Field Work, 2023*

**Table 1** shows the distribution of the respondents based on school attendance. From the result, 50 (25%) of the respondents were EACOED OYO, 50 (25%) of the respondents were from FCE, OYO while 100 (50%) of the respondents were Degree Students of EKSU, Oyo Campus. Hence, the majority of the respondents were degree students from EKSU, Oyo.

**Figure 1: Gender of the Respondents**



*Source: Field Work, 2023.*

From figure 1 above, the result revealed that out of 200 respondents, 98(49%) were male while 102(51%) were female. Hence, majority of the respondents were female.

**Table 2 Respondents' Faculty**

Item	Frequency	Per cent
Unspecified	24	12.0
Education	24	12.0
Arts and Social Sciences	82	41.0
Science	48	24.0
Languages	20	10.0
Voc and Tech	02	1.0
Total	200	100.0

Table 2 shows the distribution of the respondents based on their school faculty. From the result, 24(12%) didn't specify their faculty, 24(12%) were from the school of education, 82(41%) were from the School of Arts and Social Sciences, 48(24%) were from the school of Sciences, 20(10%) were from the school of Languages while 2(1%) was from the school of Vocational and Technical Education. Hence, the majority of the respondents were from School of Arts and Social Sciences.

**Table 3 Respondents' Age**

Years	Frequency	Per cent
16-19	32	16.0
20-25	90	45.0
26-30	52	26.0
30 years and above	26	13.0
Total	200	100.0

Table 3 depicts the age of respondents. Out of 200 respondents, 32(16%) fall within the age range of 16-19, 90(45%) fall within the age range of 20-25, 52(26%) fall within the age range of 26-30, while 26(13%) fall within the age range of 30 years and above. Hence, the majority of the respondents fall in the age group of 20-25 years.

**Table 4 Respondents' Academic Level**

Business Length	Frequency	Per cent
First Year	40	20.0
Second Year	130	65.0
Third Year	20	10.0
Fourth Year	10	5.0
Total	200	100.0

*Source: Field Work, 2023*

The outcome from Table 4 shows the Academic level of the respondents. From the result, 40(20%) of the respondents were new entrants, 130(65%) were second year students, 20(10%) were in 300 level while 10(5%) of the respondents' final year students. Hence, the majority of the respondents were in 200 levels.

**Research Question 1:** What are the major causes of insecurity in Nigeria's higher institutions?

**Table 5: Causes of Insecurity in Tertiary Institutions in Nigeria**

S/N	Causes of Insecurity (n=200)	Agree Frequency (%)	Disagree Frequency (%)	Rank
1	Counter-attacks between cultist groups and sects at Nigeria's institutions	180 (90%)	20 (10%)	3 <sup>rd</sup>
2	Kidnapping and Abduction in Nigeria Campuses	190 (95%)	10 (5%)	1 <sup>st</sup>
3	Herdsmen killings of people in their home, communities and schools	140 (70%)	60 (30%)	5 <sup>th</sup>
4	Off-campus residents	150 (75%)	50 (25%)	4 <sup>th</sup>
5	Student's violence and industrial Actions	186 (93%)	14 (7%)	2 <sup>nd</sup>
6	Frequent increases and multiple of levies	150 (75%)	50 (25%)	4 <sup>th</sup>

*Source: Author's Computation, 2023.*

Table 5 shows the responses of the respondents on the causes of insecurity in Tertiary institutions in Nigeria. Out of the responses, Kidnapping and abduction received the respondents' nod as it was ranked first, followed by Students' violence and Protests, Counter-attacks between groups and sects ranked third, Social evils and Off-campus residents and Frequent increases and multiple levies ranked fourth, while Herdsmen killings of people ranked 5<sup>th</sup>. Hence, the result revealed that Kidnapping and abduction, Student violence and industrial Actions and Counter-attacks between groups and sects at Nigeria's institutions were the major determinants of insecurity in Nigeria's tertiary institutions.

**Research Question 2;** What is the lasting solution to the problem of insecurity in tertiary institutions in Nigeria?

**Table 6: Solutions to the Menace of Insecurity in Nigeria's Tertiary Institutions**

S/ N	Lasting remedies to insecurity in higher institutions (n=200)	Agree Frequency (%)	Disagree Frequency (%)	Rank
1	Provision of functional tertiary education based on universal principles, norms and goals	200 (100%)	0 (0%)	1 <sup>st</sup>
2	Improvement in military technology	160 (80%)	40 (20%)	5 <sup>th</sup>
3	Provision of medical and psychological treatment	190 (95%)	10 (5%)	2 <sup>nd</sup>
4	Enact against early marriage among students	180 (90%)	20 (10%)	4 <sup>th</sup>
5	Provision of adequate security equipment	186 (93%)	14 (7%)	3 <sup>rd</sup>
6	Provision of rehabilitation centres for victims	150 (75%)	50 (25%)	6 <sup>th</sup>

*Source: Author's Computation, 2023.*

Table 6 shows the responses of the respondents on the lasting way-out out of the menace of insecurity in Nigeria's citadel of knowledge. Out of the responses, the Provision of functional tertiary education based on universal principles, norms and goals was ranked first, followed by the Provision of medical and psychological treatment, Provision of adequate security equipment ranked third, enact against early marriage among the students ranked fourth, Improvement in military technology was ranked fifth while Provision of rehabilitation centres for victims was ranked 6th. Hence, the result revealed that the Provision of functional tertiary education based on universal principles, norms and goals, Provision of medical and psychological treatment, Provision of medical and psychological treatment, etc. were major mechanisms that ameliorate the menace of insecurity in Nigeria's higher institutions.

**Hypothesis 1:** There is no significant relationship between insecurity and the academic performance of undergraduate students in Nigeria.

To examine this, Chi-Square statistics was employed and the result is presented below:

**Table 7: Insecurity and Undergraduate Academic Performance.**

Items	SA	A	Total	S	D	Total	$X^2$ or (0- E) <sup>2</sup> /E	$X^2$ Ta ble val ue	Rema rk
Negative impact on Nigeria's labour market	120	20	140 (70%)	40	20	60 (30%)	<b>74.00</b>	26.34	Significant
Deteriorate in terms of values, efficacy and relevance	110	50	160 (80%)	10	30	40 (20%)			
As an instrument of selfishness political careers	100	50	150 (75%)	10	40	50 (25%)			
Psychological and emotional instability	110	60	170 (85%)	15	15	30 (15%)			
Early and child marriage among students	50	90	140 (70%)	25	35	60 (30%)			
Deteriorate the quality of education	100	10	200 (100%)	0	0	0 (0%)			
Increasing Private Expenditure on Education	50	70	120 (60%)	30	50	80 (40%)			
Increasing Public Expenditure on Education	70	90	160 (80%)	10	30	40 (20%)			
It has led to many drop-outs among the students	100	90	190 (95%)	0	10	10 (5%)		df=27	

Source: Author's Computation, 2023.

Table 7 depicts the result of research hypothesis one on the impact of insecurity on the academic performance of undergraduate students in tertiary institutions in Nigeria. According to the result, more than 50% of the respondents agreed that aforementioned factors have an inverse impact on the academic performance of students in Nigerian tertiary institutions. Also  $X^2_{cal} = 74.000$  and  $X^2_{tab} = 26.34$ . Since the calculated value ( $X^2_{cal}$ ) is greater than the table value ( $X^2_{tab}$ ) and probability is greater than 5%, we conclude that most of the respondents perceived that insecurity has a significant negative impact on the Academic performance of undergraduate students in Nigeria's higher institutions.

### Discussion of the Findings

As evident from the result, the major reason for insecurity in Nigeria citadel of knowledge were Kidnapping and abduction, Students' violence and Protests, Counter-attacks between groups and sects, Social evils and Off-campus residents and Frequent increases and multiple of levies and Herdsmen killings of people. Also, the result depicts that insecurity has a significant negative impact on Academic performance of undergraduate students in Nigeria higher institutions. However, the menace of insecurity can be curbed if the following mechanisms can be put into play: provision of



functional tertiary education based on universal principles, norms and goals, provision of medical and psychological treatment, provision of adequate security equipment, enact against early marriage among the students, improvement in military technology and provision of rehabilitation centres for victims. The results of this finding is in line with the outcome of Enamiroro (2021) examines the nexus between insecurity and academic performance in tertiary institutions in Nigeria. The findings revealed that insecurity has a significant effect on academic performance of students.

### **Summary**

This study empirically investigated the impact of insecurity on tertiary institutions in Nigeria. A literature review drawn to give an insight into what has already been done on the subject matter. The study employed self-developed questionnaire to collect the useful information from the respondents.

The sample consist of two hundred (200) respondents selected from three citadel of learning in Oyo metropolis and the data collected were analyzed using simple frequency counts and non parametric chi-square statistics. The result revealed that insecurity has a significant effect on academic performance of undergraduate students in Nigeria tertiary institutions.

### **Conclusion**

It is agreed that the high rate of unemployment and unskilled manpower among the youth make them cheap tools for criminal activities. However, with show of commitment and political will on the part of government through implementation of programmes that would enable the youth acquire skills in the process of their educational career and be able to engage themselves in productive means of livelihood after their education, the challenges of insecurity in Nigeria at large will be addressed.

### **Recommendations**

The following recommendations are suggested the in light of Nigeria's goal of becoming one of the world's top economies by 2030 (MINT). First and foremost, the nation must have a solid and stable government capable of ensuring the country's political stability and economic growth and development. Establish a well-funded and organized security force that can defend lives and property via an intelligence-gathering structure with the help of other countries. A third recommendation is for the federal government to establish a climate that encourages businesses to hire many young people who are now out of work. Infrastructural amenities, such as roads, drinkable water, and continuous electricity may attract foreign direct investment through enacting laws, policies and programs. Lastly, the government should work to establish an equal and non-discriminatory society.

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